

Academic Affairs Committee

Agenda

Academic Affairs 2018-19/03
Meeting reference: Wednesday 8 May 2019 at 14.30 hours
Date: Room 019
Location: Scheduled meeting

Purpose:

* Denotes items for discussion.

Members should contact the Secretary in advance of the meeting if they wish to request an item be starred.

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Conflict of Interest in any Agenda Item		Chair	
4	Minutes of the Meeting held on 12 February 2019		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Service Head Presentation Deborah Lally on Student Engagement			
7	Student Experience			
*7.1	HISA Perth College Update including student elections	Student President	Student President	Paper 2
7.2	Student Destinations 2017-18	Head of Student Experience	Head of Student Experience	Paper 3
7.3	Subject Reviews 2018-19		Depute Principal (Academic)	Verbal
7.4	Perth College UHI: Student Services Annual Report 2016-17	Head of Student Experience	Head of Student Experience	Paper 4

7.5	Student Funding Update	Head of Student Experience	Head of Student Experience	Paper 5
8	Strategic Planning			
8.1	Regional Outcome Agreement		Principal	Paper 6
9	Curriculum			
*9.1	Curriculum Review/Planning Update		Depute Principal (Academic)	Verbal
*9.2	Student Numbers (2018-19 and 2019-20)	Head of Student Experience	Head of Student Experience	Paper 7
10	Engagement			
*10.1	Tay Cities Deal Update		Vice Principal (External)	Verbal
11	Performance Monitoring			
*11.1	Balanced scorecard 2018-19	Project & Planning Manager	Principal	Paper 8
*11.2	Balanced Scorecard Review	Project & Planning Manager	Principal	Paper 9
*11.3	Red button Report			Paper 10
12	Policies and Procedures			
*12.1	Safeguarding Policy <ul style="list-style-type: none"> Policy context paper Safeguarding Summary Safeguarding Policy 	Project Manager – Single Policy Environment & Student Services Manager	Chair	Paper 11

13	Scholarship and Research			
*13.1	<ul style="list-style-type: none"> Scholarship and Research Strategy 1017-2020 	Chair - Scholarship and Research Committee	Chair - Scholarship and Research Committee	Paper 12
13.2	<ul style="list-style-type: none"> Meeting of Scholarship and Research Committee – 17 April 2019 	Secretary		Paper 13
14	Remit and Role of Committee			
15	Date and time of next meeting <ul style="list-style-type: none"> To be confirmed 	Secretary	Secretary	
*16	Review of Meeting (to include check against ToR)	All		Paper 14

Academic Affairs Committee

Paper 1

Minutes

Meeting reference: Session 2018/19, Meeting 2 of 3
Date and time: Wednesday 12 February 2019 at 2.30pm
Location: Room 19, Brahan

Members present:

Margaret Cook Principal and Chief Executive (Chair)	Lorenz Cairns, Depute Principal (Academic)
Veronica Lynch, Vice Principal (External)	Catherine Etri, Associate Principal (Academic)
Andrew Comrie Board of Management	Harold Gillespie Board of Management
Professor Martin Price, Chair of Research, Scholarship and Knowledge Exchange Committee	David Gourley, Head of Learning and Teaching Enhancement
Rob Boyd, Teaching Staff Member on the Committee	Prince Honeysett President HISA Perth
Tabitha McKechnie, VP Education and Engagement	Maureen Masson Secretary to the Board of Management

Apologies: Sheena Devlin, Board of Management
Declan Gaughan, Teaching Staff Member on the Board of Management
Deborah Lally, Head of Student Experience

Minute Taker: Maureen Masson
Quorum: 6, including the Chair or Vice-Chair

Summary of Action Items			
Ref	Action	Responsibility	Time Line
5	Actions Arising from Previous Minutes Meeting on 21 November 2018 10.1 Balanced Scorecard Update Follow up on queries relating to Balanced Scorecard Update	Depute Principal (Academic)	Next meeting
	Meeting on 12 February 2019 6.1 HISA Perth College Update	HISA President/ Associate Principal	Report back at next meeting

	Develop links with Education Scotland Assessors and seek additional feedback on exam board and module evaluation		
	6.2 Student Induction and Early Experience Survey Review the 're-fresher's' fayre at Inverness College and options for nurture marketing	Depute and Associate Principals working with HISA	For next year's freshers week
	6.3 Student Funding Update Investigate the feasibility of gathering data on student use of food banks	Student Services Manager	Report back at next meeting
	8.2 Workforce Planning Review how the +1 hour is now accounted for	Head of HR and OD	Next meeting
	9.2 Student Partnership Agreement - update on themes Widen the scope of the partnership themes to include other protected characteristics.	HISA President	For consideration of themes next Student Partnership Agreement
	11.1 Safeguarding and Academic Policies Both policies to go to the next Board meeting with a recommendation that the Safeguarding Policy is not approved and that the Academic Appeals Policy is approved subject to the correction of some typographical errors. Quality Team to work with Short life Working Group to finalise policies.	Secretary Quality Team	Next Meeting of the Board ASAP

Minutes

Item	Action
1 Welcome and Apologies The Principal welcomed members in particular Tabitha McKechnie and Rob Boyd who were attending their first meeting of the Committee. Apologies were noted, including from new Board Member, Sheena Devlin, who had also joined the Committee.	
2 Additions to the Agenda There was no additions to the agenda.	

3 Declaration of Conflict of Interest in any Agenda Item

There were no declarations of a conflict of interest.

4 Minutes of Meeting Held on 21 November 2018

The minutes were approved as an accurate record.

5 Actions Arising from Previous Minutes

5 RSKE Terms of Reference

Action: Finalise the Scholarship and Research Committee Terms of Reference

Action Update: Complete

6 Presentation

Action: Consider a paper to identify the underlying research for the BA Food Nutrition and Textiles Education

Action Update: to be considered in due course

7 Revised Terms of Reference and Membership of the Committee

Action: Update the Terms of Reference and other small changes

Action Update: complete

10.1 Balanced Scorecard Update

Action: Report back on why there had been a drop in the number of staff presenting papers and report on work to address performance in the area of care experienced retention levels

Action Update: The Depute Principal (Academic) would report on these actions at the next meeting.

Action: Add a discussion on the ROA to the Board agenda

Action Update: complete – the Board discussed this item at its meeting on 12 December 2018

11 Policies

Action: The Learner Support and Intellectual Property Policies to be recommended for approval to the Board

Action Update: The Committee noted that the Board approved the Learner Support Policy but did not approve the Intellectual Property

Depute
Principal
(Academic)

Policy. The Principal would convey this outcome to UHI and a way forward would be established.

Principal

12 Plan of Work

Action: Update plan of work for the Committee to refer to the Scholarship and Research Committee and remove reference to commissioning research from the plan of work

Action Update: complete

6 Student Experience

6.1 HISA Perth College Update

The Committee noted the paper introduced by the HISA President. The President reported that the annual Regional Council had been a good event; a small number of class representatives had attended and it gave positive insight into student representation across the partnership. The future of HISA and the Partnership Agreement was discussed and the Committee noted that the UHI Dean of Students and HISA Regional President would attend the Engagement Committee in May to talk about the future of HISA.

In terms of the Feedback Groups, the Student President explained the approach to gathering feedback and the process for reporting it back via the Student Engagement Group. The Associate Principal would help HISA officers develop appropriate links with Education Scotland student assessors. It was further agreed that HISA would also seek feedback on exam boards and module evaluation.

HISA
President/
Associate
Principal

6.2 Early Student Experience Survey (ESES) 2018-19

The Depute Principal (Academic) introduced the paper, which summarised the outcomes from the ESES. The Committee noted the paper, in particular that the survey had been conducted online and that a participation rate of 64% had been achieved against a UHI target of 80%. The Committee was pleased to hear the overall student satisfaction outcome at 96.85%, which was marginally higher than last year.

Committee members discussed the outcomes and were reassured that the Sector Development Directors reviewed the results carefully and sought to learn lessons for the year ahead. The Committee queried why the outcomes from the questions about student funding were lower than others. Timing was thought to be an issue, particularly when students did not complete application forms correctly. The College was active in advertising the timescales and a new appointments process was introduced this year and students were encouraged to apply early.

The Committee discussed the differences in the HE/FE split in some outcomes. In terms of Fresher's Week, it was acknowledged that it may be more geared to FE rather than HE. The Committee noted that Inverness College runs a 're-fresher's fayre and that may be worth investigating. Options for improving the experience for Fresher's would be explored.

Depute
and
Associate
Principals
working
with HISA

6.3 Student Funding Update

The Committee noted the paper and that the funding landscape continued to change. The recommendations from the national review were due to go to the Scottish Parliament and that this may alter future funding levels and their distribution.

A query was asked about whether any data was collected on students' use of food banks, and it was agreed the feasibility of gathering this data would be explored.

Student
Services
Manager

7 Strategic Planning

7.1 Student Numbers Planning Update

The Committee discussed the update and trends that were emerging. For FE, the Committee noted a decline in FE full time recruitment across the curriculum whilst HE was static and showing growth in some areas. A number of reasons were identified for the decline in FE numbers and the Committee discussed the implications for partnership. The FE sector, at a national level, was also struggling to recruit to the national target.

The Curriculum Review would provide an opportunity to review/reform the curriculum to redefine the provision/offer to students and the marketing of that. Industry requirements and curriculum flexibility would also be important in the future.

The Committee discussed the approach to undertaking the Curriculum Review to ensure positive staff engagement; an inclusive approach was suggested with emphasis on curriculum reform, working in partnership with staff.

8 Curriculum

***8.1 Curriculum Review/Planning**

The Depute Principal reported that the Curriculum Review would be in the form a professional dialogue to look critically at areas of provision for HE and FE. Market research and data would inform decisions and the College's financial position would have to be considered. It was likely that the review may take place over a longer time period, into next year. The review would take account of data available such as student surveys and areas of strength, wider partnership provision and numbers and known challenges e.g. low numbers of students in engineering and professional accreditation.

8.2 Workforce Planning

The Committee noted the paper. In terms of remitted time for research capacity, the significant drop in number of hours recorded was related to changes in accounting the weekly +1 hour for research. A revised approach to building research capacity was being taken forward to consolidate areas of strength for future Research Excellence Framework exercises. The Committee agreed the aspirations/plans for building research capacity should be a project with identified timescales and deliverables. Further analysis on the reporting of the '+1' hour would be carried out to see how that is being used and measured.

Head of
HR and
OD

The Committee discussed Brightspace implementation that would replace Blackboard virtual learning environment. The Head of Teaching and Learning Enhancement explained that all staff had an extra hour a week for training in Brightspace. The Committee noted that there would be no parallel run in its implementation, so it was critical that all staff were appropriately trained and had undertaken refinement of course material, where needed, in making the transition between systems.

8.3 Quality Review/Evaluation Process

The Depute Principal provided an update. The Evaluation Report and Enhancement Plan (EREP) had identified actions relating to the quality review and enhancement process. It was expected that a different approach would be taken which would comprise three elements:

- Data driven analysis to review sector requirements, trends and targets;
- Input from sector Development Directors; and
- By exception in quality review meetings where there was cause for concern in courses.

This would take shape in the coming weeks.

9 Engagement

*9.1 Tay Cities Deal Update

The Principal reported on the latest development with regard to the Tay Cities deal. The Heads of Terms for the Scottish Aviation Academy were being revised, as the initial costings required updating. Discussions were ongoing with UHI and a paper would be prepared for the March Board meeting.

*9.2 Student Partnership Agreement – update on themes

The Student President provided an update on the 3 partnership themes. In terms of the theme on representation and improvement, it was agreed to widen the scope to include other protected

characteristics groups such as, LGBT, gender and faith. In addition, it was further agreed to consider widening future partnership themes to include the creative arts to reach a greater number of students

HISA
President

10 Performance Monitoring

***10.1 Student Retention and Attainment Report 2017-18 and SFC Benchmark Report on KPIs**

The Committee noted the paper. The Committee discussed the reason for the decline in some indicators. A number of actions to address areas of concern had been identified in the EREP. In addition, there would be further analysis of data and a “drilling down” to programme level to review anomalies /identify areas of poor performance and action plans would be put in place. Areas of strength would also be reviewed to learn lessons.

11 Policies and Procedures

11.1 Safeguarding Policy

The Committee discussed the Safeguarding Policy. Some members of the Committee found the policy to be diffuse and inconsistent e.g. in referencing legislation, some legislative aspects were referred to on multiple occasions and other legislation e.g. bullying and harassment did not appear to be referenced at all. The Committee was also keen to see how the policy would be implemented in practice and to ensure that all relevant training was provided and recorded. The Committee noted that a paper on Safeguarding would be considered by Audit Committee at its meeting on 19 February.

The Committee did not approve the policy in its current form but recommended it be ‘tidied up’ to fix typographical errors before final approval by the Board. A further draft would be prepared for the next meeting.

Quality
Team

11.2 Academic Appeals Policy

The Committee approved the Academic Appeals Policy and recommended its approval to the Board. It also recommended that an annual report should be received by Academic Affairs on appeals. Some further tidying of the policies was also recommended.

Secretary

12 Scholarship and Research

Minutes of the Scholarship and Research Committee on 21 January 2019

The Committee noted the minutes from the first meeting of the newly established Scholarship and Research Committee. The meeting had been positive with good contribution from members. The research agenda at the College was undergoing some change

and six members of staff were to be submitted to the REF. A new Mountain Studies research staff member had recently been employed on a part-time basis.

The Committee noted that the Research Strategy would be revised for re-consideration by Academic Affairs. SFC had funding available for innovation and this may be helpful for research transformation.

The UHI Research Conference was a great success with very positive feedback given.

13 13.1 Updated Plan of Work for the Committee 2018-19

Noted

14 Date and time of next meeting

8 May 2019 at 2.30pm

***15 Review of Meeting (to include check against ToR)**

Members agreed the meeting had covered its Terms of Reference.

Information recorded in College minutes are subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

Notes taken to help record minutes are also subject to Freedom of Information requests, and should be destroyed as soon as minutes are approved.

Status of Minutes **Open** ☒ **Closed** ☐

An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

A **closed** item is one that contains information that could be withheld from release to the public because an exemption under the Freedom of Information (Scotland) Act 2002 applies.

The College may also be asked for information contained in minutes about living individuals, under the terms of the General Data Protection Act 2018. It is important that fact, rather than opinion, is recorded.

Do the minutes contain items which may be contentious under the terms of the Data Protection Act 1998?

Yes ☐ No ☒

Perth College UHI

Paper 2

Committee	Academic Affairs Committee
Subject	HISA Update
Date of Committee meeting	07/05/2019
Author	Student President
Date paper prepared	24/04/2019
Executive summary of the paper	Update on recent HISA activities
Consultation How has consultation with partners been carried out?	NA
Action requested	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	Student engagement

Perth College UHI

<ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	
<p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	No
<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>No</p> <p>If yes, please give details:</p>
<p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	No
<p>Status (e.g. confidential/non confidential)</p>	Non Confidential
<p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p>	Yes

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

Perth College UHI

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

For how long must the paper be withheld? Permanently

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

HISA PERTH UPDATE

HISA Perth & Quality

The HISA Perth team have begun working more closely with the Perth UHI quality department by looking at more ways of improving our representation and engagement structure. Both teams shall be meeting every six weeks, in-between the meeting of the Student Engagement Group. We are currently discussing our plans for training class reps in the next academic year. Feedback from this year's session has been collated and we shall be making improvements based on the suggestions from students.

OBI's

Nominations are now closed for the HISA Perth OBI Awards. There was initially fear amongst the team about whether or not we would have as much engagement with this year's awards in comparison to previous years due to all that has been happening on campus such as the local officer elections and EIS strikes. But we managed to break our record number of nominations this year with 338, another achievement we are most definitely proud of. We now continue with our arrangements for the event on May 16th.

SRC

There has been an increasing number of students coming to HISA Perth to talk about the EIS strikes and effect it's been having on their studies. At our February SRC we took a vote on the position that the Course representatives wanted HISA Perth to take and there was overall consensus to support the lecturers and their cause. Although the decision was unanimous, the reps wanted all the information about the strikes to be circulated to their emails so they could discuss the matter with the rest of their class and come back to the next meeting feeling they were ready to make a more informed decision and not just voice their opinion but also the rest of the students in their class. Upon circulating the information we arranged another meeting after this and took another vote on the position HISA Perth should take, and again all reps voted for us to take action and find a way to resolve the strikes.

Ultimately we believe it is down to the SFC for not properly funding Colleges Scotland enough to support its staff so we as the student cohort have decided that we will be taking action against the Scottish government in order to resolve the dispute. We are currently in the planning stage of our campaign.

MP Visit

On April 19th HISA Perth met with Local MP Pete Wishart to discuss issues that students of Perthshire are now facing. He came to visit us here on campus and we addressed;

- Closure of learning centre's
- University of the City of Perth
- EIS Strikes

Committee	Engagement Committee
Subject	2019 Student Elections
Date of Committee meeting	02/05/2019
Author	William Mohieddeen
Date paper prepared	25/04/2019
Executive summary of the paper	A report on the 2019 Student Elections, including information on the HISA Perth officer elections.
Consultation How has consultation with partners been carried out?	N/A
Action requested	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	Yes The 2019 Student Elections elect the board members of the college.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services 	Strategic Aim 1.7

<ul style="list-style-type: none"> • risk management • other activity [e.g. new opportunity] – please provide further information 	
<u>Equality and diversity</u> Yes/ No If yes, please give details:	No
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	Yes/ No If yes, please give details: Click or tap here to enter text.
<u>Data Protection</u> Does this activity/ proposal require a Data Protection Impact Assessment?	No Click or tap here to enter text.
Status (e.g. confidential/non confidential)	Non- confidential
Freedom of information Can this paper be included in “open” business?	Yes

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

Its disclosure would substantially prejudice a programme of research	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input type="checkbox"/>
Its disclosure would substantially prejudice the commercial interests of any person or organisation	<input type="checkbox"/>	Its disclosure would constitute a breach of confidence actionable in court	<input type="checkbox"/>

Its disclosure would constitute a breach of the Data Protection Act	<input type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>
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For how long must the paper be withheld? Click or tap here to enter text.

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

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HIGHLANDS AND ISLANDS STUDENTS' ASSOCIATION | HISA PERTH

STUDENT ELECTIONS 2019

1. The Highlands and Islands Students' Association (HISA) conducted its annual executive committee elections during February – March 2019. Students' associations are required by law to hold elections for major office bearers in accordance with the Education Act 1994.
2. On Friday 15 March, voting in the HISA elections concluded and the count took place at the HISA offices in Ness Walk, Inverness for all positions.
3. This paper provides background to the elections, information on how the elections were delivered and the results of the election.

About HISA and HISA Perth

4. The Highlands and Islands Students' Association (HISA) was established in 2015 to represent all further and higher education students in the University of the Highlands and Islands and its academic partners. At the time, Perth College UHI and Inverness College UHI retained their students' associations, so HISA then represented the voice of college students here to UHI regional committees only.
5. In 2017, Perth UHI students HISA should provide local representation and take over from Perth College Students' Association (PCSA). HISA Perth represents the voice of Perth UHI students as part of the HISA framework. 2018-19 is the second year of HISA Perth's establishment.
6. HISA Perth is led by a President which is a full-time, sabbatical officer position. A student elected to this position takes a one-year break from their studies to perform the role. It is also led by two part-time officer roles which must be held by a continuing student. They are the Vice President (Activities and Welfare) and the Vice President (Education and Engagement). The executive committee of HISA Perth are regarded as **local officers** in the HISA framework.
7. HISA is led by three, full-time, sabbatical officers (known as **regional officers** in the HISA framework) – the President, the Vice President (Further Education) and Vice President (Higher Education). On top of the three HISA Perth positions, there were Perth UHI students running in each of the HISA regional officer roles alongside students across UHI.

About the election

8. Prior to 2017-18, PCSA elections were organised on a different timescale to HISA elections. At that time, HISA also split the elections between the regional officer elections and the local officer elections. This meant that at Perth UHI students would be voting in three elections in one semester. This provided a significant challenge to ensure students were engaged with messaging over three elections, that staff were engaged and to organise and deliver the election
9. In 2018, HISA moved to organise all elections at the same time. This means that students can nominate themselves for any HISA regional or local officer role and vote for them at the



same time.

10. The election is run online at www.hisavote.co.uk on a platform supplied for by Membership Solutions Ltd (MSL). This system is accessed by students using their student ID and password. Any current enrolled student registered on SITS may participate in the election.
11. Students voted in six elections at Perth UHI – the three regional officer roles, and three HISA Perth local officer roles.
12. Voting in HISA elections uses preferential voting. This means students vote number 1 next to the candidate they want to win, number two for their next preference, a number three for their third, and so on. Students don't have to indicate a preference for every candidate.
13. Re-open nominations (RON) is a candidate in each election. This option indicates that the voter wishes to the election for that position to be re-opened to reject the available candidates.

Delivering the election at Perth UHI

14. There were two phases of the election delivery once that dates of the election had been publicly announced. The nominations phase – promotion of the election to aim for as high a candidate count as possible, and the voting stage – promotion of the election, and candidate support, to ensure there is as high a voting turnout as possible.
15. During the nomination phase of the election, support from senior management was obtained to encourage college staff to support the elections. Information was circulated to all teaching and support about ways in which they could promote the election, and details that they could pass on.
16. Marketing material was produced by HISA. This was printed and distributed throughout the Brahan, Goodlyburn, Webster and ASW buildings. HISA Perth staff also approached students in access corridors and visited classes to promote the elections. Information on the election was posted on Perth College UHI website and social media channels and on HISA Perth social media channels. A presentation on the election was delivered at the February meeting of the HISA Perth Student Representative Council (SRC).
17. During the voting stage, all academic partners were encouraged to establish polling stations. As the vote is electronic, polling stations were to include computers where students could log in to the online ballot paper and easily log out for another student to vote, information on the candidates, and information on how to vote. Polling stations were to be supervised by institutional staff.
18. At Perth UHI, there is precedent of polling stations used for students' association elections. Elections were conducted by paper ballot and staff of the College supervised polling stations following a procedure for marking on a voter register students that have submitted votes.
19. Perth UHI staff support the voting stage by volunteering supervise polling stations. 27 members of Perth College UHI staff volunteered 45 hours on polling stations. For time slots that didn't have any volunteers, HISA staff supervised polling stations.



Election results

20. HISA achieved record turnouts for all positions elected across the UHI academic partnership and for regional officer roles.
21. 2040 were received for the HISA President election, up from 1653 in 2018. 543 votes were received for the HISA Perth President election, up from 528 in 2018.
22. The winning candidates for HISA Perth are:
 - a. **President:** Amy Studders
 - b. **Vice President (Activity and Welfare):** Debbie Das Chaudhury
 - c. **Vice President (Education and Engagement):** Michaela Asisten
23. The President role is a full-time, sabbatical position. The Vice President roles are part-time positions, on a 10-hour per week contract. All officers will begin their term on 1 July 2019.
24. The winning candidates for the regional HISA positions are:
 - a. **President:** Chloe Steele (Lews Castle UHI)
 - b. **Vice President (Further Education):** Natasha Morgan (Orkney UHI)
 - c. **Vice President (Higher Education):** Andrew Bowie (Inverness UHI)
25. A breakdown of the election results across the partnership is attached as an appendix to this report.
26. HISA will be evaluating the elections over the course of the summer in a broad overview of how we engage students and institutional staff. The turnout is a significant improvement on election results previously attained across the partnership and the increases are primarily attributed to how HISA has structured the project, and how we engage with institutions' student engagement staff.
27. HISA is grateful to all staff that have supported this year's elections which should be highlighted as an example of partnership working.

William Mohieddeen
Senior Student Association Coordinator
Highlands and Islands Students' Association

VOTE COUNT REPORT**15 March 2019**

2019 TOTAL NUMBER OF INDIVIDUAL VOTERS			2733 (+125%)
2018 TOTAL NUMBER OF INDIVIDUAL VOTERS			2187
Position	Final total 2019	Final total 2018	% of 2018
President	2040	1653	123.4
Vice President (Further Education)	1913	1493	128.1
Vice President (Higher Education)	1983	1479	134.1
Depute President for Argyll College	97	87	111.5
Depute President for Highland Theological College	43	31	138.7
Inverness College President	582	427	136.3
Inverness College Vice President (Education)	486	385	126.2
Inverness College Vice President (Activities & Welfare)	527	401	131.4
Depute President for Lews Castle College	148	94	157.4
Depute President for Moray College (Activities & Welfare)	394	325	121.2

Depute President for Moray College (Education)	379	240	157.9
Depute President for North Highland College	171	147	116.3
Depute President for Orkney College	110	106	103.7
Perth College President	543	528	102.8
Perth College Vice President (Activities & Welfare)	515	474	108.7
Perth College Vice President (Education and Engagement)	538	446	120.6
Depute President for SAMS	93	80	116.3
Depute President for Shetland Islands	99	71	139.4
Depute President for West Highland College	169	64	264.1

Perth College UHI

Paper 3

Committee	Academic Affairs
Subject	Student Destinations
Date of Committee meeting	08/05/2019
Author	Deborah Lally
Date paper prepared	30/04/2019
Executive summary of the paper	<p>The college leavers destination survey is an annual SFC statutory return and therefore only includes further education for Colleges within the Highlands and Islands region.</p> <p>Out of the 821 qualifiers, we received a response rate of 88%</p> <p>With 84.4% entering into a positive destination.</p> <p>Destination data at course level has been made available to sector areas at course level.</p>
Consultation How has consultation with partners been carried out?	N/A
Action requested	<input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes/ No

Perth College UHI

Risk implications (If yes, please provide details)	Yes/ No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	SFC Further Education Leaver Destinations Strategic Aims 1, 2,3 and 4
<u>Equality and diversity</u> Yes/ No If yes, please give details:	No
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	Yes/ No If yes, please give details: Click or tap here to enter text.
<u>Data Protection</u> Does this activity/ proposal require a Data Protection Impact Assessment?	Yes/ No Click or tap here to enter text.

Perth College UHI

Status (e.g. confidential/non confidential)	Non-Confidential
Freedom of information Can this paper be included in "open" business?*	Yes

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

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

For how long must the paper be withheld? Click or tap here to enter text.

