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Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 11 March 2024 at 4.30 p.m.
Location	Virtually – via Microsoft Teams

Governance Officer
10 March 2025

AGENDA

Welcome and Apologies

Declaration of Interests and/or any Statement of Connections or Transparency Statements.

CREATIVE SESSION
RESEARCH - POSTGRADUATE STUDENTS UPDATE

ITEMS FOR DECISION

1. **MINUTES**
   a. Minutes of the Learning, Teaching and Research Committee held on 12 December 2024

2. **OUTSTANDING ACTIONS**

3. **POLICIES FOR APPROVAL**
   Report by Vice Principal – Curriculum, Student Experience and Quality

   a.) **FE Admissions Policy**

ITEMS FOR DISCUSSION

4.   STUDENT RETENTION REPORT
Joint Report by Vice Principal – Curriculum, Student Experience and Quality and Information Systems Manager

5.   CORPORATE PARENTING UPDATE
Report by Vice Principal – Curriculum, Student Experience and Quality and Access & Progression Manager

6.   ANNUAL SAFEGURDING REPORT FY 2023/24 (CONFIDENTIAL)
Report by Vice Principal – Curriculum, Student Experience and Quality

7.   WORKING IN PARTNERSHIP REPORT
Report by HISA President and Quality

8.   KPI MATRIX
Report by Operations and Commercial Manager

9.   COMMITTEE EVALUATION FEEDBACK
Report by Governance Officer

ITEMS FOR NOTING

10.   QUARTER 2 - COMPLAINTS REPORT
Report by Quality Manager

11.   MINUTES FROM COMMITTEES
a) Minutes of Student Journey and Enhancement Committee Meeting held on 18 December 2024.
b) Minutes of Student Journey and Enhancement Committee Meeting held on 15 January 2025
c) Minutes of Student Journey and Enhancement Committee Meeting held on 19 February 2025
d) Minutes of Research and Innovation Committee held on 10 September 2024
e) Postgraduate Research Student Report (January 2025)

12.   AOCB

13.   DATE OF NEXT MEETING – 10 June 2025 at 4.30 p.m.

If any member wishes to add an item of business to the Agenda, please inform the Chair and the Governance Officer 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.

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Outstanding Actions from LT&R Committee Meetings

Item	Action	Responsibility	Timeline	ACTIONED
10 December 2024				
Supporting Priority Groups	Presentation to be shared with the Committee after the meeting.	Gov Officer	December '25	**Complete**

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Board of Management

Subject/Title:	Policy Approval
Author: [Name and Job title]	Quality
Meeting:	LTR Committee
Meeting Date:	11th March 2025
Date Paper prepared:	7th March 2025
Brief Summary of the paper:	The LTR Committee is asked to approve the Reviewed FE Admissions Policy. It was approved at Policy & Procedure Review Panel on 12th December and at EMT Committee on 6th March.
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Compliance
Resource implications:	No **If yes, please specify**:
Risk implications:	Yes **If yes, please specify:** Operational: Organisational: Policy review and development required to ensure compliance with legislation and regulations.
Equality and Diversity implications:	Yes **If yes, please specify:** Completed Equalities Impact Assessment included.
Consultation: [staff, students, UHI & Partners, External] and provide detail	
Status – [Confidential/Non confidential]	Non-confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes

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

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

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

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

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

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Inverness College, University of the Highlands and Islands

Further Education Admission Policy

Reference: PL/LT/2018/002

Lead Officer (Post):	~~Head of Student Services~~Vice Principal – Curriculum, Student Experience & Quality
Responsible Office/ Department:	Admissions
Responsible Committee:	Learning, Teaching & Res~~ourcing~~earch Committee
Review Officer (Post):	Admissions, Enrolment and Student Funding Manager
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	~~26/02/2018~~26/02/2018
Date of Privacy Impact Assessment:	n/a

This policy covers the period (d~~ate~~25.11.24) to (d25.11.25~~ate~~).

Commented [LS2]: Think remove and just have on front page Dec 25

For all our up-to-date policies, please visit the Policy homepage on our website.

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1
Further Education Admission Policy
www.inverness.uhi.ac.uk
www.uhi.ac.uk
                              Page 1 of (7)

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

Policy Summary

Overview	This policy provides the basis for admissions into further education courses provided by the colleges within the UHI partnership.
Purpose	The policy governs the application process to be used by all students considering applying to a further education course in any of the colleges within the UHI partnership.
Scope	The policy applies to all colleges offering further education courses within the UHI partnership, current students seeking to progress their studies and prospective students considering applying.
Consultation	The policy was endorsed by Partnership Council and was subject to local consultation and approval processes at each academic partner College. The policy was approved by the colleges' Board of Management.
Implementation and Monitoring	Academic partners will be responsible for implementing and monitoring the policy. Analysis will be carried out of the policy's impact by staff from the Vice-Principal for Further Education's office.
Risk Implications	The policy reduces risk for the University and academic partners by creating a streamlined process and a community of practice for staff. Students will also benefit from a consistent approach across all partners.
Link with Strategy	Providing an excellent student experience across every aspect of the student journey To further develop our accessible and inclusive support for students to enable all to achieve their potential
Impact Assessment	Equality Impact Assessment: December 2024 Privacy Impact Assessment: N/A

02 Further Education Admission Policy
www.inverness.uhi.ac.uk
www.uhi.ac.uk   Page 2 of (7)

1. Policy Statement

1.1   UHI Inverness endeavours to be welcoming and inclusive in its admissions policy and processes, seeking to work in partnership with prospective students to match applicants with courses most appropriate to their aspirations and current level of skills, knowledge and ability.

1.2   ~~Inverness College~~ UHI Inverness operates a fair and open admissions process that is free of discrimination and reflects a commitment to widening access and equality of opportunity. The College aims to provide appropriate services to support students with learning support needs or disabilities.

2. Definitions

2.1   If you require assistance or do not understand any terms or language used in this policy, please do not hesitate to contact the Admissions Office.

3. Purpose

3.1   This Policy is to provide ~~Inverness College~~ UHI ~~Inverenss~~Inverness with a robust framework to:

3.1.1   Follow admissions processes that are free of discrimination on the grounds of age, disability, gender and gender reassignment, pregnancy and maternity status, ethnicity, religion and/or belief, sexual orientation or socio-economic background.

3.1.2   Offer a curriculum aligned to local and regional need and in line with national priorities. Where there is diminished local need or low demand, a course may be amended or withdrawn before it commences. Equally, new courses may be introduced or the number of places on a course increased due to demand;

3.1.3   Publicise courses through a variety of communication channels and in a variety of formats;

3.1.4   Be fair, open and transparent in recruitment and selection processes;

3.1.5   Provide clear and accurate information on available courses, entry requirements and/or selection criteria;

3.1.6   Proactively encourage candidates to declare any disability or additional support need that may create barriers to their success in learning. This declaration enables the college to provide appropriate support during the application stage and throughout a student's course;

3.1.7   Publish on ~~Inverness College~~ UHI Inverness web-site, details of the annual admissions cycle including when applications will be processed, when interviews take place and offers of places will be made.

3.2   Contextualised Admission

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

3.2.1.1   Endeavours to take into account an applicant's background where an application falls short of the standard entry criteria for a course or where there is competition for places;

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3   Further Education Admission Policy
www.inverness.uhi.ac.uk
www.uhi.ac.uk
                                                              Page 3 of (7)

3.2.1.2   Will provide appropriate levels of support to prospective students who require it throughout the admissions process;

3.2.1.3   Make provision for assessments of additional support required 'on-course' during the admissions process;

3.2.1.4   Make reasonable adjustments wherever this is possible.

3.2.2   ~~Inverness College~~ UHI Inverness particularly welcomes applications from specific priority groups in line with Government priorities and legislation, including:

3.2.1.1   Care experienced and looked after young people;

3.2.1.2   Those living in areas of multiple-deprivation as identified by the Scottish Index of Multiple Deprivation as being the 10% most deprived post-code zones in Scotland;

3.2.1.3   Those whose parents or carers have not accessed education beyond the compulsory school years;

3.2.1.4   Male and female applicants to courses with nationally recognised gender imbalances e.g. males into to care, females in to construction.

3.2.3   ~~Inverness College~~ UHI Inverness guarantees an interview to those with a care experienced background. To support gender equality, the College also operates a guaranteed interview for specific courses that experience a severe gender imbalance and are included in the College's Gender Action Plan.

3.2.4   ~~Inverness College~~ UHI ~~Inverness records~~Inverness records all contextualised admissions, showing the number of applicants identified within priority groups, by course and by outcome of application.

3.3   Discretion in making an offer of a place

3.3.1   All offers of places are subject to the College's discretion. The College reserves the right to reject applications or apply further criteria under particular circumstances such as the following:

3.3.1.1   Previous disciplinary sanctions under the college or university disciplinary procedures or those of other institutions

3.3.1.2   Record of outstanding debt with the College or University

3.3.1.3   They do not meet the entry criteria

3.3.1.4   Unsuccessful at interview

3.3.2   ~~Inverness College~~ UHI Inverness will:

3.3.2.1   Treat every application on its merits and will remove barriers to participation through making reasonable adjustments. However, there may be occasions when reasonable adjustments are not sufficient to enable participation on a particular course.   In these circumstances, ~~Inverness College~~ UHI Inverness will make every effort to offer an alternative course or an alternative mode of study if appropriate and / or available.)

3.3.2.2   Reserve the right to apply additional entry criteria in instances where an applicant has a record of previous enrolments without successful completion. In such cases, due consideration will be given to an individual's circumstances and support needs when reaching a decision.

3.3.2.3   Successful applicants to courses will be required to join the Protection of Vulnerable Groups Scheme (PVG) where the studies or placements require interaction with children and/or vulnerable adults. A previous criminal record does not, in the majority

04   Further Education Admission Policy
www.inverness.uhi.ac.uk
www.uhi.ac.uk   Page 4 of (7)

of cases, exclude an applicant from being offered a place. However, the College recognises that it has a duty of care to all students and staff and therefore reserves the right not to admit an applicant where there is evidence that they could affect the safety and welfare of students or staff. The College has the right to withdraw an offer of place if new information becomes available which has not been previously disclosed by the ~~applicant~~applicant, and which could affect the safety and welfare of students and staff.

3.4   Fee Status

3.4.1 Every student who enrols on a course incurs a fee. The vast majority of full-time further education students have their fees paid by the Scottish Funding Council, through the fee waiver system. Part-time students may also be eligible for fee waiver.

3.4.2 On application, the College will make an assessment of fee status in order to determine the appropriate level of tuition fees, in line with the relevant regulations and based on the information provided on the application form. The fee status of an individual will be communicated in the offer letter to ensure that individuals are aware if they are liable to pay fees.

3.4.3 The College reserves the right to change an applicant's fee status in exceptional circumstances such as the following:

3.4.3.1   If new information becomes available which was not previously disclosed by the applicant and affects the original decision on the fee status;

3.4.3.2   If errors are made within the initial fee assessment, either by the College or by the applicant, which affects the original decision on the fee status.

3.3.4 In such cases, the applicant will be notified of any change to their fee status and any consequences of this change.

3.3.5 Applicants assessed and determined to be international fee-payers may be required to pay full course fees prior to enrolment.

3.5   Appeals

3.5.1 Any appeals relating to application decisions must be made in writing to the Admissions Enrolment and ~~Student~~ Funding Manager.

3.6   Monitoring

3.6.1 Reports on the number of applications received and offers made will inform curriculum review and courses offered in subsequent years.

3.6.2 Applications will also be monitored by post-code, gender, ethnicity, disability, care experience and carer status to inform equality and diversity action planning.

3.7   Use of Personal Data

3.7.1 Personal data collected through the ~~Inverness College~~ UHI Inverness admissions process will be anonymised and used to statistical purposes to monitor applications by age, disability, gender and gender reassignment, pregnancy and maternity status, ethnicity, religion and/or belief, sexual orientation or socio-economic background.

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Further Education Admission Policy
www.inverness.uhi.ac.uk
www.uhi.ac.uk   Page 5 of (7)

4. Scope

4.1   This Admissions Policy applies to all applicants for further education courses (full-time and part-time), including those classed as commercial.

4.2   Applicants for higher education courses (HNC, HND, Degree and Post Graduate programmes) should refer to the University of the Highlands and Islands Admissions Policy on the UHI website at: https://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/policies/

5. Exceptions

5.1   This policy applies only to Further Education applications.

6. Notification

6.1   Staff responsible for administering the admissions procedures for the College will be briefed and offered training on changes to the policy.

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

7. Roles and Responsibilities

7.1   The responsibility for compliance with the Admissions Policy lies with all staff involved in the process.

7.2   The Policy will be regularly audited and reports submitted to the Regional Admissions Group.

8. Procedures

8.1   Please refer to the accompanying Further Education Admissions Procedures for details.

9. Legislative Framework and Related Policies

9.1   This policy is aligned with the following legislation:

- General Data Protection Regulation (GDPR) 2018
- Freedom of Information (Scotland) Act 2002
- Disability Discrimination Act 2005
- Equality Act 2010
- Children and Young People (Scotland) Act (2014)
- Scottish Care Leavers Covenant 2015

Commented [EB3]: Do we need to add in any related Policies here? EDI?

