

Board of Management

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

Board Secretary
10 November 2020

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

- 1. MINUTES**
Meeting of the Learning, Teaching and Research Committee held on 22 September 2020
- 2. OUTSTANDING ACTIONS**

ITEMS FOR DISCUSSION

- 3. UPDATE REPORT ON IMPACT OF AND RESPONSE TO COVID-19** - Report by Depute Principal Academic Development & Depute Principal Planning and Student Experience
- 4. STUDENT RECRUITMENT 2020/21** - Report by Depute Principal Planning and Student Experience & Depute Principal Academic Development
- 5. HISA REPORT AND STUDENT PARTNERSHIP AGREEMENT UPDATE** - Report by Director of Student Experience and HISA President
- 6. REPORT ON EARLY STUDENT EXPERIENCE SURVEY** - Report by Quality Manager
- 7. SAFEGUARDING ANNUAL REPORT** – Director of Student Experience
- 8. KEY PERFORMANCE INDICATORS – REPORT 2019/20**
Report by Depute Principal Planning and Student Experience
- 9. AUDIT REPORT**
FES Report October 2020

10. AOCB

11. DATE OF NEXT MEETING – 16 March 2021 at 4.30 p.m.

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

Board of Management

DRAFT MINUTES of the MEETING of the LEARNING, TEACHING AND RESEARCH COMMITTEE held via Microsoft Teams, on Tuesday 22 September 2020

- PRESENT:** Sally Blyth, Kelly Mackenzie, Chris O'Neil, Tina Stones, Fiona Neilson, Robyn Kennedy, Sarah Burton, Samantha Cribb, Ruth McFadyen
- CHAIR:** Sarah Burton
- APOLOGIES:** Vivienne Mackie
- ATTENDING:** Depute Principal, Academic Development
Depute Principal, Planning and Student Experience
Director of Curriculum
Director of Research and Innovation
Director of Student Experience
Board Secretary

The Chair of the Board of Management welcomed everyone to the meeting and advised that she would Chair this meeting.

No Declarations of Interest were noted.

1. MINUTES

The Minutes of the meeting of the Learning, Teaching and Research Committee held on 09 June 2020 were **AGREED**, and **APPROVED** for signature by the Chair.

2. OUTSTANDING ACTIONS

Committee and Chair Evaluations – this will be discussed within the agenda. It was **AGREED** that this item can be removed from the list.

3. INTERNAL AUDIT – TERMS OF REFERENCE

Item 01

The Depute Principal – Planning and Student Experience advised the Committee that the Covid-19 Quality and Assessment Terms of Reference for Internal Audit had been referred to this Committee by the Audit Committee for discussion and approval.

The Committee noted that Internal Audit are seeking assurances with regards some aspects which are out with our control. As a result of this amendments to the Terms of Reference have been suggested by the SMT.

The Committee noted the proposed changes suggested by the SMT and **AGREED** the updated terms of reference. Following this approval it was **AGREED** that the Board Secretary would circulate the Terms of Reference to the Audit Committee for their approval.

4. **UPDATE REPORT ON IMPACT OF AND RESPONSE TO COVID-19**

The Committee was advised that contingency plans are in place in case of tighter restrictions being implemented by the Scottish Government following this afternoon's briefing by the First Minister.

The Committee noted that messages to students will continue to be reinforced and that we will continue to operate within the current constraints with additional emphasis on students who require access to the building for practical based learning. The Committee noted that all Heads and Depute Heads being asked to prioritise what learning requires access to the building to allow the SMT to plan accordingly.

The Committee noted that with regards the school programme we cannot accommodate school groups due to the 2m rule which leaves holes in pupil timetables. The SMT is continuing to look at this and most students have now moved to online classes with only a small percentage of students having their class postponed. We are continuing to liaise with the Highland Council with regards this and are ensuring a consistent UHI response.

Ruth McFadyen joined the meeting at this point.

Further discussions took place around:

- Grades
- Positive changes to learning due to the change in style and delivery of classes along with confirmation of the support being offered to any students who may be finding remote learning difficult.
- The mental health and wellbeing of both staff and students and the impact further tighter constraints may have in the long term. The Committee noted that a Sub Committee of the Health, Safety and Wellbeing Committee has been formed to look at how to develop strategies around this. Both the staff questionnaire and early student questionnaire are due to be circulated. The results of which will give a clear indication of how both staff and students are feeling.

The Committee gave their thanks for the report and **AGREED** that this would remain a standing item on the agenda.

5. **HISA REPORT AND STUDENT PARTNERSHIP AGREEMENT UPDATE**

The Director of Student Experience advised the Committee that this report focused on the progress made around the Partnership Agreement for 20/21 and how we have supported students at the start of this Academic Year.

Partnership Agreement

With regards the Partnership Agreement 3 themes have been identified:

1. Student Voice and Partnership
2. Student Life – with focus on online engagement, mental health, community, outdoor sports.
3. Tools for Learning – with an encompassing mental health online platform and inclusive delivery.

An action plan from these themes is being prioritised and progress has been made in the following areas:

- Return to Campus Guide – this is a live document which is kept up-to-date by HISA.

Item 01

- The introduction of a booking system for access to the campus to assist with controlling footfall within the campus.
- Halls of residence – we have been pro-active in ensuring that the message to students is consistent from both ourselves and City Heart. HISA have ensured their presence and the President of HISA will host a drop-in next week within the Halls.
- The creation of a netiquette guide along with UHI procurement of laptops for students and the opening of our Learning Resource Centre to allow students to use IT equipment. However it was noted that we cannot meet all the demands for equipment and that digital poverty remains an issue. Discussions around this highlighted:

- The requirement to continue to seek further resources/funding from the Scottish Government.
- The diversion of the use of Student Support Funds from the Discretionary Fund.
- UHI Emergency Study Fund.
- Remaining cognisant of those students who have a low income such as Care Experienced Leavers.
- PDA and PAT will continue to ensure discussions are had with students and support is given to complete all applications for funding.
- Directing students to organisations such as Connecting Scotland and the Libertie Project.
- Supplying dongles where required.
- Providing suitable software where devices aren't ours to ensure that students can use their own devices as needed.

The Committee commended the hard work HISA put into the Fresher's Fayre. It was reported that online events were advertised widely along with regional events and that any lack of engagement from students was a reflection of the current situation.

Student Voice

The challenges around student engagement were reiterated to the Committee with the HISA President highlighting the following:

- A video has been made which will be shown to all students via their PDA and PAT to ensure that HISA have a virtual introduction to all students.
- Work is continuing on a student newsletter which was established during the previous academic year.
- Bi-monthly meetings are continuing.
- The HISA President will arrange WebEx sessions and/or drop in events within the College to chat to students.
- HISA are looking at the possibility of using WhatsApp to communicate with students.
- The successful use of social media to reach students.

The Committee were cognisant of the challenging situation facing HISA and students at the moment.

The Committee discussed the follow issues with regards students and IT:

- Digital poverty
- Digital skills gap – support for students is available from Skillzone and 1-1 support is being offered where needed.
- Possibility of producing online training for students to learn how to use existing systems.

The Committee gave their thanks to HISA for all their work.

6. STUDENT OUTCOMES AND SATISFACTION RATES

The Depute Principal - Planning and Student Experience advised that the processing of student satisfaction rates has been affected by Covid-19 restrictions. With regards pass rates for Higher and National 5 awards the Committee noted that these had risen by 23.3 and 19.2 points respectively. The Committee noted that student satisfaction rates remain high, with the Student Satisfaction and

Engagement Survey (SSES) at 93% and the National Student Survey (NSS) at 83% satisfaction overall.

The Depute Principal - Planning and Student Experience advised that the Your Learning Experience Survey (YLES) ran for two weeks through April 2020 and had a response rate of 17%. The Committee were advised that overall satisfaction has decreased with those with a declared disability expressing less satisfaction.

The Committee were advised that with regards the Postgraduate Taught Experience Survey (PTES) there was a 14% response rate and the UHI overall satisfaction rate decreased to 85%.

The Committee commended the robust analysis of this data.

Lengthy discussions over the following took place:

- Other means of teaching.
- Use of tools which will be rolled out to students.
- Launch of the Early Student Experience Survey.
- Possibility of a press release regarding the NSS outcomes.

7. STUDENT ACTIVITY 2019/20 & STUDENT RECRUITMENT 2020/21

The Depute Principal - Planning and Student Experience took the Committee through his report and advised the Committee that we did not meet our credit target for 2019/20 due to Covid-19.

The Committee was advised that there was a concern with regards the lack of engagement with online enrolment however staff are continuing to assist students with this.

Discussions around the following issues took place:

- January 2021 starts, which the Committee noted have increased for HE.
- The increase in provision of social sciences through online learning.
- The inventive means of teaching which is being employed.
- How lessons learned and shared practice are being disseminated.

- Curriculum review.

8. CORPORATE PARENTING ANNUAL REPORT AND PARTNERSHIP APPROACH TO SFC EQUALITIES REPORTING

The Director of Student Experience took the Committee through the dual report which looks at the Corporate Parenting Plan for the period 2020-23 along with an update on the regional approach to equalities reporting. The Committee noted that this is a draft report and an updated version will come to the next meeting for further discussion.

The Director of Student Experience advised the Committee of the progress which has been made over the last 3 years and the Committee noted that we are continuing to attract care experienced leavers in both FE and HE.

The Committee commended this report and the work already undertaken.

With regards equalities the Committee was advised that this issue has stalled within the partnership. The Committee was advised that the SFC have notified that colleges are not expected to produce an Access and Inclusion Strategy this calendar year due to Covid-19. However this area will continue to be scrutinised and an update will be available at the next meeting.

9. RESEARCH REPORT

The Director of Research gave an update with regards KPI and the Research Excellence Framework. The Committee noted that due to Covid-19 the 2021 REF submission deadline has been extended to 31st March 2021.

The Committee was advised that the number being submitted to the 2021 REF is 13.2 fte which equates to 16 people and 4 UoAs.

The Committee noted that budgets are continuing to be finalised but that there is an estimated spend of £400K.

The Director of Research highlighted the already secured income and ongoing projects to the Committee.

10. FEEDBACK ON LT&R COMMITTEE SELF EVALUATION

The Board Secretary took the Committee through the feedback received with regards the Committee Self Evaluation which was undertaken offline.

The Committee **AGREED** that if any individual training was required that this should be highlighted to the Board Secretary who will discuss all needs with the Chair of the Board of Management.

The Committee noted that a recruitment campaign for board members including a new Chair for the Committee will be carried out within October 2020.

11. COMPLAINTS ANNUAL REPORT 2019/20

The Committee noted the contents of the report. The issue of how complaints were recorded was discussed with the Committee being advised that complaints are categorised in a number of ways and that files are kept on all complaints to ensure that they are feed into a number of departments and/or curriculum areas dependant on the complaint.

The Committee noted that the entirety of the complaint is captured along with the mitigating actions and lessons learned.

A discussion on how the Board of Management are aware of complaints took place with the committee noting that all significant complaints are highlighted to the relevant committee(s).

12. AOCB

The Committee gave it's thanks to Tom Speirs for all his input and expertise.

13. DATE OF NEXT MEETING: TUESDAY 17 NOVEMBER 2020 AT 4.30 P.M.

Signed by the Chair: _____

Date: _____

Outstanding Actions from Learning and Teaching Committee

22 September 2020				
SFC Equalities Reporting	Update on this to be taken to the November Committee Meeting.	DofSE		Nov Meeting

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; and Melanie Smith, Director of Research, and Innovation.
Meeting:	<i>Learning, Teaching and Committee</i>
Meeting Date:	17 th November 2020
Date Paper prepared:	10 th November 2020
Brief Summary of the paper:	This paper provides a summary of the impact of the Covid-19 restrictions on learning, teaching and research activities, and the responses made. Implications for the remainder of the current academic year 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.

