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Date: 26 September 2018

Dear Sir/Madam

You are invited to the following meeting:

Shetland College Board
Council Chamber, Town Hall, Lerwick
Wednesday 3 October 2018 at 10.00am

Apologies for absence should be notified to Lynne Geddes at the above number.

Yours faithfully

Executive Manager – Governance and Law

Chair: Mr P Campbell
Vice-Chair: Mr T Smith

AGENDA

- (a) Hold circular calling meeting as read.
- (b) Apologies for absence, if any.
- (c) Declarations of Interest – Members are asked to consider whether they have an interest to declare in relation to any item on the agenda for this meeting. Any Member making a declaration of interest should indicate whether it is a financial or non-financial interest and include some information on the nature of the interest. Advice may be sought from Officers prior to the meeting taking place.
- (d) Confirm minutes of meeting held on 29 August 2018 (*enclosed*).

ITEM

1. Shetland College Principal's Update
SCB-142



Shetland Islands Council

MINUTES

A&B - Public

Shetland College Board
Council Chamber, Town Hall, Lerwick
Wednesday 29 August 2018 at 10.00am

Present:

P Campbell	E Macdonald
A Priest	G Smith
T Smith	B Wishart

Apologies:

None

In attendance (Officers):

N Grant, Director – Development Services
W Shannon, Interim Joint Principal
K Adam, Solicitor
B Kerr, Communications Officer
H Tait, Team Leader – Accountancy
L Geddes, Committee Officer

Chair

Mr Campbell, Chair of the Board, presided.

Circular

The circular calling the meeting was held as read.

Declarations of Interest

None

Minutes

The Board approved the minutes of the meeting held on 23 May 2018 on the motion of Ms Macdonald, seconded by Ms Wishart.

12/18 **Development Services Directorate Performance Report - 3
Month/1st Quarter 2018/19**

The Board considered a report by the Director of Development Services (DV-27-18-F) summarising the activity and performance of the Development Directorate for the first quarter of 2018/19.

The Director of Development Services summarised the main terms of the report, highlighting in particular the work that was taking place to progress the business case for the integration of tertiary education locally. The Liaison Group had been meeting monthly and had an oversight of the work streams, and the project team was well-

resourced and making good progress. Consideration was currently being given to governance and the use of existing frameworks and trust models, and a lot of work was taking place regarding finance - including the pension position – and the College estate. It was proposed to present a report to the Council in October, but the timescales were tight as there was a lot of work that still required to be completed.

Concern was expressed regarding whether the target date of October was realistic or desirable. It was pointed out that the work streams would require to be very detailed in order that the Council was in a position to come to a decision. If the work streams were not detailed enough, the Council may end up making a decision that could not be sustained in the future. It would therefore be preferable that more thorough work was carried out at this stage in order that the Council had enough information to come to the right conclusion, than rushing through a decision that may unravel later.

The Chair said that he was sure everyone would agree that it was vital to have a fully comprehensive and transparent report with the information that all parties required in order to be able to come to a decision, even if it this meant that it would end up being slightly later than planned.

It was commented that the Liaison Group had had the legal situation fully explained to it, but there will still concerns regarding the financial position and unknown factors. It was felt that it would be difficult to pull together all the information required over the next few weeks.

The Director of Development Services explained that the Project Board was doing its best not to let the timescales slip, and was trying to ensure that all work streams would be completed in time. However the financial one may take a bit longer.

The Interim Joint Principal advised he had met with the Council's Chief Executive, and had also given an update to the MSP who was encouraged by the approach taken and the resources put in to move things forward. The concerns regarding whether all the information would be available in time and whether it would be robust enough to satisfy all parties were shared by NAFC trustees, so it was important to be realistic in terms of timescale. It was interesting to note that whatever was produced would contain a greater level of detail than that of any other merger decisions that had been taken in Scotland.

It was commented that it was important that the work taking place was not driven by finance. The work had initially started as a result of the Council's desire to save money, but the main consideration should be how to deliver a tertiary sector to meet the needs of Shetland.

The Interim Joint Principal said that it was recognised that the work had initially been financially driven, and while local authority funding cuts would have to be taken into account, finance should not be the main focus. All work streams were important - particularly the curriculum - and he hoped that this was the approach that would be taken.

It was commented that the case would need to be made to the SFC and UHI that they would need to allocate more resources to Shetland, as the College could not keep falling back on the Council. Shetland should be treated equally by the SFC as they had picked up costs in other areas where integration had taken place, and the costs locally were likely to be small in comparison.

The Director of Development Services said that the two main issues regarding the full merger proposal had been pension costs and property, but it was now the case that there were answers to both these questions. There was an argument that the SFC should pick up the pension costs, as they had done so in other areas. The amount provided to the tertiary sector in Shetland could be reduced by around £0.5million if property costs were taken out of the equation.

Some discussion took place regarding the need for student accommodation locally. It was an issue that had an effect on enrolments, and ten full-time students had chosen not to enrol this year because of accommodation issues. It was noted that student accommodation was being considered as part of the Knab masterplan, and that there may be other Council-owned properties – such as Viewforth – that could be suitable in the meantime.