Commented [LS4R3]: & things like PVG etc

10.   Version Control and Change History

Amendments are to be recommended by a Policy Ownership Group made up from representatives from all relevant academic partners, and then subject to Partnership Council agreement prior to approval by local academic partner Boards of Management.

Version	Date	Approved by	Amendment(s)	Author

06   Further Education Admission Policy
www.inverness.uhi.ac.uk
www.uhi.ac.uk   Page 6 of (7)

Inverness College is known as UHI Inverness
University of the Highlands and Islands   Further Education Admission Policy

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07 Further Education Admission Policy
www.inverness.uhi.ac.uk
www.uhi.ac.uk   Page 7 of (7)

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Policy/Procedure/Strategy: FE Admissions   Author/Owner: Sheree Grant   Signature:

Review Due: December 2027   Department/Section: Registry

Date of Assessment: 10.12.24   Date: 10.12.24

Step 1

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

Standardised University of the Highlands and Islands Further Education Admissions Policy. The aim of the policy is to provide a consistent entitlement to the admissions process across all UHI partners in relation to Further Education provision.

Who will be affected?	Who will be consulted?	Evidence available:
All Applicant for Further Education Courses	- Academic Partner Local Staff Consultation including relevant staff and student groups - HISA Local Student Representatives	Email evidence available from Single Policy Environment Project Manager

Step 2

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

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Step 3

Sustainability	

Step 4

No Action to be taken

Summary of EIA Outcome – please tick

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

Please forward completed EIA forms to the Quality Unit

Subject/Title:	**Learner Retention Report**
Author: [Name and Job title]	Lindsay Snodgrass, Vice Principal Curriculum, Student Experience & Quality & Jane Maclennan, Information Systems Manager
Meeting:	LTR committee
Meeting Date:	11th March '25
Date Paper prepared:	26th Feb '25
Brief Summary of the paper:	To provide an update on learner retention and how this aligns to our forecasting in relation to successful outcomes for FT FE and HNs
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Strategic Plan – Student Experience
Resource implications:	No **If yes, please specify**:
Risk implications:	*Yes* **If yes, please specify:** Operational: risk to operational effectiveness if appropriate improvement and enhancement in learner outcomes is not being achieved Organisational: risk to organisational reputation, impact on recruitment / finance if learner outcomes not as they should be
Equality and Diversity implications:	Yes If yes, please specify: reference to learner outcomes across priority groups/sector benchmarking
Consultation: [staff, learners, UHI & Partners, External] and provide detail	Key managers consulted

Status – [Non confidential]	Non-confidential		
Freedom of Information Can this paper be included in "open" business* [Yes]	Yes		

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

Its disclosure would substantially prejudice a programme of research		Its disclosure would substantially prejudice the effective conduct of	
Its disclosure would substantially prejudice the commercial interests of		Its disclosure would constitute a breach of confidence actionable in	
Its disclosure would constitute a breach of the Data Protection Act		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

LEARNER OUTCOMES

Executive summary

The report provides an update on learner retention to date this academic year (AY) and how this aligns with our forecasting in relation to successful outcomes.

Early withdrawals have decreased for both FE and HE full time learners as compared to AY 23/24. There has been an increase in early withdrawals for FE PT learners. Further withdrawals are currently showing a downward trend for both FE and HE.

"Written off after lapse of time" is the most common reason for withdrawal for FE learners, followed by "Health Reasons". For HE learners the main reason for withdrawal is "Health Reasons", followed by "Written off after lapse of time".
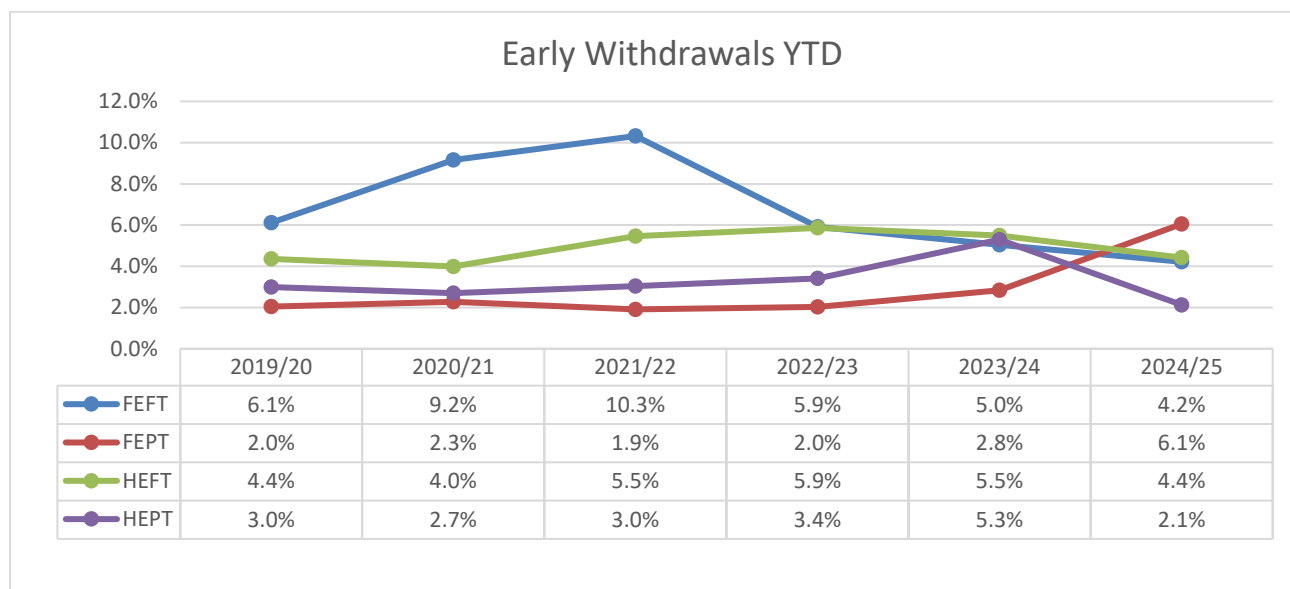
In line with our practice over the last three AYs, target setting has been undertaken for FE FT and HE HN learners to support improved learner outcomes. Curriculum Leaders have been tasked with identifying areas for action to minimise Further Withdrawals and to reduce Partial Success. This has been done at a learner-by-learner level in order to achieve our successful completion targets and has taken account of how we maximise the extended use of Learning Assistants to provide support.

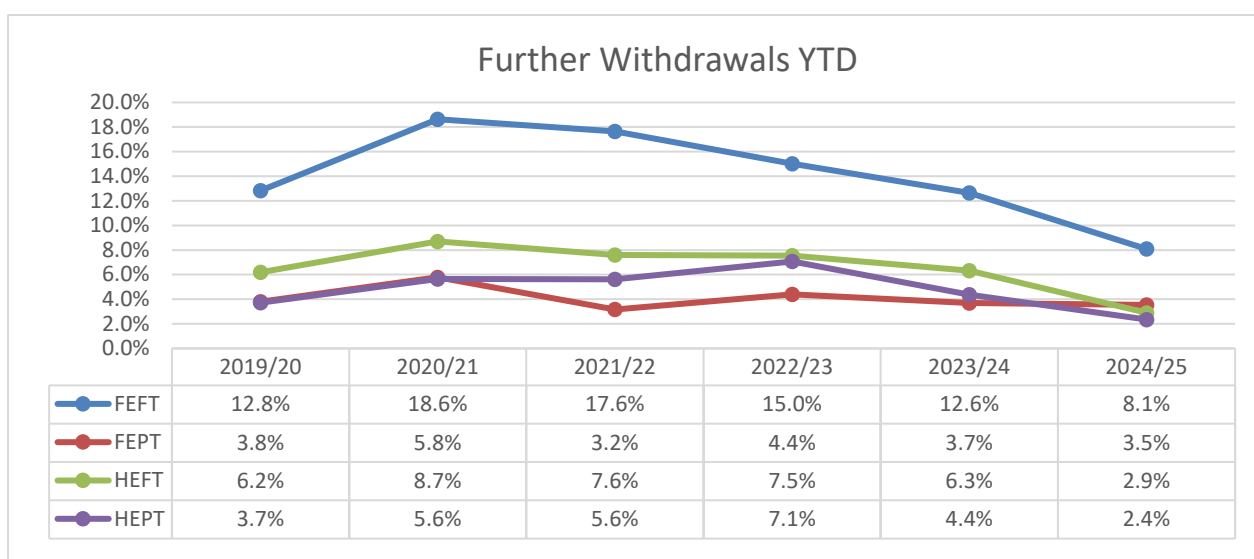## Main Body of Information

Learner Outcomes

Withdrawals

Early withdrawals have decreased for both FE and HE full time learners as compared to AY 23/24 but there has been an increase in early withdrawals for FE Part Time learners.

Early Withdrawals YTD

|	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
FEFT	6.1%	9.2%	10.3%	5.9%	5.0%	4.2%
FEPT	2.0%	2.3%	1.9%	2.0%	2.8%	6.1%
HEFT	4.4%	4.0%	5.5%	5.9%	5.5%	4.4%
HEPT	3.0%	2.7%	3.0%	3.4%	5.3%	2.1%

The rise in FE PT early withdrawals is due in the main to an increase in early withdrawals from our Senior Phase school pupils. Further action is to be taken to mitigate this next AY; to more closely monitor Senior Phase withdrawals to ensure accurate and timely recording; and to better understanding of the reasons for withdrawal.

Senior Phase Withdrawals

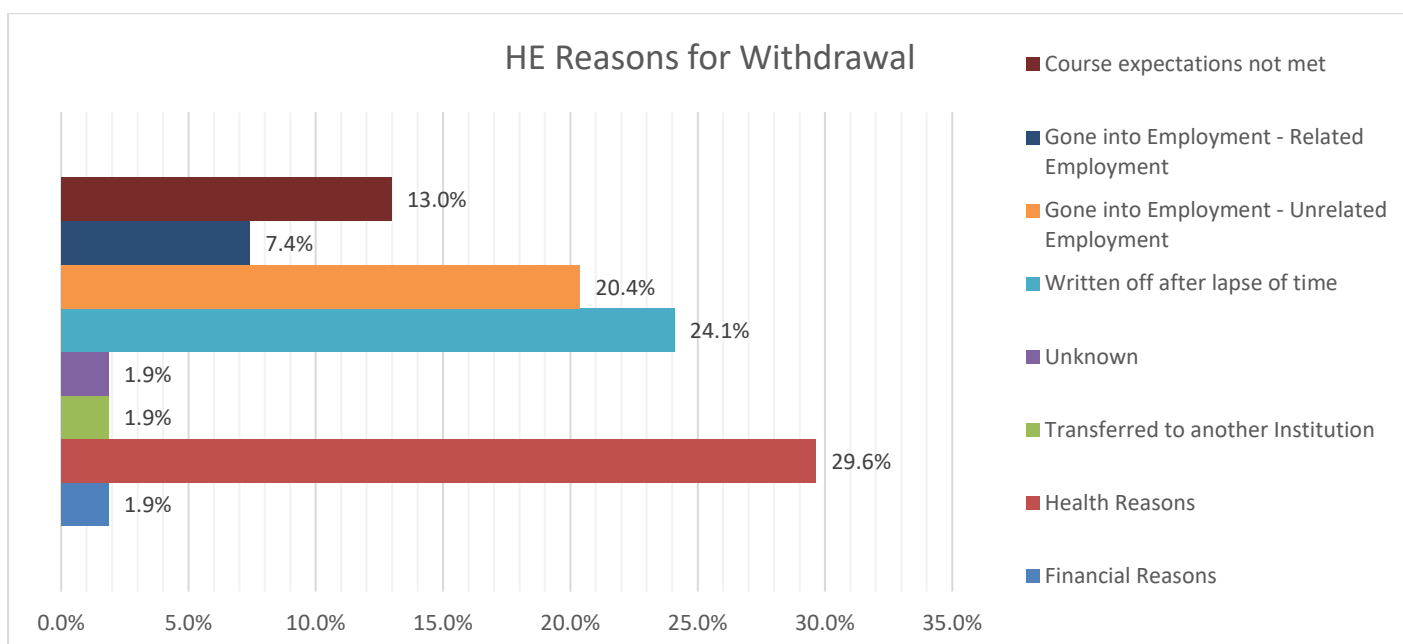|	2021/22	2022/23	2023/24	2024/25
EARLY WD%	7.5%	5.5%	8.4%	10.3%
FURTHER WD %	10.1%	8.0%	8.7%	6.9%
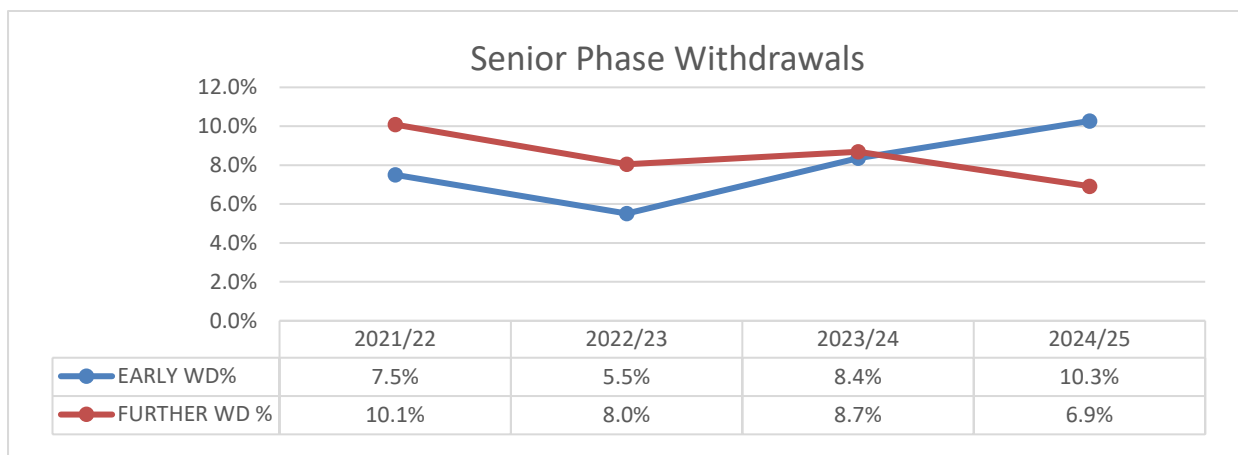
Further Withdrawals are currently showing a downward trend for both FE and HE. However, they are currently marginally higher for FE FT learners as compared to 1st March 2024, where they were 7%.