ITEM 03

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

This report has been produced to provide members of the LT& R Committee with an update to the previous reports issued for the June 20 and September meetings. Despite the recent news about a vaccine that is potentially effective in 90% of cases, we are likely to be operating some form of restricted delivery for some time to come. In broad terms, delivery for semester 2020/21 will follow a similar pattern to that experienced in semester 1 with the majority of HE delivery being remote/online, and, for FE, our focus will be maintained on delivering practical skills. We remain determined to protect our staff and students, vigilant to changes in our operating environment, and thankful for the commitment and support of all concerned to keep people safe. Alongside this we appreciate the creativity and innovation brought by staff to enhance the overall learning experience and wrap-around support.

Introduction

To avoid unnecessary duplication across the papers for this committee meeting, cross references are made to other papers and comments in this paper are more narrowly interpreted in terms of the pandemic. This report mirrors to a large extent the topics that were covered in the September report to LT & R Committee.

Overview of COVID-19 arrangements

To date we have only had one case of COVID-19 where the Health Protection Team (HPT) requested Track and Trace support from ICUHI. In this instance there was no transmission within the college and those identified 6 other students and two members of staff were required to self-isolate. The student has recovered and none of the others developed symptoms. We have had one other confirmed student case however the HPT did not follow this up with the College due to the elapsed time between the date the student was last in College and receiving a positive test. Separately we had a reported case, but this was not confirmed by HPT.

We have set up an Incident Management Team (known as the Gold Team) and we have had two practice runs at working our way through the action plan and these have operated smoothly, and some minor refinements have been made. Both these exercises involved potential cases but that subsequently required no further significant action other than a rigorous clean of the demarcated potentially affected area of the college. In both cases delivery was recommenced with 72 elapsed hours.

On campus we have been operating at a much-reduced capacity due to the need to maintain 2m physical separation which is generally regarded as the first line of defence in combatting the virus. It should be noted that in the Hair and Beauty areas of the curriculum we have been able to operate a "1m plus" regime as this was approved by the professional body (HABIA) and the UK Government and also adopted in Scotland. The delivery constraints have been most problematic in specialist workshop areas and, in many cases, we are operating at 25%-30% of the normal rated capacity and this clearly impacts on staffing costs. In some cases, we have been able to split groups where part of

a cohort is in the workshop and part will be engaged in directed study and in completing electronic portfolios. We have expanded our ESOL provision through peripatetic staff simultaneously supervising exercises for different groups of students in separate rooms. For supported Education, we have been able to draw on designated support workers, classroom assistants and the lecturing team to continue to provide as near a normal service as possible.

The early emphasis was on clearing those students with deferred work from AY 19-20 this has been progressing steadily. There are some areas such as construction where there was a more extensive backlog, and this is unlikely to be cleared before the end of January at the earliest.

We have had considerable dialogue with Highland Council related to our capacity, risk assessments, nature of the demand and logistics. We were able to accept our first groups of school pupils on to campus on Friday 6th November and this will gradually ramp up over the next 3 weeks. Due to the need to clear the deferred students and delayed new starts in FE and Modern Apprenticeships, we have not been able to satisfy the normal pattern of demand for schools provision in Construction or Engineering and we have sought to provide some non-campus based alternatives. It is with some regret that we find ourselves in this position however all parties are being realistic about what can be delivered. We continue to support some off-campus delivery at Nairn Academy and Kingussie.

One scenario that had been used in delivery planning was that we would be back to normal operations in semester 2 (assumed we would be in phase 4 of the original Scottish Government Route Map). Clearly this has not happened. Despite the potential availability of a vaccine in the medium term there are many observers of the education system who claim that we will still be operating in a restricted regime for semester 1 of AY 2021/22. There are concerns across the sector that Colleges may head into AY 2021/22 with a similar backlog to the one experienced this year. We are therefore examining ways in which we can increase our capacity in a safe manner. The approach being taken has involved: dialogue with Heads and Deputies to support them to work with their staff on more detailed scrutiny of learning activities resulting in the generation of ideas for change (room layout, sequence of jobs, balance of activities for specific student groups (time in the lab versus time on the computer), faster turnaround time due to enhanced staff/student ratio (including assessment and verification) etc. This then leads to the development of a revised risk assessment with appropriate mitigation and the development of a business case for COVID-19 related expenditure which can be offset by reduced staff costs. We are also supporting Heads and Deputies with additional Health and Safety training (IOSH Managing Safely course) to enhance the ability of curriculum teams to undertake more of this activity themselves with advice and guidance from the H&S Manager.

Prior to the confirmation that we were placed in Tier 1, we had taken the decision that there would be no off-campus experiential learning. The key reasons for this were highly limiting transport restrictions (e.g. the capacity of a 16-seater minibus was reduced to 4 and if one hired a 43-seater coach only 12 passengers could be carried). There was also considerable evidence that car-sharing was significant in spreading the virus. A further cause for concern was the potential for legitimate educational activities being reported by members of the public for exceeding normal allowable limits for groups meeting outside. It was decided that the easiest way to eliminate such risks was not to permit outdoor

learning activities. We have challenged staff to find alternative ways to support learning – often through the capture of videos that can be viewed on demand, to illustrate particular learning points. The students can then undertake individual practical work and write this up for assessment.

We are now instigating a review to determine the criteria for potential activities to be considered. As these activities are mainly within Sports and Forestry the deputy heads for these areas will be involved in the consultation to develop a process for vetting experiential learning and this will be subject to approval by SMT before then considering any individual risk assessments. It is important to note that the only aspect of offsite activity that has been permitted is in the realms of doctoral or contract research and these have been conducted successfully drawing on Scottish Government research guidance and our own risk assessments. The Business Solutions team have also produced a process for determining offsite assessor activity and this model will also be drawn upon to inform the curriculum-based process for students.

Separate guidance has now been produced to support the operation of semester 2 based placement activity. The priority has been to support placements that are required by Public, Statutory or Regulatory Bodies for a student's qualification to be accredited or recognised. Again, curriculum teams have been challenged through faculties and subject networks to identify suitable alternatives to physical placements that would still meet learning outcomes for the programme and deliver the opportunity to acquire the intended employability skills. This guidance will hopefully have been endorsed by the Crisis Management Group by the time that the LT & R Committee meets.

Learning and teaching

There are numerous examples of innovations in online/remote learning. We are grateful to Helen Aird for the following list of examples of what academic staff are doing to promote high quality interaction when working with students who are studying remotely.

- Choosing platforms to best suit audience e.g. Supported Education using Google Classroom to support familiarity with school experience.
- Closed social media pages for student groups to interact.
- Contextualised learning – pandemic has created new opportunities to embrace digital, and the skills students need in the workplace e.g. drama have been looking at performance challenges via YouTube channel and digital performance. Beauty have been looking at the social media influencers and how they can support students to develop skills for a digital audience etc.
- Providing students with links, resources, pre-recorded webinars in advance, with teaching time geared to discussions/practical exercises etc. Students aren't just watching during 'class time', that this time with lecturers is more engaging.
- Breakout rooms for group work
- Polls
- Breaking down sessions to 45-minute bite size chunks.
- Importance of recaps.
- Lecturers doing their own site visits (forestry) and covering via video – walking and talking and signposting to what they see.

- Lecturers doing their own podcasts for students to listen to, activities to participate in, accompanied by video
- Discussions boards
- Weekly challenges
- Chat and questions area.
- Social side – quizzes, making it fun.
- Being human – open and honest discussions with classes re what's working, what's not, what they like, what they don't. Realising that everyone is at home and it's normal to be joined by your cat!
- Innovative ways of recording practical activities – using different devices simultaneously, technology, camera angles, close-ups to show what hands are doing, etc.
- Feedback drop box and support sessions.
- Using discussion boards and video notes
- Set tasks each week.
- Videos to simulate practical work and tasks assigned.
- Chat rooms
- Keeping timetabled sessions informal/discussions.
- Social chat.
- Varying methods to suit students.
- Guest speakers joining classes 'virtually'

Some general tips include: – personalising, always being first to log on so lecturer is there when the students log in, welcome message waiting in chat bar, greeting students by name when log in, regular breaks with set times for resuming, lecturer acting like the host of a television show, have everything well-prepped so can switch between slides and material, keep chat bar visible and always respond to questions. All of the above has been shared with staff to promote best practices.

We had always intended to bring HE students on to campus for periodic “keeping in touch” sessions. In some areas when students have been consulted about this matter, they have indicated that they are quite happy studying remotely. A surprising example of this phenomenon is in drama. We have started bringing HE Forestry students on to campus at Balloch to enhance their practical skills in aspects such as the use of Graphical Information Systems software, examining soil conditions for planting and tree measurement for harvesting.

Student support

For a broader view see paper 4 (HISA Report and Student Partnership Agreement Update).

From a Covid-19 perspective we have focused on providing support (as we did in AY 2019/20) to those students who are suffering digital poverty. We have also been working with the student support teams, to provide an enhanced ability to offer face-to-face meetings on campus (including supporting emergency access to the building) for those most vulnerable students needing advice and guidance. Whilst conscious of the need to

minimise the numbers of staff and students in the building, it is important for all concerned to ensure that we can continue to provide such welfare and wellbeing services.

NHS Scotland has resurrected their original plans to provide a satellite testing service for those living in University owned/managed student accommodation. The main difference between version 1 and 2 of this service is that previously it was available for asymptomatic individuals as part of quarantine arrangements for students arriving at our accommodation. The revised launch of this service will be targeted at those students who are symptomatic and who otherwise will not be able to get a test. The ICUHI Health and Safety Manager will oversee this operation.

Student activity (credits and FTE)

Please cross refer to commentary embedded in papers 3 (Student Recruitment 2020/21) and 8 (FES Audit report).

In general, HE FT student FTE is up and to some extent this can be attributed to some mix of locals deciding to study nearer to home rather than travels to centres of higher population density; more students progressing to years 3 and 4 of the degree programme; our reputation for online/remote delivery. Conversely FE recruitment is down and students who would have ordinarily come to ICUHI may have decided to stay on at School or obtained work. It will be interesting to see what demand there will be from those who would typically leave school at Christmas.

Curriculum Planning for 2021-22

Detailed curriculum planning for 2021-22 has now begun. We had a very useful briefing from Stephen Sheridan of SDS regarding Labour Market Intelligence on Friday 6th November and this will enable us to focus our new programme development activity on areas of demand to support economic regeneration. The impact of the Covid-19 pandemic and associated restrictions, although yet to be fully realised, will likely be long-term and transformational. The negative impact on public spending is inevitable and will lead to an even tighter fiscal environment than we have experienced in the last few years. The impact on the labour market is already being seen and will deepen the longer the current restrictions remain: this impact is not consistent across regions or sectors, however it will almost certainly prompt a shift in patterns of employment.

The risk of a lost generation of youth through long-term unemployment has been recognised, in much the same way as it was during recent economic challenges. Society's use of digital technology for work, and increasingly for aspects of our daily lives, has increased and in some respects has become a dependency. The flip side of this is that there is a renewed emphasis and focus on health and wellbeing and the importance of green spaces and our engagement with nature. Wider aspects of health and wellbeing have also come to the fore as the likelihood of further pandemics of this nature increases. This has prompted the focus on population health in Scotland and 'lifelong health and wellbeing'.

The zero carbon agenda has emerged from the pandemic with renewed focus: already a flagship policy of the Scottish Government, the agenda is seen as fundamental to addressing fiscal challenges and the need for locality, as well as to address climate

change. The focus on 'transformational infrastructure' and the promotion of active travel tie the green and health and wellbeing agendas together.

Summary of key shifts arising from the current environment:

- Covid-19 impact on employment and on employment opportunities overall.
- Threat of increased youth unemployment and a 'lost generation'.
- Impact on the need for retraining and upskilling – increased and different from pre-Covid environment.
- Greater use of digital technology for work and life.
- Increased and different focus on the green agenda: forestry and natural environment, fuel efficiency, zero carbon housing, travel infrastructure, transport, health and wellbeing.
- Population health – threaded throughout other aspects as well as consideration of physical and mental wellbeing.

Implications and opportunities

The above context summarises the challenges we face – however, it also points to significant opportunities and we should reflect that the College is in a very good place to respond to the challenges and make the most of the opportunities. This is an exciting as well as a challenging time. The immediate task is to review our curriculum portfolio, delivery and operational approaches to ensure they keep pace with and pre-empt the changes already in play.