The Director of Development Services said that various discussions had taken place with UHI. It had been acknowledged that the UHI contract with Cityheart to provide student accommodation would not work locally, so the situation regarding Shetland was currently on hold. It had been agreed that Shetland would come up with some options and get back to UHI, so these would need to be worked up so that they could be progressed.

Concern was expressed that the Council simply did not have the resources available currently to work up these options, and it was suggested that it may be necessary to hire in external resources to progress this.

The Director of Development Services said that he had raised the issue regarding student accommodation with the Council's Chief Executive. The Council was currently focusing on including something in the Knab masterplan, but it was important not to miss any opportunities that may arise, and he would discuss the issue again with the Chief Executive.

The Board noted Shetland College student Rhea Kay had been named as UHI HE Student of the Year. Rhea had recently completed a textile degree course, and had entered the College through its pathway programmes during her third year at school. This was the second time in recent years that a Shetland College textile student had been named Student of the Year, and of the eight commendations at that event, five had been through Shetland College.

The Board extended its congratulations to Rhea and to Shetland College staff.

Decision:

The Shetland College Board discussed the contents of the report as appropriate to their remit, and made relevant comments on progress against priorities to inform further activity within the remainder of this year, and the planning process for next and future years.

13/18

Management Accounts for Shetland College Board: 2018/19 - Projected Outturn at Quarter 1

The Board considered a report by the Executive Manager – Finance (F-068-18-F) which reviewed the Management Accounts showing the projected outturn position for the first quarter of 2017/18.

The Team Leader – Accountancy summarised the main terms of the report, advising that the projected revenue outturn position was an overspend of £2,000, with the contribution required from the Council expected to be £821,000.

It was noted that the property costs were projected to be £534,000, and the Team Leader – Accountancy advised that she would arrange to provide a breakdown of these costs to Members.

Decision:

The Board reviewed the Management Accounts showing the projected outturn position at Quarter 1.

The meeting concluded at 10.40am.

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Chair



Meeting(s):	Shetland College Board	03 October 2018
Report Title:	Shetland College, Principal's Update	
Reference Number:	SCB142-F	
Author / Job Title:	Willie Shannon Interim Joint Principal	

1.0 Decisions / Action required:

- 1.1 Shetland College Board should NOTE the content of this report and note the current position in relation to FE and HE enrolments for academic session 2017/18 and the activity levels in Train Shetland for both Vocational Training and Short Courses.

2.0 High Level Summary:

- 2.1 This report updates Board members on activity across the tertiary sector in Shetland.

3.0 Corporate Priorities and Joint Working:

- 3.1 Activity levels in Shetland's tertiary sector report links to the corporate priority of maximising the opportunity for further, higher and vocational learning opportunities, both for school leavers and for people returning to learning.
- 3.2 Children and Young People, including those from vulnerable backgrounds and care experienced, will have access to learning and development opportunities that enables them to fulfil their potential.
- 3.3 Shetland Schools in conjunction with Shetland Tertiary Education Sector and local business provide opportunities for young people to gain workplace experience and vocational qualifications while in education, providing the skills young people need to gain employment or continue onto further/higher education.
- 3.4 The Tertiary Education sector offers opportunities for people with all levels of skills to match with the skills that businesses need and those that the trained workforce have.
- 3.5 We continue to strive to create an effective model for providing excellent services to our learners.

4.0 Key Issues:

4.1 Shetland Tertiary Education Sector Enrolments

- 4.1.1 Final figures for Academic year 2017/2018 show that Shetland Tertiary Education Sector achieved 4,768 FE credits, 110% of the SFC FE credit target of 4,332 set for 2017/2018. (Appendix 1).

Table 1: SFC Credit Summary

	2015/16	2016/17	2017/18
Credit Target	4,132	4,255	4,332
Credits Achieved	4,264 (103%)	4,971 (117%)	4,768 (110%)
Difference	+132	+716	+436

- 4.1.2 Currently at this stage in the academic session 2018/2019, at the time of reporting, Shetland College UHI has enrolled 84 FE full-time and 277 FE part-time students, with a further 46 PT FE students returning. NACF UHI have enrolled 20 FT FE students.

Table 2: Student Enrolments for Further Education programmes

	Outturn Figures			To Date
	2015/16	2016/17	2017/18	2018/19
Shetland College UHI FE Full Time	59	74	74	84
Shetland College UHI FE Part Time	262	259	249	277
Student Numbers FE Full Time (NAFC)	16	28	28	20
Totals (FE Programmes)	337	361	351	381
Train Shetland – Short Courses	1,342	1,485	1,737	181
	1,679	1,846	2,088	562

- 4.1.3 At this point in the academic year programme FT enrolments continue to be processed through SITS, with PT enrolments and short courses continuing to be made and processed throughout the academic year.
- 4.1.4 At this stage in the academic session 2018/2019 Shetland College UHI has processed 81 HE full-time enrolments and 132 HE part-time students. Both full-time and part-time enrolments are continuing to be processed and uploaded to SITS, part-time enrolments will continue throughout the academic year.