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

Perth College UHI

FE Full-time College Leaver Destination (CLD) 2017-18

Introduction

College leaver destinations is an annual Scottish Funding Council (SFC) statutory return. For UHI and other HEI associated colleges, HE leaver destinations are collected and returned to SFC via the Destinations of Leavers from Higher Education (DHLE) and reported through the Higher Education Statistics Agency (HESA). Therefore for Perth College UHI, this return only includes our FE full-time students.

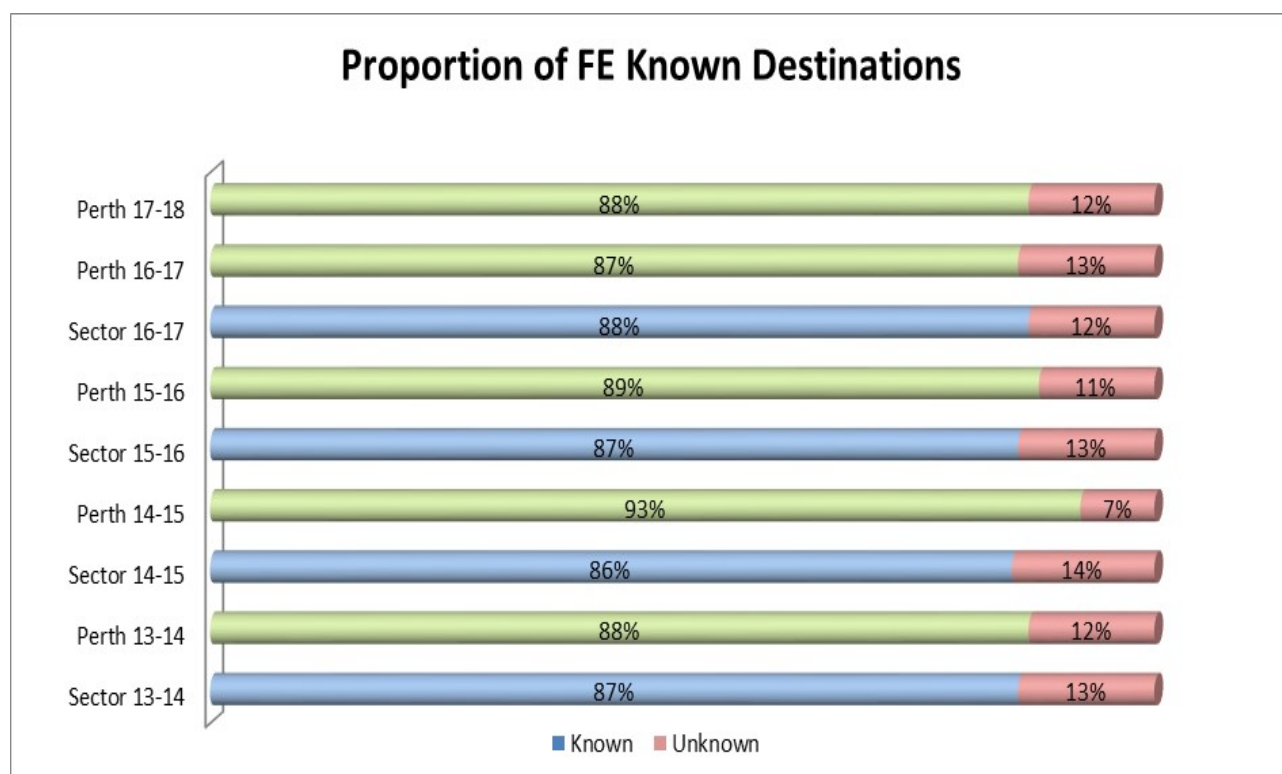
Capturing of Destination Information including Data Sharing/Linkage

SFC have developed data linkages with Skills Development Scotland (SDS) and the Student Awards Agency for Scotland (SAAS). SFC also have information from the current academic year FES statutory returns. Destination information from these sources is then shared with us.

Various methodologies have been carried out at the College over the years to capture student destination information including email and postal questionnaires. The methodology where we have better results is through telephone contact. The data is indicative only until validated by SFC.

The Outcome

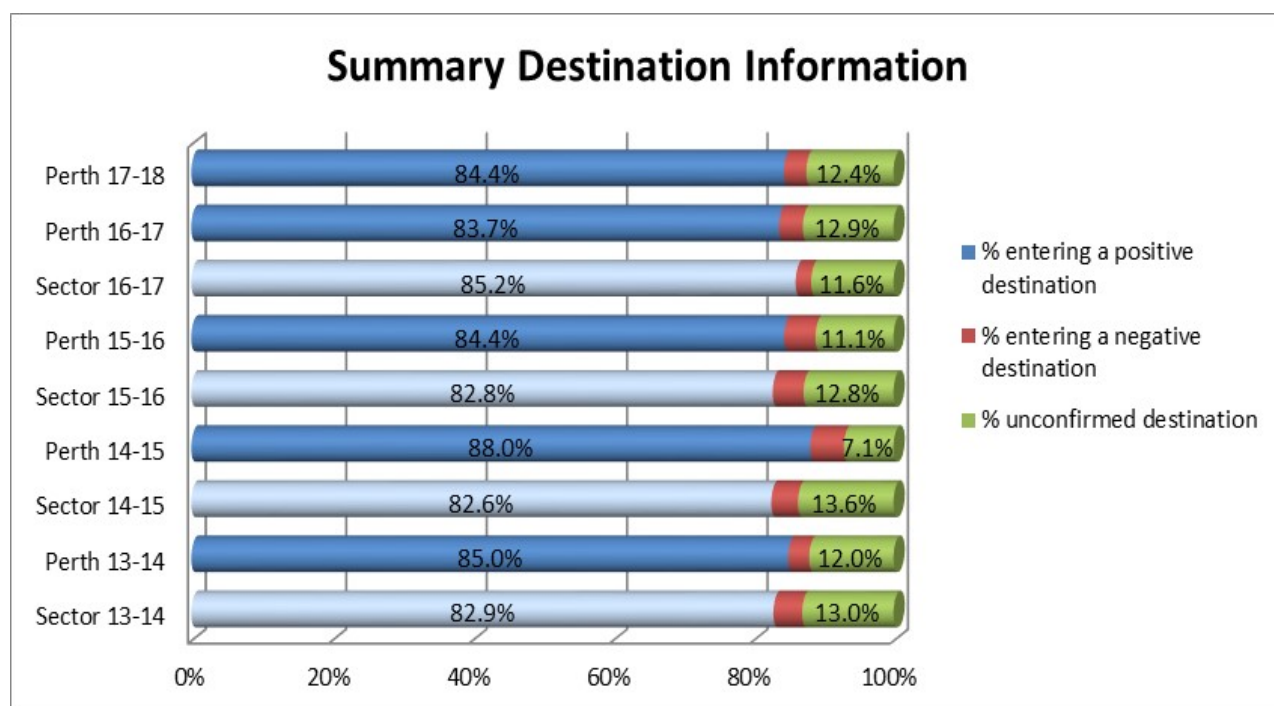
Out of 821 qualifiers the proportion of known destinations is 719 (88%). The chart below illustrates the proportion of known destinations. The difference between the green bars and blue bars is College and Sector. With exception to 2014-15, the capturing of known destinations across the sector is not greatly different for the College.



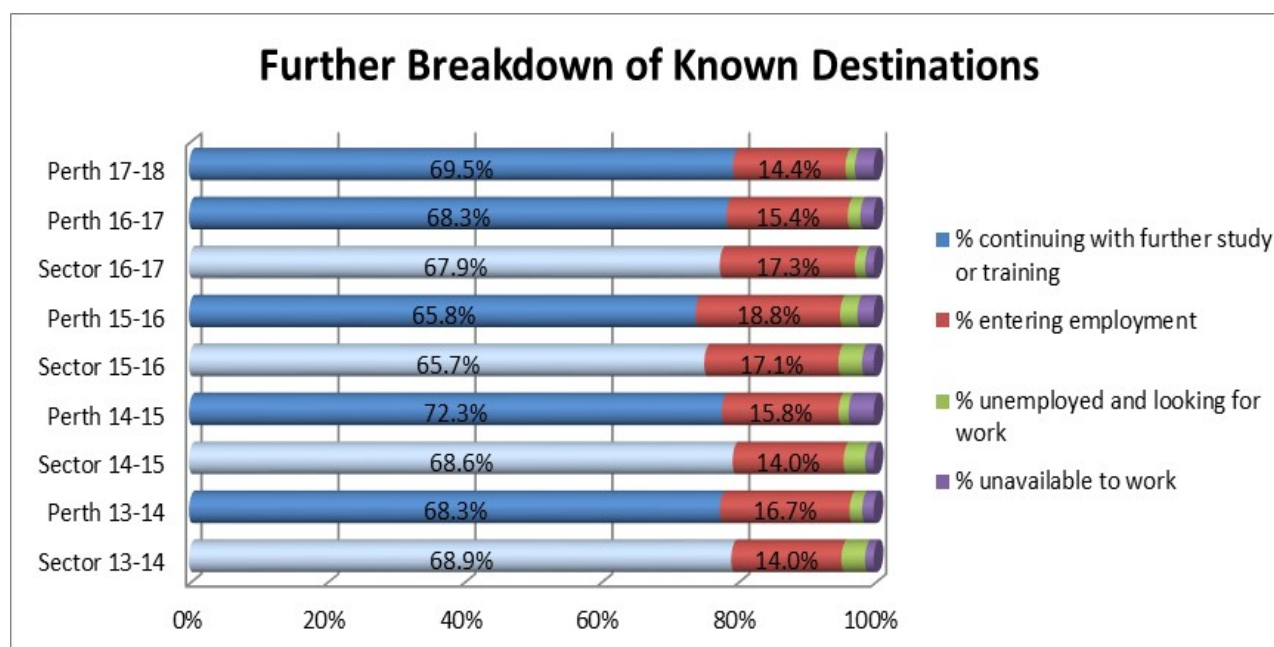
Sector level data for 2017-18 will not be available until later in the year, normally around September.

Perth College UHI
FE Full-time College Leaver Destination (CLD) 2017-18

The chart below illustrates a summary of destination information. For those entering a positive destination, we have seen an increase of 0.7%. The chart also illustrates a 0.5% decrease in those where we have been unable to make contact to confirm their destination.



The chart below illustrates a further breakdown of destinations. Positive destinations (those in work or further study/training) tend to almost align with the sector position.



Course level destination information will be distributed shortly to the sector areas within the College.

Perth College UHI

Paper 4

Committee	Academic Affairs Committee
Subject	Student Services Annual report (AY 2017-18)- summary
Date of Committee meeting	07/05/2019
Author	Student Services Manager (Richard Ogston)
Date paper prepared	19/04/2019
Executive summary of the paper	<p>The paper is a condensed summarised version of the Student Services Annual Report (AY 2017-18)</p> <p>It includes key information form all areas of Student services areas and work.</p>
Consultation How has consultation with partners been carried out?	Not applicable
Action requested	<input checked="" type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	No Click or tap here to enter text.

Perth College UHI

<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>This report is one document, a concise version and summary of all the separate Annual Reports compiled by the separate teams across Student Services. The information relates to the Academic year 217-18.</p> <p>Contents of the report relate and contribute to most of the key College (&UHI) strategic aims and government initiatives and priorities- such as Care experienced groups, Access & Inclusion, Mental health, Equalities etc.</p>
<p><u>Equality and diversity</u></p> <p>No</p> <p>If yes, please give details:</p>	<p>No – if requested we could arrange for a committee member to receive assistive technology to access the report.</p>
<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes:</p> <p>Some work relates to island communities. For Example; UHI on-line counselling arrangements and services: Also, our Additional Support Team have at times supported other UHI APs with specialist services when they can. Although, although when we offer these services to improve student experience' Perth charge the APs involved for the cost of the expertise they use.</p>
<p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>No</p> <p>Click or tap here to enter text.</p>

Perth College UHI

Status (e.g. confidential/non confidential)	Non- Confidential
Freedom of information Can this paper be included in "open" business?*	Yes

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Its disclosure would constitute a breach of the Data Protection Act	<input type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>

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and

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

Summary report: Student Services Annual Report: 2017-18

This summary report includes data and statistics that represents key parts of work across all Student Services Teams. It does not cover all work undertaken by the teams by any means nor does it highlight all the key issues or challenges. The most common challenge for most Student Service Teams is how to manage the year on year on-going demands on our service provision. Our services are facing year on year increases in workload and in student need: albeit in different work contexts.

Each Student Service Team produce their own Annual Reports (by November each year: reporting on the previous academic year) These reports are collated and converted into one overall Student Services Annual Report. This report is a concise and distilled version of that overall report (which in 2017-18 was over 100 pages in length)

The 2017-18 Student Services Annual report includes the following support Teams and provision:

- **Introduction and Context**
- **Admissions**
- **Additional Support Team**
- **Student Funding Team**
- **Student Engagement Team**
- **Careers & Employability**
- **Student Support Team**
- **Nursery**
- **Safeguarding**
- **Reception Team**

Admissions:

The Admissions section is based on the activities undertaken by the Admissions team from enquires through to enrolment.

Activities

- **Managing the process of course enquiries for full time, part time and leisure courses. This involves phone calls, responding to emails, text messages to sending literature.**

- **Managing the process of course applications for the following courses through to enrolment:**
 - Full Time
 - Part Time
 - Schools
 - Distance Learning
 - Leisure
 - Prepare to Study
 - Scholarships

The work involves assessing the application for fee status, checking and updating the details in the Student Information System. The team organize all applicant interviews, send out decision letters, induction information and all relevant documentation pertaining to a course offer being made by Perth College UHI in line with agreed procedures and timelines. Continuous communication throughout the application cycle by phone, text, email and letter.

Communication:

Weekly Statistics:

A report to provide details of applications received and offers made on a weekly basis. It also provides details of the number of withdrawals, people who do not attend an interview, reserve places offered to the unsuccessful applicants. This report is disseminated to a range of key managers and senior staff across the College.

Annual Statistics: A report to provide information on the number of applications for Further Education and Higher Education from part time to full time.

Appendix 1: Weekly Statistics 2017/18

W/C	FT Applications Excluding International/EFL			Offers Made FT (Excl Int)					All FT 2017/18			All FT 2016/17		
	FE	HE	Total	FE	HE	FE	HE	Total	FE	HE	Total	FE	HE	Total
Def from 16/17	3	32	35	0	16	0	13	29	128	78	206	146	172	318
October	5	27	32	0	0	0	1	1	On Reserve			On Reserve		
November	33	109	142	0	5	0	1	6	FE	HE	Total	FE	HE	Total
December	43	482	525	0	23	0	23	46	144	385	529	148	251	399
02/01/2017	12	45	57	0	8	0	0	8	Rejects			Rejects		
09/01/2017	41	292	333	0	13	0	7	20	FE	HE	Total	FE	HE	Total
16/01/2017	64	239	303	0	47	0	18	65	62	155	217	48	137	185
23/01/2017	42	57	99	0	60	0	17	77	Conditional Rejects			Conditional Rejects		
30/01/2017	74	59	133	0	8	0	7	15	FE	HE	Total	FE	HE	Total
06/02/2017	58	55	113	2	46	5	38	91	53	15	68	99	44	143
13/02/2017	63	37	100	2	61	19	36	118	Course Full			Course Full		
20/02/2017	155	99	254	1	51	46	34	132	FE	HE	Total	FE	HE	Total
27/02/2017	300	98	398	27	82	60	31	200	268	118	386	260	103	363
06/03/2017	199	118	317	177	79	26	42	324	Did Not Attend Int			Did Not Attend Int		
13/03/2017	135	113	248	60	90	49	35	234	FE	HE	Total	FE	HE	Total
20/03/2017	128	105	233	10	112	66	89	277	237	117	354	218	108	326
27/03/2017	83	70	153	45	39	19	47	150	Alternative Offer			Alternative Offer		
03/04/2017	112	40	152	16	35	88	46	185	FE	HE	Total	FE	HE	Total
10/04/2017	40	31	71	60	5	10	8	83	19	0	19	0	0	0
17/04/2017	42	39	81	20	0	6	0	26	Course Cancelled			Course Cancelled		
24/04/2017	56	60	116	18	32	56	35	141	FE	HE	Total	FE	HE	Total
01/05/2017	77	39	116	21	30	62	54	167	167	402	569	192	365	557
08/05/2017	48	45	93	19	9	22	17	67	W/D Before Decision			W/D Before Decision		
15/05/2017	76	47	123	15	11	63	24	113	FE	HE	Total	FE	HE	Total
22/05/2017	69	54	123	32	14	55	19	120	286	655	941	252	631	883
29/05/2017	55	33	88	12	13	43	29	97	W/D After Decision			W/D After Decision		
05/06/2017	75	59	134	14	11	128	55	208	FE	HE	Total	FE	HE	Total
12/06/2017	58	52	110	21	19	189	66	295	1286		1286	1193		1193
19/06/2017	47	23	70	8	5	63	63	139	Target			Target		
26/06/2017	29	54	83	2	6	45	33	86	FE	Total		FE	Total	
03/07/2017	22	27	49	0	7	10	20	37	New	Entrants		New	Entrants	
10/07/2017	40	21	61	0	3	19	18	40	1286		1286	1193		1193
17/07/2017	31	13	44	2	6	35	56	99	New Entrants			New Entrants		
24/07/2017	23	14	37	1	1	12	33	47	HE	Total		HE	Total	
31/07/2017	30	17	47	2	0	21	40	63	New	Retn		New	Retn	
07/08/2017	73	49	122	0	3	141	203	347	924	943	1867	889	918	1807
14/08/2017	37	48	85	0	2	12	19	33	HE			HE		
21/08/2017	46	52	98	0	7	55	37	99	FE	Total		FE	Total	
28/08/2017	40	31	71	0	4	43	43	90	New	Entrants		New	Entrants	
04/09/2017	49	32	81	0	0	44	37	81	1286		1286	1193		1193
11/09/2017	29	25	54	0	0	26	14	40	Target			Target		
18/09/2017	20	8	28	0	0	13	7	20	FE	Total		FE	Total	
25/09/2017	13	10	23	0	0	10	4	14	New	Entrants		New	Entrants	
02/10/2017	7	3	10	0	0	2	1	3	1286		1286	1193		1193
09/10/2017	2	1	3	0	0	1	1	2	New Entrants			New Entrants		
16/10/2017	1	0	1	0	0	0	0	0	HE	Total		HE	Total	
23/10/2017	0	0	0	0	0	0	1	1	New	Retn		New	Retn	
Nov-Dec	9	15	24	0	8	0	2	10	924	943	1867	889	918	1807
Total	2694	2979	5673	587	971	1564	1424	4546						

The figures above are based on weekly offers and do not include people who have declined their place.

Some of the conditional offers may now have converted to unconditional.

This lets us see how many offers are processed on a weekly basis.

Appendix 2: Annual Statistics 2017/18

APPLICATION STATISTICS (excl Intern.) 2017-2018 - FT & PT

Number of		FE	HE	Total	
Total Applications		6090	4132	10222	
Full Time		2725	3194	5919	
UCAS		N/A	1447	1447	
Part Time		731	717	1448	
Schools		628	39	667	
Distance Learning		748	163	911	
Leisure		717	N/A	717	
Workbased		97	5	102	
Prepare to Study		158	N/A	158	
Scholarship		180	N/A	180	
Conditional Offers FT (excl UCAS)		604	506	1110	
	offers declined	54	75	129	
	conditional rejected	62	100	162	
Conditional Offers PT (Day, Eve excl Leisure)		480	136	616	
	offers declined	34	24	58	
	conditional rejected	149	26	175	
Uncondtional Offers FT (excl UCAS)		1592	936	2528	
	offers declined	203	153	356	
Uncondtional Offers PT (Day, Eve excl Leisure)		1543	417	1960	
	offers declined	138	42	180	
UCAS Conditional Applications		N/A	476	476	
	(incl Ins) offers declined	N/A	231	231	
	conditional rejected	N/A	57	57	
UCAS Unconditional Applications		N/A	508	508	
	(incl Ins) offers declined	N/A	193	193	
UCAS Clearing Uncondtional Applications		N/A	58	58	
	offers declined	N/A	0	0	
Interviews arranged		2556	2147	4703	
No Shows at the Interview		295	145	440	
Altenative Course Offered		257	151	408	
Reserve Places Offered		323	100	423	
Application Rejections		474	669	1143	
Course Full Applications		363	30	393	
Course Cancelled Applications		200	26	226	
Withdrawn Applications (before a decision)		295	540	835	
Number of		September	January	April	Total
Evening Class Applications		331	224	134	689
Evening Classes Running		27	19	10	56
Evening Classes Cancelled		19	14	20	53

Number of PC ADMISSIONS Account	Total
Emails Received (Nov 2016 to Oct 2017)	Over 20000
Emails Responded to (Nov 2016 to Oct 2017)	Over 6000

2016-2017 Statistics

FE	HE	Total
5895	3782	9677
2617	2951	5568
N/A	1147	1147
949	730	1679
682	0	682
570	97	667
808	N/A	808
97	4	101
150	N/A	150
172	N/A	172
633	615	1248
62	82	144
48	84	132
340	105	445
31	24	55
57	3	60
1468	1014	2482
178	164	342
1393	509	1902
138	52	190
N/A	411	411
N/A	172	172
N/A	53	53
N/A	555	555
N/A	187	187
N/A	59	59
N/A	1	1
2525	2141	4666
276	124	400
235	138	373
441	197	638
485	446	931
309	76	385
44	0	44
322	476	798

September	January	April	Total
352	318	140	810
29	22	12	63
17	19	33	69

Difference	% +/-
545	6
351	6
300	26
-231	-14
-15	-2
244	37
-91	-11
1	1
8	5
8	5
-138	-11
-15	-10
30	23
171	38
3	5
115	192
46	2
14	4
58	3
-10	-5
65	16
59	34
4	8
-47	-8
6	3
-1	-2
-1	-100
37	1
40	10
35	9
-215	-34
212	23
8	2
182	414
37	5

Additional Support Team:

Previously, this report had held PLSP provision in primacy in terms of the reporting output. However, the changing shape of support as driven by the changing landscape of disability support has precipitated a shift in emphasis. While PLSP provision remains a core aspect of the work of the Additional Support Team, it is now fair to say that PLSP provision is no longer the principal support provision offered via the Additional Support Team.

It is consider the drivers for this change are threefold:

- Access and Inclusion Strategy direction provided by the Scottish Funding Council
- Continuing CPD completed by Additional Support Team members
- The increased requirement for support via Disabled Students Allowance. As the University of the Highlands & Islands (UHI) continues to establish and flourish as a University.

As with the previous academic year the significant development in academic year, 2017-2018 was and continues to be the increase in in-house Needs Assessment provision at Perth College UHI.

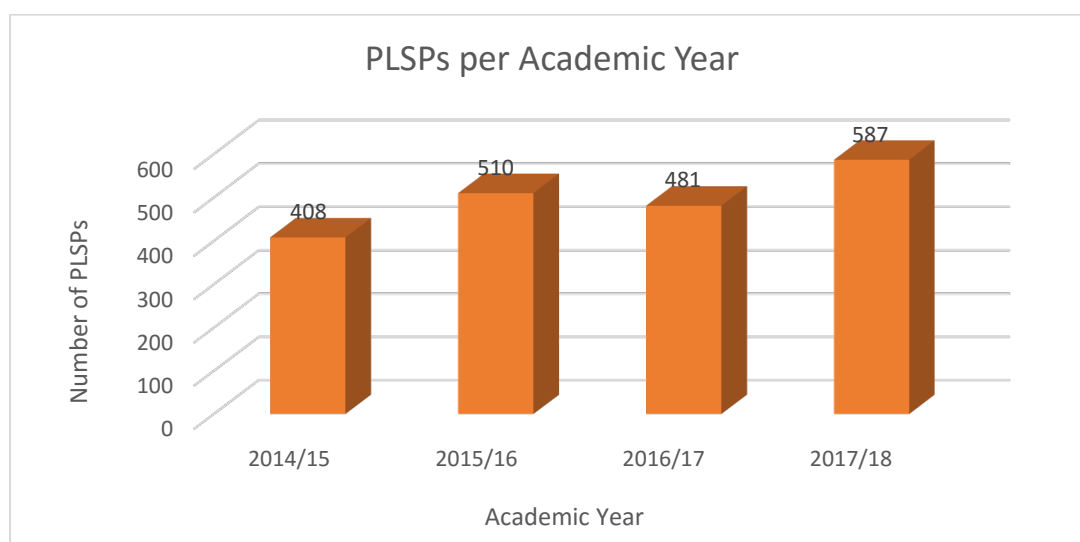
<i>Table 2: Needs assessments quality assured by the University in 2016/2017 and 2017/18, by assessor's location</i>		
	<i>Needs assessments</i>	
Assessor's location (Academic Partner)	2016/17	2017/18
Inverness College UHI	13	18
Moray College UHI	23	17
North Highland College UHI	4	11
Orkney College UHI	4	6
Perth College UHI	35	59
Shetland College UHI	1	3
West Highland College UHI	5	1
Executive Office	0	1
	85	116

PLSP Provision

Last year we saw a drop in PLSP provision of 5.7%. The general trend prior to this had seen an increase each year. Annual year 2017-18 has a return to the increase in PLSP required provision.