Opportunities and key sectors/aspects emerging from the *Programme for Government*

The following are identified in the Programme for Government as key areas for investment and focus. These opportunities and national priorities will inform our work locally and regionally and the specific sectors we prioritise in the short and medium terms (Semester 2 2020-21 and 2021-22) as well as planning for 2022 and beyond.

Investment in re-skilling, up-skilling and youth employment:

- National Transition Training Fund: administered by SDS.
- Youth Guarantee: funding to local authorities and for college and apprenticeship places; investment in DYW Regional Groups.
- Green Jobs fund: £100m to support businesses to develop and change.
- FWDF: increase to £20m (now appears to be £13m).
- Pathways to Apprenticeships programme: aligned to increase in apprenticeships and youth guarantee.

Digital and workplace transformation:

- Digital skills, inclusion and capability: a need to increase the level of skills in the workforce and the capability of businesses in exploiting digital technology.
- Digital infrastructure: £49m investment.
- Flexible and local working: ensuring equity and supporting flexibility while improving productivity, resilience and wellbeing.

- Tech ecosystems: reskilling and upskilling needed for digital careers; strategic investment fund to develop talent and support startups to succeed.

The net-zero agenda:

- Green Jobs fund to boost opportunities across the 'green' area.
- £1.6bn to eliminate building heating emissions.
- £32bn infrastructure investment plan.
- £500m investment in active travel infrastructure, including cycling and behaviour change.
- Ambition to create '20 minute' neighbourhoods.
- Investment in 'Green' and land-based jobs through apprenticeships and undergraduate schemes in public agencies.

Health care:

- Review of adult social care services
- Mental health training and learning resources for school staff

We will continue to liaise with employers and stakeholders, as well as with key agencies such as SDS, to assess the impact and opportunities locally, regionally and nationally.

Research

Lab work impact – the situation in the lab with regard to Covid impacted projects has gradually improved since the summer. The project delays are being managed, together with associated budget/business management for 20/21. However, the impacts and delays to PGR projects has been particular concern and focus.

We have enhanced the ability of doctoral students to access the research hub in room 201 and have a rota of staff to supervise this activity.

The Covid-19 Uplift funding allocated from SFC to UHI is £918K in total. 80% of this funding has been allocated to each of the APs following the 2014 REF outcomes grant allocations, with £19,938 allocated to IC. IC allocation has been divided between support for PGRs stipend due to extensions required as a consequence of Covid-19 impact, and support for fixed term staffing costs impacted due to project delays. This planned division has to be reported and approved by UHI EO to ensure it meets SFC funding conditions. The funding has to be spent by end of July 2021.

20% of the Covid-19 uplift money (£183,793) was open to competitive strategic project proposals from across the UHI partnership, with the emphasis on 'creating inter-disciplinary projects, involving multiple APs across the region'. – IC (Centre for Remote and Sustainable Communities and Rivers and Lochs Institute) and Perth (Centre for Mountain Studies) led a bid involving 5 other APs in UHI and secured 100k for the funding available.

Board of Management

Subject/Title:	Student Recruitment 2020-21 - Update
Author: [Name and Job title]	Roddy Henry, Depute Principal – P&SE
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	17 November 2020
Date Paper prepared:	09 November 2020
Brief Summary of the paper:	To provide the committee with an update on student recruitment in 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

ITEM 04

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

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

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

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

Student Recruitment 2019-20 - Update

Executive summary

The current student activity indicates that:

- FE recruitment is down on last year and with continued Covid-19 restrictions the current forecast is that the credit target will not be met.
- HE activity is expected to meet or exceed target.

Background information

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

The college is allocated a FE credit target via the FE Regional Board (FERB). The allocation (or target) is a share of the total FE funding provided to the region by the Scottish Funding Council (SFC).

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*.

Student activity against 2020-21 targets as at 09 November 2020

FE Activity

The FE core credit target for 2020-21 is 29,439. This is made up of the original core target of 28,915 plus a share (524) of the 2,000 additional credits allocated to the UHI region by SFC. No additional funding accompanied these credits, further reducing the unit of resource.

FE	2020/21
Core Credit Target	29,439
Total Credits as at 09/11/2020	20,138
<i>Total Credits as at 15/11/2019</i>	<i>22,370</i>

The table above shows the current total credits on the student records system, and includes the credits claimed for students who have deferred delivery from 2019-20 due to COVID-19.

Further FE enrolments will take place throughout the year, including Semester 2 programmes, Modern Apprentices and commercial courses. However, the continuation of Covid-19 restrictions is causing significant disruption to recruitment this year. Contingency planning is underway to mitigate the impact, which is felt most in construction, engineering and forestry.

The current forecast for FE activity is that the college will not meet its credit target due to the Covid-19 restrictions.

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	86
International	3
RUK	7
Scottish	2483
Grand Total	2579

HE Activity

The HE (PPF) target for 2020/21 for undergraduate students with a fee status of 'Scottish' or 'European' is 1,491 FTE. As at 09 November 2020 the estimated FTE, counting by module attachment is 1,367.5 FTE which is 91.7% of target.

However, based on the number of HE enrolments currently on the system, and previous years' FTE final outturns, we estimate that the final FTE will exceed target, depending on student retention past the funding date.

PPF Target HE FTE (Undergraduate, SC and EU fee status, excluding PGDE)	1,491
Current HE students as at 09/11/2020 - count by Module attachment.	1,367.5

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.

Due to the late return of course information full time HN students in Engineering Technology and Forestry are yet to be attached to their modules. It is anticipated that this will generate a further 89 FTE. Module attachment for part time HN students is ongoing, it is anticipated that this will generate approximately a further 50 FTE.

Early analysis of 2020-21 HE activity

We have seen a significant increase in our full-time HE undergraduate numbers, which had been declining since 2017-18. The increase is due mainly to a significant rise in first year HN enrolments. Second year HN enrolments have also increased, as have third and fourth-year degree numbers. Conversely, first and second year degree enrolments have declined.

All full-time UG HE enrolments (HN and Degree)

	2016-17	2017-18	2018-19	2019-20	2020-21	Diff to 2019-20
1st Year	658	687	659	655	736	+81
2nd Year	338	363	343	319	328	+9
3rd Year	218	244	249	233	252	+19
4th Year	93	114	138	159	168	+9
	1307	1408	1389	1366	1484	+118

Full-time HN enrolments

	2016-17	2017-18	2018-19	2019-20	2020-21	Diff to 2019-20
1st Year	466	478	462	479	580	+101
2nd Year	156	153	126	112	131	+19
	622	631	588	591	711	+120

Full-time UG degree enrolments

	2016-17	2017-18	2018-19	2019-20	2020-21	Diff to 2019-20
1st Year	192	209	197	176	156	-20
2nd Year	182	210	217	207	197	-10
3rd Year	218	244	249	233	252	+19
4th Year	93	114	138	159	168	+9
	685	777	801	775	773	-2

The analysis of overall HE UG numbers shows a shift to more students continuing to the next year of study, as well as a marked growth in first-year entrants to HN awards.

Estimated HE FTE Against Targets and by Fee Status:

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

Level	PPF/TEMG Target	Current estimated FTE	Variance
Undergraduate Scottish & EU	1491	1367.5	-123.5
Postgraduate Taught Scottish & EU	61	58.3	-2.7
Undergraduate International & RUK	-	Int 3.7 RUK 26.3	30
Postgraduate Taught Int & RUK	-	Int 0.8 RUK 17.5	18.3
PGD Education (Primary & Secondary)	41	33	-8
TOTAL	1593	1507.1	

Semester 2 Applications

The status of applications for Semester 2 enrolment is shown in the tables below.

FE Applications at 09 November 2020:

Dept	All Active Applications Total	No Offer Total	Total 'Offer in Progress' and 'Accepted'	Active Accepted Total
Business, Computing & Hospitality	9	8	1	1
Care, Health & Wellbeing	8	0	8	4
Creative Arts	50	46	4	3
Total 09/11/2020	67	54	13	8
<i>Total 11/11/2019</i>	<i>124</i>	<i>90</i>	<i>25</i>	<i>15</i>

HE Applications at 09 November 2020:

Subject Network	All Active Applications Total	No Offer Total	Total 'Offer in Progress' and 'Accepted'	Active Accepted Total
Applied Life Studies	27	9	18	13
Business, Management and Leisure	22	2	20	14
Engineering and the Built Environment	1	0	1	1
Humanities Education & Gaelic	4	0	4	3
Science, Technology and the Environment	6	2	4	4
Total 09/11/2020	60	13	47	35
<i>Total 11/11/2019</i>	<i>48</i>	<i>22</i>	<i>26</i>	<i>20</i>

Roddy Henry
Depute Principal – P&SE

Board of Management

Subject/Title:	HISA Report and Student Partnership Agreement Update
Author: [Name and Job title]	Lindsay Snodgrass, Director of Student Experience Ruth McFadyen, Student President IC UHI
Meeting:	Learning & Teaching Committee
Meeting Date:	17 th November '20
Date Paper prepared:	6 th November '20
Brief Summary of the paper:	To provide an update of developments around student experience and aspects of partnership working
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<i>Strategic Plan - Opportunity and growth in student life</i> <i>To further embed the student voice to ensure its contribution to all aspects of college life; to create a lively community of staff and students; and develop further student participation in clubs, societies and other activities, and engagement with the wider community</i>
Resource implications:	No If yes, please specify:
Risk implications:	No If yes, please specify: Operational: Organisational:
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	

ITEM 05

Status – [Non confidential]			
Freedom of Information Can this paper be included in “open” business* [Yes]			
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Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
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Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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Student Partnership

Executive summary

To update the committee on progress made around the Partnership Agreement on the enhancement themes for this academic year:

- Student Life
- Student Voice in Partnership
- Tools for Learning

Background information

The college and HISA have continued to be focussed on the immediate emerging priorities which the start of this unusual academic year has brought, and these priorities have very much shaped what we have been working on.



Student Life

Students on campus

We have continued to update the [return to campus guide](#) for those students who are on site to make sure we follow changing guidelines. We have been very pleased with the how our students have responded to the requirements around health and safety and compliance has been very good. We have now fully established our expectations around face coverings, staff guidance around approaching students who are not wearing a face covering, and a process in which we can issue an exemption card for individuals to carry if they have reason to not wear a face covering. This has been well received. We have also been working with the Highland Council to bring some school pupils on site during the course of this month. School pupils will follow the same guidelines as all other students.

Halls of Residence

We have continued to work closely with UHI and City Heart, particularly in light of the spike in positive Covid cases in Scottish halls of residence. We have be mindful of keeping abreast of the changing government guidelines with regards to supporting students in halls. This has been challenging due to the changing nature of the guidelines and the expectations around how we support residents who are self-isolating. However, we have systems and processes in place which enable us to provide food and supplies in the event of individuals having to self-isolate. We have also established communications which are sent to signpost those self-isolating to our support services should they need them. This is for all students, not just those in halls.

Clubs and Societies

We recognise the importance of some normality, so we have established 20 HISA clubs and societies which are now up and running for Inverness College UHI students to join. We are working hard to support these clubs to ensure that students are still have opportunities to socialise and connect, while also ensuring the safety of all. We will continue to promote the existing clubs and societies and there is a hope to establish further new ones to maximise the social side of the student experience, which we recognise as being more important than ever.

We identified the need for an electronic student ID card this academic year to support our students in being able to get discounts for travel and various retail outlets. All students now have access to the electronic card which is something which we are considering moving to longer term.

Tools for Learning

The remote learning environment

We are acutely aware of the challenge which remote learning poses for some students. Further analysis is underway of the Early Student Experience Survey (ESES) and, as always, we are monitoring closely the reasons cited for withdrawal to ascertain anything further which we can do at a programme level to support individuals. We recognise that approx. 20% of early withdrawals of full-time further education students have been due to the challenge of remote learning. This will continue to be an on-going piece of work as staff and students get more familiar with the nuances of remote learning.

Digital Poverty and Access to IT

We have been pleased in the way we have been able to respond to students experiencing digital poverty and have now issued all of our initial 50 SFC funded laptops and began to issue other devices the College has purchased to support students this year. As the devices purchased by EO using the SFC Digital Poverty budget are not due to arrive till the 11th November. Over 80 College students have devices to support their studies currently.