Table 3: Student Enrolments for Higher Education programmes

	Outturn Figures			To Date
	2015/16	2016/17	2017/18	2018/19
Shetland College UHI HE Full Time	73	77	80	81
Shetland College UHI HE Part Time	146	163	176	132
Student Numbers HE Full Time (NAFC)	30	20	32	-
Totals	249	260	288	213

- 4.1.5 Indications for Academic year 2018/19 are that there will be a reduction in ESOL funding allocation to the college from approximately £24,000 to £9,000 which is shared with SIC Adult Learning for delivery of ESOL provision. At this time we are waiting confirmation of funding from UHI.

In order to continue to meet current demand recruitment has been undertaken to fill an existing vacancy providing 13hrs per week delivery hours for ESOL programmes at the college.

Table 4: Student Enrolments for ESOL programmes

	Outturn Figures			To Date
	2015/16	2016/17	2017/18	2018/19
ESOL	39	43	36	-

Currently there are no enrolments for ESOL 2018/2019 as these programmes start later in the year, although it is expected enrolments will remain consistent with previous year.

4.2 Train Shetland Short Courses

4.2.1 Between May and August this year, Train Shetland has delivered 98 courses to 630 delegates in various disciplines for SIC Workforce Development and the Private Sector. Included in these numbers was a request to run a two-part course on Pesticides. This was commissioned via Orkney College. Using their trainer we delivered the first part of the course in April to 12 delegates. The second part is still to take place but it is hoped this will happen before the end of the year.

4.2.2 We had good uptake on the WorldHost Customer Service Course, and were able to run our first Fire Extinguisher Training since 2013 for external customers.

4.2.3 We continue to provide administrative support for delegates booking onto NAFC Marine Centre courses. There have been 71 courses run in this period.

4.2.4 As an exam centre, we have accommodated 14 candidates sitting exams for professional qualifications in Finance, Accounting and Health & Safety.

Subject area	No. of delegates	No. of courses	How full were courses?
Administration & Management	29	4	60%
Business Gateway	59	7	70%
Construction	4	4	100%
Corporate Training	19	2	79%
CPC Training	32	2	100%
First Aid	155	17	76%
Food Safety	22	4	100%
Health & Safety	289	36	78%
Miscellaneous	39	4	85%
Grand Total	630	98	83%

4.2.5 We have also been involved in providing training for the SIC and NHS through the FWDF (Flexible Workforce Development Fund 2017/18). The feedback has been quite positive so far in the delivery of Mentoring Skills and Effective Communication and Team Working. We are hoping to continue delivering training through this fund for 2019/20.

4.3 Train Shetland Vocational

4.3.1 Our contract for 84 new starts has been agreed this year. Our first quarter results (Apr-Jun) show that 17 new starts were registered. It was a busy quarter with 70 applications being received.

- 4.3.2 We have received requests to explore new programmes in Tyre Fitting and Furniture making, and are also investigating a new Electrical/Electronic Engineering. SVQ Hairdressing will now be delivered locally, and is likely to start in September/October.
- 4.3.3 Train Shetland continues to work with Workforce Development in the Council, to target apprenticeship funding in Care and Childcare. Initially we bid for 40 places and 7 extra places have been successfully obtained.
- 4.3.4 This summer, we have had three visits from our funders, SDS. The visits are from a Quality Assurance perspective and the results were very positive. Train Shetland received a score of 'Very Good'.
- 4.3.5 Here is an extract from the executive summary from SDS' audit report:
"The provider offers a useful and valuable service to employers and learners in the Shetland Islands, ensuring that they are able to have easy access to work based learning provision. On and off the job training is planned well, and the provider arranges all travel arrangements for learners. Employers and learners are very appreciative of the service that is provided by Train Shetland."
- 4.4 Graduation and Awards
- 4.4.1 The Shetland College HE Graduation and FE Awards ceremonies took place on Friday 07 September at Mareel. Both of the ceremonies ran smoothly and I would like to take this opportunity to say very well done to all of the students who achieved their awards. It is also important to recognise the efforts of all of the staff in the College, both academic and support who helped our students during their course of study to the point where they have come through successfully.
- 4.5 UHI Assembly
- 4.5.1 The UHI Assembly took place at Eden Court, Inverness on Wednesday 26th September; representatives of both Shetland College and NAFC Marine Centre, including Chairs, staff and Student Reps were invited to attend. In advance of this, the Chair of UHI Court, Gary Coutts, visited Shetland on 14th September to hear the view of those in the sector in Shetland.
- 4.5.2 An update on the outcome of the Assembly in Inverness will be given at today's meeting.
- 4.6 Business Case for Merger
- 4.6.1 Work on the Business Case for Merger is progressing although the various work streams are at different stages of completion, which is understandable. The Colleges Integration Liaison Group has been meeting regularly at fortnightly intervals, at which the Project Manager has given updates on progress.
- 4.6.2 It is clear that the original timescale of completing the Business Case and reporting in this cycle cannot be met; the Project Board has therefore, agreed that the revised timeline should be for the cycle of meetings which commences early in December. The Project Manager is in attendance at today's meeting and will appraise Board Members of the current situation with the Business Case for Merger.