Further Withdrawals YTD

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
FEFT	12.8%	18.6%	17.6%	15.0%	12.6%	8.1%
FEPT	3.8%	5.8%	3.2%	4.4%	3.7%	3.5%
HEFT	6.2%	8.7%	7.6%	7.5%	6.3%	2.9%
HEPT	3.7%	5.6%	5.6%	7.1%	4.4%	2.4%

The following charts below show the reasons learners have withdrawn to date in AY 24/25,
"Written off after lapse of time" is the most common reason for withdrawal for FE learners, followed by "Health Reasons".

FE Reasons for Withdrawal

For HE learners the main reason for withdrawal is "Health Reasons", followed by "Written off after lapse of time".
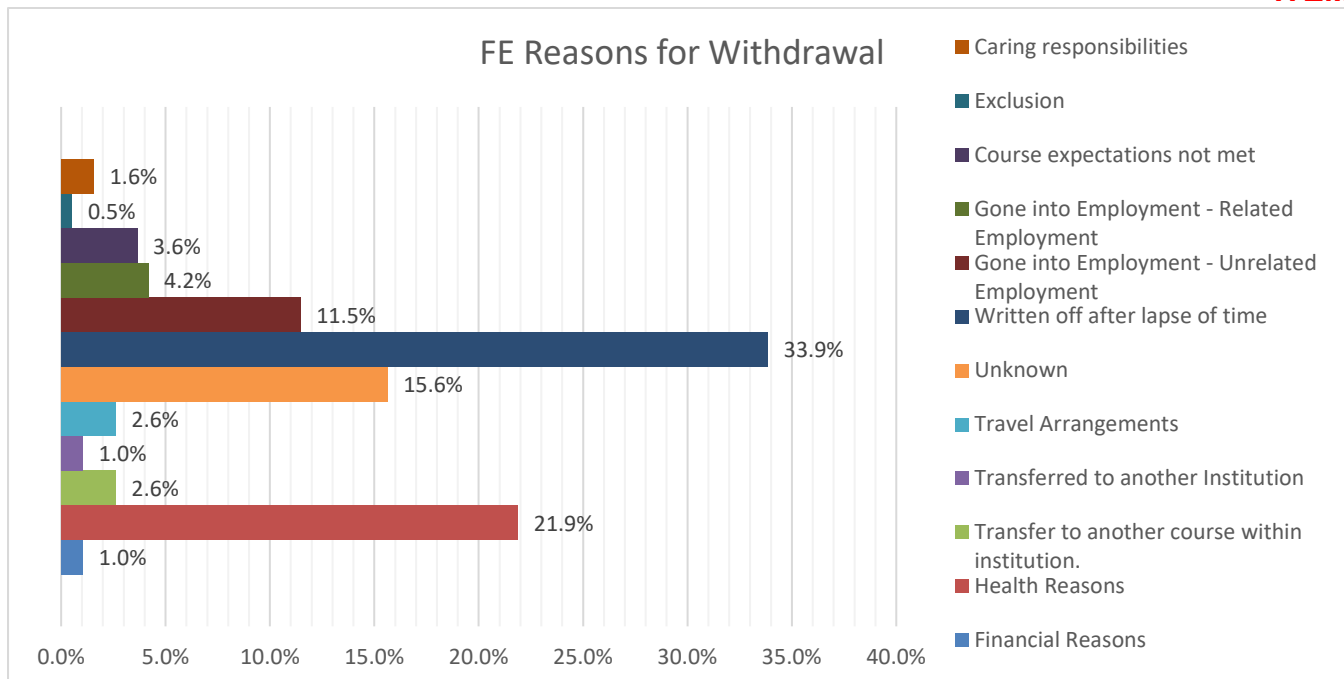
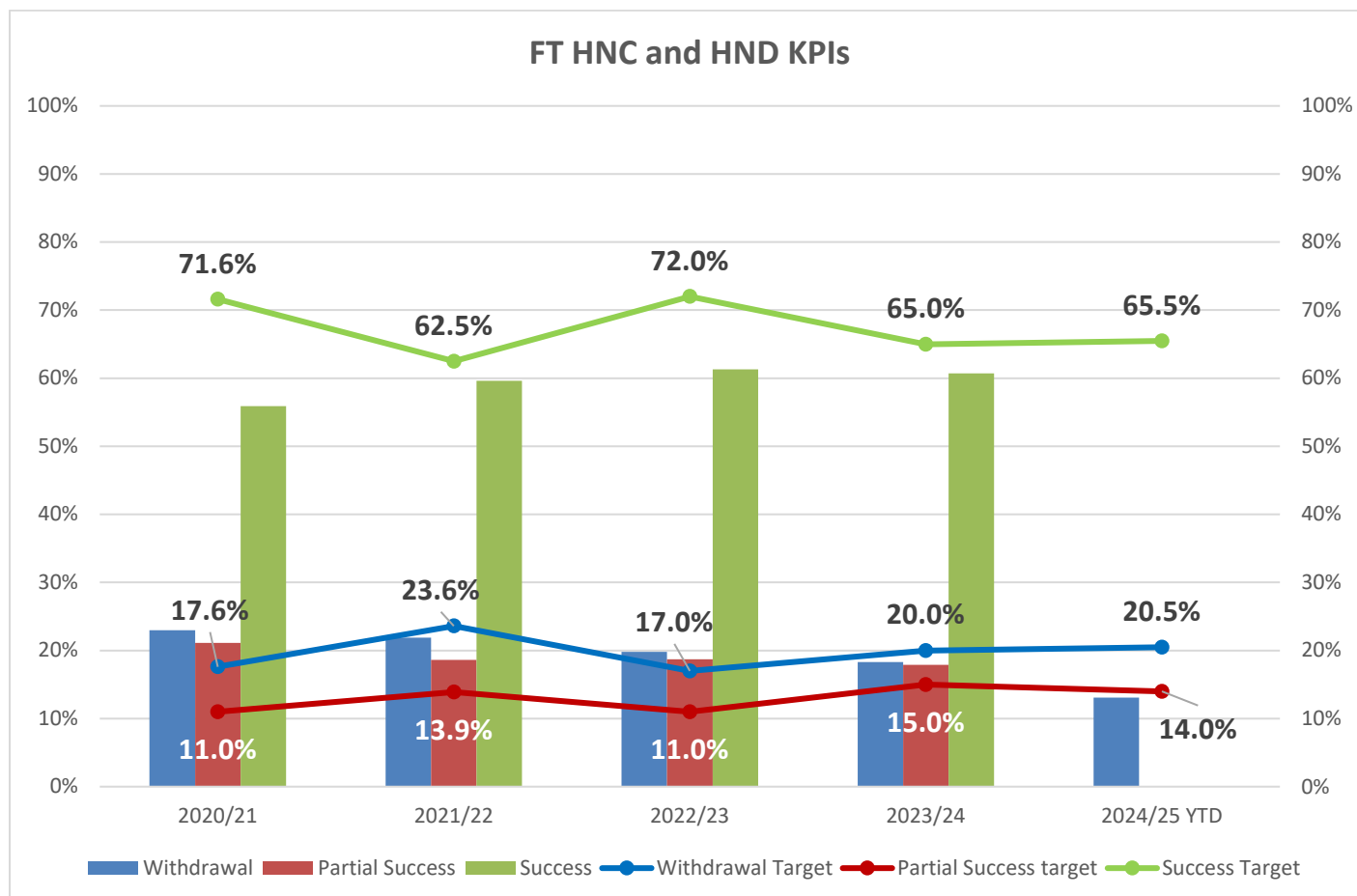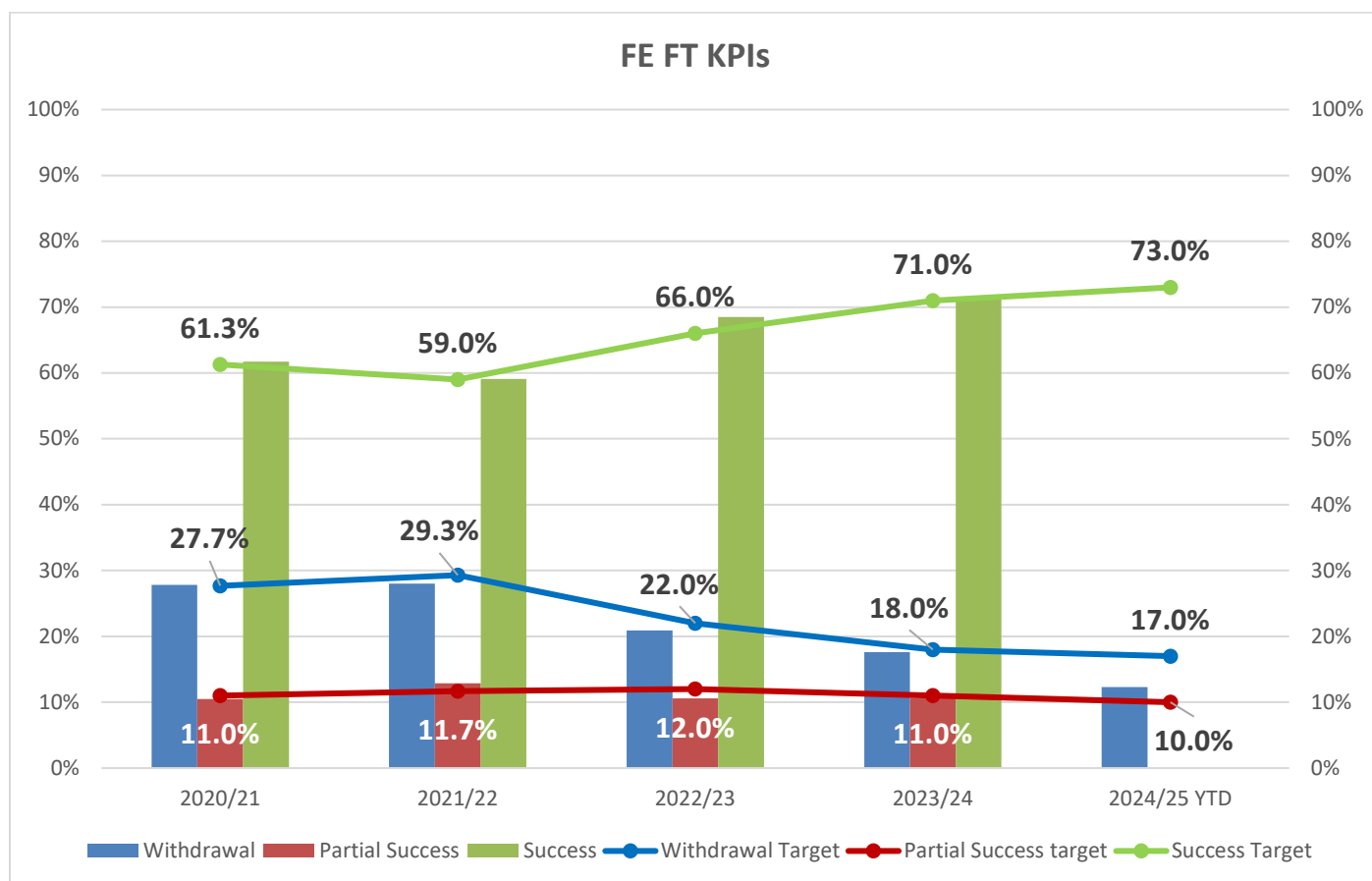HE Reasons for Withdrawal

Progress against targets for full time learners

Targets have been set for this AY as below:

Targets 2024/25	% Completed Successful	% Partial Success	% Withdrawal
FE on recognised qualifications (full-time)	73%	10%	17%
HE HNC & HND (full-time)	65.5%	14%	20.5%

The charts below illustrate the actual figure (24/25 YTD) and our targets as lines:

FE FT KPIs

Legend: Withdrawal, Partial Success, Success, Withdrawal Target, Partial Success target, Success Target

Data labels:
- Success Target line: 61.3%, 59.0%, 66.0%, 71.0%, 73.0%
- Withdrawal Target line: 27.7%, 29.3%, 22.0%, 18.0%, 17.0%
- Partial Success target line: 11.0%, 11.7%, 12.0%, 11.0%, 10.0%
- Years: 2020/21, 2021/22, 2022/23, 2023/24, 2024/25 YTD

FT HNC and HND KPIs

Legend: Withdrawal, Partial Success, Success, Withdrawal Target, Partial Success target, Success Target

Data labels:
- Success Target line: 71.6%, 62.5%, 72.0%, 65.0%, 65.5%
- Withdrawal Target line: 17.6%, 23.6%, 17.0%, 20.0%, 20.5%
- Partial Success target line: 11.0%, 13.9%, 11.0%, 15.0%, 14.0%
- Years: 2020/21, 2021/22, 2022/23, 2023/24, 2024/25 YTD

The charts below show the FE FT and FT HN 4-year trend for 2020/21 to 2023/24, a series of best, worst, and average case scenarios along with the target that has been set and our current position.