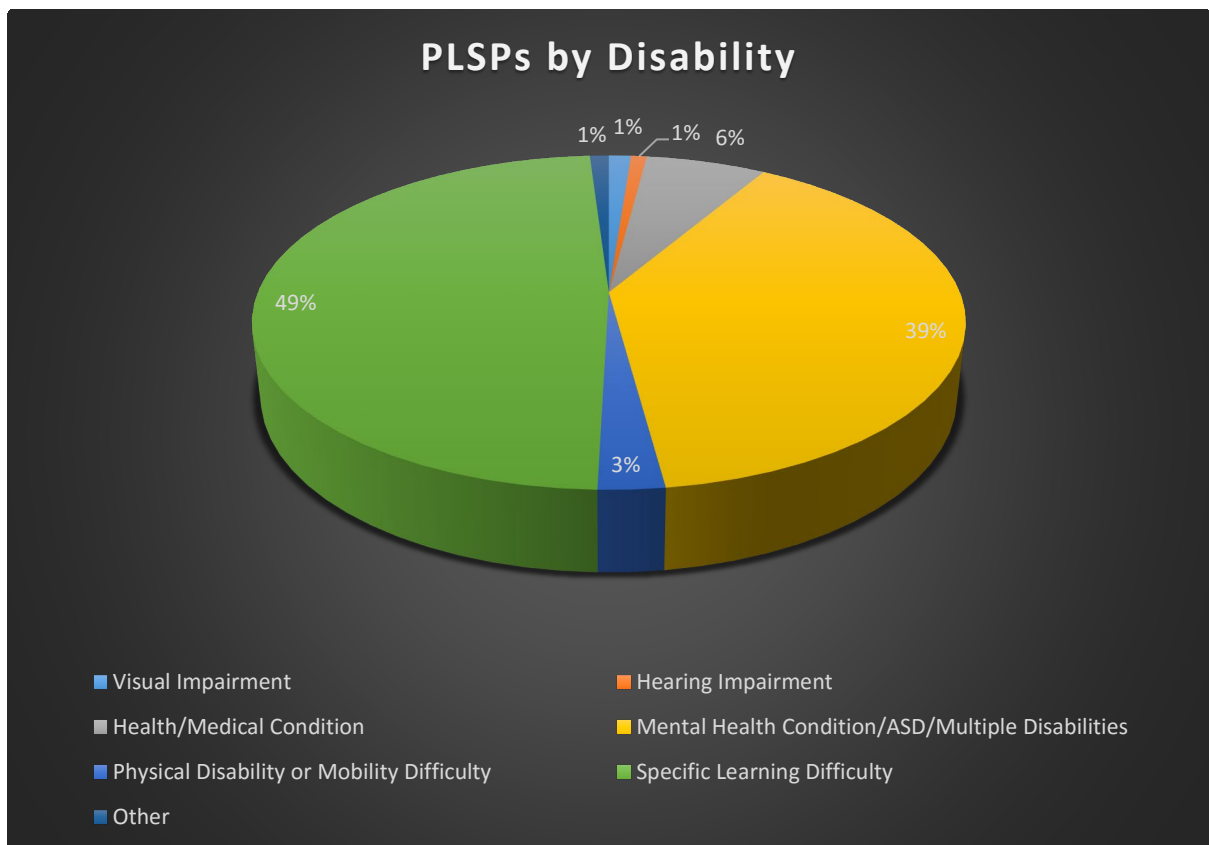
YEAR	STUDENT WITH PLSPS	% INCREASE FROM PREVIOUS YEAR
2015-2016	510	25%
2016-2017	481	-5.7%
2017-2018	587	22%

The author of the report would venture that there are several factors behind this increase in PLSP provision. Primarily, the increase in the requirement for mental health support has been a key driver. It is noted that there is an increase in the requirement for mental health support across the sector.



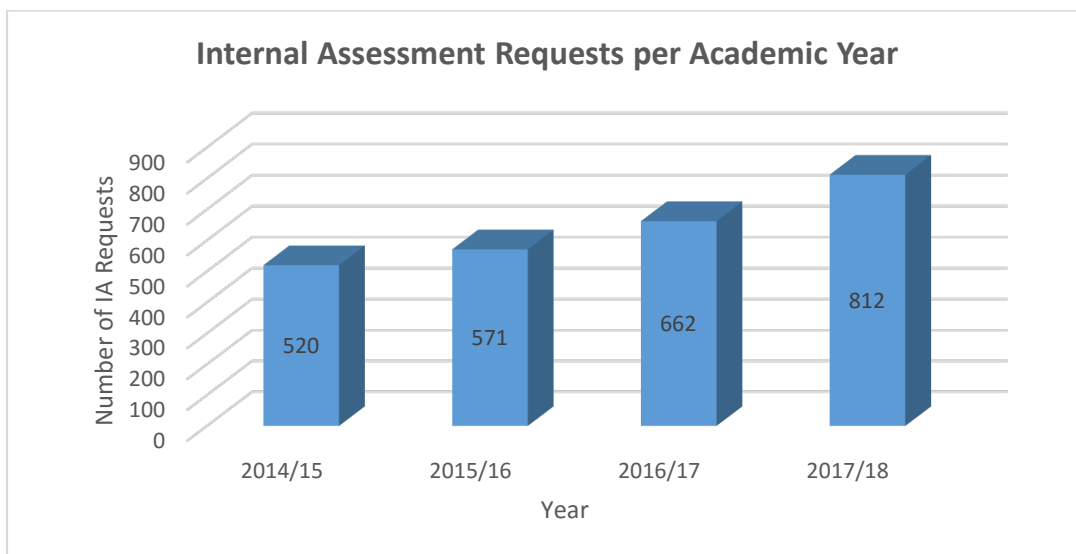
PLSPs by Disability

The pie chart below shows the breakdown in disability type for academic session 2017-18. There are no significant developments to report in terms of change of support or provision required in relation to disclosure or identification of disability, other than the increase in mental health required support as reported earlier

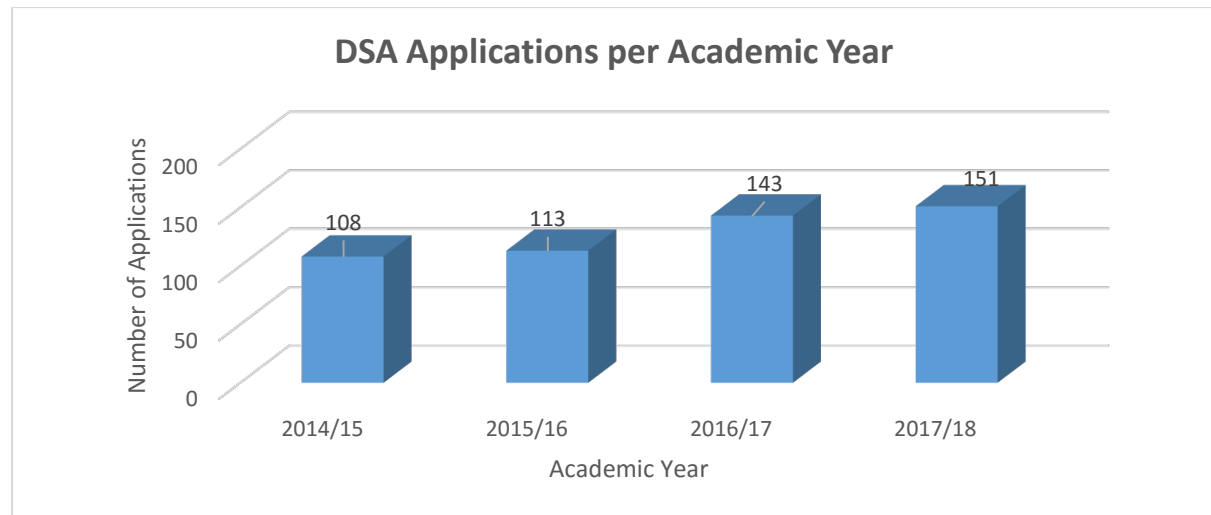


Internal Assessment Requests (IARs)

We have seen a significant increase in internal assessment requests from 2016-2017 to the last academic year 2017-2018. This will go some way to shape the pattern of work for the Additional Support Team, quite simply meaning more time arranging exams and liaising with the support workers providing the reader/scribe (amongst others) requests.

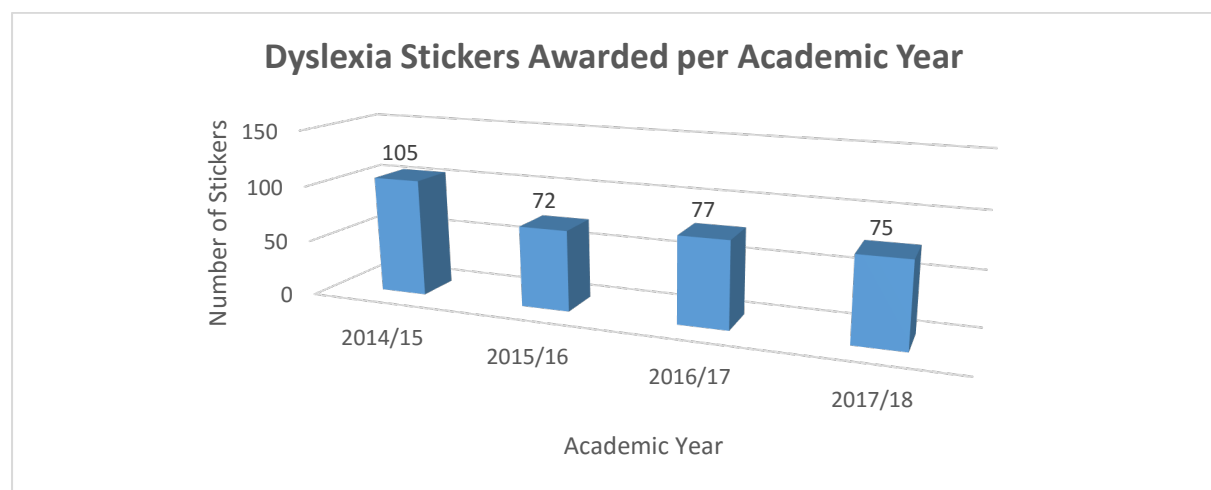


Previous years have seen a relatively steady incline in DSA applications. This year's increase represents another steady incline of 5.5%. It should be noted that this does not reflect the significant increase in PLSPs, with the significant increase being specifically in Mental Health PLSPs



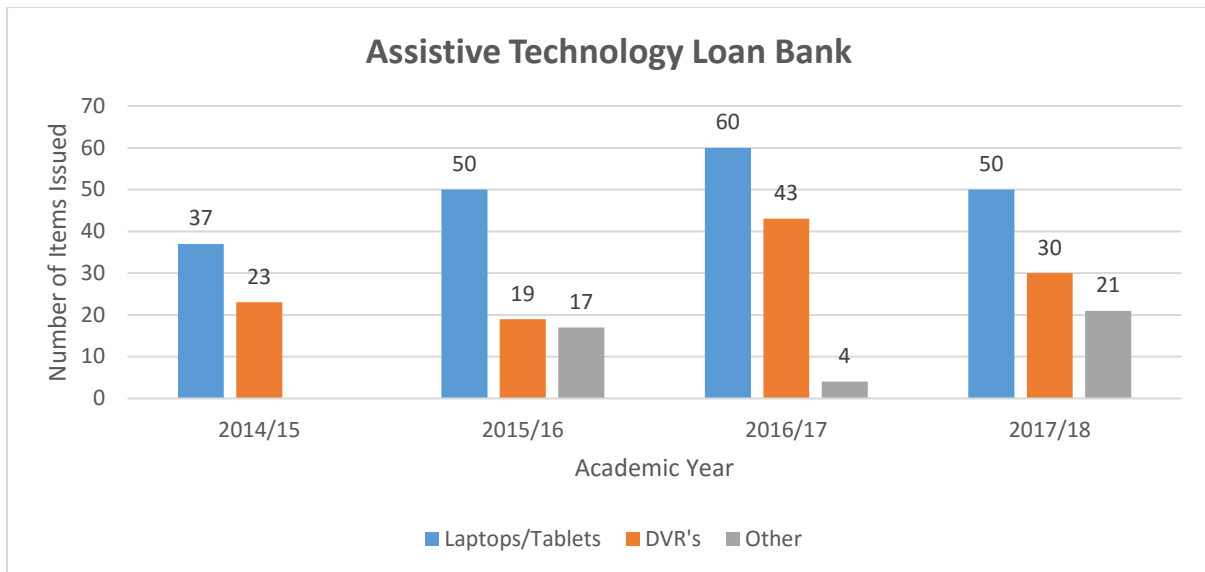
Dyslexia Sticker Scheme

The Dyslexia Sticker Scheme was implemented by UHI across all partners in academic session 2011-12. A dyslexia sticker alerts the tutor(s) marking assignment to the students dyslexia support needs.



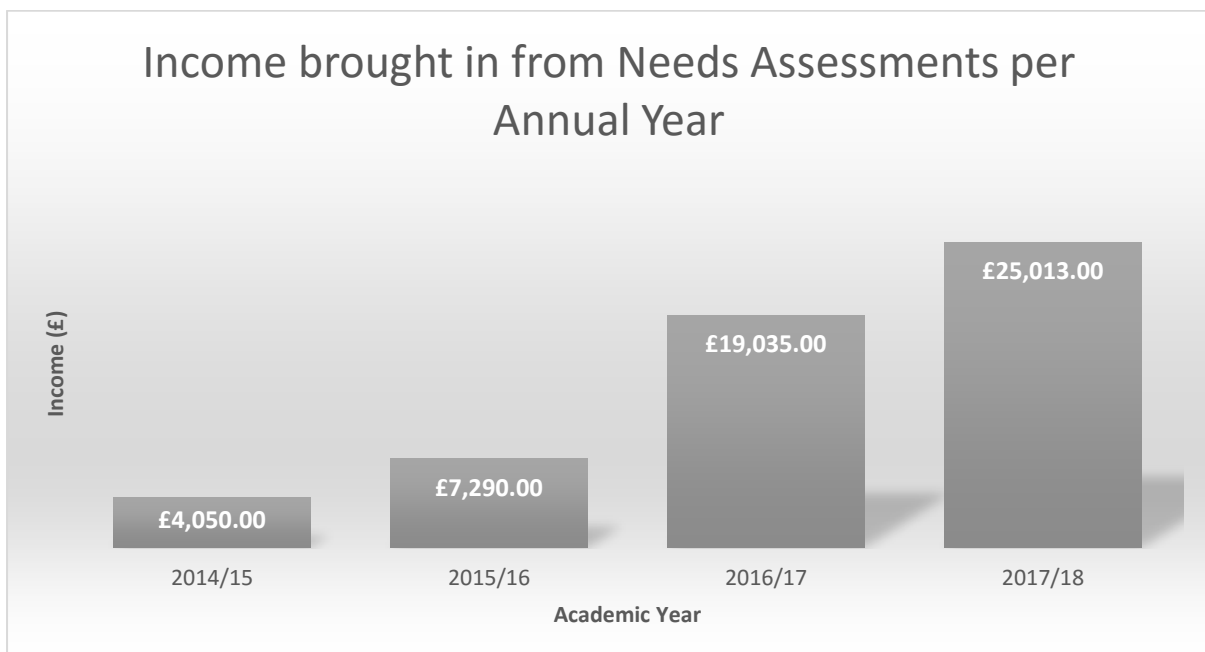
Assistive Technology Loan Bank

The Assistive Technology Loan Bank (ATLB) has a variety of equipment designed to support and facilitate students study. By far the two items that is loaned out more often than anything is else is laptops and recording equipment.

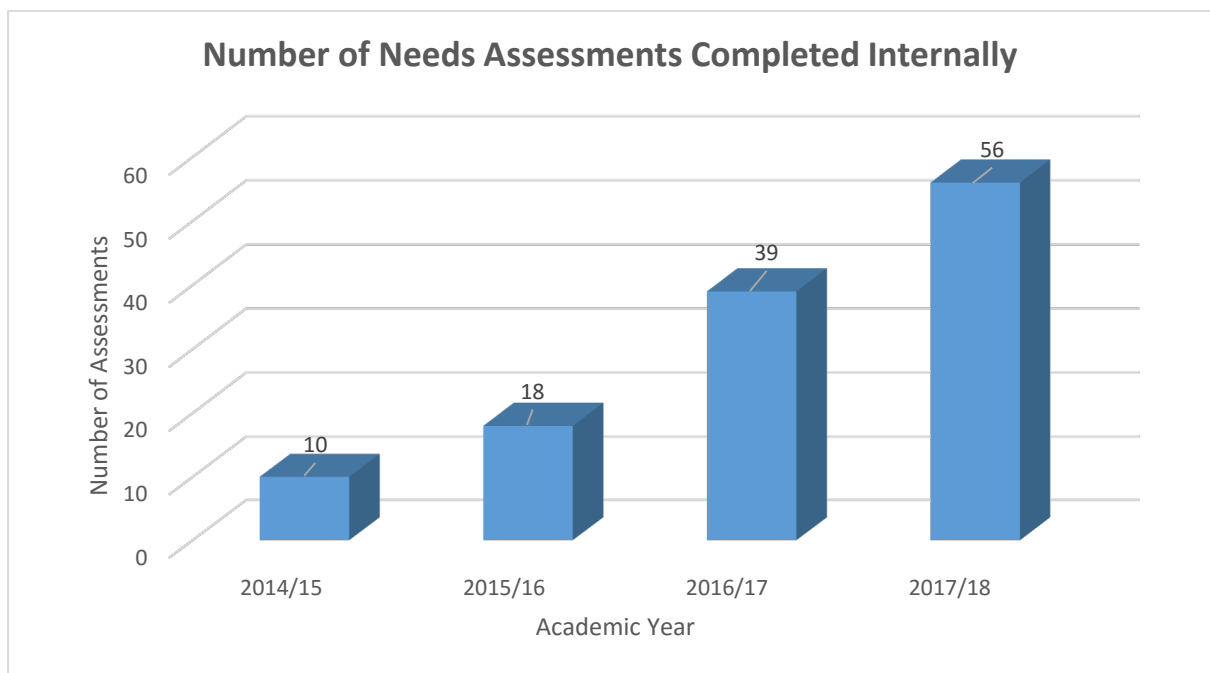


Needs Assessments and Income

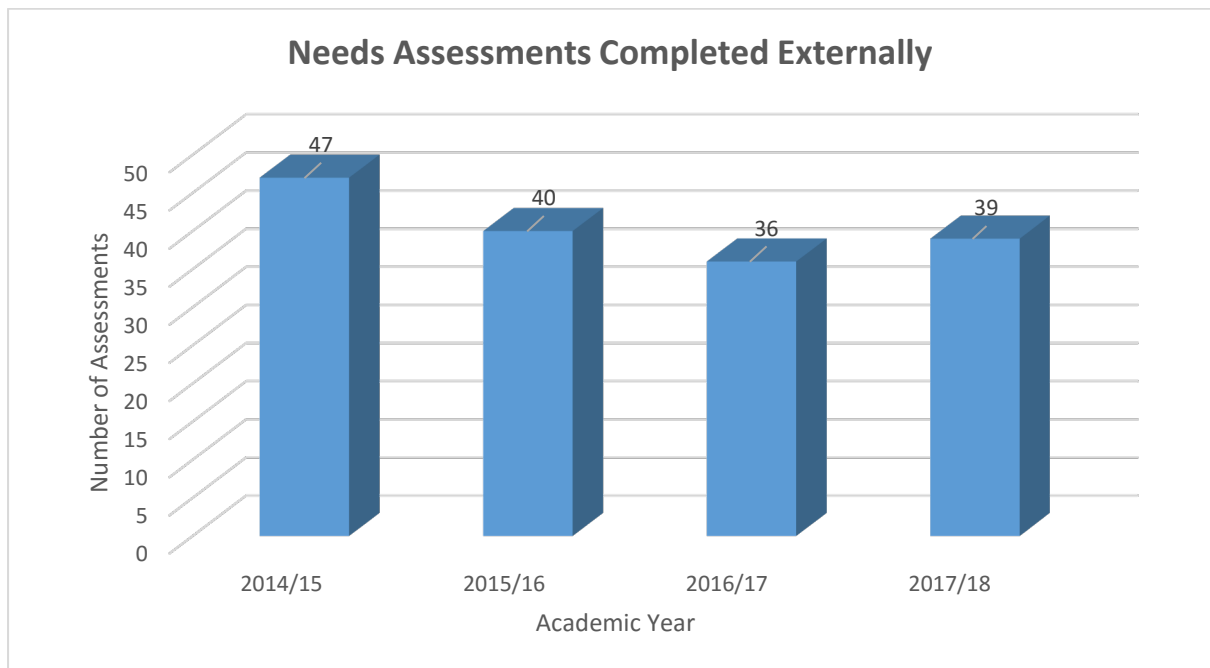
Needs Assessments are now well established as a core aspect of the Additional Support Teams activities. Perth College is now operating a Needs Assessment Centre. For the second year running Perth College is the most economically sustainable Needs Assessment Centre in the UHI partnership pulling in significant and increasing amounts of revenue for College purposes. See table 2 in the introduction section of this report for further information.



The information below demonstrates the significant increase in Needs assessments completed internally by the Additional Support Team. The Additional Support Team increased the amount of Needs Assessments completed internally by circa 44%.



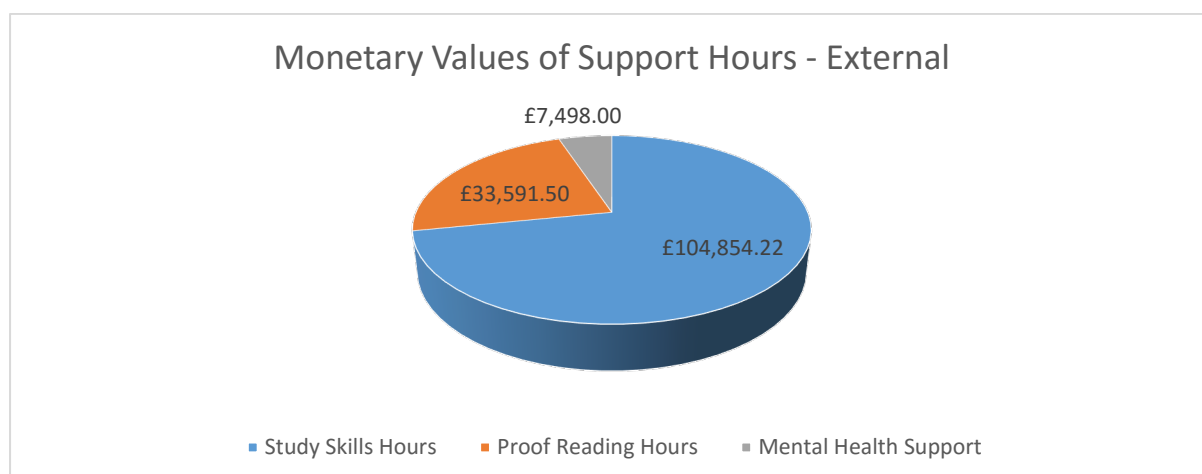
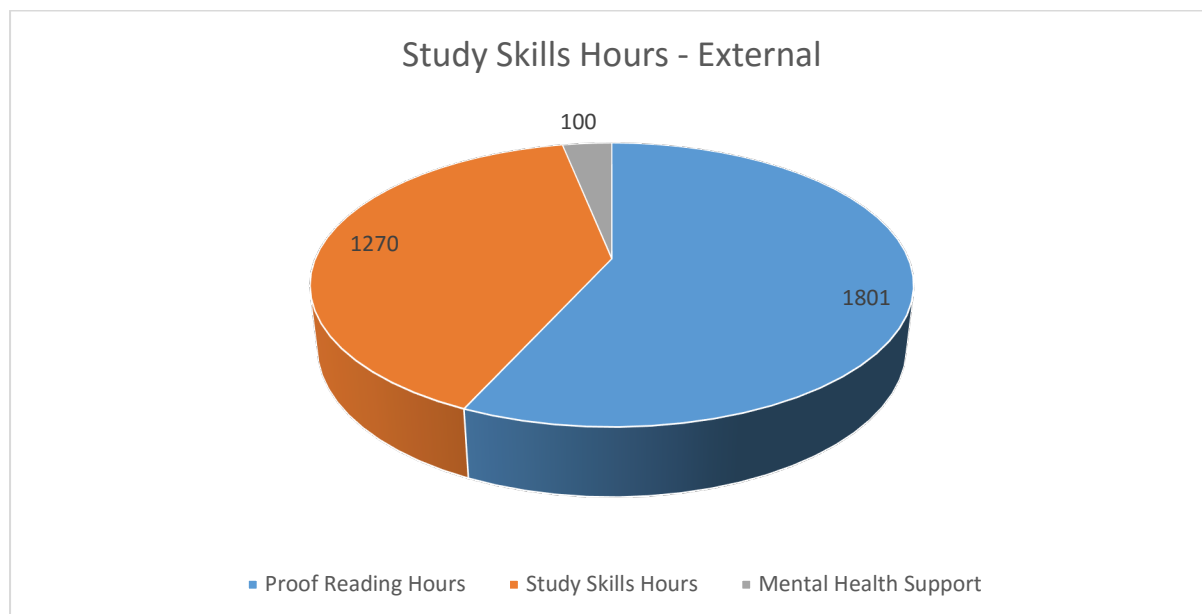
Below represents the Needs assessments completed externally via our Educational Psychologist (Carol Boyle). This represents a nominal increase of 8.3% on the previous academic year.