- 4.7 UHI Single Policy Environment**
- 4.7.1** Shetland College UHI have been working with Academic Partners across UHI in the development of a Single Policy Environment, aligning FE policy across partner colleges. With an increase of learners transferring within academic partners of UHI and to meet Regional Outcome Agreement, the Single Policy Environment aims to provide an equal, fair and consistent approach for learners across the Highlands and Islands Region. Four policies have been developed to date; Admissions Policy, Fee Waiver Policy, Learner Support Policy and Student Support Funds Policy (Appendices 2-5).
- 4.7.2** Work continues with new work streams being formed to develop Student Disciplinary Policy, Academic Appeals Policy and Complaints Policy being developed through the current academic year 2018/2019. Further work is expected to be started looking at: Guidance, Student Mental Health and Well Being, Work Experience and Equality & Diversity.
- 4.7.3** Shetland College UHI will continue to engage with the development of the single policy environment with ongoing and future work streams and provide updates to the Board as required.

5.0 Exempt and/or confidential information:

5.1 None.

6.0 Implications : Identify any issues or aspects of the report that have implications under the following headings

6.1 Service Users, Patients and Communities:	N/A
6.2 Human Resources and Organisational Development:	N/A
6.3 Equality, Diversity and Human Rights:	N/A
6.4 Legal:	N/A
6.5 Finance:	There are no direct financial implications arising from this report.
6.6 Assets and Property:	N/A

6.7 ICT and new technologies:	N/A
6.8 Environmental:	N/A
6.9 Risk Management:	There is a risk to FE Credit income from the Scottish Funding Council, which is related to the level of student activity in any given year, and the outcomes achieved by those students. In addition, it is likely that the FE Credit value will change from a standard flat rate, to a weighted rate (impacting on the total received and the share of funding between providers).
6.10 Policy and Delegated Authority:	<p>The role of the Shetland College Board is to support the Interim Joint Principal of Shetland College / Train Shetland / NAFC Marine Centre in carrying out his roles and to monitor progress against objectives approved by the Board or which have been set by the Council, including: -</p> <ul style="list-style-type: none"> a Strategic direction for Shetland College: specifically, the Board shall have the delegated authority to approve immediate short and medium term joint strategic plans with reference to the Council's agreed deliverables and milestones until June 2018. Approval of long-term plans shall be reserved to SIC and Education and Families Committee as a component of their longer-term vision wider strategic remit for learning at all stages of life. b Ascertaining the needs of users and promoting access between school, work, research and further and higher education, including approval for submission of annual, strategic and operational plans to UHI on behalf of the Council. c Developing resources, including financial resources, to support the learner. d Authority to review and develop structure plans to provide the staffing required for the College and to meet needs and provision for staff development and career review. e To provide direction on matters of quality assurance and improvement. f To monitor and provide assurance that the College operates sound financial management, including developing budgets and pursuing credit funding. g Liaising with UHI and other appropriate bodies, e.g. SQA, Scottish Funding Council and Education Scotland.

	h Take such decisions as appropriate to support the Interim Joint Principal in meeting the Council approved integration milestones.	
6.11 Previously considered by:	N/A	

Contact Details:

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Appendices:

Appendix 1 – Credits Monitoring Summary

Appendix 2 – Admissions Policy

Appendix 3 – Fee Waiver Policy

Appendix 4 – Learner Support Policy

Appendix 5 – Student Support Funds Policy

END

Student Enrolments and Credits Monitoring 31 August 2018

	Further Education		Higher Education		Total
	Full time	Part time	Full time	Part time	
Shetland College	74	633	80	171	958
North Atlantic Fisheries College	28	1119	0	0	1147
Train Shetland	0	1737	0	0	1737
Adult Learning Evening Classes	0	0	0	0	0

Further Education Credits Monitoring	Full time			Part Time		
	Target	Full-time Enrolled	Credits Value	Target	Part-time enrolled	Credits Value
Creative Industries	22	20	360	22	7	54
Business & Management	6	0	0	16	28	112
Care	42	34	611	112	133	451
Community Learning	0	0	0	332	218	299
Computing	9	5	90	15	2	14
Construction	8	9	135	42	47	318
Cultural Studies	0	0	0	0	0	0
Hospitality	0	6	88	16	17	4
Special Programmes	0	0	0	54	27	59
Vocational Pathways	0	0	0	98	90	203
Sub-Total		74	1284		569	1512.825
NAFC		28	448		1119	1119
Adult Learning Eve Class	n/a	n/a	n/a	n/a		
Train Shetland	n/a	n/a	n/a	n/a	1737	307
ECDL	0	0	0	39	28	49
ESOL	0	0	0	50	36	49
Totals	87	102	1732	796	3489	3036