We have also made a further 25 laptops available to support the demand from those who have not been eligible for the UHI Digital Poverty Fund and hope to increase this when the EO purchased SFC laptops are available. This includes Modern Apprentices, EU and international students, and those deemed not to be from a low-income household.

We have also had 10 requests from students who do not have connectivity and who require dongles. EO have now provided these to the College and we are in the process of issuing these.

Our Learning Resource Centre remains available to all and we have seen this used by some, although not in high volume.

Student Voice in Partnership

We have had a real focus on student engagement and have had positive feedback from staff and students on the video created by HISA and our Student Engagement Officer which promotes, for example, what HISA do, the importance of class representatives and providing feedback. HISA have started holding monthly meetings with the Marketing Team in the hope that we can ensure our messaging and promotion around Covid is consistent and clear. It is also hoped that these meetings can lead to an increasingly cohesive approach between HISA and the college when it comes to marketing events and campaigns. HISA have been instrumental in promoting the recent ESES survey and will now be working closely with the Quality Team to address any key messages coming through the ESES.

The recruitment of class representatives is still on-going, and we, and other colleges, have found this more challenging in the remote environment we are working and learning in. We have 115 class representatives registered, which is significantly down on this point last year when we had 223. We are however continuing to recruit and hope the numbers will continue to rise. Training for class representatives has gone well with 6 sessions being well attended and further session planned.

The Loop Conference is a pan-UHI conference which discusses the regional Student Partnership Agreement. We were encouraged to see that over half of the 50 delegates who attended this conference were from IC UHI and we hope this is a promising sign of a core group of highly engagement students to work with this year.

Our student newsletter, [The Link](#), is up and running again with the first publication of the academic year in October. This has received positive feedback from both staff and students and the December publication will be a key means for us to close the feedback loop on the messages coming through student feedback in the ESES.

Board of Management

Subject/Title:	Early Student Experience Survey – headline report
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	
Date Paper prepared:	17.11.2020
Brief Summary of the paper:	The report provides an initial overview of the outcomes of the Early Student Experience Survey.
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.)			

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

Background

The ESES is the annual survey to gather feedback on student early experience across the UHI partnership. The survey ran for three weeks in October 2020, closing on 30th October and the results below represent a high-level summary.

The survey was rolled out across the region; with a central bank of questions asked to all students within the sample. The regional survey sample did not include work-based students, school students, SCQF 11 & 12 students, part-time students on less than 160 hours, resit students, COVID deferred students and SCQF 1-3 students.

Students from the SCQF 1-3 category were sent a version of the regional survey to complete but are not included in the regional results. Feedback from school pupils studying college provision is currently being gathered using a contextualised survey.

The survey was promoted on social media, MyDay and by PATs and PDAs to encourage student responses.

The ESES was split into 3 sections:

1. **Satisfaction Survey** – regionally devised set of core questions which were informed by student representatives and elected officers.
2. **Satisfaction Ratings** – section where students can rate the quality of ICUHI services they have accessed. A free text option was available to capture any extra information.
3. **Brightspace** - questions specifically about access and user friendliness of the VLE. This included the option to provide free text comments.

Survey Headlines:

- Overall response rate for 2020-21: 36.8% (1127 of 3062); compared to 43.6% for 2019-20 and 51.32% for 2018-19.
 - Regional Survey response rate – 36%
- Overall satisfaction rate for 2020-21: 83.23%. This represents nearly 12 ppt decrease in the level of overall satisfaction, with 2019-20 rate being 95.2%, and 2018-19 being 95.45%.
- Those students who expressed they were very satisfied has decreased proportionately in the current survey:

Year	Very Satisfied (%)	Satisfied (%)
2018-19	34.6	60.8
2019-20	36.6	58.7
2020-21	19.5	63.7

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- Response Rate and Overall Satisfaction by school is as follows:

School	Sample Size	No. Responses	Response Rate (%)	Overall Satisfaction (%)
Business, Computing & Hospitality	560	295	52.7%	84.1%
Care, Health & Wellbeing	799	248	31.0%	84.0%
Construction & the Built Environment	140	44	31.4%	84.1%
Creative Arts	851	306	36.0%	85.3%
Education & Applied Science	378	134	35.4%	85.7%
Engineering Technology	167	38	22.8%	81.6%
Scottish School of Forestry	167	61	36.5%	60.7%
Grand Total	3062	1126	36.8%	83.2%

- Response Rate and Overall Satisfaction by Level and Mode of Attendance is as follows:

	2018-19			2019-20			2020-21			
	% Satisfied	Raw Count (of Satisfied)	Raw Count (All Students)	% Satisfied	Raw Count (of Satisfied)	Raw Count (All Students)	% Satisfied	Raw Count (of Satisfied)	Raw Count (All Students)	1 year % trend
FE FT	96.4%	720	747	97.3%	613	630	85.6%	373	436	-11.7%
FE PT	97.5%	430	441	98.1%	403	411	88.8%	71	80	-9.3%
HE FT	92.6%	472	510	91.7%	485	529	79.7%	425	533	-12.0%
HE PT	94.7%	161	170	91.7%	88	96	88.5%	69	78	-3.2%

- 1004 free text comments were received this year - 671 related to Brightspace, 93 were in the service related section, 47 comments received about Freshers activities and 193 reflected students opinions in the final open style 'Any other comments' free text comment box.

Next steps:

- ✓ Teams across the college to analyse the ESES results through the pivot tables that have been created.
- ✓ Cross college analysis and full report, including free text analysis by SMT, for wider distribution
- ✓ Headlines from ESES to be shared with students through Student Representative Council and Course Committee Meetings.

Board of Management
Confidential

Subject/Title:	Safeguarding Annual Report, AY 2019-20
Author: [Name and Job title]	Lindsay Snodgrass, Director of Student Experience
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	17th Nov '20
Date Paper prepared:	8 th Nov '20
Brief Summary of the paper:	This confidential paper sets out the number and nature of safeguarding disclosures received and the ongoing partnership working as a member of multi-agency public protection arrangements.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Compliance Risk Management
Resource implications:	No If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: protection of children and vulnerable adults Organisational: incident management, confidentiality, reputational
Equality and Diversity implications:	Yes If yes, please specify: balancing safeguarding and providing a safe environment with delivering an educational experience that support access and inclusion
Consultation: [staff, students, UHI & Partners, External] and provide detail	

ITEM 07

Status – [Confidential/Non confidential]	Confidential		
Freedom of Information Can this paper be included in “open” business* [Yes/No]	No		
*If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	X
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	X
Its disclosure would constitute a breach of the Data Protection Act (S38)	X	Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)	5 years		

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Board of Management

Subject/Title:	Student Key Performance Indicator (KPI) Report 2019-20
Author: [Name and Job title]	Roddy Henry, Depute Principal – Planning and Student Experience
Meeting:	<i>Learning Teaching and Research Committee</i>
Meeting Date:	17 November 2020
Date Paper prepared:	6 November 2020
Brief Summary of the paper:	A report on the key student performance indicators of recruitment and successful completion for session 2019-20, covering FE and HE activity. The report considers trends over time and analyses the KPIs by level of study and subject area.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
Resource implications:	Yes – recruitment has financial implications
Risk implications:	Yes – student activity and the student experience are key determinants of the college's performance
Equality and Diversity implications:	Yes – the college is measured against targets for recruitment and student success by particular learner groups. This aspect is summarised in this paper and will be considered as part of the review of the Access and Inclusion Strategy at a subsequent meeting.
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

ITEM 08

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

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Student Key Performance Indicator (KPI) Report

Executive summary

This report provides an analysis of the KPIs of student recruitment and successful completion for 2019-20, including trends over time by category and subject area. Student recruitment is covered in Part 1 (page 3) and student success rates are covered in Part 2 (page 8). This analysis, together with an early analysis of 2020-21 recruitment trends, is informing our curriculum planning for 2021-22.

Student recruitment:

FE credit activity was negatively impacted by Covid-19 restrictions and declined again in 2019-20. Full-time FE enrolments have declined over a four-year period. Modern Apprenticeship activity (as a sub-set of FE activity) continued to grow with the addition of new sector frameworks. HE activity, measured in full-time equivalents (FTE), fell for the second year from a high point in 2017-18, with a decline in undergraduate numbers in particular (as reported elsewhere, HE activity has increased in 2020-21).

Student success rates:

Overall successful completion rates for students on full-time FE programmes have dropped by around 7 points compared to 2018-19: the marked decline is due to the restrictions enforced by the Covid-19 pandemic which led to students in practical areas being unable to complete their studies in 2019-20. Full-time HE success rates remained high overall, and success rates on HN awards improved. Success rates for students on part-time FE and HE programmes of study have improved and remain relatively high overall.

As reported to Committee previously, pass rates for Higher and National 5 awards rose by 23.3 and 19.2 points respectively, reflecting the national trend and that grades were eventually based on teacher/lecturer estimates only.

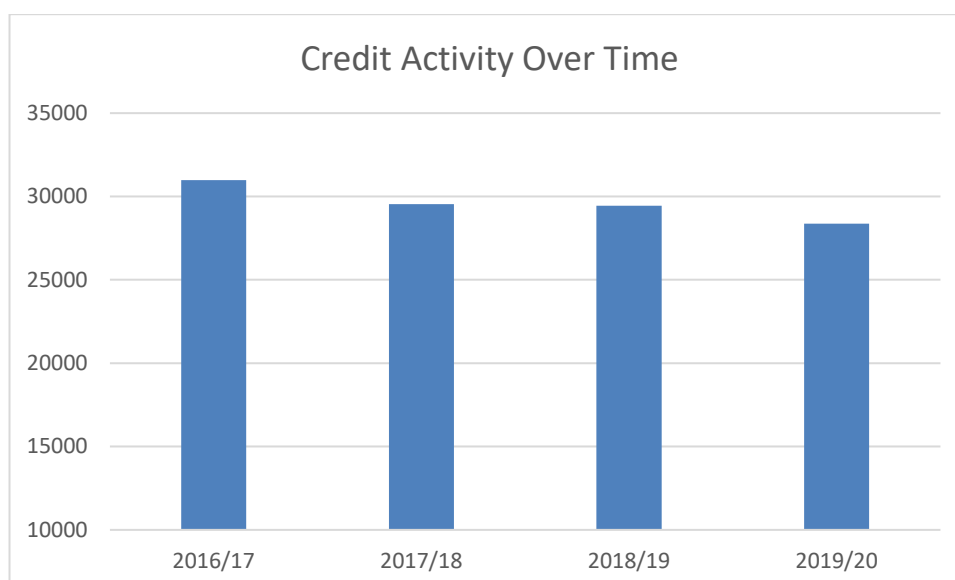
A high-level summary of success rates by specific groups for all students (FE and HE) and all modes of study is provided. Heads of School undertake a more detailed analysis for programmes within their academic Schools.