FE FT KPI Forecast

	2020/21	2021/22	2022/23	2023/24	2024/25 Best	2024/25 Worst	2024/25 Average	2024/25 Target	2024/25 Current
WITHDRAWAL %	27.8%	28.0%	20.9%	17.6%	17.0%	28.0%	22.6%	17.0%	12.3%
PARTIAL SUCCESS %	10.5%	12.9%	10.6%	10.7%	10.0%	13.0%	11.6%	10.0%	
SUCCESS%	61.7%	59.1%	68.5%	71.6%	73.0%	59.0%	65.7%	73.0%	
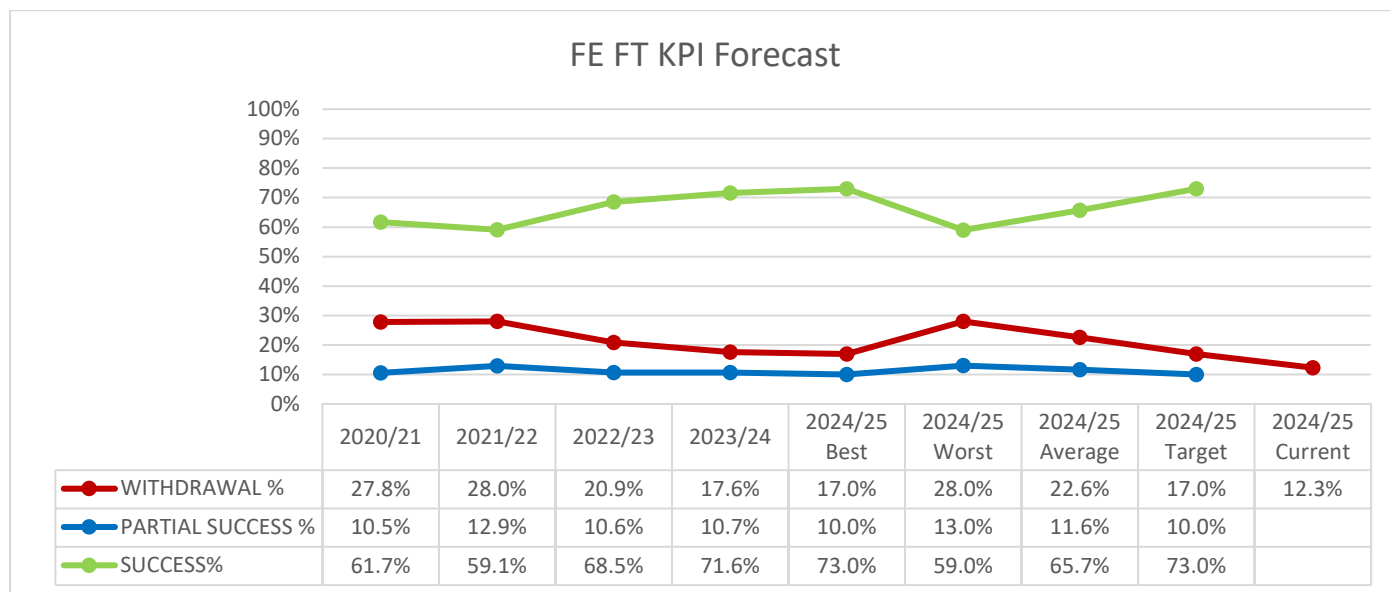
On 1st March 2024, the overall withdrawal rate for FE FT learners was 11.7%, it is currently 12.3%.

HN KPI Forecast

	2020/21	2021/22	2022/23	2023/24	2024/25 Best	2024/25 Worst	2024/25 Average	2024/25 Target	2024/25 Current
WITHDRAWAL %	23.0%	21.9%	19.8%	18.3%	17.4%	22.9%	20.1%	20.5%	13.1%
PARTIAL SUCCESS %	21.1%	18.6%	18.7%	17.9%	10.7%	21.4%	18.1%	14.0%	
SUCCESS%	55.9%	59.6%	61.3%	60.7%	71.9%	55.7%	61.1%	65.5%	
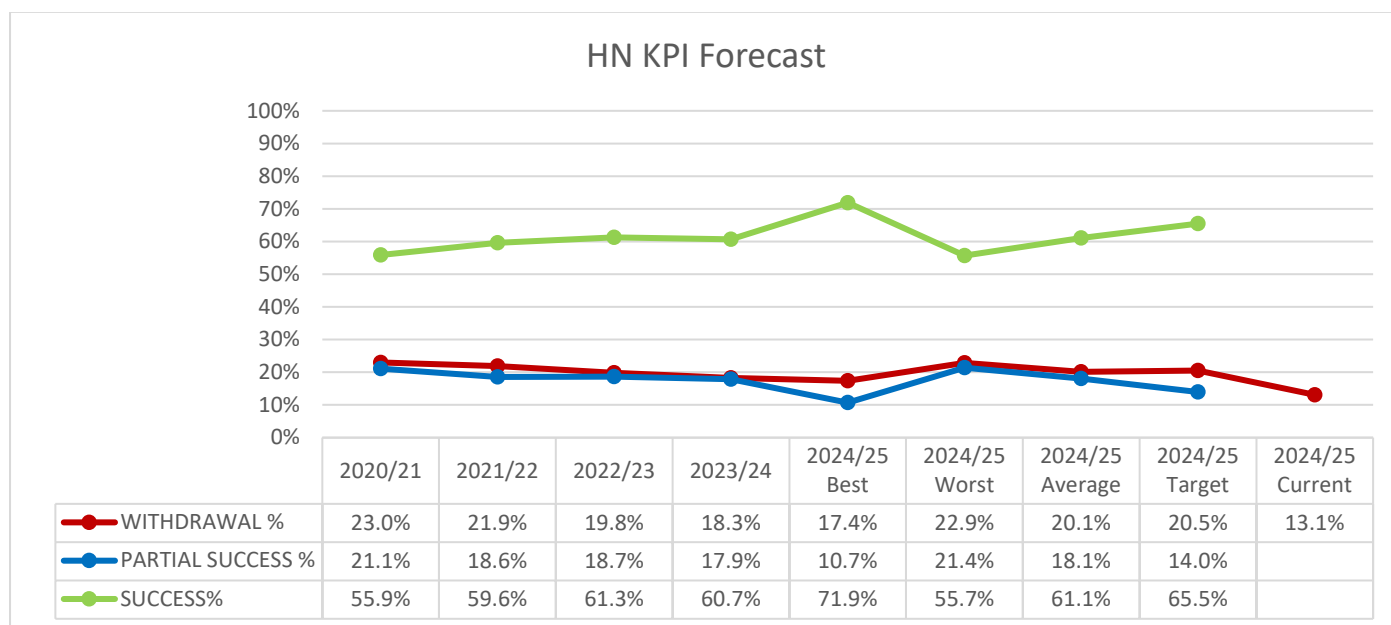
For comparison, on 1st March 2024, the overall withdrawal rate for FT HN learners was 13.5%, it is currently 13.1%.

Following last month's meeting of the Student Journey and Enhancement Committee, Curriculum Leaders have been tasked with identifying areas of action to:

- Maximise the impact of the Learning Assistants
- Minimise further withdrawals
- Reduce partial success
- Maximise successful completion

Subject/Title:	**Corporate Parenting Update**
Author: [Name and Job title]	Lindsay Snodgrass, Vice Principal Curriculum, Student Experience & Quality Louise Martin-Theyers, Access & Progression Manager
Meeting:	LTR committee
Meeting Date:	11th March '25
Date Paper prepared:	28th Feb '25
Brief Summary of the paper:	To provide an update on our Corporate Parenting Plan 2023-26 (Promise Plan) and the impact on the learner outcomes of those with care experience
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	Strategic Plan – Student Experience
Resource implications:	No
Risk implications:	*Yes* **If yes, please specify:** Operational: risk to operational effectiveness if appropriate improvement and enhancement in learner outcomes is not being achieved Organisational: risk to organisational reputation, impact on recruitment / finance if learner outcomes not as they should be Legislative: risk of not upholding legislative duties around the Children & Young People (Scotland) Act, 2014
Equality and Diversity implications:	Yes If yes, please specify: care experienced learner outcomes; SFC 2030 Ambition of equal outcomes
Consultation: [staff, learners, UHI & Partners, External] and provide detail	NA

Status – [Non confidential]	Non-confidential	
Freedom of Information Can this paper be included in "open" business* [Yes]	Yes	

*If a paper should **not** be included within "open" business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of		Its disclosure would constitute a breach of confidence actionable in	
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

Executive summary

The report provides an update on our current [Corporate Parenting Plan (2023-26)](#) and the positive impact we are starting to see on the outcomes of learners with care experience.

Our current plan, builds on much of our previous work and seeks to further embed our progressive culture and processes which prioritise the needs of those with care experience.

The purpose of this interim update is to review progress made across our 2023-2026 plan at this mid-way point and to identify any new areas of work during the second stage of this plan.

UHI Inverness are committed to the Scottish Funding Council ambition of equal outcomes for learners with care experience by 2030 and have made some progress in both improving the attainment of learners with care experience and in narrowing the outcomes gap.

Outcomes improved by 6.8% in AY23/24 and are 2.9% above the latest sector benchmark (from 22/23). The outcomes gap reduced by 5.8% between AY22/23 and 23/24 between learners with care experience and their non-care peers.

However, we remain acutely aware of the continued disparity in the outcomes of learners with care experience. The next phase of our plan will bring this into sharper focus.

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The Promise Plan 2023-26

An interim report on progress

inverness.uhi.ac.uk

the promise
scotland

Executive Summary

UHI Inverness made a commitment in 2020 to Keep the Promise, following the findings of the independent review of the care system which encompassed the voices of over 5,500 individuals with care experience. Our previous Corporate Parenting Plan, 2020-2023, demonstrated that commitment and outlined our endeavours to ensure our learners with care experience have every opportunity to meet their full potential whilst being supported in an environment which values and respects them as individuals. Our 2020-2023 plan laid a strong foundation to build from and a culture of compassion and care at UHI Inverness.

Our current plan, 2023-26, builds on much of our previous work and seeks to further embed our progressive culture and processes which prioritise the needs of those with care experience, as well as those who are estranged and require extra consideration.

The purpose of this report is to provide an update on the progress made across our 2023-2026 plan at this mid-way point and to identify any new areas of work during the second stage of this plan.

Much of the focus of our current plan thus far has centred around our responses in the post-pandemic period to best support the evolving needs of learners with care experience. We recognise the pandemic disproportionately affected certain groups of individuals, which included our learners with care experience. Research shows that many were significantly affected by the impact of isolation and reduced service provision. In the recovery period in the years since the pandemic, we have made efforts to rebuild our in-person outreach activities and enhance the social aspects of campus life as a means of narrowing the attainment gap and further improving the outcomes and life chances of our care experienced community.

Since 2023 and the start of our current plan, we have widened the collaborative work we do with our network of community Promise partners across our region. Working with them, we have established effective mechanisms to identify and support individuals with care experience from the earliest point in their journeys to establish meaningful learning pathways and to support their transition into UHI Inverness. Once enrolled, a well-established tailored package of support is offered, led by our Access & Transitions team, and delivered by a wide range of professional and curriculum services across the learning journey.

UHI Inverness remains committed to the Scottish Funding Council ambition of equal outcomes for all learners with care experience by 2030.

Our actions to date have led to positive impacts on the retention and successful outcomes of learners with care experience and places care experienced learner outcomes ahead of the last published sector benchmark. However, we are cognisant of the continued gap in outcomes between our learners with care experience and their non-care peers. The next stage of our plan will bring greater focus on what more needs to be done to reduce that gap.

Following feedback from the care experienced community and stakeholders, our regional Corporate Parenting Board took the decision to rebrand as The Promise Board. Similarly, our Corporate Parenting Plan going forward will be titled our Promise Plan.

Our 2023-26 Corporate Parenting Plan spans three overarching themes to direct our continued work and commitment to The Promise:

Theme 1
Increase opportunities for the learning, development, and progression of learners with experience of care to impact positively on their outcomes and life chances.

Theme 2
Expand opportunities to hear and represent the voice of learners with experience of care and ensure they are represented in ways which are meaningful to them. We will also seek to develop the quality of communication we have when working with and referring to learners with experience of care.

Theme 3
Improve the financial support for care experienced learners

To increase opportunities for the learning, development, and progression of learners with care experience to impact positively on their outcomes and life chances.

The Promise in Action

Robust engagement and attendance monitoring processes are now well embedded to ensure that learners with care experience receive the earliest intervention following absence.

We have embedded new programme design principles for all Level 4/5 programmes to support more flexible pathways for all learners. This has contributed to the improved outcomes of learners with care experience.