Shetland College Target 2017/18	4,332	1 credit = £376
Total Credits @ 31 August 2018	4768	
Credit balance to be achieved	-436	
No Margin	0	
Monetary value of credits to be achieved	(£163,777)	

Higher Education Enrolment Monitoring			
Full time		Part Time	
Target	Full-time Enrolled	Target	Part-time enrolled
26	25	23	34
10	11	31	20
28	20	45	69
n/a	0	40	27
26	15	10	5
0	0	18	15
8	9	1	1
n/a		n/a	
n/a		n/a	
n/a		n/a	
98	80	168	171

Additional info
Special programmes includes life skills students
FE Business SVQ inc 14 students spanning to 1819
FE SVQ Care inc 46 students spanning to 1819
FE Construction 6 students spanning tp 1819
FE Hospitality inc 3 students spanning to 1819

[Partner Logo]



[Partner Name], University of the Highlands and Islands

Further Education Admission Policy

POLxx

Lead Officer (Post):	Click or tap here to enter text.
Responsible Office/ Department:	Click or tap here to enter text.
Responsible Committee:	Board of Management
Review Officer (Post):	Click or tap here to enter text.
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	Click or tap to enter a date.
Date of Privacy Impact Assessment:	Click or tap to enter a date.

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

For all our up-to-date policies, please visit the Policy homepage on our [website](#).

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	<p>The policy was endorsed by Partnership Council and was subject to local consultation and approval processes at each academic partner College.</p> <p>The policy was approved by the colleges' Board of Management.</p>
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	<p>The policy reduces risk for the University and academic partners by creating a streamlined process and a community of practice for staff.</p> <p>Students will also benefit from a consistent approach across all partners.</p>
Link with Strategy	How is this policy linked to University strategy?
Impact Assessment	Equality Impact Assessment:
	Privacy Impact Assessment:

1. Policy Statement

- 1.1 'Academic Partner name' 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 'Academic Partner name' 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 (name of academic partner) 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 'Academic Partner name' to provide appropriate support during the application stage and throughout a student's course;
 - 3.1.7 Publish on 'Academic Partner name' 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, 'Academic Partner name' 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, 'Academic Partner name':
 - 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;
 - 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 'Academic Partner name' 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 care, females in to construction.

3.2.3 'Academic Partner name' 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 'Academic Partner name' 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 'Academic Partner name' 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, Academic Partner name 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 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 and which could affect the safety and welfare of students and staff.

3.4 Fee Status

- 3.4.1 Every student who enrolls of 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 'insert relevant job title'.

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 '**Academic Partner name**' 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.

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

9.1 This policy is aligned with the following legislation:

- Data Protection Act 1998
- 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
- General Data Protection Regulation (GDPR) (from May 2018)

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
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[Partner Logo]



[Partner Name], University of the Highlands and Islands

Further Education Fee Waiver Policy

POL

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

This policy covers the 2018-19 academic year.

For all our up-to-date policies, please visit our [website](#).

Accessible versions of this policy are available upon request.

Policy Summary

Overview	This policy is required to set out a regional approach to Further Education Fee Waivers for (College Name) and all academic partners in the University of the Highlands and Islands.
Purpose	The policy will provide a framework for a consistent and coherent methodology for the awarding of Scottish Funding Council and discretionary fee waivers for further education courses.
Scope	This policy applies to all academic partners who run further education courses.
Consultation	This policy was developed by a Policy Ownership Group, made up of practitioners from across the University of the Highlands and Islands network. Endorsement was received from the Finance Directors Practitioner Group and Partnership Council, before the policy went through local consultation and approval by College Boards 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	
Impact Assessment	Equality Impact Assessment: Assessed – No further action to be taken.
	Privacy Impact Assessment: n/a

1. Policy Statement

1.1 This document sets out the policy for the awarding of Further Education fee waivers in [Partner Name] University of the Highlands and Islands. This policy refers to Scottish Funding Council policy and guidelines on fee waivers, which is reviewed annually. A position is also set out for the awarding of discretionary fee waivers from a College's individual budget.

2. Definitions

2.1 Scottish Funding Council ("SFC") - SFC is the national, strategic body that is responsible for funding teaching and learning provision, research and other activities in Scotland's colleges and universities. SFC gives funding to colleges and universities with guidance on how the funds should be distributed to students.

3. Purpose

3.1 This policy sets out a robust and transparent framework for the awarding Further Education course fee waivers at the College.

3.2 The policy will create an equality of experience for students across the partnership, whilst allowing individual colleges the flexibility to respond to local needs.

3.3 SFC Funded Fee Waivers

The core of this policy is based on the SFC Guidance on Fee Waiver Grant Policy and any associated annexes and appendices. The current SFC Guidance can be accessed [here](#). The majority of fee waivers will be funded by SFC.

3.4 Discretionary Fee Waivers

Students attending the University of the Highlands and Islands will have a parity of experience through the use of SFC Fee Waivers. Under exceptional circumstances and subject to individual budgets, colleges have the power to award discretionary fee waivers.