External Study Skills Support

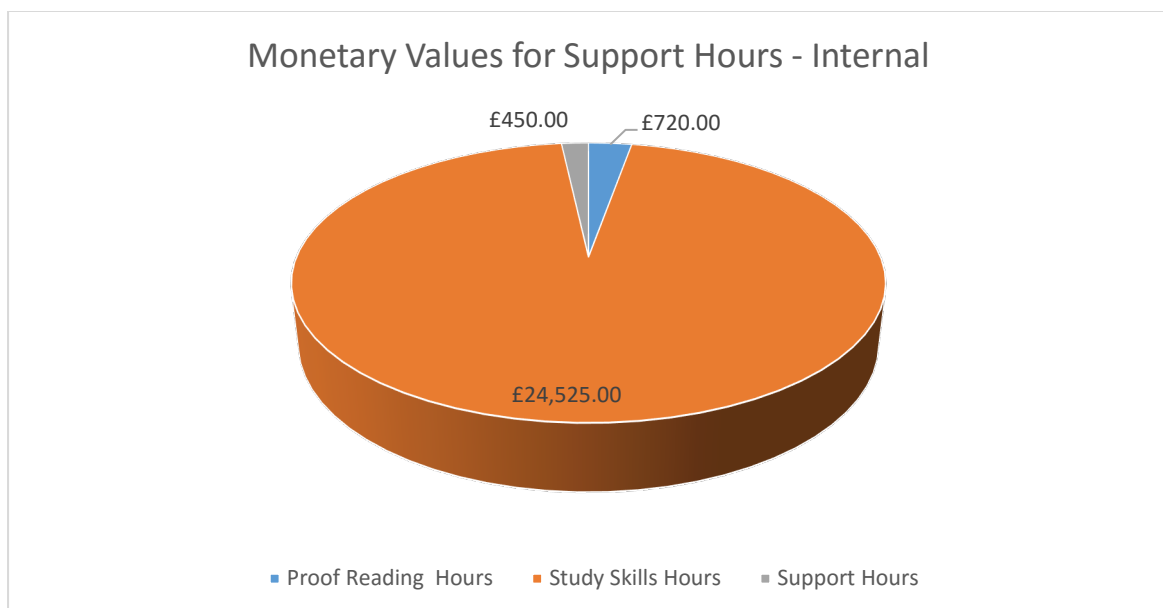
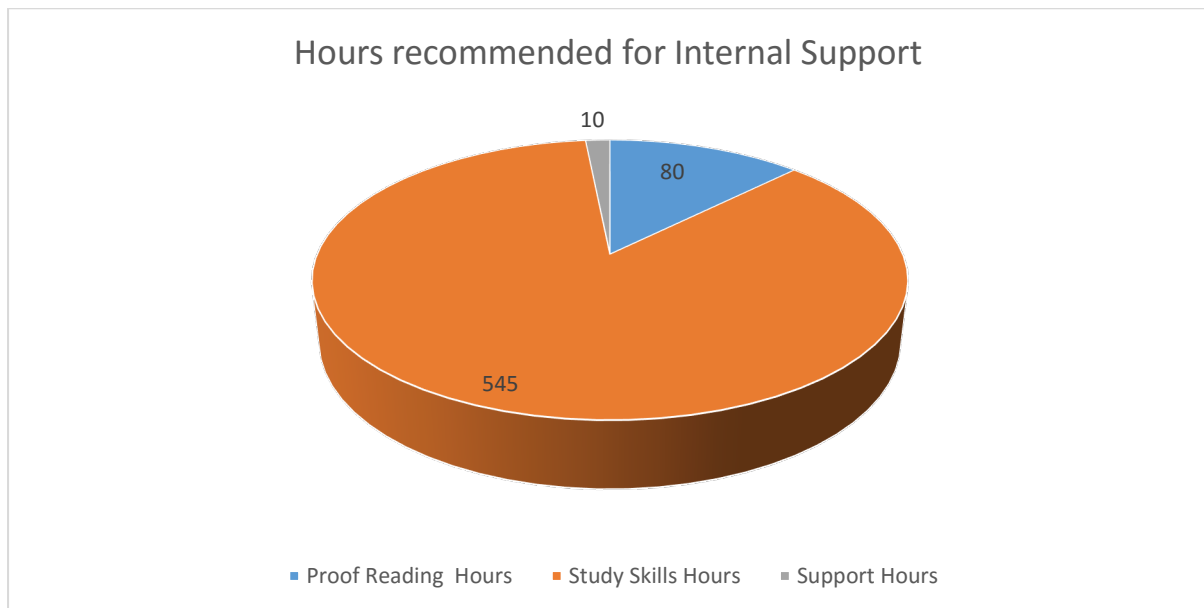
To meet the need of the increased amount of support generated by the considerable increase in Needs Assessments completed, the Additional Support Team employed the use of an external agency for this provision. It should also be noted, the reduced capacity to deliver this type of support by our internal Study Skills Team was also a significant driver in terms of advocating this support.

This continues to be the case with the reduction in hours for Study Skills tutors available to deliver this support in academic year 2017/18



Internal Study Skills Support

The graphical information below represents the recommended hours of Study Skills support to be provided internally.



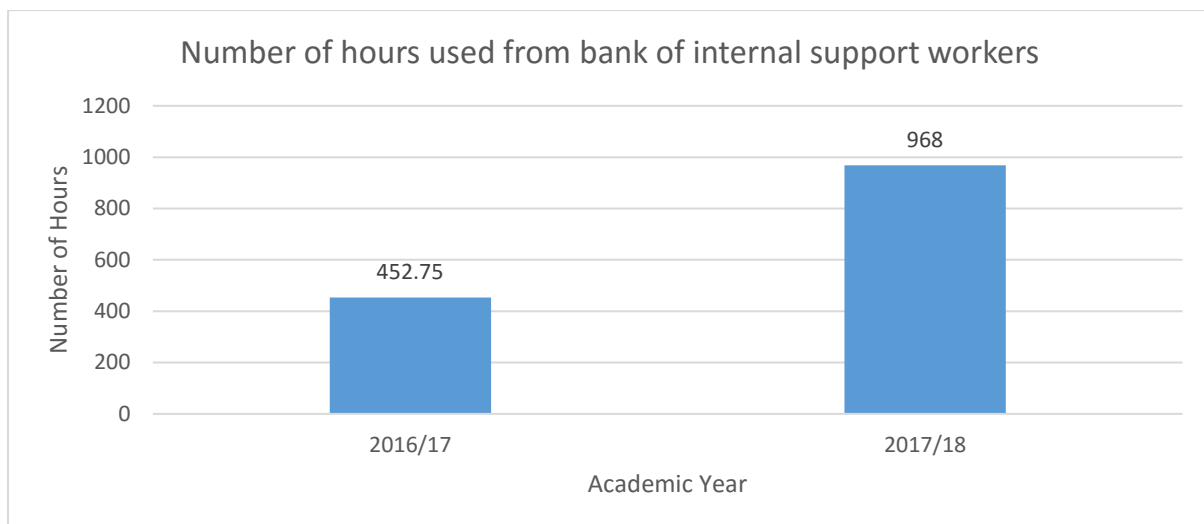
This new section of the Annual Report has been added to demonstrate the number of hours used to support students from our current bank of Reader/Scribes.

The type of support they have been doing for the past several years under the auspices of reader/scribes could be considered for the next recruitment drive of reader/Scribes/Support Workers.

The type of support provided by this cohort includes:

- Visual Impairment support
- Hearing Impaired support
- In class support
- Library support
- Orientation support
- Note taking support
- Proof reading support
- Transcription of lectures
- Assistive Technology support

The graphical representation below highlights the significant increase in the use of this type of support from 2016/17 to 2017/18 of circa **114%**.



Student Funding

Activities: Processing funding applications for FE Bursaries, Education Maintenance Allowances (EMA) as well as FE and HE Discretionary and Childcare Funds. This includes all stages of the process from initial application through assessment and attendance monitoring to producing payment files for Finance to send to the bank.

We are also responsible for processing part time funding applications for Fee Waiver and Part Time Fee Grant.

We provide general advice regarding student finance, as well as budgeting advice and workshops.

We also give advice relating to funding through the Student Awards Agency for Scotland (SAAS)

Statistics

FE Bursaries: The funding allocation shortages of previous years have been reversed and awarding Bursary rather than EMA to 18 and 19 year olds has been fully re-established. There has been a significant increase in Bursary spend in 2017/18 due both to the profile of students applying and also policy changes aimed at supporting Care-Experienced students with more funding. We supported 19 Care Experienced students with full funding rather than a means tested Bursary award.

Year	Bursary Applications	Number of Students Supported	Funding Allocation (£)	Amount Spent (£)
2014/15	1114	842	1,718,541*	1,803,731
2015/16	1045	827	1,859,423	1,760,544
2016/17	1080	817	2,000,000	1,934,518
2017/18	1147	843	2,160,000*	2,099,557

* Includes In-Year Redistribution

EMA: Demand for EMA continued to be at a lower level than up to 2015/16 due to the awarding of Bursaries to 18 and 19 year olds per the National Policy.

Year	EMA Applications	Number of Students Supported
2014/15	542	313
2015/16	533	327
2016/17	352	205
2017/18	375	187

Childcare: Demand for childcare has continued to show the levelling off noted last year now that articulation into HE is beginning to be matched by HE students graduating. Additionally, income assessments have been continued for means testing Childcare Fund applications.

Year	Childcare Applications	Number of Students Supported	Funding Allocation (£)	Amount Spent (£)
2014/15	178	143	246,872	512,355
2015/16	215	139	329,640*	448,437
2016/17	216	148	500,000*	458,029
2017/18	207	126	535,000*	487,717

* Includes In-Year Redistribution

FE Discretionary Funds: Applications and awards made in 2017/18 were relatively flat compared to the previous year. A lot of applications are made online and not followed up, otherwise funding them might be an issue. Only 4 applications out of the 311 received were actually rejected for not meeting the criteria.

Year	FE Discretionary Applications	Number of Students Supported	Funding Allocation (£)	Amount Spent (£)
2014/15	237	199	114,125	111,852
2015/16	272	139	120,000	69,991
2016/17	300	147	90,378*	80,057
2017/18	311	159	86,017*	81,472

* Includes In-Year Redistribution

HE Discretionary Funds: Applications received and number of awards made in 2017/18 were similar to 2016/17, but the higher funding allocation has allowed us to award more in many cases. Allocations from UHI were re-calculated for 2017/18 to take into account the relative size of the Academic Partners, which saw our allocation increase significantly. This trend has continued for 2018/19.

Year	HE Discretionary Applications	Number of Students Supported	Funding Allocation (£)	Amount Spent (£)
2014/15	278	108	98,092	96,316
2015/16	289	147	107,661	97,564
2016/17	261	129	98,879	90,841
2017/18	247	121	111,711	106,621

Part Time Funding: The high demand for SAAS Part Time Fee Grant funding has continued this year, with 335 applications processed and sent to SAAS in 2017/18, compared to 288 in 2016/17 and 240 in 2015/16. The majority of these applications are processed for September starts. Prioritization of other tasks due to student funding workload means that these applications are often not dealt with until October/November. The SAAS deadline for receiving these applications is 6 months after the start of the course.

278 FE Fee Waiver applications were processed or verified throughout the Academic Year, compared to 285 in 2016/17 and 247 in 2015/16.

Additional Comments:

We have continued to build on the progress of previous years to deliver a better experience for students and funding staff for 2017/18.

Funding pressures have eased in recent years. This should carry through to 2018/19, although there may be some pressure on the Bursary Fund due to ongoing policy changes around Care Experienced students, and the Childcare Fund due to changes in the funding methodology for the College Nursery.

We have moved to another office space and a change of setup to a “One-stop Shop” arrangement will require changes to working practices in 2018/19.

Engagement Team & Union-Link

The Student Engagement Team are based in the Webster Building, often called the Union-Link. It is the main social space on Campus for students to relax, meet friends and have lunch. The Engagement Team host various events throughout the year, including Fresher's Fair; celebrate key dates in the Equality and Diversity calendar, and help to facilitate student-led fundraising events. We have an annual Volunteering Fair, and host Employability Week in February.

The Engagement team encourage students to see the space as their own, and will assist students who want to put on your own party, watch a film on our big screen or have a get-together with friends contact the Student.

The college are a registered C-Card distributor, so the team can distribute supplies of contraception to students and offer information and practical advice on safe sex and sexual health.

The Engagement Team support college wide themes on areas like employability, health and well-being and work in partnership with other Student Services teams and Academic areas. The Engagement Team also work closely with HISA Perth in delivering an overall effective student experience- we have a formal partnership agreement that is used to maximise the impact of our activities, events and also share resources.

Key Events & Achievements

- Work experience placements for 4 students: working in partnership with various Curriculum Areas we provided work experience for 4 students who were finding it difficult to secure an external work placement.
- Major event for the green and recycle/re-use agenda: The Big Swish. Taking place across 3 days, The Big Swish entailed working with internal partners, notably WEEE Centre, and external partners including PKC, Waste Aware, The Bike Station and Remake to deliver a full-scale recycling and re-use event. Staff and students donated unwanted items. We cleared 23 trestle tables full of books, DVDs, clothing and household items, all avoiding landfill. Workshops on up-cycling, sewing, bike maintenance and cooking from leftovers were run.
- Bags made from recycled curtains were on sale. Tesco ran own brand versus big brand taste testing sessions. We held a film showing of The True Cost. Attended by around 800 staff and students across the 3 days, as well as some members of the public, the event was a huge success leaving legacy work around plastic bottle deposits and other green initiatives.

- Our first Christmas Craft Fair: stalls from local community groups (including art for mental health and other charitable organisations) attended on St Andrew's Day providing Beautiful Gifts on a Budget for staff and students. Remake were in attendance for some crafting and Christmas card making.
- Participation in the Year of Young People. YOYP in Perth & Kinross was a "signature event" marking the year. It attracted nationwide press and media coverage. The Engagement Team played a leading role in bringing the event to College attention and working with internal stakeholders to maximise participation.
- Employability Careers Café and jobs folder: working in partnership with the College Careers Advisor, we developed lunchtime sessions for students to enhance job searching techniques, build CVs, get interview tips and find out about the latest vacancies locally. Following student feedback, vacancies are now posted in folders based in the Library and in Union-Link Building. This is the most widely used resource in Union-Link and is looked at every day.
- Hosting Music Department "tuck shop": a new initiative for 2017/18, small music items were sold from Union-Link reception. All stock was sold: a hugely successful initiative for students to purchase equipment, especially outside daytime opening hours.
- DJ Workshops: run in the evenings by Sam Monie, the workshops have attracted strong attendance throughout 2017/18, and participation continues to build. The workshops have secured two contracts for student participants. A brand has been developed and "Arboreal Locomotion" will be performing DJ sets in ASW's Climbing Wall on Tuesday evenings, and DJing at Bank Night Club in town, Perth's newest evening venue and nightclub. It is a remarkable achievements to bring students to professional performance standard over the course of an academic year.
- Various daytime and evening events appealing to students across the equality and diversity scope, and providing supplementary lifestyle skills – a list is given in the grid below.
- Workshops on budgeting, sexual health, smoking cessation.
- C-Card outlet.

Events in 2017/18

What did we do?	When?	Who was involved?	Commentary
Fresher's Fair	September	All students invited, staff, external businesses and voluntary organisations	Hosted in ASW Sports Hall and outside, Freshers' 2017 was a huge success, with Domino's pizza and a free BBQ for hungry students. Also present was the fairground ride, a wide array of stallholders and sport tasters.
Welcome Weekend for Residents	September	New Residents (plus parents/carers)	We produced welcome packs for residents and a staff member was on hand throughout the residents' registration weekend to answer questions and provide reassurance
Prize Bingo sessions	September and onwards	All students invited	We funded prize Bingo sessions, small charge for tickets. Very popular with students
PKAVS Info Stall	October	Students and staff	External organisation providing information about local services
Fashion Show	October	Students and staff	Fundraising fashion show
Computer Workshop	October	Students	Up-skilling on computer skills for students in our computer suite
Hallowe'en Party for residents	October	Residents	Hosted their own BYOB Fancy Dress Party for Hallowe'en
Open Mic event with bar	October	Students	All invited to an open mic live music event with bar
Volunteering Fair	November	Open to all students and staff	20 voluntary organisations attended to raise awareness of

			volunteering opportunities in local community
Glasgow Girls Amnesty International event	November	Open to staff, students and public, an Eventbrite talk from Amal Azzuddin, one of the Glasgow Girls	Awareness of refugee crisis, and very moving talk from a leading Scottish Human Rights activist
HIV Art Exhibition	November	Students and staff, plus visitors	Art exhibition marking World Aids Day on 1 st December. All art created by our students
Christmas Children's Sing-song	December	Annual nursery children and parents sing-a-long	Internal engagement for parents, carers and everyone watching.
Christmas Craft Fair	December	Staff, students, internal and external partners	Hugely successful Christmas Craft Fair (our first).
SVS Christmas Party	December	Hosted the annual SVS party, around 70 students and staff in attendance.	Social event – hugely successful
Christmas Bingo	December	Evening event open to all	30 students attended, prizes provided
Foodbank Volunteering session	December	JE and CN	Two Student Services staff volunteered at Crieff Road Tesco for annual Christmas Foodbank collection – college t-shirts worn
Pancake Day	February	Around 200 students	Free pancakes!
Film showing (Women's Vote)	February	Around 60 students	Showing of "Suffragette" to commemorate women first achieving the vote
Engagement with Blairgowrie High School pupils and community workers	February	School staff, Police, Community workers, pupils	Developing community initiatives for our future students (NB – work to be re-instated)
Hosted Healthy Happy You	February	Students and staff	Information on staying healthy and happy
Community Youth Groups Movie Nights	February	Community young people	Working with local groups supporting vulnerable young people we hosted some movie nights on cold, dark, damp February Mondays.

The Big Push	February	Students and external partners	Volunteering event to recruit YOYP helpers
National No Smoking Day free fruit giveaway	March	200 – 300 students spoken to	Joint Healthy Working Live initiative – free fruit giveaway to smokers (and non-smokers) to highlight NNSD and advise on stopping smoking resources. Ac attended with tar jar and carbon monoxide testing
Throwback Thursday	March	Students	Live music event
The Big Swish	March	Staff, students, public, internal and external stakeholders	Major 3-day green event
Hair Show	April	Students and lecturing staff	Hosted students' Hair Show 2018
Army stall	May	Students	Information about voluntary opportunities with HM Forces

Course and Progression incorporating Careers and Employability

Foreword: The last year has been an exceptional one for the Careers and Employability Service. The service itself have undergone a thorough – and very satisfactory move into new premises in the library. This transition, which, has been successful in that students are now able to engage and interact with Careers Adviser more easily, a development which has consequently resulted in increased footfall. This service delivery has seen increases across most measures, achieved without any additional staff.

Some Key Projects and Initiatives during 2017/18

Partnership Agreement:

Partnership working and a sense of collaborative coherence and consistency is at the heart of the formal relationship initially implemented by way of a joint agreement, introduced in November 2017, with Skills Development Scotland. This arrangement was established in order that the commonality of approach in respect to delivering a professional and effective service for learners could be achieved and by so doing ensure that a more productive and efficient joint approach between Perth UHI and SDS be cultivated.

Job Shop and Career Fairs

The Job Shop is a free online provision that provides students with help and advice in finding full time, part time, voluntary and graduate vacancies. Vacancies are advertised through Perth-net and via the conventional manner, namely the display noticeboard. This year, however an enhanced level of service has been developed in the shape of a more “hands on”, direct and profile-raising set of initiatives. The new thinking in this regard in respect to promoting the service more effectively include:

- Progressive partnerships with the Student Engagement Team.
- Drop in’s both in the Learning Support Centre and also the Student Union/Link during which we can support with job search, CV compilation and composition of both cover and speculative letters of enquiry.
- Compilation and constant reviewing of vacancy folders. These binders are updated regularly and contain live vacancies from the Perthshire area. This scheme has proven to be a great success regarding the interest & use of these resources: given the anecdotal feedback received from staff at the Student Union and also Library, (the two prominent and accessible venues selected as prime locations where students would be most likely to appreciate such a service).
- Consultative partnership with Library staff in relation to enhancing the accessibility of resources therein

- Expanding opportunities for the students to access the services of Careers Adviser by marketing his availability, professional remit and role within Perth UHI. Appointment card system has been rolled out and has been relatively successful given that it has afforded the students the opportunity to make appointments by filling in cards and popping them in a specially made “careers and employability box”, positioned at apposite locations around the campus.

New Careers Centre Location, in Learning Resource Centre.

- The Careers and Employability service and provision is now located in a more appropriate, accessible and accommodating location within the Brahan Campus.
- The new Careers and Employability Centre, hitherto occupied by Student Association, has been refurbished in such a way as to ensure that vocational guidance interviews can take place in a more pro-active, and professional environment. Importantly, the set-up allows our work and practice to abide by a professional code of ethics- identified by the Career Development Institute professional body.

The aforementioned visual, easily accessed and spacious Careers Centre, based as it is in the library has not only occasioned and encouraged far higher footfall that last year but it has allow the following provision to be provided:

- Researching careers information and planning next steps
- Course choice and subsequent applications
- Updating CV’s and compilation of personal statements and letters
- UCAS, postgraduate opportunities, internships and gap year prospects
- Looking for education/training/employment opportunities
- Thinking of changing course or career direction
- Vocational Guidance Interviews and career management skills development

Summary of Areas of Good Practice during 2017/18

A more intensified collaborative and coordinated relationship with partner agencies has been initiated and to a certain extent cultivated in an effort to embrace a spirit of positive liaison with partners.

In particular, the following are agencies with whom the Careers Adviser has networked and subsequently fostered effective and progressive relationships.

Perth and Kinross Employability Network, (The Hub)

- Liaise and network with contact at The Hub on regular basis in order to ensure we work conjointly in respect to promoting vacancies and sharing good practice

Skills Development Scotland

- A new partnership agreement between SDS and Perth UHI is in the process of being formalized and will hopefully be completed in the very near future,.

Voluntary Action Perthshire

- Regular contact and meeting with this agency who has worked tirelessly and supportively with several students who may have been searching for opportunities

Minority Communities Hub

- Organized group work and one to one vocational guidance interviews with members of the Hub particularly South Asian females. Over the course of the last year guidance and careers related education was delivered on 4 occasions and focused on topics such as job search, careers progression and options for graduates.

College Development Network

- Actively involved in recent developments in respect to inter college liaison, shared practice and the role of the adviser.

Labour Market Information

- As a direct result of the imminent re-engagement with Skills Development Scotland it is envisaged that one of the major benefits to materialise from this relationship could be accessing up to date and accurate Labour Market Information. This information could be of substantial benefit to the Course and Progression team in relation to how much more comprehensively they could support students especially as far as the moving **on process and career planning journey is concerned.**

Casework Summary and Statistics, September 2017 – September 2018

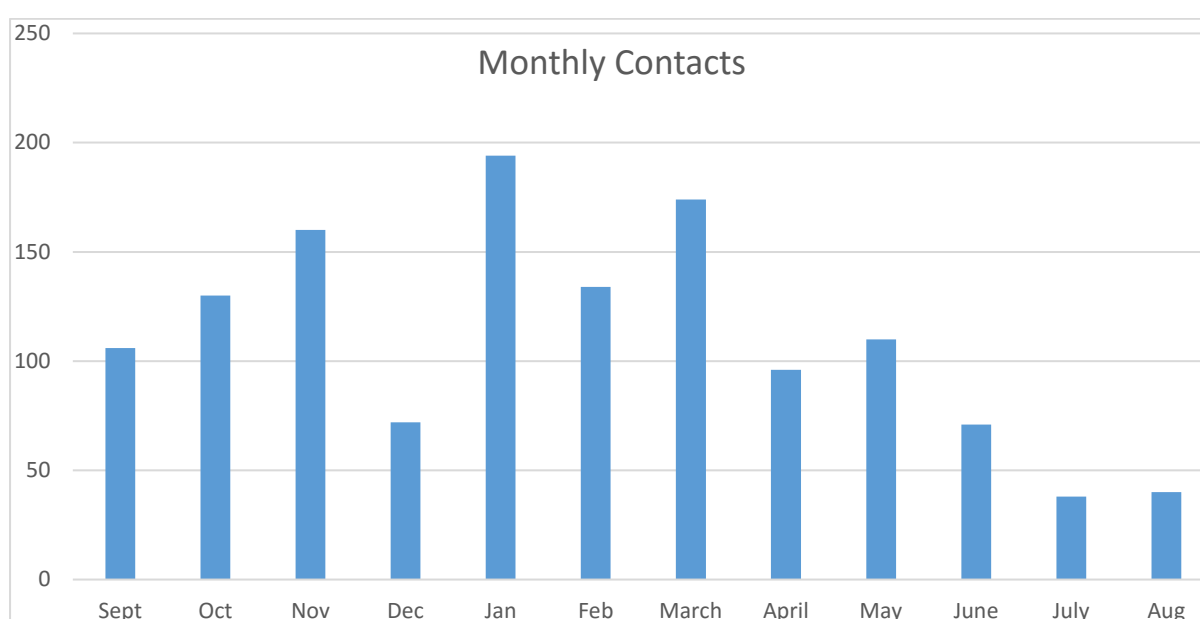
Current			Former		Pre Entry		Total	
Year	2017/18	2016/17	2017/18	2016/17	2017/18	2016/17	2017/18	2016/17
1 to 1	413	266	9	5	366	151	788	412
E - Guidance	97	80	4	3	117	149	218	232
Telephone	116	46	5	4	198	125	319	175
Totals	626	382	18	12	681	425	<u>1325</u>	<u>819</u>

Increase in footfall, one to one interviews, general enquiries, be they email or telephone contact and drop in clients can be elucidated in quantifiable terms thus:

- Expansion of opportunities for students requiring support with UCAS enquiries be they related to application process, personal statement, CLEARING or general information. This growth included more drop in's and classroom catch up sessions.
- Growth and development with external partner agencies, a development which consequently resulted in more referrals to Perth College UHI.
- Student usage of the appointment card system
- Contact with employment searching students via job shop drop ins, word of mouth and library staff
- Reconfigured work pattern of Careers Adviser. Starting earlier and finishing later on 4 consecutive days during the week afforded him the opportunity to enhance his availability for engagement with pre entry clients many of whom had work, school or personal commitments which rendered them unable to attend for vocational guidance interview during conventional office hours
- Development of employability sessions and workshops as required
- Most significantly however, is user friendly location of the careers centre. The new premises has had a marked effect on the manner in which clients are able to access support now. As was the case last year our most popular case types were:
- Enrolment at Perth College UHI – applications, course choice and progression
- Careers guidance, employability and education
- Job search and CV compilation
- UCAS

Referrals to the Careers and Employability Service can take many forms, such as:

- Word of Mouth
- College website
- Perthnet
- Academic Staff
- Colleagues in Student Services
- Proximity of the Employability Centre, (easily accessed and very convenient)
- Promotional lesson plans and workshops by Course and Progression Adviser



A general pattern of gradual change, albeit broadly speaking and non-quantifiable by exactitude of measurement, transpired throughout the year. Approximated overview:

- **Oct/Nov/Dec:** Course change, late applicants, UCAS, CV building and job search
- **Jan/Feb/March:** Employability group work, late UCAS apps, pre entry enquiries
- **April/May/June:** Job search, Internships, further study, group work
- **July/August/Sept:** Applications to Perth UHI, drop ins and general enquiries

Contacts subdivided by:

1. Gender

The Service has seen, again, a disproportionately higher numbers of female students than male students: approximately 62% female as opposed to 38% males

2. Course Level

As has been the case in previous years the interest in higher education courses, (Level 6 upwards), manifestly supersedes that of the further education type.

809 guidance and career management skills related contacts pertaining to HE enquiries as opposed to 421 FE queries.