Part 1: Student Recruitment

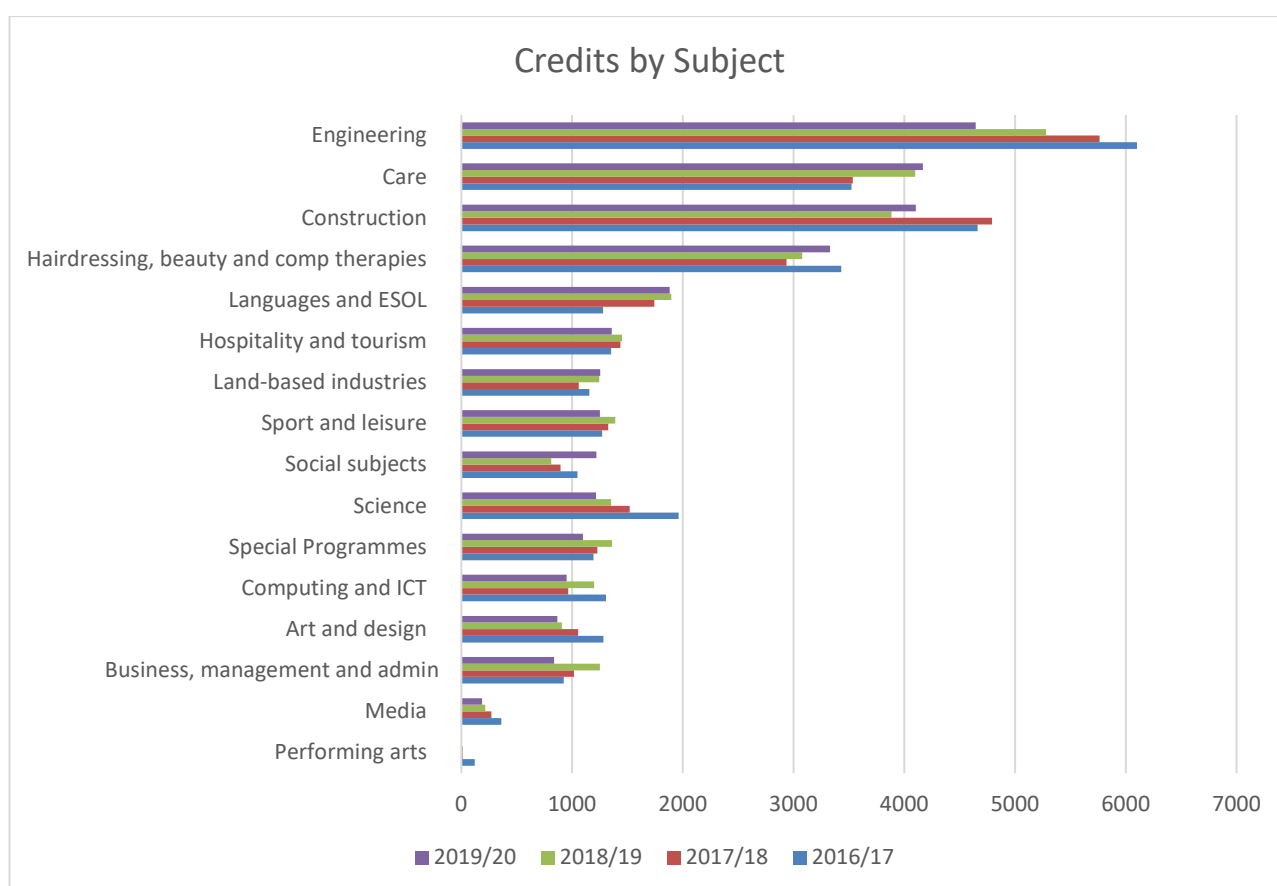
Further Education Credit Activity Trends Over Time

Credit activity has declined overall since 2016-17¹: by about 1,500 credits between 2016-17 and 2018-19. The credit activity in 2019-20 was adversely affected by Covid restrictions. The decline is due to fluctuations across subject areas, and in particular the decline in non-employed activity in engineering and construction. Credits in science have also dropped (by about 700) over the period. The SFC restrictions on, and closer management of, 'one-plus' activity also had an impact. Some activity shifted to other funding streams (SDS for Foundation Apprenticeships, Flexible Workforce Development Fund for some commercial activity) and this also had an impact on credit activity, although not necessarily on income.

¹ FE activity was counted in WSUMS prior to 2016-17

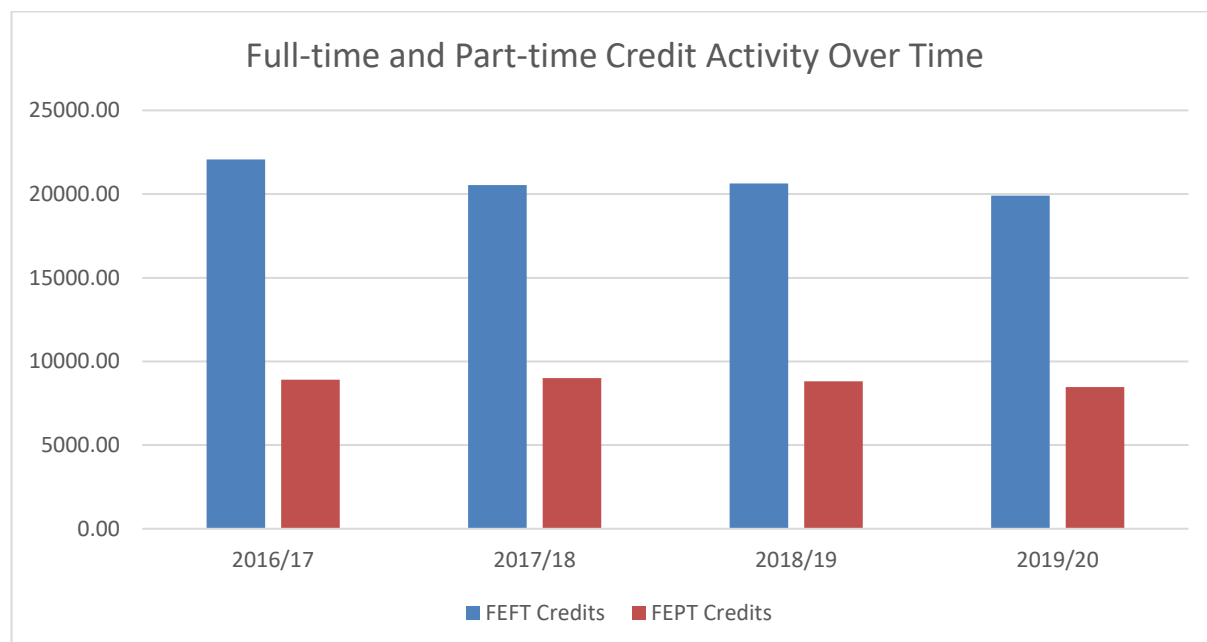


Over half (57%) of our credit activity is generated by programmes in four subject areas: Care, Construction, Engineering, and Hairdressing, Beauty and Complementary Therapies. The level of activity by subject area is illustrated in the chart below: this includes full-time and part-time activity.



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The decline in our overall credit activity is reflected in the decline in our full-time FE enrolments from a 'high point' in 2016-17. Part-time activity also reached a high point in that year and has remained steady since: ie the full-time activity did not shift to part-time.



Modern Apprenticeship (MA) activity, particularly in Construction and Engineering, has always been a significant element of the college's FE activity. Growing this activity, along with HE numbers, was a key strategic aim set in 2014-15. It currently accounts for around 20-21% of our overall credits.

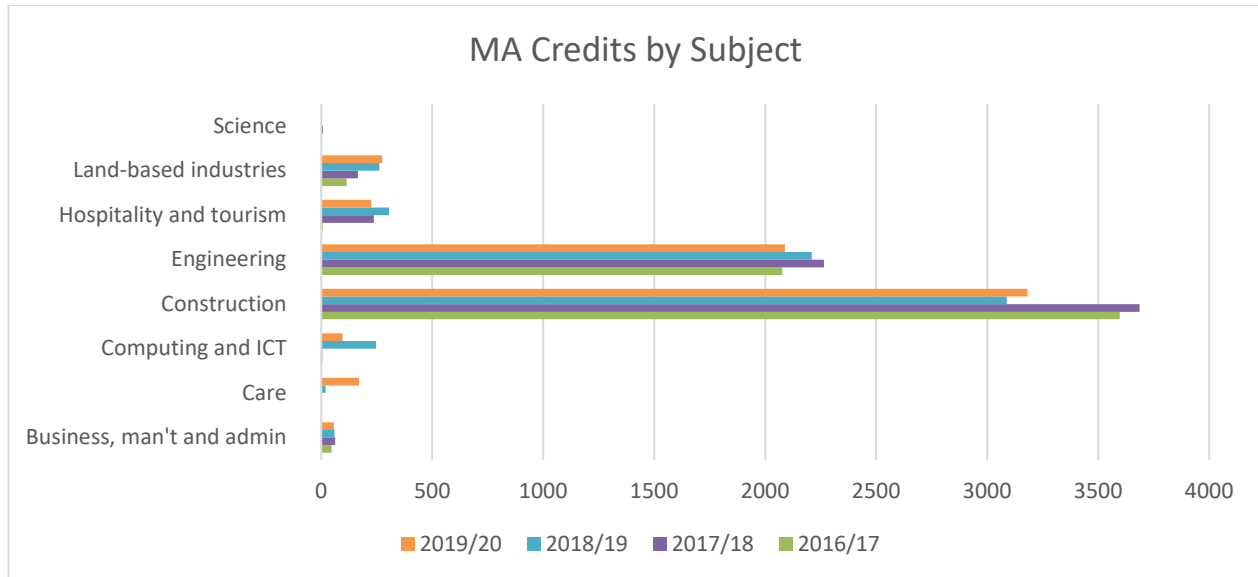
	2016-17	2017-18	2018-19	2019-20
MA Credits	5,846	6,429	6,196	6,093
% Total Credits	19.7%	21.7%	21.2%	19.8%

The introduction of additional frameworks in recent years has contributed to an increase in MA credit activity overall, despite the negative impact of Covid-19 on MA activity in 2019-20. The table below shows the enrolments by sector framework each year and the nature of the contract – ie directly managed by the college or delivered on behalf of a managing agent: CITB, SECTT or SNIPEF.

Contract	IC Direct				SECTT	IC Direct					SNIPEF	IC Direct	Totals
Sector	Aquaculture	Business	Care	Construction (CITB to 2019)	Electrical	Engineering	Forestry	ICT	Hospitality	Motor Vehicle	Plumbing	Science	
2016-17	33	10		338	131	152		1	1	52	114		832
2017-18	44	16		345	155	150		1	24	34	113	3	885
2018-19	55	19	5	326	145	162	10	27	47	23	127	3	949
2019-20	47	22	43	303	151	146	18	31	42	37	95		935

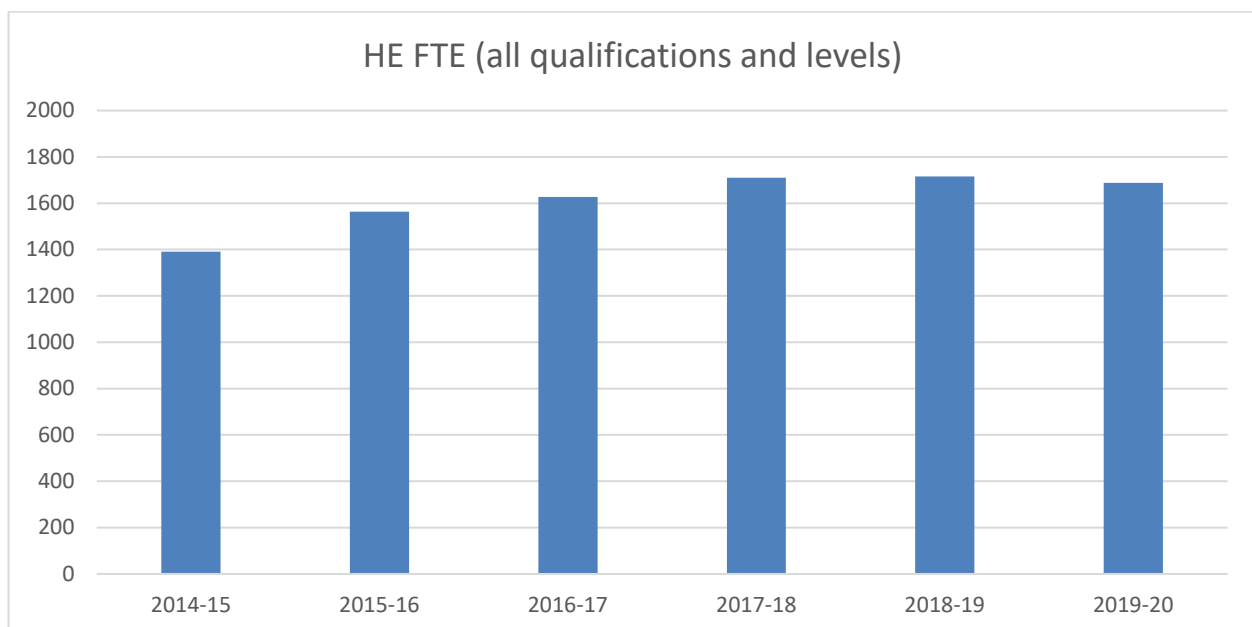
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The enrolments in the table above include new starts and returning MA students. MA credit activity is, of course, in addition to the income from SDS (directly or via managing agents), and does not reflect the increased income from the shift of Construction activity from CITB to the college's direct management which began in 2019-20.