3.4.1 Categories of Discretionary Fee Waivers include but are not limited to:

- Staff development, where a course is an essential part of an approved staff development plan
- Additional academic requirements, where the College stipulates compulsory completion of an additional qualification as part of the main course
- Exceptional requirements, where College Senior Management identify a significant local benefit to use of Discretionary Fee Waivers

3.4.2 Colleges should endeavour to create parity of experiences for students across the region through their use of discretionary fee waivers.

3.4.3 Due consideration should be given to the impact of discretionary fee waiver usage on other colleges in the University of the Highlands and Islands partnership.

4. Scope

4.1 This Policy applies to all applicants for further education courses (full-time and part-time), except for the courses set out in Section 5 below.

4.2 Applicants for higher education courses should refer to the [Higher Education Fees Policy](#). Higher education courses are normally Level 7 and above on the [SCQF Framework](#).

5. Exceptions

5.1 Courses outwith the scope of this policy are:

- All leisure courses
- All commercial courses
- SVQ courses

5.2 Please refer to the accompanying Fee Waiver Procedures for further information and an eligibility flowchart.

6. Notification

- 6.1 Staff engaging with Fee Waivers should be familiar with this policy and all relevant SFC policies.
- 6.2 Annual changes to SFC policies will be cascaded to staff by line managers and hyperlinks in the policy updated to reflect the most recent guidance.
- 6.3 Any changes in SFC policy or national legislation will be reflected in this policy.
- 6.4 The policy will be publicly available on the College's website, along with other current policies.

7. Roles and Responsibilities

- 7.1 The College's most senior Financial Officer has overall responsibility for the implementation of this policy and the management of Fee Waivers, including the approval of Discretionary Fee Waivers.
- 7.2 Staff administering Fee Waivers are responsible for ensuring up-to-date SFC guidance is followed.
- 7.3 Awarding of Discretionary Fee Waivers will be recorded and reported on annually to the Finance Directors Practitioner Group.

8. Legislative Framework

[Further and Higher Education \(Scotland\) Act 2005](#)

[Equality Act 2010](#)

[Scottish Government: Costs of Learning Student Funding Guide](#)

9. Related Policies, Procedures, Guidelines and Other Resources

- 9.1 This policy should be read in conjunction with SFC Fee Waiver policies and guidance. The up-to-date information can be accessed [here](#).
- 9.2 University of the Highlands and Islands Further Education Fee Waiver Procedures (forthcoming)
- 9.3 University of the Highlands and Islands Further Education Student Funding Support Policy (forthcoming)
- 9.4 [College Access and Inclusion Strategy \(link to be added\)](#)

10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
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[Partner Logo]



[Partner Name], University of the Highlands and Islands

Tertiary Learner Support Policy

POL

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

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

For all our up-to-date policies, please visit our [website](#).

Accessible versions of this policy are available upon request.

Policy Summary

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

1. Policy Statement

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

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

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

2. Definitions

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

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

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

3. Purpose

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

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

3.3 Students will be provided with a range of opportunities to disclose specific requirements. Disclosures of specific requirements will be followed up by staff at (Partner Name, UHI) where reasonable and appropriate.

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

3.5 **PLSPs:** The Partnership recognises the value of the PLSP as a functional and confidential document that details the support and adjustments, including those related to academic assessment, that have been approved in light of a student's specific needs. PLSPs should be used where appropriate, where it supports the learner and the situation warrants and/or necessitates the

use of this tool. PLSPs are one source of evidence used internally and by awarding bodies to support the identification of alternative assessment needs.

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

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

4. Scope

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

4.2 Whether it is reasonable for an education provider to make any particular adjustment will depend on a number of factors, including:

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

5. Exceptions

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

6. Notification

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

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

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

7. Roles and Responsibilities

7.1 The College/Institution's [insert local title] has overall responsibility for the implementation of this policy.

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

7.3 The College/Institution's [Student Support/Service etc] staff will provide services including, but not limited to:

- Contact with students and assessment of need
- Creation of PLSPs
- Signposting and coordinating support
- Liaising between student and academic staff
- Implementation of support
- Passing Summary of Support to [named role in College/Institution e.g. PAT]

7.4 The College/Institution's [Academic Staff] staff will provide services including, but not limited to:

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

8. Legislative Framework

- [Adult with Incapacity \(Scotland\) Act 2000](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [British Sign Language \(Scotland\) Act 2015](#)
- [Children \(Scotland\) Act 1995](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Data Protection Act 1998](#)
- [Disability Discrimination Act 2005](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)
- [Equality Act 2010](#)
- [General Data Protection Regulation \(GDPR\)](#)
- [Human Rights Act 1998](#)
- [Mental Health Act 2007](#)
- [Mental Health \(Care and Treatment\) \(Scotland\) Act 2003](#)
- [Protection of Vulnerable Groups \(Scotland\) Act 2007](#)
- [Scottish Strategy for Autism 2011](#)
- [Special Educational Needs and Disability Act 2001](#)
- [Scottish Care Leavers Covenant \(2015\)](#)

9. Related Policies, Procedures, Guidelines and Other Resources

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

10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
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[Partner Logo]



[Partner Name], University of the Highlands and Islands

Student Support Funds Policy

POL

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

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

For all our up-to-date policies, please visit the Policy homepage on our [website](#).