There were a significant amount of engagements with students and pre-entrants who expressed an interest in both areas of provision.

Group work and Employability Sessions:

Word of mouth, previous years success and direct promotional marketing within the College has clearly been significant and ultimately productive as far as the uptake of classroom delivery is concerned. Many of the academic staff are eager to engage the services of the Careers/Employability Service as far as conveying crucial information and guidance across several employability/career/progression related areas is concerned.

Topic	Number of Sessions 2017/18	Number of Sessions 2016/17
UCAS	10	11
Careers Guidance/Employability	8	7
CV Compilation and Letter Writing	25	13
Interview Techniques	8	5

Student Support Team:

Specific areas of provision:

- Transitions
- Student Support
- Mental Health
- Student Counselling

Introduction

This section highlights the needs and the increased complexity of student mental health support and advocate on issues affecting students. It will provide a basis for a dialog with the Senior Management Team, College and University Staff and most importantly with our Students.

The Student Support Team are a team of professional service providers who offer differentiated support pathways for students in the following ways: -

- **Counselling**
 - Short-term counselling support
 - Occasional long-term support for those students most in need
 - Specialist workshop delivery
 - Crisis support
- **Mental Health Support**
 - Tailored Mental Health Personal Learning Support Plans
 - On-going support appointments
 - Offering psychological interventions
 - Drop-ins
 - Workshops
- **Vulnerable Groups**
 - Care experienced
 - Carers
 - Residencies
 - Homeless students
 - Tailored support and intervention
 - Drop-ins
 - Food bank vouchers and emergency parcels
- **Transitions**
 - Enhanced transitions support
 - Get Ready For College Courses

The academic year 2017-18 year offered a number of challenges, opportunities for partnership working, increased student collaboration and several successes for Student Support at Perth College UHI. The Student Support team were recognised for their commitment and good working practices both formally through the UHI pan university Mental Health Service review.

Highlights

- 3 star award through Healthy Body Healthy Mind initiatives
- Presenting at NUS Think Positive event, as quality of our Student Mental Health Agreement was so high.
- Leading on the service review for mental health across the UHI partnership.
- Staff being nominated through the OBI process
- Highly successful 'Healthy Happy You' Event
- Appropriate referrals and management of the Crisis service

Key trends identified during the year

Student Mental Health

Continued increase in the requests for support to help students with complex and chaotic backgrounds and those with undiagnosed difficulties.

Requests for mental health PLSP support has increased significantly (49%) together with the need for on-going and highly intensive 1:1 support sessions and counselling.

Counselling

The counselling service continued saw an increase in written requests from students GP's asking the college to provide counselling for students presenting to them in distress due to lengthy NHS waiting times.

Transitions

The demands of this role continues to grow along with the complexity of the enhanced transition support required. This role is now becoming far too demanding for just 1 person and steps will be taken to address this in the next academic year.

Transitions Overview

Enhanced transitions Support is defined as having a physical or learning disability, profound complex needs/co-morbid conditions, autism with associated learning or sensory difficulties or anyone in receipt of a co-ordinated Support Plan (CSP).

Enhanced Support is also available for young people with significant school attendance issues, gaps in education, social, emotional and behavioural issues, young carer responsibilities and those accessing a specialist provision.

Transitions Statistics:

The number of referrals for enhanced transitions support this academic year has been as follows:

Post School Transition Panel (PSTP)

Number of new Referrals in academic year 2017/18	135
Continuing referrals from academic year 2016/17	34
Total active caseload academic year 2017/18	169* (*excluding one-off group sessions/visits. Info below)
(Additional individuals met as part of one-off group sessions/visits)	(139)
Percentage increase on <u>new</u> referrals 2016/17 – 2017/18	67%

GDPR and information sharing

The introduction of the new legal requirements under GDPR in 2018 has had a significant impact on the Transitions Officer role and the processes used in transition. There is ongoing discussion with the UHI Data Protection Officer to clarify how transitions information/referrals information should be collected and stored.

In addition, the college can no longer provide confirmation to schools as to their pupil leaver destinations as part of the 16+ agenda.

There is also a need to review and re-visit the 16+ meetings specifically how effective these meetings are for the college

Division of Transitions Caseload

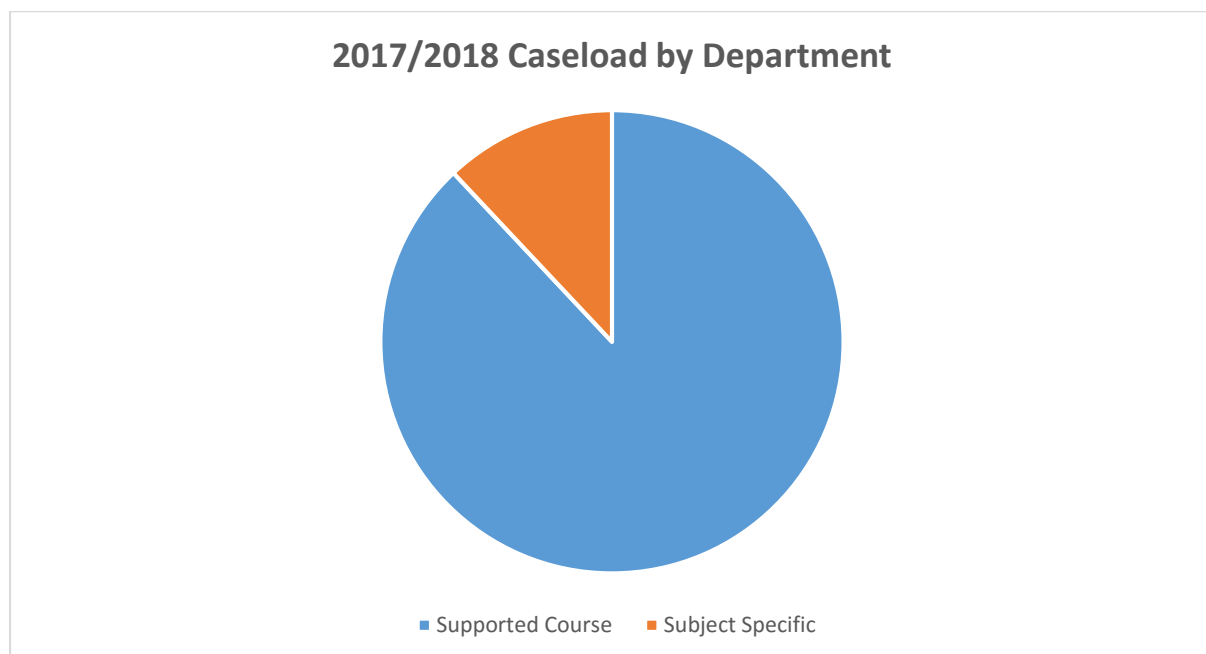
As per previous years, the vast majority of Transitions work is directly linked to our supported or semi-supported courses.

Supported courses in this report also include: Gateway courses (Gateway 2 Creative Industries and Gateway 2 Hair). These are semi-supported and run via the New-Opps department, but bridge the gap between a fully supported course and subject specific. The aim being to create a less pressurised progression route for those with support needs.

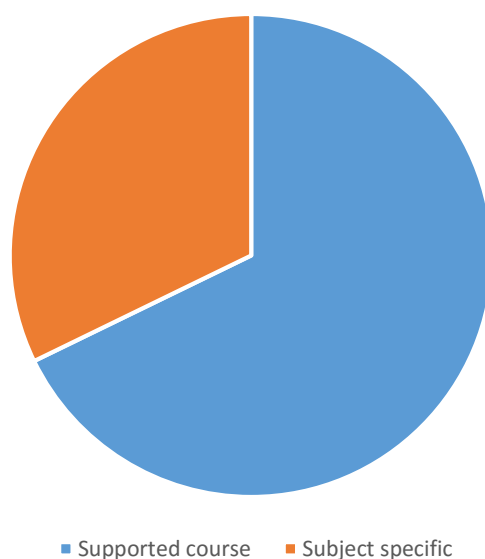
However, for statistics purposes, these are included in the figures as supported courses owing to the Youth Development Worker role and that most students met the criteria for significant transitions support.

	2017/18	2016/17
Total caseload for 2017/2018	169	118
Caseload sitting within New-Opps	102	
Caseload sitting within SVS	48%	
Subject Specific caseload (incl. alternate transition via Core Skills)	19%	
Percentage of caseload accessing supported course	88%	
Percentage of caseload accessing solely subject specific	12%	

The chart below allows comparison between the Transitions 2016/2017 caseload accessing a supported course vs. 2017/2018



2016/2017 Caseload by department



CASELOAD COMPARISON FROM 2016 – 2017

Number of new referrals in academic year 2016/17	118
Continuing referrals from 2016/2017	27
Total active caseload academic year 2016/17	145
Percentage increase on active caseload number in 2017/2018 period	16.5% (145 in 2016/2017 and 169 in 2017/2018)

The role of Student Support Worker:

The Student Support Worker provides assistance to students with the following issues:

- Personal issues including housing concerns, relationship or family issues
- Bullying and Online Safety
- Attendance and attainment via BRAG
- Financial guidance including budgeting
- Emotional support and guidance

Caseload summary and statistics

The total number of students seen by the Student Support Worker for the academic year 2017-2018 was **276**. This figure includes students seen via 1 -1 support appointments and through drop-in provision.

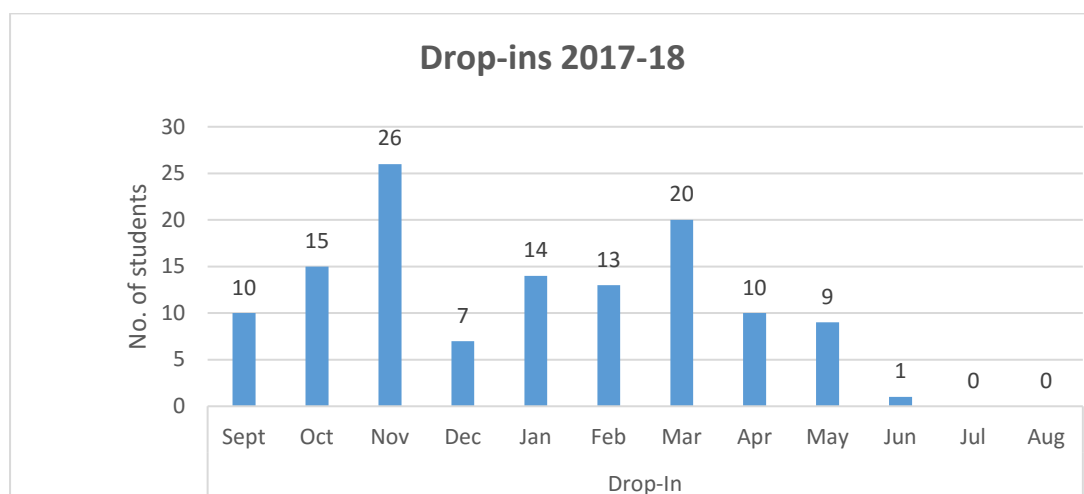
The Student Support Worker is also part of the duty team, responding to those students in crisis. This is discussed below:

Drop-in provision.

During AY 2017-18 we held 125 student drop-in sessions, compared to 92 in 2016-17. Drop-ins sessions are available to students daily from 9.30-11.30 and are delivered from the Student Support Hub (Hub).

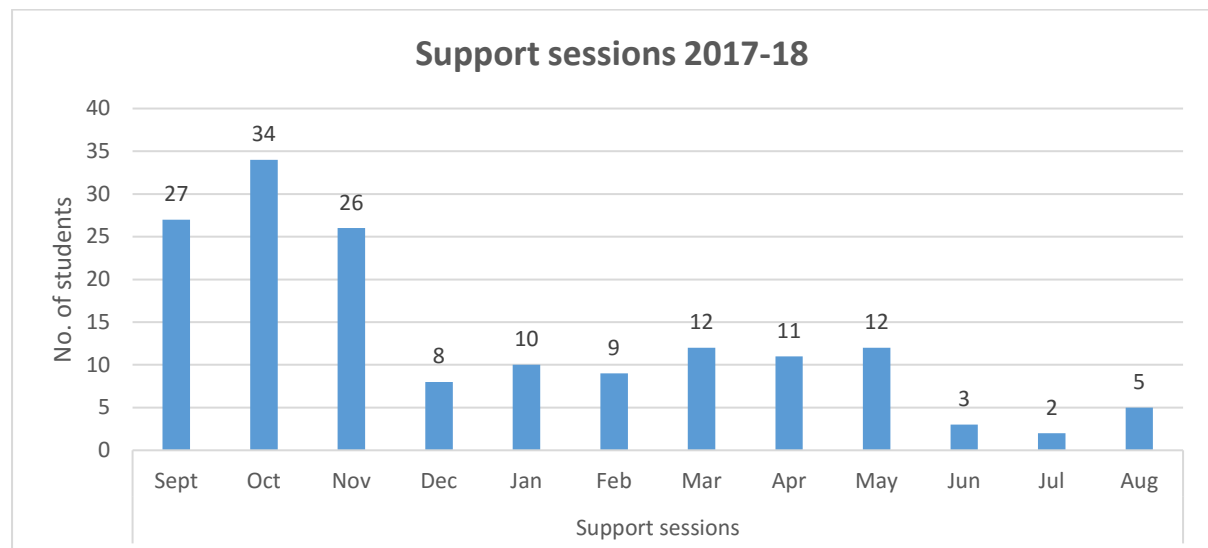
There are no formal drop-in arrangements or data collected during the summer recess months of July & August. It is worth noting however, that a number of students did contact staff during these times. The main presenting issues at the drop-ins included issues relating to attendance

- financial/funding issues,
- housing/homelessness concerns,
- mental health issues – both undiagnosed and diagnosed
- worry/stress
- coursework issues,
- family/relationships issues,
- bullying/online safety,
- care experienced



Support sessions:

159 students received support sessions carried out by the Student Support Worker in 2017-18. These include returning and additional appointments for students who have initially accessed support via the drop-in sessions and students who have been referred via the BRAG system.

**Foodbank**

Collaborative work continues between Perth & Kinross foodbank and Perth College. An agreement means that red food vouchers will be issued as standard and collection will be from the town centre. Food bags on campus will be used for emergency situations only. This academic year we have given out 12 red food vouchers.

The Student Support Worker volunteered for a foodbank collection again this year along with The Student engagement Officer at Crieff Road Tesco in December 2017. A Christmas food collection was also organised and a significant amount of food was donated.

Care Experienced Students

Co-ordinated support plans were offered to all students who disclosed on application as being from a care experienced background. 5 support plans were put in place for students in this period. The Student Support Worker regularly liaises with the Fun Young Individuals (FYI) group for the best way to offer support to care experienced students.

Going forward next academic year Co-ordinated support plans will be tweaked to reflect FYI feedback. Drop-in sessions will be offered at the end of August for this group and support plans will be offered to those who want one.

Get Ready for College (GRFC)

44 people were identified for GRFC in 2017-18 and 22 attended. The 22 who did not attend were contacted via Connectxt and email. All attendees and non-attendees were emailed post workshop to offer on-going support.

Student Mental Health Support: (Wellbeing & Support Officers)

The remit of the Wellbeing & Support Officers (WBSO's) is to target this support to students who disclose a diagnosed mental health condition at application or during their studies, or who are experiencing mental health difficulties. The WBSO's also provide support to students with an Autism Spectrum Condition or Social Emotional & Behavioural difficulty as well as the provision of Wellbeing Information to the whole student population

The 2 full time WBSO's have supported a total of **352** students during 2017-2018 and provided **1230** support sessions including PLSP appointments.

This is an increase of 49% over the previous academic year and a 212% increase since 2014/15.

231 PLSP's were completed by the WBSO's for students with diagnosed mental health conditions or Autism Spectrum Conditions.

In addition, **121 students were supported** without PLSP's in place. This could be for a number of reasons. E.g. students not wishing to disclose support needs to their curriculum areas, students on NHS waiting lists and unable to provide medical evidence, students experiencing mental health distress but not accessing NHS services.

Mental Health & Wellbeing Education Provision

Managing Anxiety Workshops – 6 x 2 hr sessions in a small workshop format focusing on coping strategies and assisting students to gain an understanding of what anxiety is and how to manage it. A total of **29** students engaged with these workshops.

Exam Stress Workshops

Small group workshops arranged to coincide with exam timetables. 6 sessions were offered throughout the academic year and promoted across campus with a total of **11** students engaging with this workshop.

Look After Your Mate Workshop

Workshop developed by Student Minds Charity- to equip students with the knowledge and confidence to support others experiencing difficulties with their mental health and knowing how to signpost effectively. This was offered to students living in residencies. 1 workshop offered with 9 Students attending & 1 additional workshop cancelled due to snow day.

WBSO Timetable Constraints

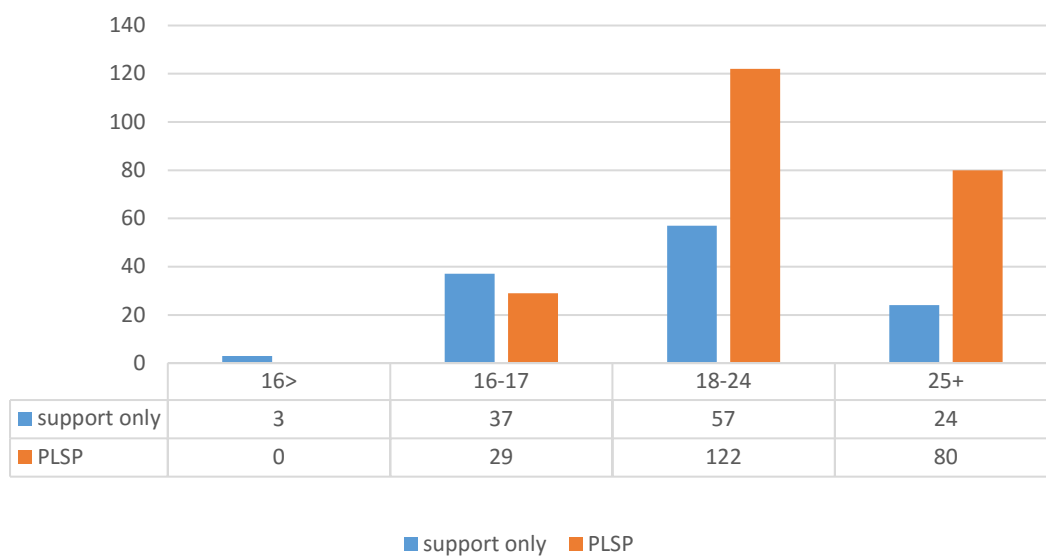
The WBSOs currently offer 4 scheduled appointments per day with additional support provision provided between appointments when possible to meet demand and deal with student issues as they arise. The current demand far outweighs the possible number of support appointments. New structures and models of support are currently being discussed, with a differentiated support model likely, that includes identifying our priority groups in advance.

In 2017/18 academic year the WBSOs provided 1230 support appointments (including 380 PLSP meetings, 822 support sessions and 28 crisis support appointments) to 352 individual students within Perth College UHI.

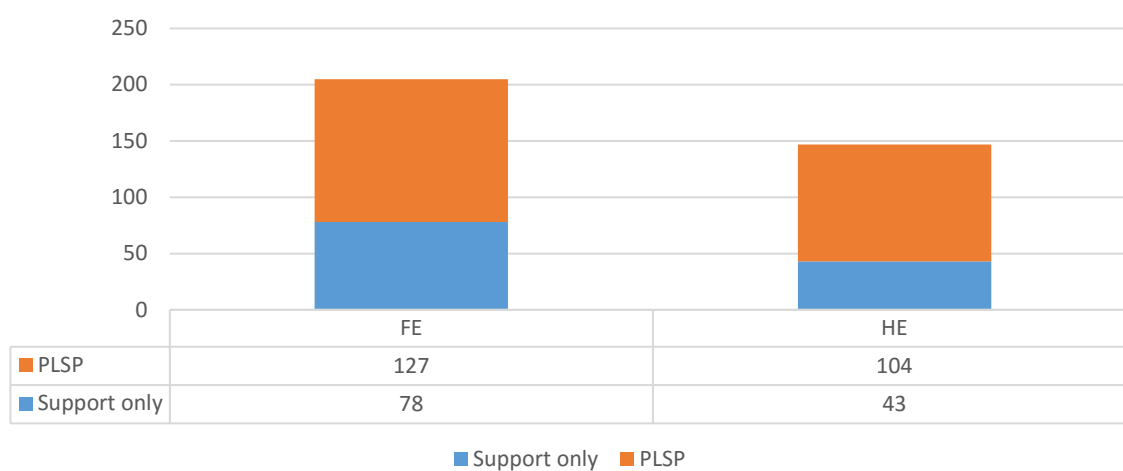
This is an average of 3.5 support sessions per student. In reality some students require intensive ongoing support and will have met with the WBSO on multiple occasions whilst others will have only been afforded 1 support session.

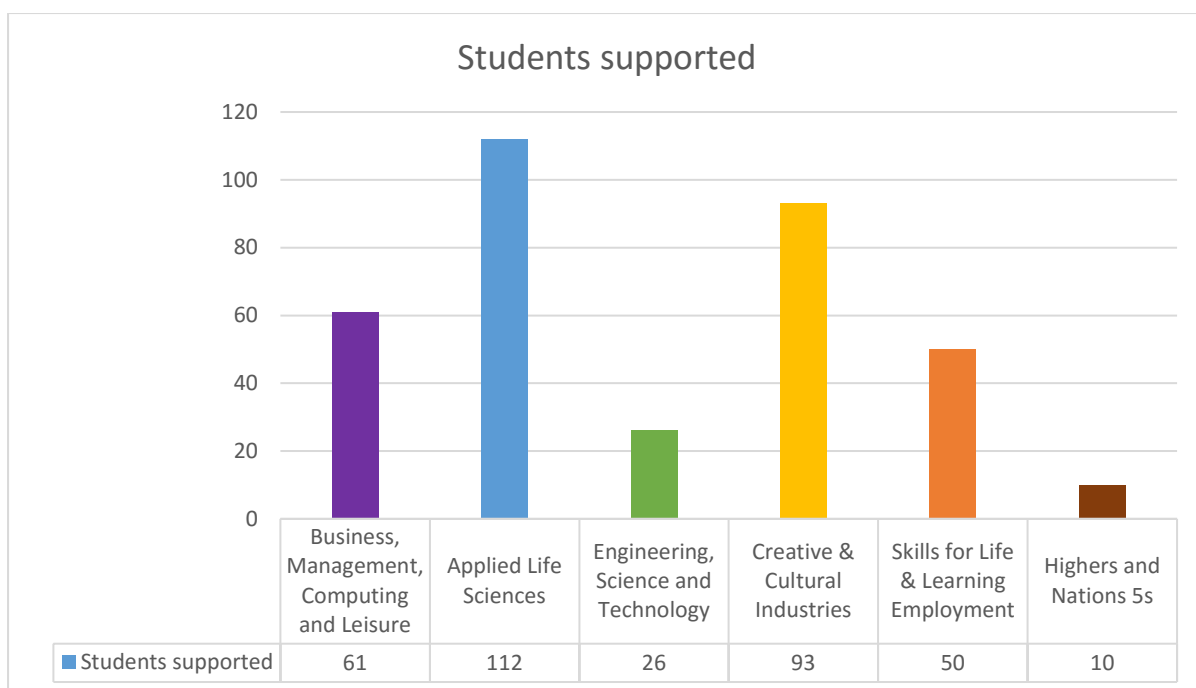


Students supported by age



Students supported by level of study





Counselling Service Provision

A free confidential face to face or online counselling service is offered to all students at Perth College.

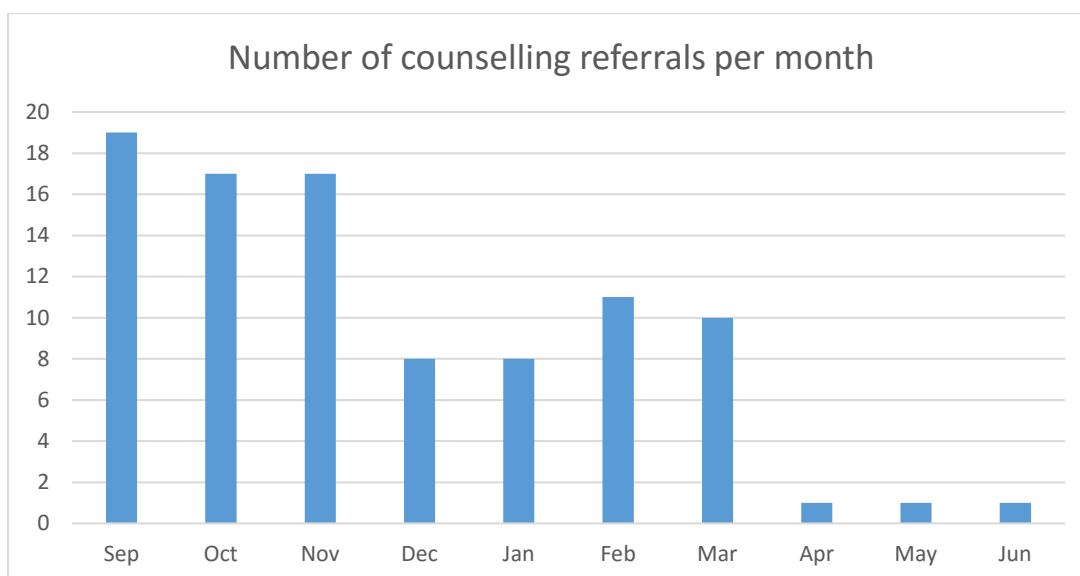
Students were assessed for their suitability for counselling in terms of student retention, academic outcomes and student experience. Overall clinical outcomes were positive and student evaluations demonstrate that counselling contributes significantly to academic outcomes, student retention and student experience.

Counselling Statistics

The demand for counselling remained stable this year with a total of 95 students being referred for counselling. This is down just over 3% on last year's figure of 98. In total 84 assessments were offered. A total of 68 assessments were carried out; Counselling was deemed suitable for 48 students.

In total 304 hours of counselling were delivered this year, excluding the students who attended counselling drop in sessions. This represents a 3% increase over last year's figure of 296.