In the chart above, Construction includes plumbing activity and Engineering includes electrical and motor vehicle activity. Land-based Industries activity is largely Aquaculture, with some Forestry coming on stream in 2018-19. Care MAs are an area of significant potential growth.

Higher Education FTE Activity Trends Over Time



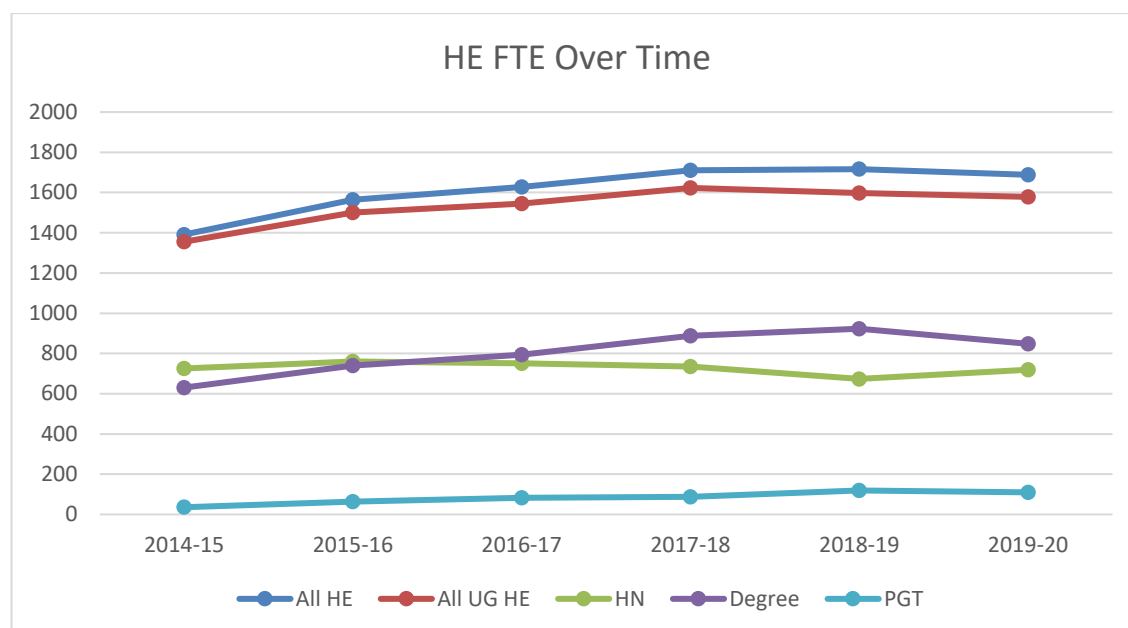
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HE recruitment increased by 21% overall from 2014-15 in terms of FTE, including nearly 20% growth in undergraduate (UG) numbers to 2017-18. UG provision then decreased in each of the last two years, and the college did not make its planned SFC-funded undergraduate numbers in either year. SDS-funded Graduate Apprenticeship numbers have helped to mitigate in income terms. Within the UG portfolio, degree provision continued to rise until 2018-19, with HN provision declining.

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

Table 1: HE activity over time by category²

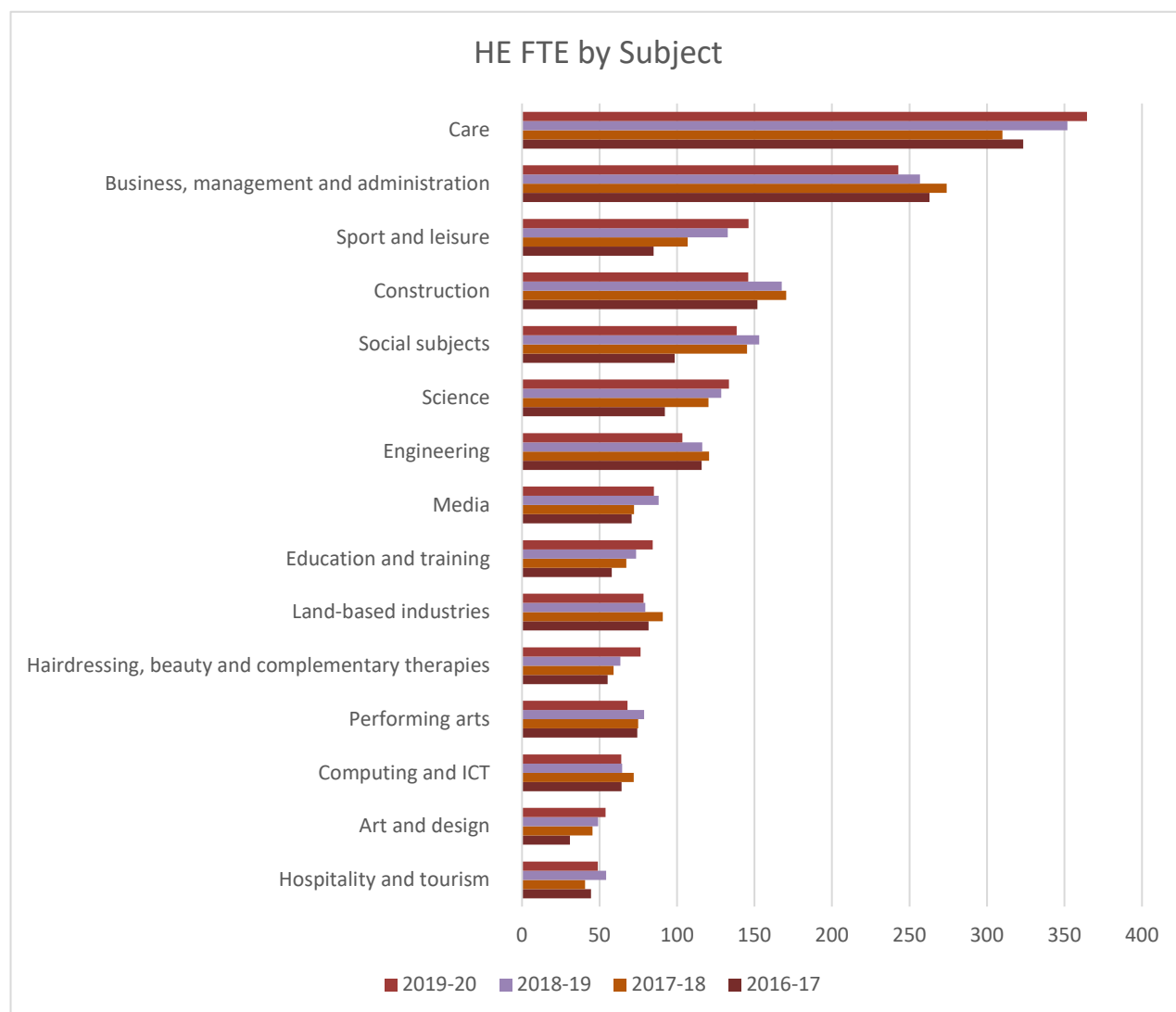
Category	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All HE (FTE)	1391	1564	1628	1711	1716	1688
All UG HE (FTE)	1356	1500	1545	1623	1597	1578
HN (FTE)	725	760	752	734	674	719
Degree (FTE)	630	740	794	888	923	848
PGT (FTE)	36	64	82	88	119	110
PGR (Headcount)	4	7	8	13	18	16



² Data from UHI Bridge Reports, extracted on 5 November 2020

Analysis of HE FTE Trends by Subject

The chart below shows a breakdown by subject area for all HE FTE, ordered by highest FTE in 2019-20. It gives an illustration of where our activity is strongest as well as the shifts over time.



Around one-third of all our HE activity is in two areas: Care (including childcare, child and youth studies, psychology, health and social care) and Business, Management and Administration. Sport and Leisure has seen the biggest increase in numbers over the four-year period.

Part 2: Student Success Rates

This report concentrates on success rates on full-time FE programmes and full-time HE programmes. Full-time FE enrolments account for circa 70% of our credit activity and full-time HE enrolments account for circa 77% of our HE activity.

The overall part-time FE and HE success rates are shown in the table below. Due to the diverse nature of our part-time provision (eg infill, networked, unstructured), any further

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analysis needs to be more granular, at course level and/or by sub-category, such as school-college provision, structured part-time HE etc. This analysis is done by academic School and by exception to identify particularly high and low performing programmes.

Apprenticeship provision (Foundation, Modern and Graduate) is encompassed within the overall FE and HE PI reports in this paper. Specific SDS-related performance is captured in reports from the Director of External Relations. The UHI MA provision is currently subject to an improvement plan by SDS, progress against which is being monitored through college and UHI committees.

Student success rates (a product of retention and attainment rates) overall remained steady and high in 2019-20, apart from full-time FE programmes, where Covid-19 restrictions had the most negative impact. The college's full-time FE success rates had been among the top three or four of all colleges in the sector for the previous two years.

Overall student success rates by level and mode of study

	2016-17	2017-18	2018-19	2019-20
Full-time FE	67.8%	71.4%	70.8%	63.9%
Part-time FE	76.2%	85.1%	83.1%	84.5%
Full-time HE	75.0%	81.9%	78.4%	80.6%
Part-time HE	74.7%	76.7%	68.7%	75.0%
Total	73.9%	80.6%	77.9%	78.3%

Full-time Further Education Activity

The most significant impact of Covid was seen on the full-time FE successful completion rates. The table below shows the impact on subject areas, with success rates in Art, Care, Construction, Engineering, Forestry and Sport all down considerably. As enrolments in Care, Construction and Engineering account for about 40% of all our full-time FE activity, any impact on these areas has a significant impact on our outcomes overall.

Full-time FE success rates by subject area over time

Subject Area (Full-time)	ICUHI 2015-16	ICUHI 2016-17	ICUHI 2017-18	ICUHI 2018-19	ICUHI 2019-20	2019-20 v 2018-19	Latest College Sector Level	2019-20 v Sector
Art & Design	72%	74%	64%	82%	62%	-20%	71%	-9%
Business	33%	76%	70%	67%	77%	10%	61%	16%
Care	44%	63%	63%	63%	47%	-16%	61%	-13%
Computing	42%	47%	68%	62%	64%	1%	62%	2%
Construction	77%	80%	82%	84%	43%	-41%	71%	-28%
Engineering	72%	71%	71%	75%	49%	-26%	66%	-17%
Hair & Beauty	70%	72%	67%	64%	78%	14%	63%	15%
Hospitality & Tourism	68%	59%	73%	67%	77%	10%	63%	14%
Land-based	60%	58%	78%	61%	30%	-32%	70%	-41%
Languages & ESOL	92%	93%	93%	91%	87%	-4%	78%	9%

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Media	79%	56%	60%	69%	64%	-6%	63%	1%
Science & Highers	50%	39%	51%	47%	62%	14%	59%	3%
Social Subjects & Highers	51%	58%	69%	60%	76%	17%	54%	22%
Special Programmes	48%	81%	65%	71%	78%	7%	79%	-2%
Sport & Leisure	65%	64%	71%	78%	55%	-22%	63%	-7%
OVERALL	66%	68%	71%	71%	64%	-7%	65%	-1%

The table below provides a breakdown of the KPIs for retention and attainment (withdrawal and success) in 2019-20. A number of students were excluded from the PI calculation this year because of Covid and that has skewed the percentages, particularly in Construction and Engineering (although the students were excluded from the outcomes by SFC they were not excluded from the enrolments). Most of these students are completing this year and will appear as part-time enrolments and outcomes in 2020-21.