Accessible versions of this policy are available upon request.

Policy Summary

Overview	This policy is required to set out a regional approach to distribution of student support funds for (College Name) and all academic partners in the University of the Highlands and Islands.
Purpose	The policy will provide a framework for a consistent and coherent methodology for the awarding of student support funds.
Scope	This policy applies to all academic partners.
Consultation	This policy was formulated by a Policy Ownership Group, made up of practitioners from across the University of the Highlands and Islands network. Endorsement was received from Partnership Council (TBC), before the policy went through local consultation and approval by College Boards of Management (TBC) and Finance and General Purpose Committee (TBC).
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	<p>The policy reduces risk for the University and academic partners by creating a streamlined process and reinforcing the existing staff community of practice.</p> <p>Students will also benefit from a consistent approach across all partners.</p>
Link with Strategy	This policy is linked to individual Access and Inclusion strategies and the Regional Outcome Agreement.
Impact Assessment	Equality Impact Assessment: (Forthcoming)
	Privacy Impact Assessment:

1. Policy Statement

1.1 The purpose of this policy is to outline the principles underpinning the College's process of assessing and distributing Student Support Funds. The overarching aim of this policy is to ensure that as many eligible students as possible have access to funds within allocated budgets.

1.2 Funds are distributed in compliance with the funding regulations as determined by the Scottish Funding Council and Student Awards Agency Scotland. Where discretion is given to the College to determine eligibility, this policy specifies the rationale applied.

2. Definitions

2.1 Scottish Funding Council ("SFC") - SFC is the national, strategic body that is responsible for funding teaching and learning provision, research and other activities in Scotland's colleges and universities. SFC gives funding to colleges and universities with guidance on how the funds should be distributed to students.

2.2 Student Awards Agency Scotland ("SAAS") – SAAS is an agency of the Scottish Government giving financial support to eligible students doing a course of higher education in the UK. SAAS provides the University of the Highlands and Islands with funds and guidance for distribution of the Higher Education Discretionary Fund.

2.3 For the purposes of this policy, the following terms will be used:

2.3.1 The Further Education Bursary will be referred to as the "Bursary Fund".

2.3.2 The Educational Maintenance Allowance will be referred to as the "EMA".

2.3.3 The College and University Childcare Funds will be referred to the "Childcare Funds".

2.3.4 The Further Education Discretionary Fund will be referred to as the "FE Discretionary Fund".

2.3.5 The Higher Education Discretionary Fund will be referred to the "HE Discretionary Fund".

2.4 Further Education courses are normally up to and including Level 6 on the [SCQF Framework](#). Higher Education courses are normally Level 7 and above.

3. Purpose

3.1 The College will utilise the current guidance to ensure fair distribution of the Student Support Funds.

3.2 The College aims to distribute Student Support Funds within the conditions of the respective national policies in a fair and consistent manner to assist students who demonstrate financial need. The College undertakes to maximise the use of available funds to ensure as many students as possible benefit through the qualifying criteria.

3.3 Bursary Fund

3.3.1 As defined in the current SFC guidelines, available [here](#), the Bursary Fund may be offered where the student and their course meets eligibility criteria. There is no automatic entitlement to the Bursary Fund, even where eligibility is established.

3.3.2 The Bursary Fund constitutes the following:

- Maintenance Allowance
- Dependant Allowance
- Study Expense Allowance
- Travel Expense Allowance
- Additional Support Needs for Learning Allowance

- 3.3.3 Maintenance Allowance: the College follows the SFC guidance for this element.
- 3.3.4 Dependant Allowance: the College follows the SFC guidance for this element.
- 3.3.5 Study Expense Allowance: the College follows the SFC guidance for this element.
- 3.3.6 Travel Expense Allowance
 - The College will determine the most appropriate and cost-effective route or mode of transport for Travel Expense Allowance.
 - Travel expenses will only be paid for students residing X miles or more from the college.
- 3.3.7 Additional Support Needs for Learning Allowance: the College follows the SFC guidance for this element.
- 3.3.8 The attendance criteria for the Bursary Fund is based on the current SFC guidance. Where the guidance calls for institutional discretion to be applied, the process to be followed is agreed regionally and is available in the Attendance Appendix.

3.4 EMA

As defined in the current SFC guidelines, available [here](#), the EMA provides a weekly term time allowance for students normally aged 16-19 years old inclusive from low income households who are studying non-advanced courses.

- 3.4.1 The College follows the current SFC guidance.
- 3.4.2 The attendance criteria for EMA is based on the current SFC guidance. Where the guidance calls for institutional discretion to be applied, the process to be followed is agreed regionally and is available in the Attendance Appendix.

3.5 Childcare Funds (Further and Higher Education)

As defined in the current national policy and guidelines, available [here](#), Childcare Funds consist of two elements to help pay for formal or registered childcare expenses: the Lone Parents Childcare Grant and the Discretionary Childcare Funds.