As illustrated below the demand for counselling remains high for the first three months of the academic year then peaks again in February and March.



Referral to Assessment

		2014-2015	2015 –2016	2016 –2017	2017-2018
Average Waiting time from Referral to Assessment in days		43	30	21	24

There were some same day assessments, particularly at the beginning of term. The longest wait for a student between referral and assessment was 96 days. It should be noted that this waiting time may be a result of the student not being available rather than inefficiencies in the service.

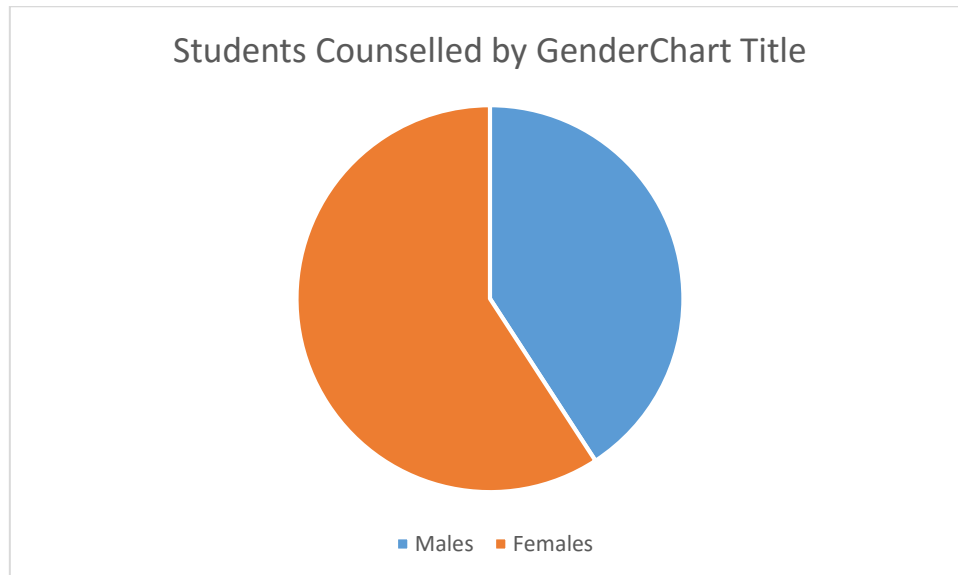
Assessment to First Counselling Session

	2014-2015	2015 –2016	2016 –2017	2017-2018
Average Waiting time from Assessment to first counselling session	43	20	31	23

The average number of Counselling sessions was just under 5, with the range covering from one session through to 28 sessions. Excluding this high-risk student given 28 sessions, the range becomes one session through to 12 with the average being just over four sessions.

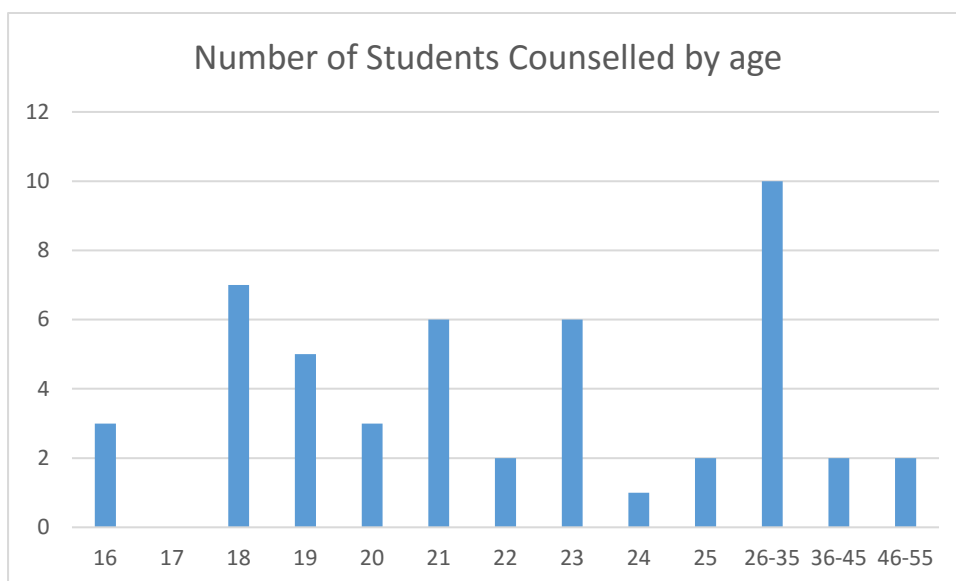
Gender

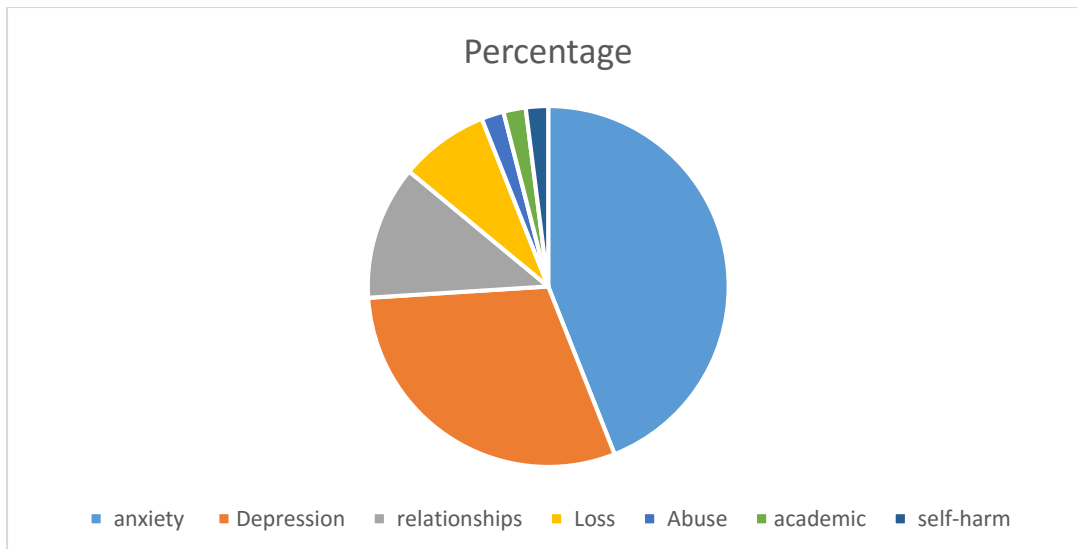
This year saw a decrease in the number of male students being counselled 20 (41%) compared to the number of female students 29 (59%) as demonstrated below.



Age

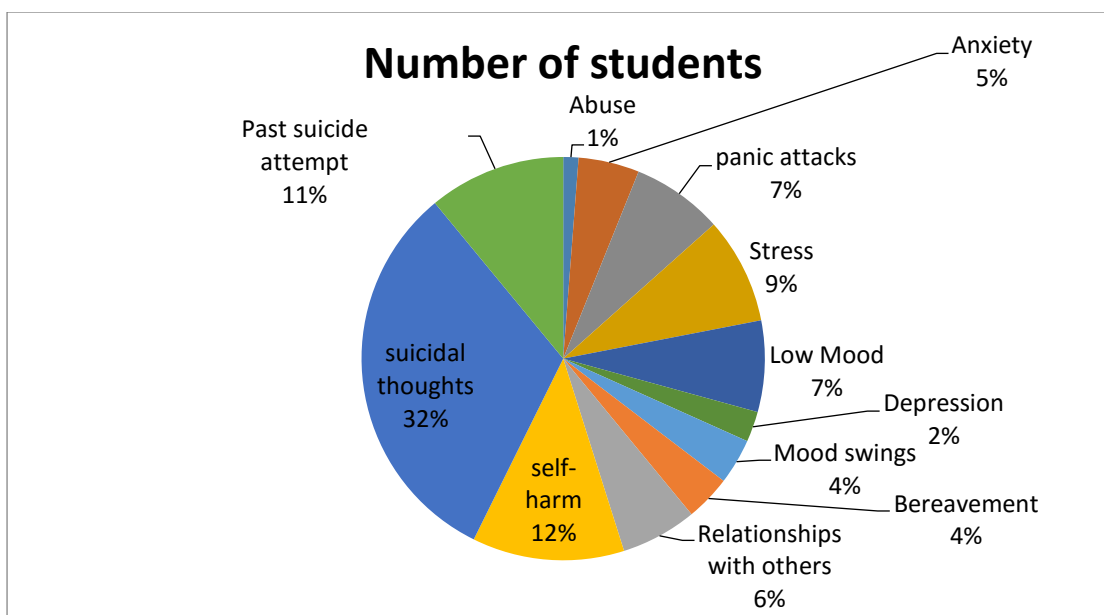
The youngest student counselled was 16 whilst the oldest was 48. 50% of students counselled were aged 21 or younger.





As can be seen from the chart above, the main presenting issues were anxiety and depression, followed by relationship difficulties.

Secondary presenting issues



Counselling Drop-ins

Counselling drop-in provision was offered throughout the year. Provision was on Wednesday afternoons at Goodlyburn between 1:00 and 2:30 pm. In total 15 students attended drop-ins with 8 (54%) of these students going on to engage with counselling. Several more students, not recorded in these figures, dropped in and were simply given information and a leaflet to take away.

Online Counselling

Demand for the online service decreased significantly this year (by 57%) following the removal of the green button from the websites of academic partners who declined to be re-charged for the service. The partners who have agreed are as follows:

Argyll College

Executive Office (History, EO PGR and Nursing)

Sabhal Mòr Ostaig

Perth College

Lewis Castle College

There were 13 referrals, compared to 30 in the previous academic year. The majority of online counselling (85%) was carried out by the two counsellors at Perth College. Four of these students counselled were from other academic partners with recharging effectively bringing in income to Perth College.

Nursery

The Nursery had a very successful year and continues to provide a happy, stimulating early education and childcare environment. We follow the guidance of a statutory curricula including Curriculum for Excellence, Pre Birth to Three and The Health and Social Care Standards.

Achievements:

- Children are actively involved and motivated in all stages of their learning, and have made good progress across the curriculum.
Almost all children have developed their creativity and problem solving skills through 'loose parts play'. Almost all are fully engaged in their chosen activity, sustain good concentration, and interact well with others.
Almost all are making good progress in developing and applying their early language skills, and listen attentively in different situations.
They have a good understanding of the importance of caring for themselves and can talk confidently, and informatively about healthy eating.
They can express their feelings and emotions in a variety of ways.

All children have very good opportunities to develop creativity, and almost all take part in role play, art in many forms, music and drama. Almost all children have achieved their developmental milestones.

- Many links have been developed with the wider community to extend and consolidate learning. Restorative practice and cooperative learning continue to impact on the children's experiences and as a result they are developing very good strategies to work together and manage their relationships with others. Good home/Nursery links have been made through maths, story, music and ECO sacks and also stay and play sessions. Some home links have been made available in Polish to enhance the experience of many families. The children are becoming familiar with the language of SHANARRI (safe, healthy, achieving, nurtured, active, responsible, respected and included.), and they can identify their achievements.
- Various styles of management are deployed in order to support and manage the wide variety of situations which occur. All staff evaluate their work through audits, self and peer assessment, and group reflection. Children are encouraged to evaluate learning contexts through individual and group discussions with staff, and voting systems. Parents are invited to contribute to evaluation through their child's profile and home/Nursery links.
- Staff have been engaging with the challenge questions from 'How Good is our Early Learning and Childcare' to ensure an inclusive approach to evaluation, and in doing so are identifying areas where we perform well and those that may be improved or adapted.
- We held a very successful garden party with a summer theme in our grounds. Parents and the wider community enjoyed a beautiful sunny day with lots of summer fruits on offer. This provided an opportunity for all children and parents to socialise in a relaxed atmosphere.

Cause for concern: there is some uncertainty around how the Nursery will function in the near future and there is a number of new models have been considered for the Nursery and recommendations and consultations will be on-going.

Comparison of Income and projected income 17/18, 16/17

Date 17/18	Income	Projection	Date 16/17	Income	Projection
Aug/Sep/Oct	2042	315106	Aug/Sept	15325	245778
			Oct	6146	263980
Nov	7043	331705	Nov	8030	262234
			Dec	11317	273948
Dec/Jan	43731	318436	Jan	6410	273948
			Feb	11341	278829
			Mar	15979	280525
Feb/Mar/Apr	133556	338003	Apr	103041	278854
			May	11143	278854
May/Jun/Jul	27358	406730	Jun/Jul	63586	260968

Income 17/18: 213730 Income 16/17: 252318

Courses being studied by students accessing Nursery:

FE 18 (13 last yr)

HE 21 (19 last yr)

Beauty Therapy 4	Access to Nursing 1
Accounting 1	Hairdressing 2
Childcare 7	Engineering 1
Admin 6	Access to Science 1
Social care 3	Music 1
Social Science 6	Aircraft engineering 1
Hospitality 1	
ESOL 6	

Gender:

Female 34	Male 5
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Equalities Monitoring : Children:

White Scottish 31

White polish 15

White other 7

Mixed ethnic 3

Asian 1

Percentage of children with English as Additional Language (EAL): 45.26%

Systems impacting:

- Proposed changes to Nursery models
- Students children in over lunch time

Plans:

- Practitioners to engage in collegiate working which will impact positively on practice and in identifying next steps for children.
- Practitioners to develop a greater understanding of a visual curriculum for inclusive planning.

All staff to engage with new Care Standards and reference these in planning and identifying areas for development

Safeguarding:

For the very first time, the Student Services Annual Report in 2017-18 includes a section on Safeguarding and Safeguarding work

Safeguarding, and its emerging agendas, is posing ever -increasing challenges and demands for each College and AP. It is becoming a fundamental part of College/APs remit and responsibilities.

Safeguarding, includes the work we do around managing any known and/or potential risks we face in our learning communities. Our legal duty is to provide and maintain a safe learning environment for all.

Recent government legislation includes additional and new legal duties and obligations as Corporate Parents, and specific responsibilities under the governments PREVENT agenda. There are also other **recent, broader themes** that affect the College and UHI under the wider safeguarding remit: including Hate Crime, Student Carers, and the governments Equally Safe (Gender based Violence) initiative are examples of recent broader themes and obligations that fall under Safeguarding.

Managing and accessing the risks of those who apply to University or College with previous convictions and offences, and/or those with a known risk is a key part of the Safeguarding role.

In 2016/17, a UHI Safeguarding group was set up to help develop a pan-UHI approach to Safeguarding issues, share approaches, resources and be more consistent in our paperwork and systems. A UHI wide policy has been drafted as one of the first tasks of the group.

Perth College statistics.

Table A: The number of individual risk plans in place:

	AY 2018-19	AY 2017-18	AY 2016-17
Number of plans:	9	8	7

Table B: The number of safeguarding concerns formally raised in-college.

	AY 2018-19	AY 2017-18	AY 2016-17
Number of concerns :	Not yet available	16	19

Table C: The number of formal Safeguarding meetings held and attended by Safeguarding Coordinator. **(Excluding time for internal investigations and working with staff on individual concerns raised)**

	AY 2018-19	AY 2017-18	AY 2016-17
Number of Safeguarding meetings:	Not yet available. (for plans) +	24 (regarding risk assessment plans) 6 x Child Protection committee 3 x Adult protection committees	21 (re risk assessment plans) 4 x Child Protection committees 2 x Adult Protection

		4 MAPPA meetings 6 UHI Safeguarding meetings (policy group) 2 CDN meetings 2 x police Total: 43	4 MAPPA 3 Safeguarding CDN Total: 34
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In 2017, a new formed UHI Safeguarding group was established and set up. This consisted of a named Safeguarding lead in each UHI AP that would lead on and deal with safeguarding issues and referrals in each partner.

The group was also to set up and agreed a wider pan UHI approach to Safeguarding including, the use of shared systems, processes, paperwork and protocols regarding a consistent UHI approach for safeguarding matters.

The group also met over 2017 and drafted the first ever UHI wide Safeguarding Policy.

Further work will continue to produce a set of Safeguarding procedures and also guidelines to assist the Lead or named Safeguarding staff in each UHI Partner.

The FE College Sector in Scotland have a Safeguarding Group, which meets 4 times per year, at CDN, and aims to support safeguarding leads and FE staff and Colleges with Safeguarding issues. It includes a representative from Education Scotland and a member of the governments PREVENT policy team.

The Safeguarding Coordinator for Perth College, is also a key member of both the Children's and Adult Protection Committees locally, these committees are part of a multi-agency model; they also offer appropriate training and related meetings and events.

College Reception: (Customer Service Team)

There is no formal annual report for the College Reception Team for the AY 2017-18. This is due to numerous factors; including loss of the Team Leader and various other key factors which created a unsettled and disruptive period for the Reception Team in 2017-18.

A large amount of time and work was spent on preparing the service and staff for a proposed new One Stop Shop model of service and delivery. This included significant restructuring of the reception service and provision. There were also various changes of work location; For example: the Reception Team were decanted into temporary accommodation to allow construction work to be carried out as part of the introduction of an OSS.

There was significant time spent working with reception staff on the potential changes, not only to their work environment and model, but also on proposed changes to the reception staff job role and remit, which was to change significantly under a new OSS model. These changes were managed through a formal consultative process.

The wholesale strategic changes and factors, highlighted above, meant that an annual report on the work of Reception for 2017-18 was not completed as it had been in previous years.

Changes to the work and duties of the reception team was negotiated through an on-going formal consultation, as part of structural change. The role of the reception staff was to change, additional elements, aspects and tasks were added their role as these would be required as part of a wider 'One Stop Shop' model to support all students, users and support teams.

A single point of access for all users was created as a new reception (OSS) point in the Brahan Building.

Ongoing consultation and planning focused on the proposed new role. The role was to incorporate existing reception based duties along with a range of additional tasks and knowledge associated with managing a range of queries for each of the student support services.

The reception lost their Team Leader in May and were without direct leadership until a new Team Leader was appointed and started at the end of July 2018. So the team had an unsettling year due to proposed changes but were also short staffed due to staff leaving and another member taking up a secondment opportunity but the post was not back-filled.

Earlier in the Academic year 2017-18, the reception team were regularly involved in the college planning and thinking as part of the feasibility work of introducing an OSS model. This planning included what this would mean to the roles and duties of the team. Feedback from the staff in the team was gathered and a number of SWOT analysis exercises carried

out to help inform the planning and thinking as part of the feasibility study into setting up an OSS and a new broader Job remit for staff.

The new 'Customer Assistant' role, which began in August 2018, was not comparable to the previous role the reception staff had; hence, there would be no comparison with the work and data collected in the previous annual reports.

The team were carrying out new tasks within a new working environment and dealing with queries for new support teams and new areas not previously under Student Services.

So for moving forward, we began focusing and planning to gather the student experience on the new set-up. Including recording volume of queries on each (including new) support areas, using our new switchboard to record the type of calls and length of time spent etc. Also, we introduced a simple method to gather feedback on level of customer service, in real time at reception. We will also introduce a way for any user/student to ask for a private consultation in a discrete and sensitive way, if they do not want to speak in a busy, open plan, public reception area.

Richard Ogston

Student Services Manager

Perth College

Perth College UHI

Paper 5

Committee	Academic Affairs
Subject	Student Funding Update
Date of Committee meeting	07/05/2019
Author	Richard Ogston, Scott Young (Student Services Manager & Student Funding Officer)
Date paper prepared	24/04/2019
Executive summary of the paper	<p>The Student funding landscape continues to change and develop, and this has an on-going impact on both students and institutions.</p> <p>This paper outlines the current approach to FE/HE student funding in the sector and College, and highlights current and future challenges and changes adopted and implemented in session 2018/19.</p>
Consultation How has consultation with partners been carried out?	Not applicable
Action requested	<input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	No Click or tap here to enter text.
Link with strategy	Student Funding is key to student experience, retention and attainment issues.

Perth College UHI

<p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>It also links to other support areas such as Additional support, Mental Health & those students living in Residences</p>
<p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>No</p>
<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>No</p> <p>If yes, please give details:</p>
<p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p>Status (e.g. confidential/non confidential)</p>	<p>Non- Confidential</p>
<p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p>	<p>Yes</p>

Perth College UHI

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

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

For how long must the paper be withheld? Click or tap here to enter text.

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

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

and

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

Student Funding Report February 2019

In line with the Sector, Perth College UHI makes great efforts to ensure that student funding is disbursed in as effective a manner as possible, for the students and the College. The Student Funding Adviser and Student Services Manager meet regularly to discuss financial and student impacts on emerging funding positions, and SFC directives.

The current approach to Sector funding relies on student withdrawal and in-year redistribution of funds to balance the books by the end of the year. This is in conflict with attrition strategy aims to reduce withdrawals. Lack of funding, travel or childcare will equally affect attrition negatively. **(Some reconciliation may happen if we recruit a younger age profile).**

The regional funding allocations for 2018/19, including In-Year Redistribution, look sufficient for us to meet demand and continue to pay Bursary rather than EMA to 18 and 19 year olds per national policy.

Childcare Funds: Spending on Childcare Funds is broadly similar to 2017/18, as the 4-day funding model used at the College Nursery beds in. This was anticipated in our projections and we should still be within budget after In-Year Redistribution and ESF funding are taken into account. The Scottish Government continues to offer subsidised childcare places (of up to 600 hours, increasing to 1200 hours from 2020) for all 3-5 year olds, which has helped reduce Childcare Fund expenditure. Our College Nursery receives government subsidies for this.

Changes to the Scottish Funding Council (SFC) FE Bursary policy:

There have been some changes in policy for 2018/19, including a slight inflationary rate rise to bursary allowances and increased funding for Care Experienced students, which will be outlined later in this report.

The Funding Council has also made some changes (clarifications in their words) to the attendance policy, where although students are still expected to attend all of their classes, colleges should take into account the student's wider circumstances and whether or not they are appropriately engaging in their studies when they do not achieve full attendance. We will be continuing to monitor attendance and will be using the BRAG system to determine appropriate engagement and progress when necessary. This will also be a part of the UHI-wide Student Support Funds Policy and Procedure that will be rolling out over the upcoming months.

Overall, the student funding situation has stabilised, allowing us to be able to offer the same funding as the majority of the Sector and having the funding allocations to be able to do so.

Changes to Perth College "Local Rules"

The Scottish Funding Council Bursary Policy continues to allow us flexibility to offer travel passes to eligible full time FE students aged under 18.

We have started to prioritise funding applicants for Care Experienced students, in line with the Access and Inclusion Strategy.

Overall position: SAAS funding has been relatively efficient and effective again this year. The SAAS funding guarantee remains at £4,750. This is a guarantee for everyone, although there are higher rates for those with household incomes of less than £34,000. SAAS have also introduced a Care Experienced Students Bursary of £8,100 for eligible students.

Student Services work in partnership with external local agencies to offer a wider more joined up approach. For example, we are working as partners within the local community food bank provision. We also introduced a food voucher scheme to aid students in need.

We also refer students to the Citizens Advice Bureau for financial advice on student debt matters, where needed.

2018/19 has seen a noticeable reduction in applications for Bursary, EMA and FE Discretionary Funds so far, with more modest reductions in applications for Childcare Funds. This reduction may yet reduce somewhat as we accept late applications and those from January starts. There has been an increase in HE Discretionary Fund applications.

Overview of data (Total number of funding applications per year)

	2015/16	2016/17	2017/18	2018/19 to date
Bursary	1,045	1,060	1,145	1,018
EMA*	533	352	374	332
FE Hardship	272	275	310	262
HE Hardship	289	250	245	263
Childcare	215	215	204	192
Totals	2,354	2,152	2,278	2,067

*EMA students are also counted under the Bursary total.

Looking Forward to 2018/19 and Beyond

We receive funding through the ESF scheme, which should help us ensure we have sufficient funds to support students, but this has proven to be rather admin-intensive, due to UHI centralised control of the funds and evidence requirements.

We are putting in place systems to allow a better follow-up where students have either not applied for funding or applied late. We have an email that can be sent out automatically or manually for more control, reminding applicants that they still have evidence to supply for their funding application. We have also worked with UHI IT services to produce an email, which we can send out to students who have been accepted on a qualifying FE course and have not yet completed a Bursary application. This was not finished in time for session 2018/19 but will be ready for 2019/20.

Further to this process, the Student Funding Assistant has been helping students who need one-to-one assistance with their funding application. She has made appointments with approximately 100 students so far for Academic Year 2018/19. In 2018/19, the region (UHI) has continued to manage our own internal funds around redistribution, prior to any approach for national in-year redistribution funds.

A National Review of student funding took place in autumn 2017, with the recommendations due to go before the Scottish Parliament. This may impact on both the availability and methods of delivery of student funding at FE level.

Thus far, the recommendations to be implemented revolve round a centralised Student Financial Information and Guidance Portal for FE and HE funding, to be developed by SAAS. SAAS will be working with SFC and other key partners to deliver this for the 2019/20 Academic Year.

There have been some significant increases in funding available to Care Experienced students in both FE and HE. All eligible FE students will now receive a Bursary of £202.50 per week and HE students receive a Care Experienced Students Bursary of £8,100. The Funding Council has provided additional funding to cover the increased cost of this scheme for FE students.

Following a recent office move, the Funding Team has changed the student drop-in provision, offering drop-in sessions at lunchtime and extended sessions on Tuesdays and Thursdays. The Funding Team will be gathering student feedback about the revised drop-in times.

The Student Funding Adviser will be working on creating a resource gathering information about scholarships and alternative private funding available to students. This will be both a paper and online service.