Target setting for our priority groups is now embedded across our KPIs for all further education full-time programmes at a school level. This has led to greater analysis of our data to support improved understanding and learner outcomes.

We have established strong relationships with the local authority's housing team and the UHI halls of residence and have been able to offer support to learners with emergency housing needs.

We are now into the second year of our Raising Aspirations programme which is designed to increase our engagement within our key secondary schools with those furthest from education. Our first cohort will transition to UHI Inverness in August 2025.

We now waive the graduation fees for graduands who have experience of care or who are estranged and support them to celebrate in ways which are meaningful to them.

The Promise in Progress

In analysing our data, we have identified an area for further exploration around our conversion rates from application to enrolment. We have identified a potential discrepancy between the volume of applications submitted by learners with care experience and their subsequent conversion to enrolment. Despite a high number of applications in AY 23/24, our conversion rate between offer and enrolment were notably lower, suggesting potential barriers or challenges. We have identified it is crucial to develop a comprehensive understanding of the underlying factors which might have contributed to a lower conversion rate and lower enrolments in AY 23/24. This will form part of our future focus.

We have engaged in the CDN Trauma Informed College programme and have established a steering group to take forward our work to develop a trauma informed and responsive workforce and campus.

With stronger partnership working, we have a greater capacity to ensure learners with care experience are offered the opportunity to engage in career planning, employability coaching and interview preparation. In collaboration with Highland Council Employability team and Skills Development Scotland we are working towards a every learner with care experience receives this support as standard.

To increase communication, representation, and the voice of individuals with experience of care

The Promise in Action

All curriculum and professional service managers engaged with the Each and Every Child professional development programme in 2024. This has supported a greater awareness amongst staff of how we communicate when speaking about care experience to reduce any unintended stigma.

We continue to create and promote opportunities for learners with care experience to get together, should they want to, by holding regular study groups, and social group sessions across the academic year led by the suggestions of our learners.

We continue to raise staff awareness of our responsibilities to learners with care experience through our new staff induction and opportunities for on-going professional development. We have embedded the voice of staff members with care experience into marketing materials and encourage learners with care experience to share their stories, should they wish to. This has supported positive case studies surrounding the care experienced voice.

We continue to act on the voice of learners with care experience by working with the Quality team to monitor their feedback through various student surveys and focus groups.

The Promise in Progress

Although we have significantly increased the number of learners with care experience who provide feedback through annual student surveys, we are continuing to develop the number of care experienced learners engaging in the Student Voice Representative (SVR) role and the new Student Ambassador role. We have identified that we need to start tracking the data we hold on SVRs and Ambassadors so that we can measure the volume of those who are care experienced.

In addition to our website detailing the support available for applicants and students with care experience, we have identified the need to develop paper-based welcome packs. This will be a new addition for 2026.
UHI Inverness currently plays a pivotal role in the regional Promise board and hosts the local biannual Promise Partners steering group. Both provide opportunities to collaborate and share practice across the local authority area. We also hosted Care Day in 2025 offering a variety of activities and the opportunity for the care experienced community to connect with local community support services. We have identified that we need to find further opportunities for us to open our doors to the wider care experienced community and our partners to showcase the transformational power of further and higher education and the opportunities available to our care experienced community.

"From the moment they set foot at UHI Inverness they benefit from the support of a 'named' individual. This not only provides individuals with emotional support from staff who can quickly respond to their needs, but it also ensures that learners feel valued, respected and listened to. Relationships continue to be key within our delivery, with a coffee and breakfast daily soft start approach and minimal staff changes."

Nina Gatt, the Depute Curriculum Leader of Social Care, Health and Childcare at UHI Inverness

Improving financial support for care experienced learners

The Promise in Action

We have a well-established suite of cost-of-living support on campus including a free breakfast and lunch available to all learners, an on-campus food bank, The Larder, and The Cubby which provides free toiletries and warm coats. We also have readily accessible free sanitary products in all on campus toilets. We continue to ensure learners with care experience are aware of these support mechanisms, particularly throughout the summer.

Thanks to the generous support of Cash for Kids, UHI Inverness is now able to offer Home Starter packs to learners with care experience who move into the UHI halls of residence. This initiative has allowed us to provide essential 'set-up' support to all residents with care-experience who may require it, with a particular focus on offering assistance to those in need of emergency housing placements during the academic year.

We also continue to prioritise learners with care experience for hardship and discretionary funding. This funding can be paid directly to our residence services to help prevent the accumulation of debt. In addition, we meet regularly with the funding team to review applications from learners with care experience that may have stalled due to challenges in obtaining evidence. In such cases, we collaborate with external partners to expedite these applications and ensure timely support for our students.

The Promise in Progress

We have established a new monitoring system with the UHI residencies team to ensure any learner with experience of care who defaults on their rent payment is flagged at the earliest point and offered early financial support to prevent them from falling into debt. This new system is in its infancy and needs to be further embedded with the support of the UHI finance and residencies teams.
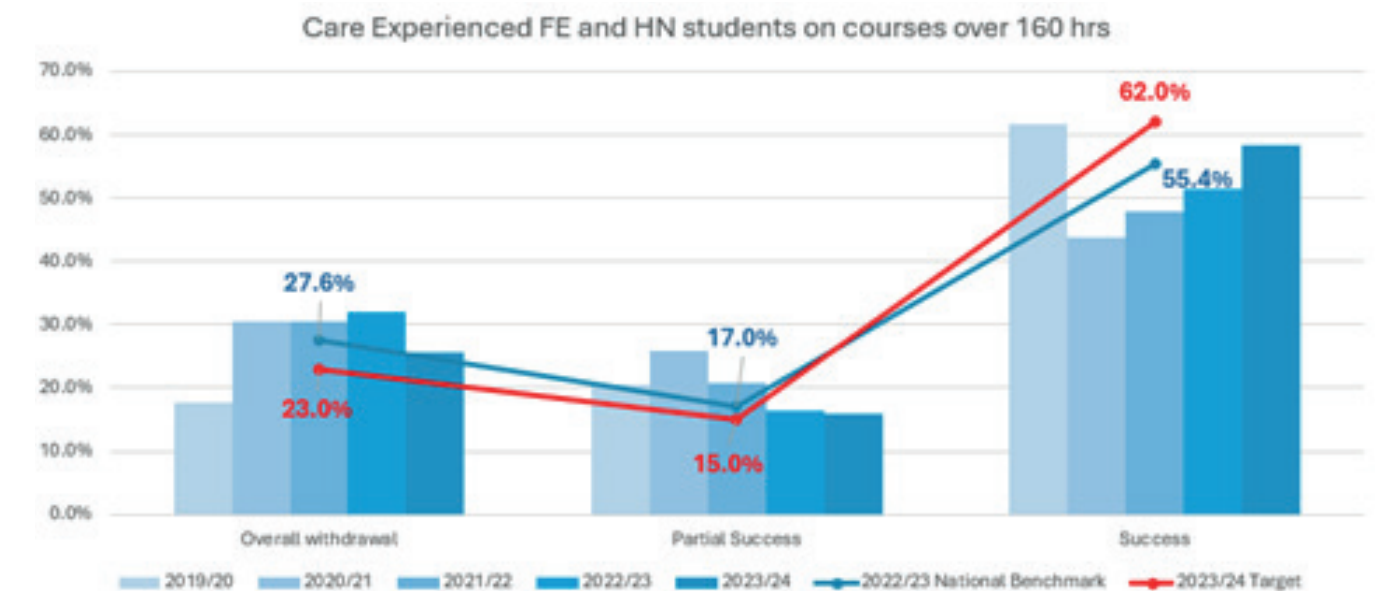
We are aware we have further work to do to ensure our Funding team, and wider relevant teams, have clarity around the SFC Bursary Guidance and in particular, the duration of bursary support available to learners with experience of care. This will help to ensure that no learner runs out of funding to support the pace of their onward progression and any knowledge and skills gaps arising from their compulsory education are taken account of.

Similarly, we have further work to do with all learners with care experience to make sure they are aware of, and can readily access, an additional year of FE funding to allow for a repeat year at the same SCQF level and to support greater flexibility of choice over their learning.

Impact of our Work

Our work to date on our Promise Plan has led to significant positive impacts on our learner retention and outcomes. Across FE and HN provision (over 160 hrs) in AY 23/24, outcomes improved by 6.8% for learners with care experience. This has largely been due to an improvement in learner retention and a reduction in partial success. Overall, this places UHI Inverness outcomes at 58.3%, +2.9% above the latest published sector benchmark.
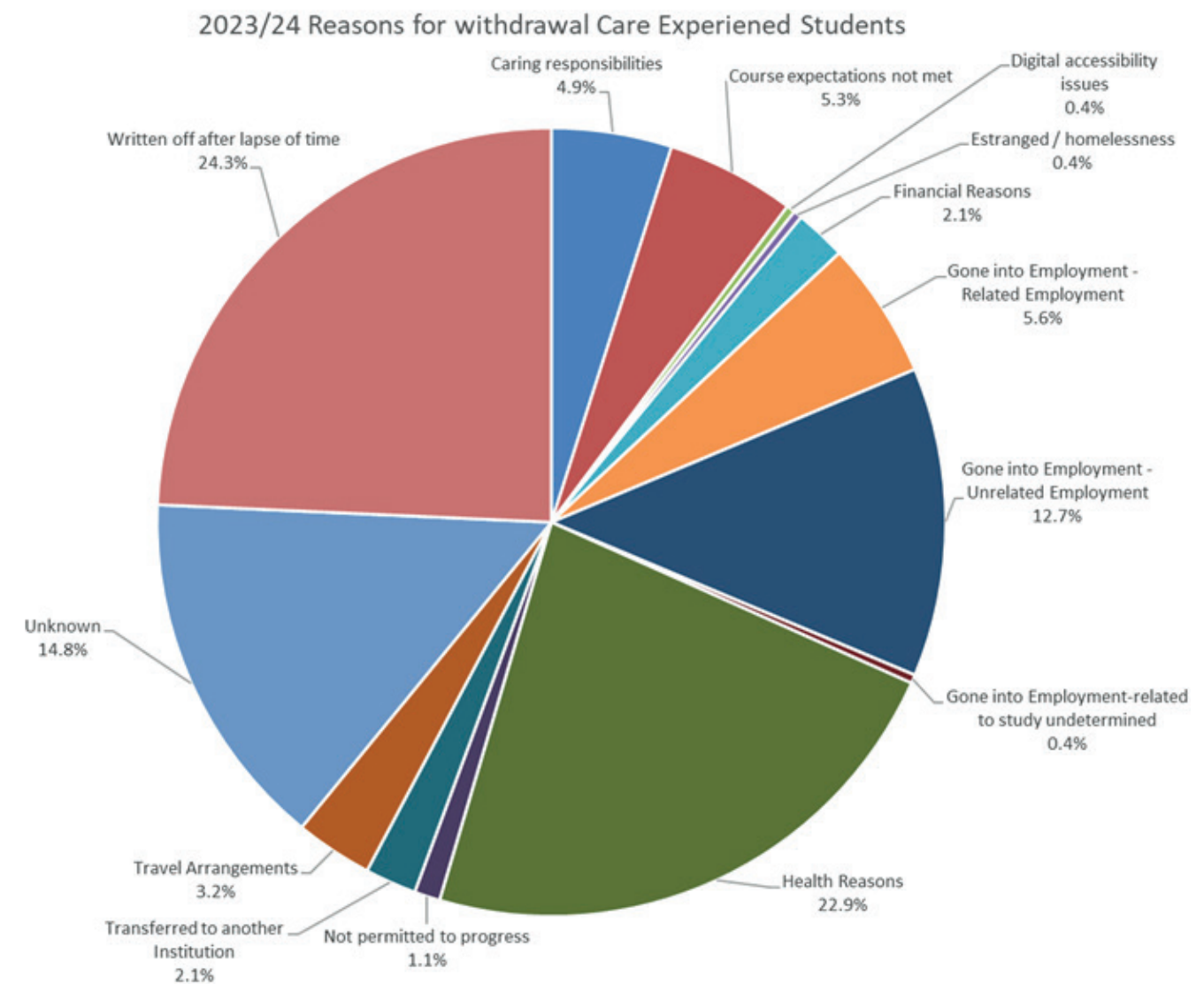

Care Experienced FE and HN students on courses over 160 hrs

Legend: 2019/20, 2020/21, 2021/22, 2022/23, 2023/24, 2022/23 National Benchmark, 2023/24 Target

""I now often have care experienced students in my classroom, and I empathise with everything they are coping with. It's hard enough being a teenager or young person, never mind dealing with being care experienced too and I think UHI Inverness does an amazing job supporting students."