Full-time FE retention and attainment by subject area in 2019-20

SUBJECT AREA	ENRs	EARLY WD%	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS%	EXCLUDED FROM PI
Art and design	45	8.9%	6.7%	22.2%	62.2%	
Business, management and administration	35	8.6%	5.7%	8.6%	77.1%	
Care	156	7.9%	24.3%	20.4%	47.4%	4
Computing and ICT	44	6.8%	11.4%	18.2%	63.6%	
Construction	128	10.8%	32.4%	13.5%	43.2%	91
Engineering	195	7.8%	12.2%	25.2%	48.7%	80
Hairdressing, beauty and comp therapies	158	2.6%	13.2%	6.0%	78.1%	7
Hospitality and tourism	48	2.1%	10.4%	10.4%	77.1%	
Land-based industries	42	14.8%	33.3%	22.2%	29.6%	15
Languages and ESOL	102	4.9%	7.8%	0.0%	87.3%	
Media	11	9.1%	9.1%	18.2%	63.6%	
Science	52	9.6%	19.2%	9.6%	61.5%	
Social subjects	55	5.5%	14.5%	3.6%	76.4%	
Special Programmes	36	2.8%	16.7%	2.8%	77.8%	
Sport and leisure	74	10.8%	9.5%	24.3%	55.4%	
Total	1181	6.8%	14.9%	13.6%	63.9%	197

To highlight some examples of the Covid impact:

- Withdrawal rates in Construction have risen from 14% in 2018-19 to 43% in 2019-20, while partial success (completed the programme but did not gain the award) has risen from 2% to 13%.
- Partial success in Engineering has increased from 5% in 2018-19 to 25% in 2019-20, and in Care it has risen from 12% to 20%.

The shifts in Construction and Engineering are mainly due to the number of excluded outcomes.

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Partial success rates in Art and in Sport are also much higher than usual – this appears to be the impact of restrictions on assessment, and possibly how the course teams applied the (late and piecemeal) SQA guidance on holistic assessment of the group award. SQA have already provided some guidance on integrating and amending assessments this year. The Quality Unit are working with academic teams to support them to implement the arrangements. Progress on this will be monitored by Heads of School and through the Academic Management and Quality Committee (AMQC).

Full-time Higher Education Activity

Full-time UG HE activity is split into its two main qualification categories for analysis: Higher National (HN) awards and degree provision.

Higher National Awards

Success rates on full-time HN programmes rose by 6 points overall in 2019-20, returning to just above national levels. HN success rates were the topic of an internal enhancement theme from the end of 2018-19. However, with changes to assessments across the board due to Covid-19 – mainly a move away from closed book assessment – it is difficult to tell how much the enhancement theme contributed to this improvement.

Full-time HN success rates by subject area

Subject Area (Full-time)	ICUHI 2016-17	ICUHI 2017-18	ICUHI 2018-19	ICUHI 2019-20	2019-20 v 2018-19	Latest College Sector	2019-20 v Sector
Art & Design	89%	64%	64%	78%	13%	76%	2%
Business	83%	73%	62%	77%	15%	67%	10%
Care	58%	76%	65%	83%	18%	70%	13%
Computing	51%	54%	53%	77%	23%	68%	9%
Construction	92%	71%	70%	67%	-3%	69%	-2%
Engineering	67%	56%	53%	56%	2%	59%	-3%
Hair & Beauty	83%	87%	69%	67%	-2%	76%	-9%
Hospitality & Tourism	40%	63%	68%	56%	-12%	65%	-9%
Land-based	54%	73%	68%	70%	2%	74%	-4%
Media	90%	69%	77%	73%	-5%	74%	-1%
Performing Arts	87%	84%	88%	54%	-34%	76%	-22%
Science	67%	65%	73%	50%	-23%	68%	-18%
Social Subjects				59%		64%	-5%
Sport & Leisure	66%	62%	62%	77%	15%	70%	7%
OVERALL	70%	70%	65%	71%	6%	69%	2%

Success rates in Art, Business, Care, Computing and Sport all rose significantly. Success rates in Performing Arts and Science fell due to increased rates of partial success.

Full-time HN retention and attainment by subject area

SUBJECT AREA	ENRs	EARLY WD%	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS%
Art and design	27	0.0%	3.7%	18.5%	77.8%
Business, management and administration	95	8.4%	11.6%	3.2%	76.8%
Care	76	0.0%	10.5%	6.6%	82.9%
Computing and ICT	30	13.3%	6.7%	3.3%	76.7%
Construction	36	5.6%	13.9%	13.9%	66.7%
Engineering	43	11.6%	14.0%	18.6%	55.8%
Hairdressing, beauty and complementary therapies	54	5.6%	13.0%	14.8%	66.7%
Hospitality and tourism	25	16.0%	20.0%	8.0%	56.0%
Land-based industries	54	3.7%	5.6%	20.4%	70.4%
Media	22	18.2%	4.5%	4.5%	72.7%
Performing arts	13	7.7%	7.7%	30.8%	53.8%
Science	20	5.0%	5.0%	40.0%	50.0%
Social subjects	17	17.6%	11.8%	11.8%	58.8%
Sport and leisure	79	5.1%	12.7%	5.1%	77.2%
Total	591	6.9%	10.7%	11.3%	71.1%

Undergraduate Degree Programmes

Full-time UG Degree (all years) success rates

The table below shows successful completion rates across all years of UG degree programmes over time. Overall success rates remained high and the same as last year.

Subject Area (Full-time)	ICUHI (%) 2016-17	ICUHI (%) 2017-18	ICUHI (%) 2018-19	ICUHI (%) 2019-20	2019-20 v 2018-19
Art & Design	64%	93%	81%	94%	13%
Business	81%	92%	85%	94%	10%
Care	70%	86%	80%	77%	-3%
Computing *	70%	100%	83%	100%	17%
Construction	91%	94%	94%	91%	-2%
Engineering*	80%	78%	90%	89%	-1%
Hair & Beauty	80%	78%	90%	89%	-1%
Hospitality & Tourism	45%	73%	82%	95%	13%
Land-based*	80%	100%	94%	80%	-14%
Media	90%	96%	90%	90%	0%
Performing Arts	91%	95%	91%	95%	4%
Science	91%	96%	94%	93%	-2%
Social Subjects	71%	88%	81%	85%	4%
Sport & Leisure	74%	93%	97%	85%	-11%

OVERALL	79%	91%	87%	87%	0%
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*10 or fewer enrolments

There were noticeable improvements in Art, Business and Hospitality, while successful completion in Sport declined.

The table below shows the retention and attainment rates for 2019-20 by subject area.

Full-time UG degree retention and attainment (all years) by subject area

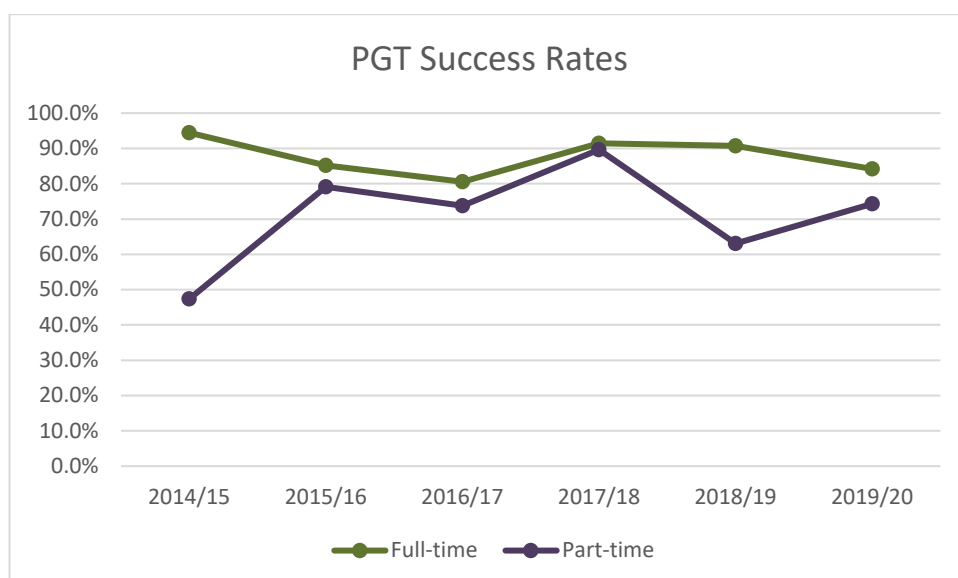
SUBJECT AREA	ENRs	EARLY WD%	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS%
Art and design	16	0.0%	0.0%	6.3%	93.8%
Business, management and administration	71	0.0%	1.4%	4.2%	94.4%
Care	154	5.2%	6.5%	11.7%	76.6%
Computing and ICT	4	0.0%	0.0%	0.0%	100.0%
Construction	70	0.0%	1.4%	7.1%	91.4%
Engineering	9	0.0%	0.0%	11.1%	88.9%
Hospitality and tourism	20	5.0%	0.0%	0.0%	95.0%
Land-based industries	10	10.0%	0.0%	10.0%	80.0%
Media	71	0.0%	0.0%	9.9%	90.1%
Performing arts	59	3.4%	0.0%	1.7%	94.9%
Science	98	1.0%	2.0%	4.1%	92.9%
Social subjects	124	2.4%	0.8%	12.1%	84.7%
Sport and leisure	68	0.0%	8.8%	5.9%	85.3%
	774	2.1%	2.7%	7.8%	87.5%

UG degree retention and attainment rates by year for all subject areas.

UG DEGREE	ENRs	EARLY WD%	FURTHER WD %	PARTIAL SUCCESS %	SUCCESS%
Year 1	175	4.6%	4.6%	9.1%	82.3%
Year 2	207	2.9%	2.4%	7.7%	87.0%
Year 3	233	0.9%	0.4%	5.6%	93.1%
Year 4	159	0.6%	4.4%	7.5%	87.4%

Taught Postgraduate Success rates

PGT success rates are shown below for completeness. These success rates tend to fluctuate year-on-year, particularly for part-time activity which includes students undertaking unstructured study. Students on full-time activity have a higher success rate: for context, there were 36 full-time PGT enrolments in 2016-17, rising to 57 in 2019-20, with most of these on the PGDE Primary and Secondary teaching qualification.



Success rates by specific Learner Groups

The college monitors success rates for students in specific groups as part of its commitment to equality and diversity and maintaining an inclusive environment. It also reports these success rates as part of the UHI Outcome Agreement with SFC and its Access and Inclusion Strategy. A more detailed report on performance against Access and Inclusion Strategy targets will come to the next committee meeting.

The following provides a high-level summary of success rates by specific groups for all students (FE and HE) and all modes of study. Heads of School undertake a more detailed analysis for programmes within their academic Schools. An initial high-level analysis shows that success rates in some student groups have fallen most markedly in the full-time FE category: this aligns with the decline in full-time FE success rates overall.

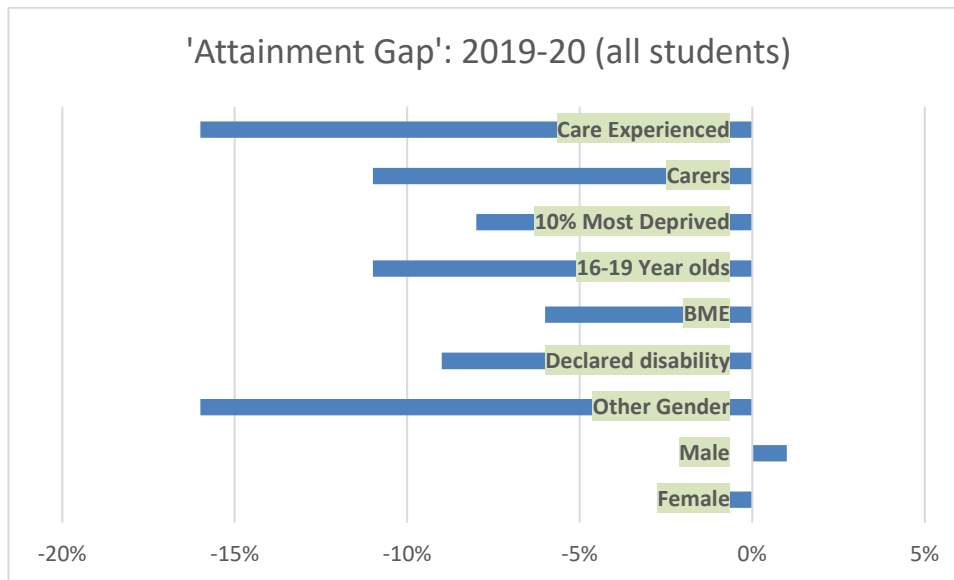
	All students	Female	Male	Other Gender	Declared disability	BME	16-19 Year olds	10% Most Deprived Postcode Area	Caring Responsibility	Care Experienced
2017-18	80%	79%	81%	*	76%	76%	73%	72%	77%	61%
2018-19	77%	75%	80%	*	72%	74%	68%	66%	68%	62%
2019-20	78%	77%	79%	62%	69%	72%	67%	70%	67%	62%

*fewer than 10 enrolments

The difference in success rates between females and males is largely down to gender splits by subject area (eg females in Care and males in Construction and Engineering) and the respective success rates in these subjects. Respective success rates within subject areas is analysed by Heads of School and academic teams. 13 of the 6,567 enrolled students in 2019-20 identified their gender as 'other'. A more detailed report on progress against the Gender Action Plan will come to a subsequent committee meeting.