Committee	Academic Affairs Committee
Subject	Regional Outcome Agreement
Date of Committee meeting	08/05/2019
Author	UHI
Date paper prepared	01/05/2019
Executive summary of the paper	<p>The region is required to submit the final version of the Regional Outcome Agreement at the end of May, following which, final funding allocations and associated targets will be published by the Scottish Funding Council.</p> <p>This final draft has been produced, taking into account feedback from the Scottish Funding Council and from academic partners' consultations with internal and external stakeholders.</p> <p>Feedback from SFC</p> <p>Most, although not all, of the feedback from SFC centred on the targets themselves. SFC requested a rationale for some targets remaining static, for instance senior phase, vocational education. Given the comparatively large proportion of credits dedicated to this work in the region, compared to the national norm, the region is querying why this would be expected to grow further. The projected fall in the number of enrolments in this area (despite maintenance of the proportion of credits dedicated to this work) has been queried by SFC. This drop reflects the reduction in credit target imposed by SFC and the predicted loss of ESIF funding in years 2020/21 onwards.</p> <p>SFC has queried the ambitious targets for Care Experienced FT FE and for senior phase FT FE attainment. These were set in response to national targets. The question is being asked of SFC whether the region is free to adjust these downwards.</p> <p>In terms of narrative, SFC has requested that this is extended to give more detail in relation to how the region intends to support ESOL activity through partnership work, how gender imbalance is being addressed in terms of student recruitment, how we intend to improve</p>

	<p>response rates to SSES and how we will address disparities in attainment across academic partners.</p> <p>Further detail was requested in relation to FWDF management, engagement with college innovation and sustainability agendas. In terms of innovation, SFC will be asked to take into account the tertiary nature of the UHI partnership and the narrative already provided in the ROA.</p> <p>SFC also wished to see more on regional curriculum planning of the senior phase, how gender imbalance across subjects is being addressed in this area and further explanation as to why the level of this activity is significantly higher than the sector norm and how this varies across the partnership. Unfortunately, the comments made tend to conflate senior phase as a whole with Foundation Apprenticeship recruitment and fails to recognise the breadth of valid vocational programmes delivered.</p> <p>These issues have been addressed in the final draft. SFC may come back with further comments/requests for change.</p> <p>Partner Consultation Process and Feedback</p> <p>Academic Partners are at different stages in the consultation process for the ROA. Perth College has undertaken some initial consultation with other sessions planned, including feedback from the College Board.</p> <p>Feedback to date from consultation across Academic Partners includes:</p> <ul style="list-style-type: none"> • The ROA would benefit from a statement clarifying the extent to which, and how, regional targets are disaggregated. • CPP requested that in future it would be helpful to prepare a more localised review of the implications of the ROA to feed into local discussions. • The ROA would benefit from a more focused and shorter narrative that is just about supporting the logic of the targets. • The ROA should delineate what is common across the region and where there are key differences. – next round • More detail is required relating to rural deprivation and planning being undertaken to better highlight this issue. • The full extent of work being undertaken in relation to veterans needs to be described.
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	<ul style="list-style-type: none"> • Under 'STEM' the development of 'Newton Rooms' in the region should be noted. • The impact of recent funding changes regarding ESOL should be referenced. This echoes the feedback from SFC. • Should college Mainstreaming Equalities reporting be explicitly referenced in section 1.3? • Is it worth mentioning in section 2. Access, options to opt out and then re-enter into academic provision as this is key to the challenges which students in this region face and part of our unique approach to lifelong learning.
Consultation How has consultation with partners been carried out?	This has been discussed at UHI groups including Partnership Council and Partnership Planning Forum. This will be discussed at all relevant Perth College Board Committees as well as for endorsement at the Board.
Action requested	<input type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input checked="" type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes/ No Indicate whether there are any resource implications in the paper, not necessarily just financial, and summarise these if there are Perth College UHI will have a part to play in the delivery of this ROA.
Risk implications (If yes, please provide details)	Yes/ No Indicate whether there are any risk implications in the paper and set these out with any mitigation measures The College's overall Risk Register applies in this instance as this document forms the delivery contract between the UHI and SFC and the resulting partnership agreement between UHI and Academic Partners..
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	Provide a summary of the how the paper links to key College priorities and what they are This Regional Outcome Agreement links to all of the Colleges Strategic Aims:

<ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<ol style="list-style-type: none"> 1. Inspire and empower our students, regardless of background, to recognise and achieve their potential. 2. Work in partnership to foster and drive positive change and growth in local, regional, national and international economies. 3. Provide dynamic learning and research experiences within a curriculum that meets economic and societal needs and aspirations. 4. Optimise the sustainable use of our systems, processes and resources to provide the best possible student experience and outcomes. 5. Have talented, confident and inspirational staff who contribute to and make a vital difference to the success of students, the life of the College, the University and our communities.
<p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>Equality and Diversity implications are embedded throughout the ROA. Equality Impact Assessments would be undertaken for all relevant areas of our business in line with normal working practices.</p>
<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>Yes/ No</p> <p>Set out any data protection aspects and whether a data protection impact assessment is needed</p>
<p>Status (e.g. confidential/non confidential)</p>	<p>Non confidential</p>
<p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p>	<p>Yes</p>

Perth College UHI

Paper 6

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

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

For how long must the paper be withheld? Click or tap here to enter text.

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

HIGHLANDS AND ISLANDS REGIONAL TERTIARY OUTCOME AGREEMENT 2019-20

1. Introduction

The University of the Highlands and Islands is the only university based in our region, covering the Highlands and Islands, Perth and Kinross and Moray. *Our mission is to have a transformational impact on the prospects of our region, its economy, its people and its communities.* We are a tertiary institution, the first in Scotland and one of only a few in Europe, providing access to a range of programmes across all the SCQF levels.

Access to our undergraduate and postgraduate study and research opportunities is through a distinctive educational partnership of colleges and research institutions. Each academic partner has its own character and contributes to the distinctive organisation that is the University of the Highlands and Islands. Some are relatively large colleges in the urban centres of the region such as Perth, Elgin and Inverness; others are smaller institutions, including those in island communities and specialist institutions. Most also provide access to further education, while some have a primary focus on research. All, however, have a student-centred culture and individual approach to student learning.

We are locally based, regional in structure and aim for national and international reach. Achievement of research degree awarding powers in 2017 was another significant step in our development and builds on the strong result in the 2014 Research Excellence Framework, in which over 69% of the research submitted was judged internationally excellent or world leading.

Our regional, tertiary partnership:

<p>The Highlands and Islands region consists of nine colleges:</p> <ul style="list-style-type: none">• Argyll College UHI• Inverness College UHI• Lews Castle College UHI• Moray College UHI• North Highland College UHI• Orkney College UHI• Perth College UHI• Shetland College UHI• West Highland College UHI	<p>The university partnership is completed by the following academic partners:</p> <ul style="list-style-type: none">• Highland Theological College UHI• NAFC Marine Centre UHI• Sabhal Mòr Ostaig UH• Scottish Association for Marine Science UHI
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1.1. Impact of the UK departure from the European Union

The university continues to undertake detailed and regular impact analyses since the referendum result. This includes financial exposure (current and future), effect on collaborations and partnerships, and recruitment/retention of non-UK EU national students and staff.

- External engagement

We continue to work with key regional and national organisations to monitor developments, participate in events, feed into consultations, respond to media interest and plan for a variety of scenarios.

At regional level, we are working closely with the Highlands and Islands European Partnership (HIEP – UHI, HIE and the seven local authorities in the region) and the Convention of the Highlands and Islands on the impact of Brexit on the region. Both of these organisations have produced detailed reports on sectoral impacts, including on skills and research.

At national level, we continue to work closely with Scotland Europa, Universities Scotland and Universities UK to ensure our concerns are addressed in negotiations – particularly given the relevance to the university of ESIF (European Structural and Investment Funds – previously known as the Structural Funds) which is in many ways unique in the sector.

Across Scotland, there are two key priorities:

Firstly, increased engagement in current EU programmes, particularly ESIF, European Territorial Cooperation Programmes, Horizon 2020 and Erasmus+, to ensure that formal commitment to projects is made prior to UK's departure date, in line with Scottish and UK Government guarantees to underwrite funding, even if activities extend beyond that date. This has led to an acceleration, where possible and appropriate, of applications for EU funds, particularly ESIF. Further UK Government guarantees, even in the case of a 'no-deal' Brexit, have been helpful in this regard.

Secondly, planning for the post-Brexit policy and funding situation. It is highly likely that some form of access to Horizon Europe (successor to Horizon 2020, research and innovation funding), Erasmus+ and some INTERREG strands will be possible after 2020. Scottish Government and Scotland Europa are coordinating engagement and participation in consultations for new EU programmes for 2020 – 2027, while UK stakeholders remain eligible to do so.

- ESIF

Currently, we are involved in one major ESIF programme, Developing Scotland's Workforce (DSW), with a total budget of around £30m. The process for formal confirmation of all DSW funds, for activities lasting up to AY 2022-23, continues in line with UK and Scottish Government advice for legal commitment of funds before the date of Brexit - more recently relaxed through the UK Government guarantee mentioned above.

We are also in the process of submitting an ERDF application (with Highlands and Islands Enterprise as Lead Partner) for capital infrastructure and equipment relating to new life sciences facilities

However, there remains a significant amount of 2014-20 ESIF funding for the Highlands and Islands, which has still to be allocated. We are working with Scottish Government and relevant Lead Partners (primarily SFC, HIE and the local authorities) to secure further grant funding for Innovation and Low Carbon projects.

Long-term, ESIF is the university's greatest exposure and planning is required to ensure maximum participation in whatever replaces it after 2020. However, the situation for regional economic development funding is far from clear. ESIF funds will be re-patriated post-Brexit, which presents significant challenges for us. There is considerable speculation that regional economic policy and funding will be administered through the Shared Prosperity Fund (SPF); however, no details are yet confirmed. Again, we are working closely with regional and sectoral partners to feed into the development process and access information as it becomes available.

It is by no means certain that future policy, whether the responsibility of UK or Scottish Government, will recognise regional disparities to the same extent as has been the case to date. We are working with HIEP and the Convention of the Highlands and Islands to promote such recognition. Our region will still be peripheral, sparsely populated, with mountain and island challenges post-Brexit.

From a sectoral perspective, there are concerns that future ESIF policy may assume that higher education involvement will be exclusively in research and innovation, whereas our previous involvement has also included estates and IT infrastructure, curriculum development and wider access.

Future governance of regional economic policy and funding is also a concern. ESIF in the Highlands and Islands has been a success due to the involvement of local stakeholders in the full process of governance and delivery – understanding and responding to specific regional challenges and opportunities. If the new Shared Prosperity Fund (or whatever alternative) is administered centrally, whether at UK or Scottish level, funding will not necessarily be targeted to priorities identified by regional stakeholders. We play a significant role in the economic development of the Highlands and Islands and our contribution, as well as funding leverage, need to be taken into account in any future strategic planning.

- Other EU programmes:

Currently, there are about 30 live EU projects managed by the university in the following programmes, with a total budget of around £7m:

- INTERREG Northern Periphery and Arctic
- INTERREG VA Cross Border
- Horizon 2020
- Erasmus +

Longer-term, alongside our message of the specific impact on the university, we have been keen to stress that although the implications of loss of funding are significant, our key

concern is the threat of being excluded from collaboration with EU partners and mobility opportunities for our students and staff. Efforts need to be made to secure some protection for these activities.

Such collaboration and outward-looking approach will remain at the heart of our internationalisation strategy, irrespective of negotiations on the UK's departure from the EU. Our membership of global networks, such as RETI (island universities) and the University of the Arctic Initiative, will continue to present opportunities for our students and staff and we will continue to find ways to support them.

We strongly support the strategy of increasing visibility and participation with our EU partners at this time – HEIs, networks and institutions – to stress that we are still very much committed to continued engagement.

- **EU students and staff:**

Our students and staff are our most valuable resource and we monitor carefully the likely Brexit impact, both current individuals and prospective student and staff recruitment.

Currently, across the university partnership, non-UK EU nationals account for around 5% of staff – but figures vary extensively, with one academic partner reporting 13.5% of staff in this category. The number of students from non-UK countries increased slightly during 2017-18.

Scottish Government has confirmed that they will continue to meet the cost of tuition for EU students for those starting in 2019-20, providing some clarity in the short term. A statement The Principal and Vice Chancellor issued a statement on 20 February 2018 confirming commitment to supporting EU staff and working with academic partners to establish facts and share these with staff.

This remains a highly volatile situation, with potentially significant risk to financial stability and external collaborations.

In summary, we continue to participate in relevant Brexit fora, including the Brexit Forum on Universities, the Brexit Forum on Colleges, the Horizon 2020 Group and the INTERREG Support Group, as well as close liaison with SFC, Universities Scotland, Colleges Scotland and Scotland Europa to remain as well informed as we can, analyse impact on the university, and scenario plan as more details emerge.

In particular, we are working with our academic partners in response to Colleges Scotland's Brexit checklist.

1.2. Gaelic language plan

The University of the Highlands and Islands recognises that Gaelic is an integral part of Scotland's heritage, national identity and cultural life. We are committed to the objectives set out in the National Gaelic Language Plan and have put in place the necessary structures and initiatives to ensure that Gaelic has a sustainable and prosperous future in Scotland.

Following extensive consultation, the university's 2018-22 Gaelic Language Plan has been approved by Bòrd na Gàidhlig and will be published in print and on the university website by the end of April 2019. The approval panel will meet in December and we expect the plan to be considered at the February board meeting, with a view to publishing early next year. The plan outlines how we use Gaelic in the operation of our functions and services; enable the use of Gaelic when communicating with the public and key partners; and normalise, promote and develop Gaelic building on successful engagement and developments to date. The plan contains a curriculum development section, which reflects the university's role in the provision of Gaelic education. One example is a Gaelic awareness module for use in secondary schools and for CPD to raise interest in the language and also open access to our wider portfolio.

1.3. Equalities outcomes

Our approach to equality and diversity needs to be regional as well as local in perspective and our Equality Outcomes take account of parity of experience and outcome in very different contexts across the region.

Our Equality Outcomes 2017-2021 document was published in April 2017 and covers the full range of protected characteristics. It sets out an ambitious agenda for action, ensuring that we meet not only our general and specific duties for equality, as required by legislation, but also work to meet the needs of our diverse workforce, student population and communities, for example, we will investigate opportunities to advance race equality through the Scottish Race Equality Network and liaison with our BAME staff and students. We believe our Equalities Outcomes reflects our commitment to embedding equality of opportunity in all that we do. Actions will be allocated a timescale and a lead or leads responsible for taking them forward, involving and updating key stakeholders, and recording and reporting on key milestones reached. Formal reporting on progress by the university and academic partners is due April 2019 and new Equality Outcomes in 2021. As discussed, it may be worth explaining verbally that we are prioritising other areas of activity over the Race Equality Charter, and that we will look into this when setting our Equality Outcomes in April 2021.

1.4. Student representation

The Highlands and Islands Students' Association (HISA) represents all higher and further education students across the university partnership. They represent students at a national level through work with external organisations such as NUS Scotland (National Union of Students in Scotland), NUS UK (National Union of Students) and SPARQS. There is HISA representation on all relevant university committees. The full-time officers agree priorities for the region by working together with the local officers and other elected student representatives.

The University of the Highlands and Islands was the first university in Scotland to launch a new Student Partnership Agreement (SPA) in 2016-17, which sets out how students and staff can work together to improve the student experience. The Student Partnership Agreement focuses specifically on themes voted on by the student body and includes learning resources, student mental health and sustainability. HISA and local officers are continuing to make significant progress on local student partnership agreements with many now signed by academic partner principals.

The Partnership Agreement is one mechanism through which the students lead on university-wide initiatives. We anticipate HISA will also take a leading role in shaping our response to the requirement to develop Diet and Healthy Weight strategies.

1.5. Summary of external context relevant to priority and intensification areas

As the only regional provider of tertiary education in the Highlands and Islands, the context in which the University of the Highlands and Islands operates impacts directly on the development and delivery of our further and higher education provision, although higher education in particular operates in a much wider national and international context.

i. Demographic challenge (source: National Records of Scotland (NRS))

Across the region, the proportion of the population aged 18 -24 and especially 25-39 continues to be lower than nationally and more of the population are aged 60+, with variations by local authority. Age profile 2017:

	Pre school	Primary	12 to 15	16 to 17	18 to 24	25 to 39	40-59	60+
SCOTLAND	5.2%	7.7%	4.0%	2.1%	8.8%	19.6%	27.6%	24.9%
Argyll & Bute	4.3%	7.0%	3.9%	2.0%	7.6%	14.2%	28.0%	33.0%
Highland	4.9%	7.7%	4.3%	2.2%	7.1%	16.7%	28.3%	29.0%
Moray	4.9%	7.8%	4.3%	2.3%	7.9%	16.9%	28.1%	27.7%
Na h-Eileanan Siar	4.4%	7.2%	4.2%	2.0%	6.2%	14.7%	28.9%	32.6%
Orkney Islands	4.4%	7.5%	4.1%	1.9%	7.3%	16.2%	28.3%	30.2%
Perth & Kinross	4.6%	7.2%	4.2%	2.3%	7.8%	16.6%	27.8%	29.5%
Shetland Islands	5.5%	8.1%	4.5%	2.3%	7.6%	17.3%	28.5%	26.2%
UHI operating area	4.7%	7.5%	4.2%	2.2%	7.4%	16.3%	28.1%	29.6%

Over recent years, population projections have shown growth across most areas of our region, with the exception of Argyll and Bute and Na h-Eileanan Siar. The challenge is in age group shifts, which largely mirror the overall national position for the younger age groups ie declines in pre-school, secondary and in particular senior phase age groups. This is reflected in school roll data.

Demographic: Population change 2017 compared to 2014:

Area	All ages	Pre school	Primary	12 to 15	16 to 17	18 to 24	25 to 39	40-59	60+
SCOTLAND	48,032	-9,201	17,278	-5,671	-9,652	-21,773	42,706	-26,775	61,120
Argyll & Bute	-1,062	-256	32	-222	-345	-93	-128	-1,155	1,105
Highland	1,450	-458	58	-296	-406	11	700	-1,919	3,760
Moray	483	-260	111	-210	-280	100	204	-571	1,389
Na h-Eileanan Siar	-436	-91	-107	-19	-61	-61	-142	-240	285
Orkney Islands	84	-76	46	-4	-98	-51	171	-246	342
Perth & Kinross	2,456	-225	320	-298	-264	378	1,203	-865	2,207
Shetland Islands	37	-63	17	-40	-32	-52	-67	-85	385
UHI operating area	3,012	-1,429	477	-1,089	-1,486	232	1,941	-5,081	9,473

Looking forward to 2020, the population projections continue to decline in Argyll and Bute and Na h-Eileanan Siar. The fall in the pre-school group is forecast to stabilise. However, across the region the primary school cohort and senior phase will continue to fall, as this begins to take effect, the 18-24 age group also declines.

By 2020: population change from 2017:

Area	All ages	Pre school	Primary	12 to 15	16 to 17	18 to 24	25 to 39	40-59	60+
SCOTLAND	0.9%	0.0%	0.0%	0.3%	-0.1%	-0.6%	0.5%	-0.6%	2.6%
Argyll & Bute	-1.1%	-0.1%	-0.2%	0.0%	-0.1%	-0.8%	0.2%	-1.5%	2.7%
Highland	0.6%	0.0%	-0.3%	0.2%	0.0%	-0.4%	0.4%	-1.0%	3.4%
Moray	0.6%	-0.1%	-0.3%	0.3%	-0.1%	-0.5%	0.5%	-0.8%	3.1%
Na h-Eileanan Siar	-1.7%	-0.2%	-0.6%	0.1%	0.1%	-0.6%	-0.3%	-1.4%	2.2%
Orkney Islands	0.5%	0.1%	-0.5%	0.4%	0.0%	-0.8%	0.5%	-1.0%	3.3%
Perth & Kinross	1.6%	0.1%	0.0%	0.1%	-0.2%	-0.3%	0.9%	-0.6%	3.1%
Shetland Islands	0.2%	-0.1%	-0.1%	-0.1%	-0.1%	-0.6%	0.2%	-0.6%	3.2%
UHI operating area	0.5%	0.0%	-0.2%	0.1%	-0.1%	-0.5%	0.5%	-0.9%	3.1%

The 16-19 and 20-24 population forecasts (relating to specific FE national measure targets): highlights population declines across the region during the period of this ROA.

16-19	Population change per year				% Population change per year			
	2018	2019	2020	2021	2018	2019	2020	2021
SCOTLAND	-6976	-5050	-1302	1088	-3%	-2%	-1%	0%
Argyll & Bute	-204	-170	10	-7	-6%	-5%	0%	0%
Highland	-284	-245	-1	6	-3%	-3%	0%	0%
Moray	-125	-104	-37	-3	-3%	-3%	-1%	0%
Na h-Eileanan Siar	-28	-25	34	1	-3%	-3%	4%	0%
Orkney Islands	-9	-26	-10	33	-1%	-3%	-1%	4%
Perth & Kinross	-268	-175	-152	-8	-4%	-3%	-2%	0%
Shetland Islands	-34	-11	-36	15	-3%	-1%	-4%	2%
H & I (incl Moray)	-684	-581	-40	45	-3%	-3%	0%	0%

20-24	Population change per year				% Population change per year			
	2018	2019	2020	2021	2018	2019	2020	2021
SCOTLAND	-5070	-6325	-7264	-8990	-1%	-2%	-2%	-3%
Argyll & Bute	-116	-209	-261	-282	-2%	-4%	-6%	-7%
Highland	34	-129	-277	-208	0%	-1%	-2%	-2%
Moray	-117	-156	-183	-186	-2%	-3%	-4%	-4%
Na h-Eileanan Siar	-22	-56	-35	-65	-2%	-5%	-3%	-6%
Orkney Islands	-61	-18	-47	-48	-6%	-2%	-5%	-5%
Perth & Kinross	-137	-101	9	-103	-2%	-1%	0%	-1%
Shetland Islands	-8	-26	-8	-31	-1%	-2%	-1%	-3%
H & I (incl Moray)	-290	-594	-811	-820	-1%	-2%	-3%	-3%

ii. Population characteristics

Scottish Index of Multiple Deprivation:

The limitations of the SIMD as an indicator of deprivation in remote and rural areas has been documented in previous Highlands and Islands regional outcome agreements and extensively elsewhere (see the access section for more details).

Only 5% of the working age population in our region live in an SIMD20 area and 21% are from SIMD40 data zones, analysis of demographic trends suggests there has been a fall in the population of 3% and 2% respectively. There are only 47 SIMD20 data zones in our region, out of 1395. Analysis of demographic trends suggests there has been a fall in the population

SIMD quintiles within the universities operating area (working age population):

	1	2	3	4	5	Total	% SIMD 20	%SIMD 40
Argyll and Bute	4162	8549	20111	13919	5673	52414	8%	24%
Highland	10722	25574	44298	48277	14738	143609	7%	25%
Moray	522	9006	15692	22315	11038	58573	1%	16%
Na h-Eileanan Siar		3091	11786	1328		16205	0%	19%
Orkney Islands		1917	3626	6717	994	13254	0%	14%
Perth and Kinross	5526	11177	20079	36576	17636	90994	6%	18%
Shetland Islands		469	3772	10327		14568	0%	3%
Grand Total	20932	59783	119364	139459	50079	389617	5%	21%

Within our region, there are only 17 of the 697 data zones in the most deprived decile, SIMD10, accounting for 2.4% of the regions working age population (2.4% for Argyll & Bute and Perth & Kinross, 3% for Highland).

The challenge is that, while the a region appears to have limited areas of significant deprivation, as measured by SIMD, and the overarching message from Skills Investment Plans (SIPs) is one of opportunity, the region suffers from pockets of deprivation related to its remote and rural location. This includes fuel poverty; lower than average wages; high levels of low-paid seasonal and part-time jobs; poor transport provision; and slow superfast broadband roll-out.

Ethnicity and disability (source: NOMIS)

The university is committed to widening access to and supporting students from all protected characteristics. Our region's population profile has been used for context in target setting:

Area	Percentage of population who are ethnic minority UK national			Percentage of population who are ethnic minority not UK national		
	numerator	denominator	Percent	numerator	denominator	percent
Scotland	141,100	5,296,000	2.7	107,400	5,296,000	2.0
Argyll and Bute	800	84,500	0.9	600	84,500	0.7
Na h-Eileanan Siar	!	26,500	!	!	26,500	!
Highland	3,000	229,800	1.3	900	229,800	0.4
Moray	~	93,300	0.4	~	93,300	0.4
Orkney Islands	!	21,500	!	!	21,500	!
Perth and Kinross	2,100	145,800	1.5	500	145,800	0.4
Shetland Islands	!	23,100	!	!	23,100	!
H & I	3,800	439,300	0.9	1,900	439,300	0.4
<i>For comparison:</i>						
Lothian	28,000	753,200	3.7	36,900	753,200	4.9
Glasgow	47,100	662,600	7.1	34,200	662,600	5.2

! Estimate and confidence interval not available since the group sample size is zero or disclosive (0-2).

~ Estimate is less than 500.

Area	% aged 16-64 who are EA core or work-limiting disabled			
	numerator	denominator	percent	Confidence level
Scotland	715,900	3,412,400	21.0	0.6
Argyll and Bute	9,200	49,700	18.6	2.8
Na h-Eileanan Siar	3,200	15,600	20.1	4.5
Highland	23,600	140,600	16.8	3.1
Moray	12,400	57,900	21.4	3.1
Orkney Islands	1,600	13,100	12.1	5.1
Perth and Kinross	15,600	88,800	17.6	3.0
Shetland Islands	1,900	14,300	13.6	6.1
H & I	47,500	266,300	17.9	1.6

iii. Skills and employment

Across the region there are some relatively high employment rates, however these mask local pockets in which employment levels are significantly lower than the Scottish average. The region also has high levels of seasonal employment, part-time employment and self-employment. Both self-employment and part-time employment are contributory factors to under-employment

The university has a key role to play in addressing the challenges of the region by providing education opportunities at all levels across the whole of the region. We will continue to do this by being responsive to employers' needs, providing support for business start-ups and by encouraging an enterprise culture, through our applied research and by working with a range of partners.

Through dialogue with the enterprise companies, community planning partnerships and other local stakeholders, the university is developing opportunities for post-school study focusing on outwards migration and confidence and inward talent attraction. The university is proud to have played a part in the increasing number of young people in the region who want to live and work in the Highlands and Islands (Highlands and Islands Enterprise - Young People and the Highlands and Islands: Maximising Opportunities, November 2018)

1.6. Regional outcome agreement consultation

The Highlands and Islands Regional Outcome Agreement has been updated in consultation with staff, students and academic partners through workshops held with Partnership Council. Each academic partners has also consulted locally with staff, students, trades unions and community planning partners during its development.