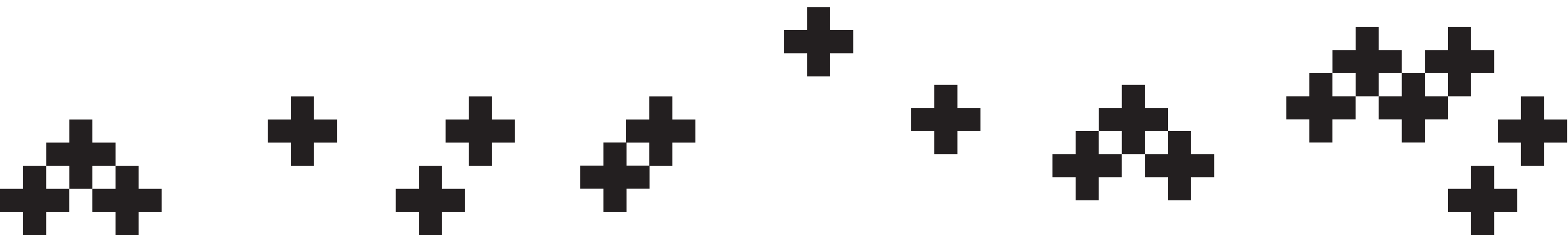Tracy Kennedy, the Depute Curriculum Leader of Arts, Drama and Humanities at UHI Inverness
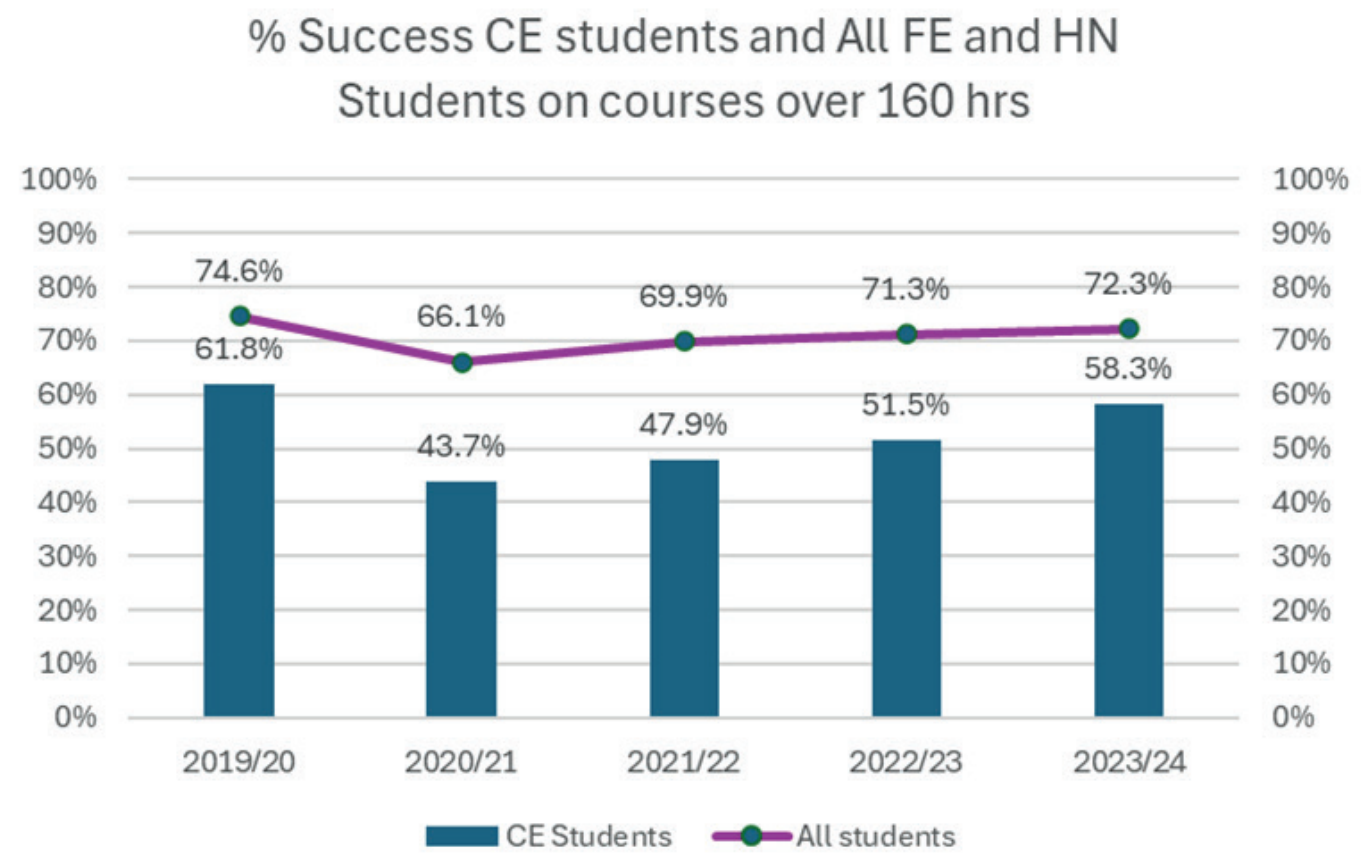
Reasons for Withdrawal

An analysis of the reasons for withdrawal show that a high proportion of learners with care experience withdraw due to health reasons but a large proportion also withdrawn for unknown reasons/withdrawal written off. Our future work will give greater focus to ascertaining the reasons for withdrawal where they are not known and identify any significant differences between learners with care experience and their non-care peers.

2023/24 Reasons for withdrawal Care Experiened Students

- Caring responsibilities 4.9%
- Course expectations not met 5.3%
- Digital accessibility issues 0.4%
- Written off after lapse of time 24.3%
- Estranged / homelessness 0.4%
- Financial Reasons 2.1%
- Gone into Employment - Related Employment 5.6%
- Gone into Employment - Unrelated Employment 12.7%
- Gone into Employment-related to study undetermined 0.4%
- Unknown 14.8%
- Travel Arrangements 3.2%
- Transferred to another Institution 2.1%
- Not permitted to progress 1.1%
- Health Reasons 22.9%

Closing the Gap

As well as an improvement in successful outcomes, there has also been a reduction in the outcomes gap between all learners and those with care experience in AY 23/24. The gap has reduced by 5.8% since the previous AY. We are pleased the outcomes gap has continued to narrow since its peak in AY 20/21, but we are acutely aware of the continued disparity in the outcomes of learners with care experience which we will continue to address in the final year of our 2023-26 plan.

% Success CE students and All FE and HN Students on courses over 160 hrs

	2019/20	2020/21	2021/22	2022/23	2023/24
CE Students	61.8%	43.7%	47.9%	51.5%	58.3%
All students	74.6%	66.1%	69.9%	71.3%	72.3%

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Board of Management

Subject/Title:	Working in Partnership Report
Author: [Name and Job title]	HISA and Quality
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	11th March 2025
Date Paper prepared:	
Brief Summary of the paper:	The paper provides an update on the activity that HISA Inverness & UHI Inverness have been working in partnership on.
Action requested: [Approval, recommendation, discussion, noting]	Verbal update
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	The paper assists with the Quality Assurance and Enhancement strategy; and the student partnership agreement.
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	N/A

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

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

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

Working in Partnership Report – Semester 2 24-25

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- Elizabeth Keegan – HISA Inverness President
- Holly Pearce – HISA Inverness Depute President
- Méabh O'Connor - Campus Co-ordinator, UHI Inverness
- Emma Baillie – Quality Officer, UHI Inverness

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During the 2023/24 academic year, we faced challenges in recruiting SVRs, managing to enlist only 75 representatives. However, this academic year, we have successfully trained 119 SVRs, and attendance at the SVRCs has notably increased. To accommodate our SVRs' schedules, we have organized two separate meetings: one for students who can attend on campus and another for those who prefer to join online.

Upcoming Student Voice Reps Meetings are as follows:

- March 25th, 2025 – In person
- March 27th, 2025 – Online

Spring Elections

HISA regionally and locally have been promoting the spring elections. At UHI Inverness there are the positions of President and Deputy President.

The key dates for the Spring Elections are as follows:

Event	Dates
Nominations Open	Noon on Monday December 9th 2024
Nominations Close	Noon on Thursday February 20th 2025
Candidates Essentials Deadline	5:00pm Thursday February 20th 2025
Candidates Training Workshops	Friday February 21st 2025
Hisa Staff Speed Meet	Tuesday February 25th 2025
Manifesto Deadline	Noon on Thursday February 27th 2025
Online campaigning starts	10am on Monday March 3rd 2025
Voting Opens & Campaigns start	10am on Monday March 10th 2025
Voting Closes	4pm on Thursday March 13th 2025
Election Results Announced	5pm on Friday March 14th 2025

Student Engagement Reps

Academic year 2024-25 is the second year of the Student Engagement Rep (SER) system being in place. In academic year 2023-24, the first year of the SER system, one of our three SER's successfully achieved Student of the Year and UHI Inverness: Media - News - UHI Inverness celebrates Student of the Year winners

Students can self-nominate themselves to be a SER across the below 11 areas with work experience available here at UHI Inverness. This year 26 students have signed up so far to cover 54 work experience areas (some SERs sign up to more than one area).

1. UHI Inverness Event Support (e.g. Open Days, Applicant Days, Award Ceremonies)
2. Focus Groups / Workshops throughout academic year on a range of different topics
3. Contributing to The Link (student newsletter)
4. Becoming a Marketing Digital Ambassador
5. Working with The Larder Team (food bank)
6. Becoming a Wellbeing Ambassador
7. Helping with The Cubby

8. Digital Skills Support for students
9. Library & LRC Helper – new for 24/25
10. ESOL Helper – new for 24/25
11. HISA Helper – new for 24/25

SERs work with staff leaders to engage in different activities and work together in partnership on projects. Engagement across the various work experience areas has fluctuated due to several factors. However, improvements in the sign-up and recording processes embedded this AY have had a positive impact, leading to many successful outcomes so far.

For example, we have three Digital Skills Support SERs who have been working closely with the Learning Technologist. They have to developed 1-2-1 study sessions with students and monthly on campus activities for students to develop their digital confidence. Take a look at the recent marketing video created: UHI Inverness Digital Skills Web video.mp4.

Another example is that one of our Wellbeing Ambassadors has been supported through the SER system to launch their own Mental Health movement, which you can read about here: Inverness-based former Millburn Academy pupil launches mental health initiative Headspace Highlands.

At the end of the academic year SER's receive a formal record of work experience linking with the META skills used throughout the different activities they carried out.

Since coming back after the Christmas break, we have had a number of events. Here is a list of the events we have put on so far and the events that are upcoming.

December

- To support Cash for kids in 2024 we participated in the toys donation drive and had a good few donations to give.
- To celebrate the festive season, we organized a delightful Christmas Craft Fair at the Scottish School for Forestry featuring various vendors, including our student bar, Tooth and Claw. Students had the opportunity to get creative by

designing their own Christmas jumpers, baubles, and gonks. Additionally, we participated in the Inverness Annual Jingle Jog, where all the beautifully designed baubles were proudly displayed on the Christmas tree.

January

– Refreshers took place on the 28th of January with twenty-one venders in attendance and three societies.

February

- Feel Fab Feb is a regional mental health campaign designed to support students' well-being. Throughout the month, various APs are hosting a range of events, from laughter yoga sessions to exam stress workshops. In Inverness, we had a fantastic games night on the 12th and a soothing "Paws for Stress" event on the 28th.

- This year, we introduced Singles Day, a special day to celebrate self-love and remind everyone that it's perfectly okay not to have a significant other. With the uplifting slogan "Love Yourself," we handed out goody bags filled with hair masks, sweets, and popcorn.

- This year for our Pride event we have invited back our drag queen Venus Guytrap, we also had our society QueerNess+ in attendance. Unfortunately, this event was unsuccessful – we had four students who were all members of QueerNess+ in attendance, so we decided to postpone the drag performance and spend the time discussing ways to improve the event for a future date.

March

- On the 4th of March we had the Therapets visiting the Scottish School for Forestry at the request of Forestry students.
- Elections
- Food focus group is provisionally planned for the 21st March.

April

- At the request of a student in attendance at the Forestry Christmas Craft Fayre, we will be running a clothes swap event towards the end of April to promote sustainability and recycling.

- We are also aiming to run the Pride Party again in April at an external venue, date and location TBC.

Our Networks

- Digital Student Network
- International Student Network
- Neurodiversity Students Network
- Pride Student Pride Network
- Student Accessibility Network
- Students of colour Network
- Women's Student Network

Our Clubs

- Inverness Badminton Club
- Inverness Eagles Volleyball Club
- Inverness Mountaineering & Climbing Club
- Inverness Pandas Basketball Club
- UHI Inverness Football Club
- UHI Olympic Weightlifting Club
- UHI Shinty Team

Our Societies

- Chess Club
- Christian Union
- Dance Society
- Drama Society
- Dungeons and Dragons
- E-Sports and Gaming Society
- Inverness ESOL Speaking Club
- Inverness Forestry and Arboriculture Society
- Islamic Society
- Labour Society
- Literature and Creative Writing Study Group
- Optometry Society
- QueerNess+
- UHI PGR Society

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Network Student Project - The Network Student Project was established to connect with online students and understand their experiences. As part of this initiative, two surveys have been distributed. The first survey, sent out last academic year, received responses from eleven students. The second survey, sent via an all-student email on January 17th, has so far garnered forty-eight responses. The survey included a variety of questions about the students' courses, study locations, likes and dislikes about their courses, desired events, and the potential benefits of having online or on-campus study spaces.

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EMT/ Board of Management

Subject/Title:	KPI Report
Meeting and date:	LTR Committee – 11 Mar 25
Author:	Martin Whyte
Date Paper Prepared:	31 Jan 25 – updated for LTR Committee 25 Feb 25
Decision, Discussion or Noting:	Noting / Discussion
Link to Strategic Plan:	**Links to all strategic objectives**
Cost implications:	~~Yes~~ / No *(delete as applicable)* **If yes, please specify:**
Risk assessment:	~~Yes~~ / No *(delete as applicable)* **If yes, please specify:** Financial: Operational: Organisational:

Recommendation(s)

Note the year-to-date performance measures as at period 6, 31st January 2025.