- 3.5.1 The College follows the current national policy and guidelines for Childcare Funds.
- 3.5.2 The College may identify certain groups as priority for allocation of the Discretionary Childcare Funds element, based on assessment of need.

3.6 FE Discretionary Fund

As defined in the current [SFC guidelines](#), the FE Discretionary Fund is “primarily for emergency use and instances of financial hardship”.

- 3.6.1 The College follows the current guidance, available above.
- 3.6.2 The College distributes FE Discretionary Funds within allocated budgets in response to student need and circumstances.
- 3.6.3 The FE Discretionary Fund has priority areas for including, but not limited to:
 - Housing and accommodation costs
 - Emergency aid for unforeseen and unmanageable circumstances
 - Students at risk of financial hardship due to substantially higher-than-average utility costs

3.7 HE Discretionary Fund

As defined in the current [SAAS guidelines](#), the HE Discretionary Fund is intended to “provide non-repayable assistance for students in financial difficulties in order for them to access and/or continue in Higher Education”.

- 3.7.1 (Partner Name) follows the current guidance, available above.

3.7.2 The college distributes HE Discretionary Funds within allocated budgets in response to student need and circumstances.

3.7.3 The HE Discretionary Fund has priority areas for including, but not limited to:

- Housing and accommodation costs
- Students experiencing excessive travel costs, e.g. where the journey is greater than a reasonable commute
- Childcare costs for part-time HE courses
- Emergency aid for unforeseen and unmanageable circumstances
- Students at risk of financial hardship due to substantially higher-than-average utility costs

3.8 Supporting Evidence

3.8.1 Students applying for financial support are required to produce documentary evidence in support of their application before an award can be considered.

3.8.2 Exception may be made for care experienced students who may encounter difficulty in providing documentation in support of their application, which could create or exacerbate financial hardship. In this case, confirmation of the student's circumstances from a third party agency such as the local authority Social Work department will be accepted in place of the normal supporting documentation.

3.9 Eligibility

3.9.1 Eligibility criteria are in line with the relevant guidance/policy for each fund.

3.9.2 In addition, all applicants for student financial support will be checked for any outstanding debt to the college. Students with outstanding debt will be required to enter into a repayment agreement before additional funds will be released.

3.9.3 Where a student's experiences an unforeseeable or unavoidable change to their circumstances during an academic year, the college may re-assess the student as appropriate.

3.10 Appeals and Grievances

3.10.1 Students are entitled to raise grievances related to the application of this policy and awarding of student support funds.

3.10.2 In the first instance, students should raise their grievance with college staff responsible for student support funds administration.

3.10.3 Should this not resolve the grievance, the student will be able to escalate the issue by means of an impartial review.

3.10.4 Further information is available in the accompanying Student Support Funds Procedures.

4. Scope

4.1 Financial support may only be offered if both the student and their course are eligible for support.

5. Exceptions

5.1 The policy identifies areas of discretion for colleges, and sets out priority areas for support. Ultimate authority for awarding of discretionary funds rests with the college, and decisions will be made in line with the policy and/or guidelines issued by SFC or SAAS.

5.2 As per the Education (Access Funds) (Scotland) Determination there are different arrangements for students living in the local authority areas of Orkney Islands and Shetland Islands. These students should contact the college at which they intend to study for further information.

6. Notification

6.1 Staff members engaging with Student Support Funds should be familiar with this policy and all relevant SFC/SAAS policies.

6.2 Annual changes to SFC/SAAS policies will be cascaded to staff by line managers and hyperlinks in the policy updated to reflect the most recent guidance.

6.3 Any changes in SFC/SAAS policy or national legislation will be reflected in this policy.

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

7. Roles and Responsibilities

7.1 The College's [role name] has overall responsibility for the implementation of this policy and the management of Student Support Funds

7.2 The College's [role name] is responsible for the approval of FE Discretionary Funds and HE Discretionary Funds.

7.3 The staff administering Student Support Funds are responsible for ensuring up-to-date local policies and SFC/SAAS guidance is followed.

7.4 [Role name(s)] are responsible for ensuring that all enrolled students receiving EMA support have a signed Learning Agreement.

7.5 [Role Name(s)] are responsible for ensuring that student attendance information is passed to the SITS office for recording on the College SITS system to satisfy the conditions of the Bursary or EMA award.

7.6 Students are responsible for informing the College of changes to their circumstances, including voluntary withdrawal from a course.

8. Related Policies, Procedures, Guidelines and Other Resources

8.1 This policy should be read in conjunction with SFC and SAAS policies and guidance. Links are provided above in Section 3.

8.2 University of the Highlands and Islands Student Support Funds Procedures (forthcoming).

8.3 University of the Highlands and Islands Further Education Fee Waiver Policy (forthcoming).

8.4 [Scottish Funding Council \(SFC\) website](#)

8.5 [Student Awards Agency Scotland \(SAAS\) website](#)

9. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
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