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Based on the latest success rates published by SFC for the college sector (those for 2018-19), the college is still performing above sector levels overall in terms of success rates for students within the following groups: declared disability, ethnic minority background, aged 16-19 years, from the most deprived postcode areas and from a care experienced background. However, the chart below illustrates the persistent challenge of closing the 'attainment gap' between students in specific groups and the overall student population.



Roddy Henry
Depute Principal – Planning and Student Experience

INVERNESS COLLEGE

MANAGEMENT LETTER

FES RETURN AUDIT 2019-20
OCTOBER 2020



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DISTRIBUTION




Roddy Henry Jane MacLennan Audit Committee	Depute Principal Information System Manager Members
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REPORT STATUS LIST

Auditors:	Sean Morrison
Dates work performed:	07 September - 25 September 2020
Draft report issued:	30 September 2020
Final report issued:	7 October 2020

EXECUTIVE SUMMARY

SUMMARY OF RECOMMENDATIONS: (SEE APPENDIX I)

High		0
Medium		0
Low		1

TOTAL NUMBER OF RECOMMENDATIONS: 1

BACKGROUND:

A review of the College's FES (further education statistical) data return has been carried out in accordance with the 'Credit Guidance: 2019-20 student activity data guidance for colleges' (SFC/GD/13/2019) issued in July 2019 and the audit guidance for colleges (SFC/GD/13/2020) issued on 16 July 2020.

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

AUDIT APPROACH AND SCOPE:

We assessed the overall control environment by considering whether:

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

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

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

Our review also sought to address all the risk areas outlined in Annex D of the audit guidance issued on 16 July 2020.

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

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

TESTING SUMMARY:

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

- We reviewed class lists for 15 courses and selected a student from each course and confirmed that the student had in fact attended after the 25% required date. This “required date” test was also conducted on all students selected within the other sample tests below.
- A sample of 15 courses, totalling 2,440 credits (roughly 10% of total), was randomly selected. The programme codes, the price group numbers, the number of eligible students and the number of students enrolled on class registers were checked to supporting documentation for reasonableness and accuracy. We also recalculated the individual Credits for each of the 15 courses and assessed whether the 25% required date was accurate.
- We traced our sample of students on each test to an online enrolment form or paper based form where required (or student summary record) to confirm the credits figure was for a bona fide student of the College.
- We tested a sample of 10 separate courses and selected two students from each course, and confirmed that a mechanism was in place to track and record student participation and progress on these courses. We also confirmed credits had been correctly calculated for these courses and that a student summary record was in place for all enrolled students. We also ensured that the attendance for each student surpassed the required date of the course.
- We reviewed a sample of 15 withdrawn students (who had withdrawn within two weeks of the required date) to confirm that, for each student, their withdrawal was processed correctly and in a timely manner and that the date of last attendance agreed to the class register, and was before or after the required date.
- We reviewed the process in place for Programme design within the College to ensure that controls were operating to correctly classify courses as HE or FE and FT or PT. We also reviewed a sample of 15 courses to ensure that the correct superclass code had been used for each course, for one of the courses sampled we determined that a more appropriate superclass code could be used, we note that this was the same price group as the current code, further details in the observations section below.
- We reviewed a sample of 15 Price Group 5 students and assessed whether the students were eligible to be classed as Price Group 5 students and on eligible courses, and assessed whether students attended beyond the required date.
- We confirmed with management that the College do not have spanning courses within their course catalogue.
- We reviewed a sample of 10 infill students to confirm that credits were only claimed for students that had attended past the required date, who were properly enrolled and who were eligible to claim credits under infill.
- We reviewed a sample of 5 non-accredited work experience/placement students to confirm that credits for these units were claimed in line with the guidance of one credit for every 80 hours of teaching. We found no issues with the credits claimed, however the student records system (SITS) used by the college does not have the capability to apportion one credit to the 80 hours of teaching for the non-accredited work experience/placement units. As SITS is programmed to apportion one credit for every 40 hours of teaching, as per the credits guidance.
- We reviewed a sample of 15 students to ensure that a College fee waiver form was completed and authorised and appropriately backed up by supporting documentation. We also assessed whether a student summary record and evidence of attendance existed (past the required date) and that students were enrolled on

eligible courses. We also tested the credits data to confirm that only one full-time fee is recorded per student in the academic year.

- For a sample of 10 students with more than one enrolment (e.g. enrolled on a FT and PT course) we obtained explanations and reviewed records to confirm that credits were not over-claimed.
- We reviewed a sample of 10 ESOL courses to confirm that the credits claimed were accurate. We then selected 10 students from the courses to assess whether the students were properly enrolled in the College and attended past the required date.
- We reviewed a sample of 15 students on school based programmes to assess whether credits claimed were accurate.
- We confirmed with management that the college no longer run any courses in collaboration with other institutions.
- We tested a sample of 10 open distance learning courses, and confirmed that the correct credits were claimed for each student, that the progress of the students was sufficient and that students were resident in Scotland.
- We tested a sample of 15 courses, and confirmed that the required date for each course was correct.

ANALYTICAL REVIEW:

A brief summary of the analytical review work undertaken is as follows:

- We compared the student numbers per mode of attendance with the prior year, investigating any significant fluctuations with College staff; and
- We obtained the fee waiver figures per category of fee waiver and compared these with the previous year's figures, investigating any significant fluctuations with College staff.

The final 2019/20 FES return submitted to SFC by the College matched the figures we reviewed. The Colleges core activity credit target set by the Regional Board was 28,915 credits. In addition the College had an ESF activity target of 296 credits. The total credit target for 2019/20 was therefore 29,211. Total actual credits within the Colleges FES return are 28,331 which is 3% below the total target. These figures have been accepted by the SFC.

Student Numbers	2019/20	2018/19
Head Count		
FEFT	1,122	1,132
FEPT	2,260	2,901
Total	3,382	4,033

Fundable student numbers have decreased by roughly 16% in comparison with last year. The decrease is largely due to the Covid-19 restrictions, which prevented the college from enrolling planned activity after lockdown. Some of this activity has been deferred to 2020-21.

All Student Enrolments		
Student Numbers	2019/20	2018/19
Enrolments		
FEFT	1,218	1,273
FEPT	3,260	4,160
Total	4,478	5,433

There has been a decrease of roughly 17.6% in the number of student enrolments during the year.

Fee Waiver Summary:

Source of Finance of Fee for Student	2019/20 (£)	2018/19 (£)
22 - Fee Waiver - full-time non-advanced	948,528	974,736
23 - Fee Waiver - income support	1,173.12	817.80
24 - Fee Waiver - low income	225.60	56.40
25 - Fee Waiver - Islands Authority Fee Waiver (excl. Orkney and Shetland)	0.00	0.00
26 - Fee Waiver - cost borne by college	15,925.80	17,484
28 - Fee Waiver - Incapacity Benefit	0.00	0.00
29 - Fee Waiver - Severe Disablement Allowance	0.00	0.00
30 - Fee Waiver - housing benefit	0.00	564
33 - Fee waiver - student on a DPG 18 programme	49,618.08	29,201.19
37 - Fee Waiver - carers allowance	0.00	0.00
38 - Fee Waiver - disability living allowance	225.60	1,290
39 - Fee waiver - pension credit	0.00	451.20
40 - Fee Waiver - working tax credit	1,438.20	338.40
41 - Fee waiver - old FT criteria	47,996.40	63,241.80
42 - Fee waiver - school pupil	103,553.20	96,052.75
43 - Fee waiver - attendance allowance	0.00	0.00
44 - Fee waiver - income based job seekers allowance	648.60	1,311.15
47 - Fee waiver - income-related employment and support allowance	56.40	1,015.20
48 - Fee Waiver - student in care	0.00	0.00
49 - Fee Waiver - Asylum seeker or spouse or child of an asylum seeker	0.00	0.00
50 - Fee Waiver - contribution based employment and support allowance	0.00	56.40
52 - Fee Waiver - Personal Independence Payment (PIP)	1,057.50	1,480.50
53 - Fee Waiver - Universal credit (UC)	7,535.04	4,074.90
Total - including cost borne by college	1,177,982	1,192,172
Total overclaim for individual students	27,524.88	22,022.10
Total - excluding cost borne by college	1,162,056	1,174,687.60
Total - excluding cost borne by college and overclaims	1,134,531	1,152,665.50

There has been an overall decrease in fee waiver (excluding cost borne by college and over claims) of roughly 1.1%.

There has been an increase of 43% (£355) in fee waivers for income support students. Fee waiver for school pupils increased by roughly 7.8% (£7,500) due to an increase in the volume of school pupil activity.

There was a decrease in fee waiver claims for other categories such as 'pension credit' (100%, £451) and 'income based job seekers allowance' (50%, £647).

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

CONCLUSION:


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

ACKNOWLEDGEMENT:

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

DETAILED FINDINGS

RISK: STUDENT INCLUDED IN THE RETURN DO NOT MEET THE ATTENDANCE CRITERIA. GRANT-IN-AID COULD BE OVERSTATED.

Ref	Sig.	Finding
1		<p>Students that withdraw prior to the course required date are not eligible for credits to be claimed.</p> <p>For two of the 15 students tested that withdrew within two weeks of the course requirement date we found that the end date was incorrectly recorded as after the required date. This was due to human error. Both students end date was appropriately adjusted, and further checks were carried out by the college on students withdrawing close to the cut off to confirm no further students were affected.</p> <p>There is a risk that credits could be incorrectly claimed if the wrong withdrawal date is recorded in SITS.</p>

RECOMMENDATION:

We recommend that spot checks are undertaken on students that have withdrawn from their course prior to the end date, to verify that the date has been accurately recorded within SITS. Records should be kept of this check.

MANAGEMENT RESPONSE:

A sample of students will be selected during December and March each year to coincide with required attendance dates of September and January start courses. Withdrawal forms will be checked against dates held in SITS and attendance records in Celcat.

Responsible Officer: Information Systems Manager

Implementation Date: December 2020

OBSERVATIONS

SUPER CLASS CODES

Our audit found that for one out of the fifteen courses tested, there was a more suitable super class code that could have been used. However, we note that the price group for each of the super class codes is the same.





NON ACCREDITED WORK EXPERIENCE/PLACEMENT CREDITS

The student records system (SITS) used by the college does not have the capability to apportion one credit for every 80 hours of teaching for the non-accredited work experience/placement units. As SITS is programmed to apportion one credit for every 40 hours of teaching, as per the credits guidance for all other eligible courses. We note that one unit was affected by this, however adjustments were made to ensure that the credits being claimed for the unit is 0.5 for the 40 hours, and not 1 credit.




FEE WAIVER CODES

Our audit found that for two of the fifteen fee waiver student's tests, the students had been assigned the wrong fee waiver code. These were identified by management and the correct code was applied to the student. Discussions have been held internally to ensure that the correct code is applied to all students going forward. We note that there was no issue relating to this in the 2018/19 review.

APPENDIX I - DEFINITIONS

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

RECOMMENDATION SIGNIFICANCE

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

FOR MORE INFORMATION:

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