Main body of information

The KPI table for period 6, January 2025, accompanies the paper and presents performance for each measure against the respective targets profiled for the period.

Thirty-one measures are in scope year to date. Fifteen are satisfactory (Green), seven are unsatisfactory (Red), and six are marginal (Amber). Three HR measures are to be confirmed.

Comments on specific performance measures

HE Active Applications. Serial 1. 134.7%. Green
Very strong performance YTD. Applications are monitored from December; UCAS early application deadline has been reached, and we are ahead of expectation. Bodes well if this continues and we convert applications.

FE Active Applications. Serial 2. 217.5%. Green.
Very strong performance YTD. More than double the expectation for this stage of the year. MIS Manager report will have further details.

FE Credits. Serial 3. 109.9%. Green.
68 Credits away from achieving our SFC Credit threshold for the year. Additional credits are still to be captured from apprentice group attending first block and short-full time/short course activity.

Apprenticeship starts (contract year). Serial 4. 77.5%. Red.
231 starts against YTD objective 298. The outturn for new starts is expected to be 272 by the end of the contract period (31 March 25). Note, although new starts are expected to fall short of target, the number is consistent with the previous year (276) which will help maintain the high average apprentices in learning (see measure serial 5).

Apprenticeship Income. Serial 6. 111.9%. Green
Approximately £79,000 ahead of plan YTD. FIPS tracker indicates that funding claims are being submitted in a timely manner which reduces the risk of claims being declined and income matching the profile.

Commercial Short Course Income. Serial 8. 54.0%. Red
£26,989 against plan £49,998 YTD. Fewer courses completed than had been anticipated primarily due to staffing restrictions. In addition, UKSPF funding provides free places to clients on Heat Pump courses. This funding falls out with the 'commercial short course income' category as it appears under (Other Govt/Local Auth Grants). The activity is attributed to Business Solutions who recruit and fill places on these courses. Not all UKSPF funding features in the revenue budget as capacity to deliver was a factor. However, activity has been completed YTD and payment is awaited from the local authority. Further courses are scheduled to take place in Q1 2025.

HE FTE (APC figures). Serial 11. 100.7%. Green.
METIS data reports 1,286 FTE based on loading against target 1,319 FTE. Loading for 72 students is not yet complete; this will increase FTE. Expect to achieve APC HE FTE target.

MA Successful Outcomes (contract year). Serial 32. 85.5%. Red.
Performance as of the end of November was 65.7%, average for YTD of 64.1%, which is improving each period, but does remain below our objective of 75%. Outcome reporting is variable due to timing differences in resulting, verifying, or in some cases due to limitations imposed by SDS.

Mental Health Support appt. Serial 35. 102.5%. Green.
99% of all enquiries received an appointment within 3-10 working days in January. Objective is 95%. The counselling team continue to deliver a fantastic service to our students.

Learning Support appt offered for 6-20 working days. Serial 36. 105.3% Green.
YTD performance is 100% of ASN appointments receiving an appointment within 6-20 working days. Tremendous. Wellbeing & Learning Support Manager has highlighted that in January some students failed to confirm the meeting which may have a knock on to scheduling meetings in February.
Sickness Levels. Serial 40. 113.3% Red.

YTD profile for sickness absence is 3.0%, however the absence rate for the first half of the year is 3.4%. The split between short and long-term absence indicates that the increase relates to long term absence which, at 1.9%, is 0.43% higher than for last year. Head of HR has full details. All long-term absentees receive appropriate support by HR/line managers.

% Staff turnover. Serial 43. 105.0%. Red.
YTD staff turnover is 2.30% against YTD plan of 2.19%. This equates to a fraction of a person and is not unduly concerning.

PRD Completion – full or review. Serial 44. 23.6% Red.
YTD PRD completion stands at 6% against 25% objective for the period. The target profile for this measure is to be reviewed. It is likely that most PRD discussions take place in the first quarter of the academic year or the final quarter of the year. The target profile currently aims for 100% completion by end of Q1 each year, with 75% having been completed by the end of the previous year, the interim measures (25%/50%) do not necessarily reflect the cycle that takes place, although the do provide a level of guidance. However, for note, actual PRDs completed by the end of Q1 was 68%, lower than required. HR and EMT are aware that focus is required.

Number of workplace injuries. Serial 47. 74.7%. Green
YTD 80 reported injuries compared to expectation of 107. Pleasing to see numbers are lower than 23-24. HS&S Manager will continue to monitor and identify trends.

% of staff completed mandatory iHASCO Training. Serial 49. 98.6%. Amber.
Fractionally below objective. Focus on this remains high. Connect+/WeeConnect reminder will be helpful to prompt completion.

CO_2 Emissions on Utilities (gross) tonnes. Serial 60. 84.5%. Green.
YTD 55 tonnes under expectation, 301 tonnes vs expectation of 356 tonnes as at the end of January. This is commendable performance year to date.

Estates reactive task completion rate %. Serial 62. 98.8% Amber.
94.8% YTD against plan 96%. Supervisor to monitor task completion to get over the objective.

GTFM reactive task completion rate %. Serial 63. 99.5%. Amber.
94.5% YTD completion rate against 95% objective. Estates to continue to monitor and work with GTFM to sustain or improve this measure.

The information is accessible to all department managers and board members via SharePoint at: IN Management Information > Documents > KPI Matrix

Performance Measures
AY: 2024-2025

Performance Measures- EMT & Board of Management

Measures - Linked to Profile and Actual sheets

	AY Start	01 Aug 2024	Key:	
	Today	25 Feb 2025		B = Not yet in scope
	Period Month	January		R = Not Achieved
	No.Periods YTD	6		A = Partially Achieved
				G = Achieved

	Measure	Measurement Frequency	2023/24 Actual	2024/25 Target	YTD Profile	YTD ACTUAL	YTD ACTUAL v PROFILE RAG
1	HE Active applications (next AY - Measure from Dec - Jul)	Monthly	1333	1,400.0	850	1,145	134.7%
2	FE Active applications (next AY - Measure from Dec - Jul)	Monthly	2281	2,300.0	200	435	217.5%
3	FE Credits	Monthly	26543	26,442	24,000	26,374	109.9%
4	Apprenticeship starts	Monthly	276	374	298	231	77.5%
5	Apprentices in Learning (average in year)	Monthly	664	675	675	716	106.1%
6	Apprenticeship Income (excluding T&A)	Monthly	£1,222,884	£1,259,400	£668,530	£747,891	111.9%
8	Commercial Short Course Income	Monthly	£121,486	£100,000	£49,998	£26,989	54.0%
9	HE enrolments (head count)	Monthly	1,904	1,990	1,990	2,092	105.1%
10	HE enrolments (year one starts)	Annual	697	700	700	637	91.0%
11	HE FTE (APC figures) (from Oct)	Monthly	1,259.6	1,319.0	1,319.0	1,286.0	97.5%
12	Research - Income less expenditure	Biannual	£140,043	-£150,000	-£150,000	-£299,930	-200.0%
13	GA Programmes - New Enrolments	Monthly	92	122	122	192.0	157.4%
14	Senior Phase Enrolments	Annual	667	677	677	574.0	84.8%
18	Early Satisfaction & Engagement Survey (ESES)	Annual	96.0%	96%	96.0%	95.7%	99.7%
23	ESES % Response Rate	Annual	63.3%	60%	60.0%	61.0%	101.7%
32	Modern Apprenticeship successful outcomes (contract year)	Monthly	63.0%	75%	75.0%	64.1%	85.5%
33	FE progression to further FE study	Annual	37.0%	40%	40.0%	39.6%	99.0%
34	FE progression to HE - actual	Annual	30.0%	35%	35.0%	29.7%	84.9%
35	Mental Health Support appt (non-emergency) offered for within 3 - 10 working days	Monthly	99.0%	95.0%	95.0%	97%	102.5%
36	Learning Support appt offered for within 6 - 20 working days	Monthly	96.0%	95.0%	95.0%	100%	105.3%
40	Sickness levels	Quarterly	2.98%	2.58%	3.00%	3.40%	113.3%
41	- Short Term	Quarterly	1.51%			1.50%	
42	- Long Term	Quarterly	1.47%			1.90%	
43	% Staff turnover	Quarterly	2.38%	3.01%	2.19%	2.30%	105.0%
44	PRD completion - full or review	Quarterly	57%	75%	25%	6%	23.6%
47	Number of workplace injuries	Monthly	138	138	107	80	74.77%
48	Number of RIDDOR reportable accidents and illness	Monthly	3			4	
49	% of staff completed mandatory IHASCO (H&S) Trg	Quarterly	79%	80%	80.0%	78.9%	98.6%
53	Forecast Outturn Operational Surplus/(Deficit)	Quarterly	-£309,938	-£750,000	-£750,000	-£1,188,000	158.4%
59	Room Occupancy - Frequency %	Monthly	36.0%	36.0%	34.8%	39.5%	113.4%
60	CO2 Emissions on Utilities (gross) Tonnes	Monthly	638	667	356	301	84.5%
61	CO2 Emissions on Waste - Tonnes	Quarterly	11.0%	0.930	0.302	0.200	66.4%
62	Estates reactive task completion rate %	Monthly	95%	96%	96%	94.8%	98.8%
63	GTFM % reactive task completion rate	Monthly	95%	95%	95%	94.5%	99.5%
64	Total % of Capital expenditure budget committed (Aug - March)	2 monthly	100%	100%	75%	100.0%	133.3%

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Subject/Title:	Chair and Committee Evaluation Feedback 2023/24
Author: [Name and Job title]	Ludka Orlowska-Kowal Governance Officer
Meeting:	Learning, Teaching and Research Committee
Meeting Date:	11 March 2025
Date Paper prepared:	03 March 2025
Brief Summary of the paper:	Feedback on the LTR Chair and Committee Evaluation
Action requested: [Approval, recommendation, discussion, noting]	Discussion and Noting

Link to Strategy: Please highlight how the paper links to, or assists with:: ☐ compliance ☐ partnership services ☐ risk management ☐ strategic plan ☐ new opportunity/change	Governance Compliance

Item 09.

Resource implications:	Yes / <mark>No</mark> **If yes, please specify**:
Risk implications:	Yes / <mark>No</mark> **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes<mark>No</mark> **If yes, please specify:**
Student Experience Impact:	Yes<mark>No</mark> If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	N/A
Status – [Confidential/Non confidential]	Non-Confidential
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes

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

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (s33)		Its disclosure would constitute a breach of confident actionable in court (s36)	
Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

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

Background

The process of gathering feedback for AY 2023-24 has been affected by a number of issues:

- JISC platform upgrade that took place over summer 2024 has locked previous account and all historical data has been lost

- Time constraints when it came to arranging individual meetings with Committee Chair

- Low engagement rate

Two rounds of evaluation meetings had been offered, and a questionnaire has been sent out to all Members.

Following new approach had been adopted in January 2025:

- The feedback questionnaire has been sent out to all Committee members, not only Board member.

- Professional Development meetings had also been offered to all Committee members, not only Board members. The collected information will be crucial when looking at development opportunities for individual committees and/or the whole Board. To date 4 meetings took place.

The cut-off date for completion of the questionnaire had been Sunday 23rd February 2025, and to date two responses were received in respect of the evaluation of the LTR Committee. The completed evaluation documentation for the LTR Committee will be passed to the Chair of the Board of Management for feedback to be delivered as part of the Board Member Evaluation Process.

Committee Feedback

Two responses were received and both, anonymised, had been attached as Appendix 1. No issues were highlighted as part of this evaluation process with one comment left about training needed. Only Audit Committee members need to undertake additional mandatory training, with other Committees receiving the same training, tailored to the needs of the

Board. However, feedback did reference low attendance numbers at meetings during the Academic Year 2023/24.

Next Steps

The feedback received will be presented to the Board of Management on 25 March 2025, as part of the yearly report on Committee Evaluations.

The Governance Officer has been in touch with the Quality department to look at internal survey tools that could be used for Board evaluation purposes in the future.

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LTR Committee Evaluation (to be completed by LTR committee)

Deadline: Sunday 23rd February 2025

Good Practice	Yes	No	N/A	Comments/Action
Composition, Establishment and Duties of the Committee	Y			
Does the Committee meet regularly in accordance with the Board Standing Orders?	Y			
Does the Committee consistently have a quorum?	Y			
Do all Committee members attend meetings regularly?				Most of the time
Does the Committee have enough members?	Y			
Does at least one of the Committee members have a background relevant to the remit of the Committee?	Y			
Have new Committee members received all necessary training?				Not sure
Does the Committee report regularly to the Board?	Y			

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

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

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

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

UHI INVERNESS

LTR Committee Evaluation (to be completed by LTR committee)

Deadline: Sunday 23rd February 2025

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

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

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

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

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

UHI INVERNESS

Subject/Title:	Complaints Report for Quarter 2 (Nov - Jan) 2024-25
Meeting and date:	Learning, Teaching and Research Committee 11th March 2025
Author:	Stephen Wells, Quality Officer
Decision, Discussion or Noting:	Noting
Link to Strategic Plan:	Paper assists with compliance as the College is required to monitor complaints as per SPSO requirements.
Cost implications:	Yes / **No** *(delete as applicable)* **If yes, please specify:**
Risk assessment:	Yes / **No** *(delete as applicable)* **If yes, please specify:** Financial: Operational: Organisational:

Recommendation(s)

Note

Purpose of report
Analysis of complaints received in Quarter 2 of 2024-25

Background
Reports are required to ensure compliance with SPSO requirements and identify area's of service than require improvement. Summary outcomes are published on the UHI Inverness website and UHI website (HE)

Main body of information
See attached.

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Summary Report: Complaints 2024-25 (Q2)

Introduction

Complaints are received all year round from several different sources although the primary source tends to be from students. Complaints are received via a variety of mechanisms including direct emails, complaints forms and the Red Button. UHI Inverness uses the SPSO categories and sub-categories to classify complaints. The outcomes from complaint resolution are reported to UHI (HE) and published on the UHI Inverness website (FE).

Complaints are grouped into quarters depending on the time of year in which they are received. The quarter dates are detailed below:
- Quarter 1 (Q1): August – end of October,
- Quarter 2 (Q2): November – end of January,
- Quarter 3 (Q3): February – end of April,
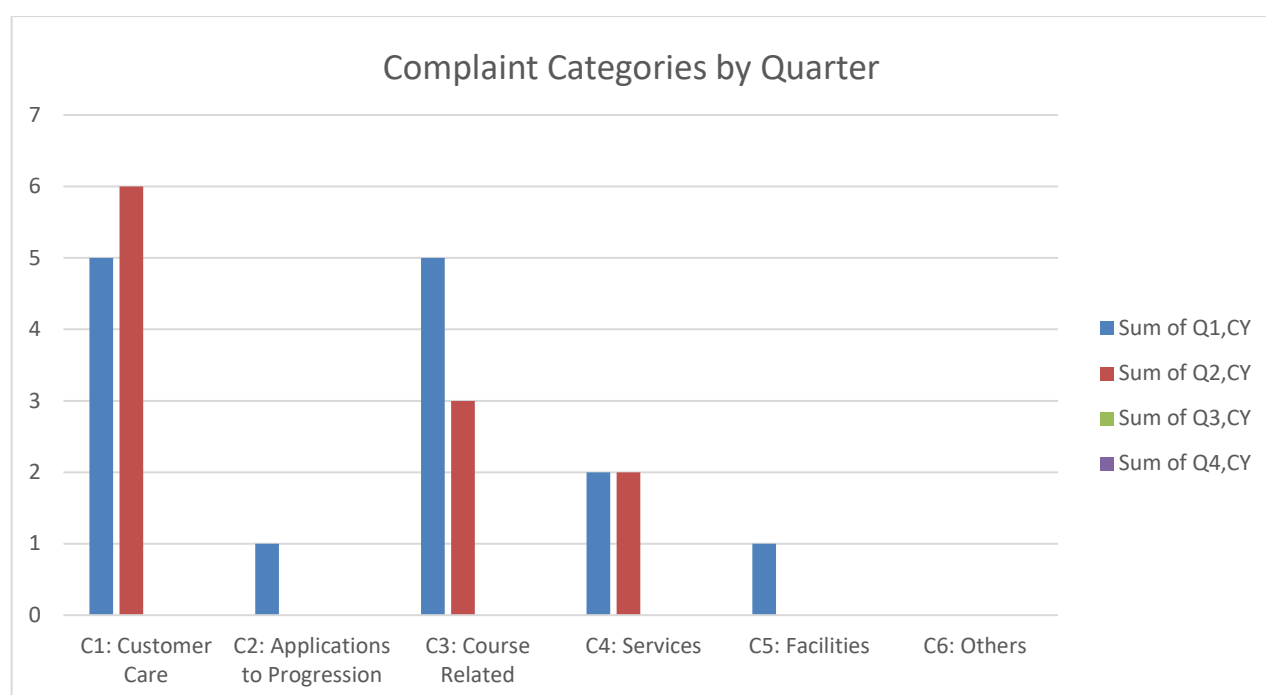- Quarter 4 (Q4): May – end of July.

This report provides an overview of the complaint categories and outcomes in Quarter 2 of 2024-25.

Complaints by Category

The graphs below display the sum of quarterly complaints received for each category.

Customer Category: Current Year (Quarter) 2024/25	YTD CY	Q1, CY	Q2, CY	Q3, CY	Q4, CY
C1: Customer Care	5	5	6		
C2: Applications to Progression	1	1	0		
C3: Course Related	5	5	3		
C4: Services	2	2	2		
C5: Facilities	1	1	0		
C6: Others	0	0	0		
TOTAL	14	14	11		

Customer Category: Previous Year (Quarter) 2023/24	YTD PY	Q1,PY	Q2,PY	Q3,PY	Q4,PY
C1: Customer Care	25	13	4	4	4
C2: Applications to Progression	3	1	1	1	0
C3: Course Related	27	9	7	6	5
C4: Services	3	2	1	0	0
C5: Facilities	0	0	0	0	0
C6: Others	0	0	0	0	0
TOTAL	58	25	13	11	9

Complaint Categories by Quarter

Legend:
- Sum of Q1,CY
- Sum of Q2,CY
- Sum of Q3,CY
- Sum of Q4,CY

A total of eleven complaints were received in Q2, compared to thirteen in the same quarter last year.

The category of 'Customer Care' received six complaints in Q2, compared to four complaints for the same period last year. Three fell within the 'staff conduct' subcategory and concerned the lack of guidance and support from staff. The remaining three complaints related to incorrect implementation of the student disciplinary procedure.

The 'Course Related' category received three complaints compared to seven in Q2 last year. One complaint related to a former student not receiving their certificate, one concerned the cancellation of a degree programme thereby preventing progression within UHI and the third related to a change to their course delivery with no prior notice.

The two 'Services' complaints fell within the 'Funding/Bursary' category with one complaint disputing the funding available to them and the second a concern regarding student accommodation.

Complaints by Mode of Delivery

In relation to the level of delivery in Q2, seven complaints were submitted by FE students which related to; staff conduct concerns, the incorrect implementation of the student disciplinary procedure, a funding issue and concerns about student accommodation.

One HE student submitted a complaint concerning removal of their degree course preventing progression opportunities.

Two ex-students submitted complaints, one had not received their certificate and the other had not been notified of course delivery changes. One employer submitted a complaint regarding the incorrect implementation of the student disciplinary procedure.

Complaints by Department

Construction & Engineering received four complaints in Q2, three regarding staff conduct concerns and the fourth a certification issue.

There were three complaints concerning the student disciplinary procedure that straddled three departments (both professional services and curriculum), and the remaining complaints were shared across four other professional services and curriculum departments.

Complaint Outcomes

The table below shows the breakdown in stage 1 and stage 2 complaints in Q2. It identifies where the outcome has been resolved, upheld, partially upheld or not upheld and differentiates between FE, HE and Member of Public/Other.
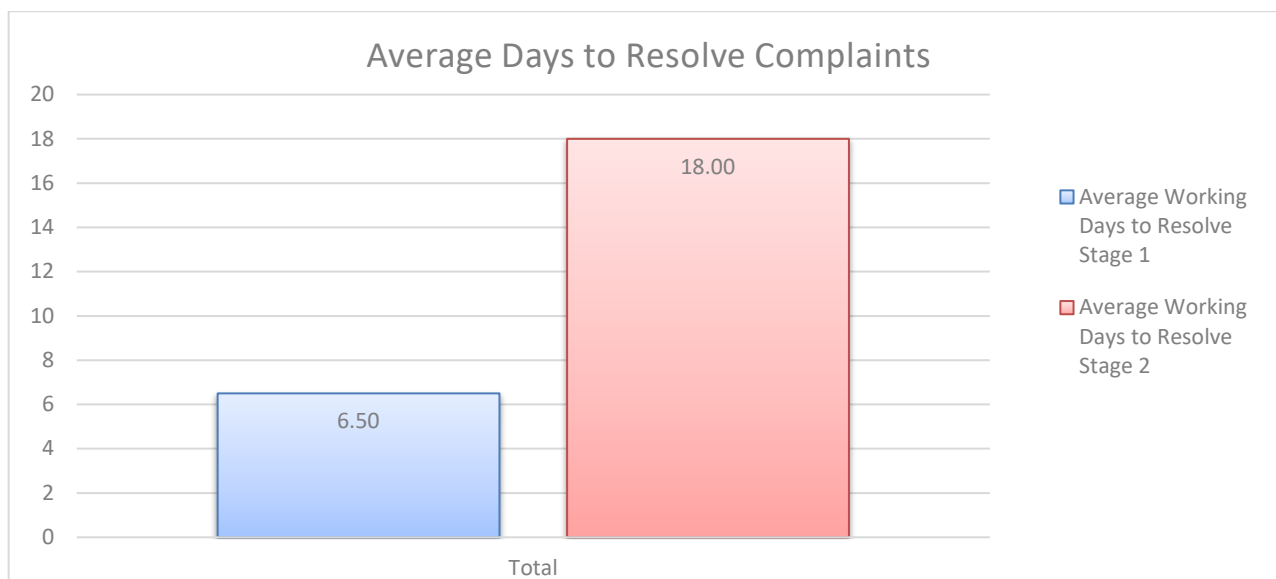
Outcome	Stage 1	Stage 2	Total
Resolved	0 (0% of St 1)	0 (0% of St 2)	0
Not upheld	0 (0% of St 1)	1 (20% of St 2) *HE:1*	1 *HE:1*
Partially upheld	4 (67% of St 1) *FE:3, MoP:1*	1 (20% of St 2) *MoP:1*	5 *FE:3, MoP:2,*
Upheld	2 (30% of St 1) *FE:1, MoP:1*	3 (0% of St 2) *FE:3*	5 *FE:4, MoP:1.*
Still under Investigation	0 (0% of St 1)	0	0
Total	6	5	11

- 91% of complaints received an 'Upheld' or 'Partially Upheld' outcome in Q2 compared to 30% in Q1 this year, and 50% in Q2 last year.

Complaint Timescales

SPSO guidelines state pre-defined timescales of a 5 working day turnaround for Stage 1. An extension of 5 working days is permissible for stage 1 complaints subject to approval from the Quality Manager to complete an investigation but where escalation to a stage 2 is not required. For a Stage 2 complaint the timeframe for completion is 20 working days. As part of the Stage 2 process, where the complaint is complex and may take longer than 20 working days, an extension can be authorised by the Quality Manager, should this happen updates must be provided to complainants.

Average Days to Resolve Complaints

- Average Working Days to Resolve Stage 1
- Average Working Days to Resolve Stage 2

Stage 1 (Total): 6.50
Stage 2 (Total): 18.00

The chart above displays the average number of days taken to determine a complaint outcome Q2.

The range of days taken to resolve Stage 1 complaints in Q2 is between 5 - 9 days.
The range of days taken to resolve Stage 2 complaints in Q2 is between 12 – 20 days.

Three complaints exceeded the 5-day turnaround for Stage 1 complaints, this equates to 50% of stage 1 complaints not being completed within the required timeframe. Two complaints required 9 days to complete, these related to the same issue which required scheduling interviews with staff and complainants at times they were available. A third complaint took 6 days to complete as communications with an external agency was required which delayed the investigation. In all three instances written extensions were obtained and as such this met the 5-day extension permitted by SPSO.

All Stage 2 complaints were completed within the 20-day deadline.

No complaints were escalated from Stage 1 to Stage 2 in Q2.

No complaints were still under investigation at the end of Q2.

Complaint Follow Up Survey

Within 6 weeks of receiving the complaint outcome, complainants (unless the complaint was received anonymously) are sent a link to a short survey asking them for feedback on their experience of the complaints process and to rate their satisfaction levels against thirteen aspects of the process. The survey is anonymous unless the complainant chooses to identify themselves.

One response was received in Q2. The outcomes from this small sample are summarised below:

- The complainant reported that they were not aware of the complaints process prior to submitting a complaint, did not feel that their complaint was investigated thoroughly or was close off to their satisfaction.
- The complainant did find it easy to submit a complaint, receive support in submitting the complaint and they received a prompt acknowledgment. They felt their complaint was taken seriously, they were kept informed of progress, dealt with courteously throughout and received a clear response within an appropriate timeframe.

Learning from Complaints

Complaints often result in reviews of processes and procedures, and they also allow us to identify opportunities for staff development. The Quality team continues to identify any learning points from each complaint in order to identify themes emerging. Programme and support teams use complaints as part of their evidence bank to inform their evaluative activities aimed at improving the student experience.

Below are examples of actions taken as a result of complaints received during Q2

1. Recommendation of a review of the Student Disciplinary Procedure:
    o Students are informed verbally prior to receipt of any disciplinary correspondence, where reasonably practicable.
    o The wording of Section 9.1 of procedure is clarified and templates reviewed to mitigate against perceived accusatory language.
    o The conflict between the Modern Apprentice Privacy notice and SDP is resolved.
    o It was recommended that the Access & Progression Manager is allowed the overall lead to ensure the Student Disciplinary Procedure is followed correctly.
2. Formal communications to be followed up in writing instead of verbally confirming arrangements.
3. Request for Learning Support Assistant to attend specific class to support lecturer.
4. Specified member of staff is to undertake the Learning and Teaching Review.

Themes emerging from complaints in Q2

The miscommunication between departments and staff resulting in the incorrect implementation of college procedures, and secondly the removal of courses or change to proposed course delivery resulting in restricted progression options with UHI.