Scottish Funding Council aims and priorities

2. Access

HE Priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of CoWA and addressing gender balance
FE: Outcome: Access – A more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds

The tertiary nature of our provision and the student-focused approach of each academic partner give us a unique opportunity to offer access to education for all, regardless of background and previous educational attainment. Depending on individual requirements and aspirations, students can access further and higher education from SCQF Level 1, with progression opportunities through the SCQF levels up to postgraduate research.

One of the key elements in our commitment to widening access is the continued development of integrated tertiary pathways from school to further and higher education using academic and vocational routes to maximise opportunity. Through these pathways, we are delivering truly seamless supported learning journeys.

Our mission is to have a transformational impact on the prospects of our region, its economy, its people and its communities. We are therefore committed to improving access to our tertiary pathways across a diverse region encompassing small cities along with extensive rural and remote areas. Being locally based within our communities, we can enhance the tertiary provision through relevant outreach activities promoting access to the most hard-to-reach individuals and groups, as well as working in partnership with relevant local organisations.

We are continuing to explore an interactive, web-based solution to map our access and progression pathways making them more visible and relevant to prospective and current students, employers and influencers. These subject level maps will help individuals navigate their journey through our tertiary provision relevant to their own entry, progression or exit points and career aspirations.

This work links well into two current strategic Scottish Government initiatives which are shining a light on links across the different education structures with a clear focus on learners.

- Scottish Governments 15-24 Learner Journey Review
- Commission for Widening Access report *Blueprint for Fairness* and Working to Widen Access (Universities Scotland response to the CoWA report).

Widening Access Retention Fund

The WARF is essential in supporting the activities embedded in our [widening access framework](#), enabling a regional approach to planning and supporting local engagement with communities, local authorities, schools and other stakeholders. Many of the plans and commitments for specific groups in the access theme are also aimed at improving retention of these students. This includes local campus-based activities by our academic partners to support students and encourage retention and progression.

These activities are specifically in response to:

- CoWA including flexible entry, contextualised admissions (including SIMD20, care-experienced learners and SHEP schools) and articulation
- Much of the local consultation around senior phase provision is aimed at providing a range of access routes to HE and into employment for pupils within the region
- Cross-partnership care-experienced and student carers group and corporate parenting plans

Other targeted widening access activities in this section include:

- Addressing gender imbalances and gender based violence, including the work of the UHI Stem hub across the region
- Development and dissemination of a BSL plan
- Development of student mental health and diet and healthy weight strategies
- Consideration of commitments going forward for additional groups such as veterans and estranged students.

For the University of the Highlands and Island, widening access encompasses the specific challenge of rurality and rural deprivation and we retain our commitments to explore new indicators of deprivation to better reflect our region and our regional mission. However this will only have impact if the Scottish Government includes such indicators in measures intended to support widening access.

Evidence suggests that people living in rural areas experience deprivation differently from those living in towns and cities, to put this in context, a Scottish Government report on rural deprivation in 2016 made the following observations:

Cost of living

- A report by Citizen Advice Scotland (2015) identified that a comparable food basket can cost up to 50% more on island communities than in an urban area.
- Differences in transport costs between urban and rural areas can be up to £40 per week, due to longer commuting distances and higher fuel costs.
- Cost of heating a home using off-grid power sources can be up to twice as much as costs for gas central heating systems.

Transport to work and study is challenging

- Scotland's Colleges 2015 report states that students living in remote areas are likely to have journeys of over 1 hour, at a median cost of £10 return (Audit Scotland, 2015).

Access to services

- As well as school closures, rural areas also have problems with recruiting teachers who are willing to relocate to more remote areas.
- People living in rural areas have less broadband coverage than those in urban areas. For example, in Orkney 52% of households and businesses have access to superfast broadband, 70% in Highland and 96% in Edinburgh.

The report concluded that SIMD is designed for identifying concentrations of multiple deprivation for the whole of Scotland, and for this purpose, it is the best available tool. However, in order to adequately identify and describe the main issues in areas where poverty and deprivation are more dispersed, it recommended using SIMD alongside other data sources.

Specific policy areas/intensification for 2019-20

2.1 Commission for Widening Access – recommendations

The university supports the national aspirations for widening access and is committed to supporting disadvantaged learners. Specifically:

i. *Admissions theme:*

- *Recommendation 5: Universities should ensure their admissions processes and entry requirements are based on a strong educational rationale and are not unnecessarily prescriptive, to the detriment of learners who take advantage of the availability of a more flexible range of pathways. This should be monitored by the SFC through the outcome agreement process.*
- *Recommendation 11: By 2019, all universities should set access thresholds for all degree programmes against which learners from the most deprived backgrounds should be assessed.*
- *Recommendation 21: By 2017, those with a care experience, who meet the access threshold should be entitled to the offer of a place at a Scottish university.*

The university's policy and contextualised admissions practice formalises our existing inclusive approach to admissions. Contextual data is used to assess an applicant's prior attainment and potential to succeed in higher education in the context of the circumstances in which their attainment has been obtained. This applies to applicants who do not meet the standard entry requirements for the course, or where there is competition for places. Our current contextualised admissions indicators are shown below and applicants are identified from the disclosed data on their application:

- Experience of being looked after / in care for a period of time
- Living in an SIMD 20 area
- Participated in outreach activity or access programmes
- From Schools with lower than average progression to HE (SHEP schools)
- Parents or guardians have not previously attended university

The relevant technical solution and reporting on all of the contextualised indicator has only been in place from the start of the 2019 recruitment cycle. The next stage is to take a longitudinal approach to tracking success of these widening access groups.

Given the limitations of SIMD for our area and our regional mission, we gave a commitment in the 2017-2020 ROA to work towards the inclusion of agreed measures of rural deprivation over the period of the plan. In particular investigating use of the Socio-economic Performance (SEP) index development by the Hutton institute (see 2.2 below).

Access thresholds

The University of the Highlands and Islands is in the unique position of being able to offer a wide range of entry points into the learner journey making us a highly accessible institution to all groups of prospective students irrespective of background or life circumstances. When considering applications we look beyond grades achieved to find the right option for each individual.

Our published entry requirements are set at the minimum required to successfully complete the programme and do not present an unnecessarily high (selective) barrier for applicants. Therefore publishing a set of lower 'access thresholds' or 'adjusted grades' for all widening access applicants would not be appropriate. We have contributed to a Universities Scotland group developing clear and consistent language on contextualised admissions and adjusted grades for specific groups of applicants. It is important that we are able to make our distinctive position clear while still participating in this move to more consistent language. Along with three other universities, we produced a tailored version of the suggested generic text which was tested at a student focus group. We will use this text in the 2020-21 university prospectus which will be printed in April 2019, and commit to reviewing the language around contextualised admissions and widening access on the university website. SIMD20 postcode and care-experience are contextualised indicators and therefore applicants are flagged and decisions tailored to their circumstances where appropriate.

We also accept a wide range of equivalent qualifications to increase access to our provision. We recognise that there is a variety of routes through which qualifications can be gained and ways in which readiness for higher education study may be demonstrated. We make extensive use of recognition of prior learning (both formal credit bearing and experiential) in our admissions processes.

Ultimately, what is most important is that any decision on an application is based on what is in the best interest of the individual.

Care-experienced applicants

Care-experience is already a contextualised indicator, however, where the applicants disclose this, and they meet all the minimum requirements of the programme, we commit to offering them a place.

Regional approach to FE admissions:

The university partnership has committed to developing a single policy environment for further education during the period of this regional outcome agreement. The first policy developed as part of this initiative was an admissions policy, giving the partnership opportunity to ensure best practice in widening access across the region. This policy development has provided an opportunity to standardise practice in terms of identification of protected characteristics at the point of application and provided learning opportunities for practitioner groups in terms of provision of support.

The partnership has been very successful to date in encouraging participation from disadvantaged groups such as those residing in areas of multiple deprivation and care experienced young people. Early analysis of data shows a further increase in the proportion of credits delivered to care experienced students. This is reported as being 3% which compares well to the latest nationally reported norm of 1.6%. The newly developed regional FE admissions policy will build on the good practice established to date with the intention of further increasing enrolment and self-declaration especially from care experienced students.

ii. Articulation theme

We offer higher national programmes across our region as well as providing advanced entry routes to year two or three of our degree programmes for those with a relevant HNC or HND via our 'top-up degrees' or with appropriate credit transfer. In the majority of cases, full credit is recognised unless there are genuine issues with core learning outcome requirements, and even in these circumstances, we try to find a mechanism to avoid loss of time for students through the learner journey. We aim to facilitate maximum access and progression for our students through all SCQF levels. Our students have a seamless support and learning infrastructure along this journey, which means the institutional barriers experienced by learners moving from college to university do not exist for our students.

Students achieving a higher national qualification from any Scottish FE college can apply to us for entry to a relevant degree programme with advanced standing. However, the majority of this activity for the University of the Highlands and Islands comes from progression of our own students. This is an important issue when it comes to any future measurement of articulation in Scotland. The first national articulation database did not include the 'internal' HN to degree progression of our students and as a result the measure of this activity under-represents articulation, particularly across our region and nationally.

Colleagues in the Scottish Funding Council have been working to incorporate our data on internal progression (articulation) of our HN students in the new national articulation database. This is a significant development and we will evaluate the inclusion of the data and the outcomes once we have secured access to the new database.

We are committed to communicating our articulation routes more widely to students in the rest of Scotland's colleges, with specific focus on subject areas where there is currently limited articulation nationally. For example, creative art and design was in the seven broad degree subjects with a lower than average rate of full credit articulation identified by the national articulation forum. Many of our degrees in this area operate with a 'top-up' structure and therefore can provide seamless articulation for any student with the relevant HN qualifications.

Our main external articulation agreements will continue to be with North East Scotland College and SWAP East. The former being the source of most HN articulation from other Scottish colleges. We are enthusiastic to continually review this agreement to ensure that all possible HN links are included within the agreement, and do so on an annual basis.

2.2 Learners from areas of multiple deprivation SIMD20 (HE) and SIMD10 (FE)

As already highlighted in previous sections, our region has only 17 (2%) of the SIM10 data zones and 47 (3%) of the SIMD20, none in the island communities. These quintiles account for only 2.4% and 5% respectively of the working age population. We already perform well in recruiting from these areas compared to the population living there and our targets have been set accordingly.

By comparison however, 45% of the working age population in our region live in the lowest quintile for the SIMD access to services domain. Analysis of the SEP index data shows 31% are living in remote rural areas, including 22% in areas classified as very remote.

SIMD20 students (HE):

To support retention the university student support team will continue to use targeted promotional messages to SIMD20 students to highlight various support services available. These messages are sent out at appropriate times during the year to raise awareness of study support, student services, careers and employability, feedback opportunities and options for getting involved in university life. The choice of themes, message content and timing are designed to provide additional support to MD20 students through the promotion of mainstreamed support services that might be of particular benefit to this student group.

However, the 2017-18 ROA national measures on entrants from SIMD20 and 40 showed a fall in numbers compared to the previous year and below target. However this is a continuation of year-on-year fluctuations reflecting the issue of relevance to this region. Further analysis shows the proportion of full-time entrants from SIMD20 has increased slightly and previous levels for SIMD40 entrants were maintained. As Scottish universities continue to target this same finite market, it will become more important to see an overall university participation rate and trends from SIMD20 students and also any potential impact of update of other routes such as apprenticeships.

SIMD20 was only added as a contextualised indicator for the 2019 recruitment cycle, the impact on recruitment will be evaluated at the end of the cycle. Outputs from the university's tertiary curriculum working groups identifying access and progression gaps across the region and extending curriculum where required will bring more opportunities to all including SIMD20 areas.

SIMD10 (FE)

Only four of the academic partners have a catchment that encompasses these most deprived areas, Argyll, Inverness, North Highland and Perth colleges. That said, all partners support students struggling with rural deprivation evidenced by poor access to services and amenities, poor public transport and high fuel costs. In 2018-19 partners worked collaboratively to develop a regional strategy for the enhancement of student attainment that seeks to improve student outcomes overall while addressing the attainment gap for disadvantaged students. Students residing in areas of multiple deprivation are specifically targeted in the regional strategy. The strategy will inform enhancement plans during the next three years.

2.3 Care-experienced learners

Across the university sector, the number of care-experienced students rose from 266 in 2013-14 to 334 in 2016-17, an increase of 68 (26%). We have care-experienced entrants to the University of the Highlands and Islands from the 2015-16 ROA baseline of 33 to 51 (54%) in 2017-18. This level was maintained in 2017-18 although slightly below the ROA target, we are still aiming for 2% of Scottish-domiciled undergraduate entrants by 2021-22.

In 2017-18, 3% of further education credits in the region were delivered to students with care experience. This compares well with the reported national proportion of FE credits delivered to this group in colleges of 1.6% and demonstrates growth in this activity from the previous year.

This data reflects the work undertaken by academic partners to create a safe environment within which students feel able to declare their care-experienced background. During the next

three years, in line with the recently produced regional strategy for the enhancement of student attainment, partners are committed to the development of initiatives to enhance student support services to help remove the attainment gap and improve outcomes for care experienced students.

Engagement with care leavers continues to improve through raising awareness of the support available locally and publishing our plans and commitments through a [dedicated page](#) on the university's website. The university has published a [Corporate Parenting Plan](#), as have our academic partners, where relevant. Plans will continue to be reviewed to ensure actions are being met and completed. The 2018 cross-university Student Support Development Day in 2018 included Who Cares? Scotland and two university care experienced students who provided valuable insight into their experiences which will feed into discussion around future improvements.

Key areas of interest include:

- Raising awareness of services to students over the age of 26 from a care experienced background. The discussion at the development day demonstrated that setting an age limit can be detrimental as most care experienced students return to education later in life.
- Focus on the collection of comprehensive data on care-experienced students so we can provide support to all, including data on progression and retention with a view to designing and implementation of suitable interventions
- Continue to ensure that care-experienced students have access to university-owned accommodation on a 365 days residency basis
- Investigate if graduation costs of care experienced students across the partnership can be removed.
- Collate data on the online staff development modules, which were roll-out to university and academic partner staff in 2018-19, to gauge their success and encourage mandatory participation

2.4 Student carers

The university-wide care leavers group expanded its remit to include student carers and started developing strategies and operational plans in 2018-19 for this group. An online staff development module on student carers was also rolled-out to staff and will be monitored to assess engagement.

Our plans and commitments to student carers have been published on a [dedicated page](#) on the university website.

The university is progressing towards the submission of an application for the 'Going Higher' award which will include the development of an action plan and policy. Other areas of work:

- Student carers are now able to disclose on the enrolment form and we will investigate the possibility of including this for applicants, however for HE applicants we require this to be mirrored by UCAS in order to gather the data consistently.
- We will be strengthening the procedures around the communication of caring responsibilities between the admissions, academic decision makers and local student support staff to ensure the appropriate support is provided as efficiently as possible.

2.5 Addressing gender balance and gender-based violence

The university and our academic partners produced the first gender actions plans in 2017. With agreement of our outcome agreement manager and our subject network leaders, the targets in the university plan refer to HE subjects only, with FE subject targets being set by the academic partners within their own plans. However, partners worked collaboratively on their plans and each was informed by a collective view on the challenges of the region. Actions and projected outcomes have been identified around key themes and subjects – focused on those with the most severe gender imbalance.

The university and our academic partner are working through the actions identified in the first gender action plans. In addition, the UHI STEM team is working specifically on breaking down career gender stereotypes around these subjects. They have already intensified and broadened their activities in schools focusing on inspiring potential STEM students at an early stage using industry representatives and university researchers in a range of single gender and mixed group activities.

The work of the UHI Stem Hub is designed to complement the STEM activity undertaken in academic partners, creating a hub and spoke model that enables the university to reach into communities and schools, reducing duplication of effort while providing a regionally coherent approach. Partners will continue to deliver activity designed to develop interest in STEM activity in the early secondary (and primary) years and provide staff expertise not always available in schools. In addition to an extensive senior phase offer, the university provides access to computing skills development, coding clubs and young engineers clubs at various sites.

The university is working with the Scottish Funding Council, the Highlands and Islands science skills academy to deliver a regional STEM strategy, including work through Perth College UHI in relation to the Tay Cities deal and local skills requirements and Moray College UHI on the opportunities of the Moray Growth deal. The proposed Centre for Science, Technology, Health and Engineering in Fort William will significantly extend the regional provision of, and access to STEM in the West Highlands. The region's first 'Newton Room' has been launched in North Highland College's Thurso campus. More are planned across the region's more rural and remote areas to support STEM engagement.

Similar career stereotypes in health and childcare care are also being tackled through various initiatives across the partnership, which will be shared and expanded, for example through our health outcome plans (see appendix).

Since the start of the programmes, the university has also had some success in relation to PGDE. The first intake on the PGDE Primary was all female, in 2018-19, 17 of the 84 students were male.

Further specific actions can be found in the university and academic partner gender action plans (see appendix 1)

The university is an early adopter of the Equally Safe gender based violence toolkit and are working closely with Anni Donaldson, the national coordinator, on its implementation. This will include hosting one of the regional Equally Safe events in March, as well as a multi-agency regional event for Police Scotland on their new GBV intelligence gathering procedure. The

university has a steering group overseeing the development and implementation of a GBV action plan using the Equally Safe resources, involving staff and the student association from across the institution. External speakers from relevant agencies are invited to present at group meetings.

This was one of the outputs from the institutional review on the theme of support for student mental health. This resulted in a number of recommendations to be implemented over the next year.

2.6 Trans and gender diverse people

Following review of the SFC funded report, it is anticipated that our response to the recommendation would form part of the university's mapping out of our medium-term equalities strategy. An incremental approach is most likely, with the first step being to increase knowledge and understanding among staff.

2.7 Student health and wellbeing – mental health

The institutional review of support for student mental health resulted in a set of significant recommendations including the creation of a mental health lead practitioner role. This has been approved and it is anticipated that a secondment from an academic partner will be appointed in 2019. This role will lead the development of the university's mental health strategy as well as progress in the following areas:

- Develop a core mental health 'offer' to students detailing the level of service available to all
- Review of materials and online support available to students
- Staff development plan
- A consistent approach to data collection
- A communication plan to clearly publicise the services available to students

Each student currently has access to a counselling service, whether that be internally or via an external agency. The online counselling service is also available for academic partners to utilise. There is also a mental health toolkit for staff to gain more understanding of the issues.

The university is again participating in the NUS Think Positive campaigns including Healthy Body, Healthy Mind and the Student Mental Health Agreement and will continue to work closely with HISA in the development of these.

Mental health is also one of the themes of the Student Partnership Agreement and a focus of activity for HISA.

2.8 British Sign Language

The university's BSL plan is now complete and approved. The document and the BSL translation are available on the [British Sign Language page](#) on the university's website.

The BSL Working Group will continue to meet and review our BSL action plan to ensure its successful implementation. The plan sets out how we hope to encourage BSL users to attend university and to strengthen the support available to them. Key actions include:

- Encourage applicants to declare they are a BSL user
- Review key information to be translated into BSL

- Encourage key staff to participate in deaf awareness training
- Investigate how to make extra-curricular activities more inclusive

The number, availability and cost of interpreters continues to be a concern within the Highlands and Islands to support students who are BSL. We share the concern in the sector about how to identify appropriately qualified interpreters. In the Highlands, there are approx. six and there does not appear to be any on the Western Isles. The Scottish Government needs to invest in the training of interpreters to increase the numbers if we are to adequately meet the needs of BSL users.

2.9 ESOL Activity

The region will continue to work in partnership with local authorities and the third sector to support provision of English for speakers of other languages, ensuring that the partnership remains responsive to demand. To this end, academic partners will engage with community planning partnerships to clearly identify planned activity to be supported through ESOL funding streams and mainstream funding prior to the start of each academic year.

2.10 Veterans [further detail to be added]

The university is a signatory to the Armed Forces Covenant and we are committed to identifying and implementing ways in which we can support serving personnel, veterans and their families to access and succeed in further and higher education. Initial discussions with the local Covenant coordinator has led to two strands of work: the promotion of curriculum and the pursuance of funding to undertake regional research into transition challenges and opportunities for veterans.

The local covenant group includes representation from the major regional agencies. Staff from the university attended a regional armed forces event exploring issues of transition and support in Inverness in November 2018 and the national supporting service families and veterans conference on 15 January 2019. This event is designed to help colleges and universities respond to SFC's 2019-20 college and university outcome agreement guidance for veterans and early service leavers.

2.11 Diet and Healthy Weight

The University signed up to the UK Healthy Universities Network in November 2018. The Vice-Chancellor signed the statement of executive commitment to express our support for the aims of the network. A call for senior management level representation on a strategic steering group is currently taking place and it is envisaged that the group will meet for the first time early in 2018-19 semester two. The university already conducts a wide range of health and wellbeing-related activities and initiatives involving students, particularly, and staff. It is anticipated that involvement in the network will bring strategic coherence to these activities and access to resources and expertise across the sector.

As stated on page 5, it is anticipated that HISA will take a key role in developing our response to the requirement to develop Diet and Healthy Weight strategies.

2.12 Estranged students

The university is in the initial stages of considering how we will support estranged students. Our intentions at this point are to:

- Review the ways in which estranged students can declare at application and enrolment
- Review and highlight the support available to estranged students
- Create dedicated online resources for estranged students
- Consider signing up to the Stand Alone pledge

2.13 FE – Access and inclusion and a regional approach to credits delivered

The Highlands and Islands region exceeds its allocated core credit and its supplementary ESIF credit target each year. Through the co-ordinating role of the Regional Strategic Body, activity targets are distributed in line with demand. When there is any fluctuation in demand, the colleges work collectively to ensure regional targets are met and to agree redistribution of credits as appropriate. Redistribution during the last two years has been managed on both a temporary and a permanent basis, taking account of local context. In working collaboratively in this way, the region has been able to manage local fluctuations in senior phase rolls while still exceeding the region's allocated student activity target overall.

The university partnership is entering a new phase in its development in which collaboration between partners and regional integration will become an integral part of further education delivery. In 2018-19, the colleges plan to build on successful collaborative work undertaken to date, to inform action planning that will be regionally coherent and more impactful. Activity linked to regional strategies, aligned to the Government's 'intensification' agenda, is featured in the enhancement plans of individual colleges in the region, bringing a regional perspective to local improvement plans and providing wider learning opportunities and greater sharing of innovative practice. This collaborative activity will underpin each of the colleges' work in the area of access and inclusion. Each academic partner of the university partnership publishes an Access and Inclusion Strategy

2.14 FE - Implementation of Quality Enhancement plans

The Highlands and Islands region has faced a challenge in the first year of implementation of the new quality arrangements for colleges in attempting to adapt these arrangements, designed to serve single college regions, to a multi-college region with our level of complexity. The partnership will continue to work with SFC and Education Scotland to identify means of implementing the new quality arrangements while acknowledging the regional context and supporting regionally cohesive practice.

Notwithstanding the challenges outlined above, the region's Evaluative Reports and Enhancement Plan (EREP) reports have been well received by Education Scotland and SFC and the grades endorsed by Education Scotland position some academic partner colleges among the highest performing colleges in the sector. Analysis of college EREP reports has identified common themes that can be addressed collaboratively.

Common themes identified for future focus include:

- Management, reporting and use of data to inform action planning
- Improvement in student attainment overall and for disadvantaged groups
- Arrangements to support enhancement of teaching and learning
- Engagement of students in enhancing the learning and teaching experience
- Making better use of RSA data to inform curriculum planning
- Enhancing employability skills development and career planning

In each theme, there is an opportunity to bring together partner colleges exhibiting best practice with those seeking to develop. The regional strategic body will take on a co-ordinating role to facilitate this sharing of ideas and practice. The work streams established to develop regional policy and those developing regional strategies aligned to the 'intensification' agenda will provide the structure for this transfer of practice and regional learning.

The partnership has committed to the development of standard quality management practice in further education that will bring consistency in both regional quality assurance and quality enhancement approaches. This commitment builds on the work of previous years that has led to sharing of quality management practice across all partners delivering further education. The region has a strong record in quality management with a history of positive reviews by Education Scotland, excellent Investors in People reviews and positive endorsement from a range of awarding bodies. The development of a formalised standard approach to quality management however, will build on this strong foundation. The quality management project and consequent sharing and implementation of best practice will underpin any planned collaborative work. Specific commitment has been made to undertake regional subject-based reviews, drawing on regional expertise such as Associate Assessors to support local and regional evaluation and action planning.

3. High quality learning and teaching

HE priority and FE priority: High quality learning and teaching

HE: higher quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy

FE Outcome: an outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience in the hands of expert lecturers delivered in modern facilities. *Outcome:* a more successful economy and society with well prepared and skilled students progressing into jobs with the ability ideas and ambition to make a difference

We have approximately 40,000 further and higher education students at the heart of our university partnership. With 13 academic partners and 70 learning centres located across the region, we make full use of a range of approaches and technologies to maximise access and optimise delivery. Based on many years' experience of selecting, developing and delivering learning and teaching we match the blend of delivery to the requirements of the student.

The university's learning and teaching enhancement strategy 2017-2021 is based around a set of enhancement values and is designed to provide a 'common language' to support the development, sharing and enhancement of learning and teaching practice.

During the last academic year the Scottish sector entered a new three-year QAA Scotland national Enhancement Theme with the focus being 'Evidence for Enhancement: Improving the Student Experience'. The university's work for the new theme is being co-ordinated from within the LTA, working in partnership with the HISA VP Higher Education who is the student representative lead for the enhancement theme. The internal steering group has agreed three areas of project activity:

- Linking evidence to learning. Focusing on improving staff capacity to analyse, contextualise, and act on student feedback data.
- Linking student representation to enhancement. Focusing on increasing awareness of and engagement with the student rep system as a platform to drive enhancement – lead by a HISA officer
- Linking feedback to progression. Supporting student progression through assessment and feedback that utilises 'feedback as dialogue'.

Year one of our Enhancement Theme work was focused on project scoping and benchmarking research and evaluation. For year two, we are identifying programme teams to participate in 'pilot projects' in the three strands shown above. The pilots will inform various outputs and resources including case studies and exemplars, 'how to' guidelines, and templates and toolkits, for both internal use and wider dissemination through the QAA Scotland. The university is also participating in two 'cluster group' cross-institutional projects for the Enhancement Theme. The first, led by QMU, is focused on ways to foster Sense of Belonging for students on online programmes. The second, led by Edinburgh Napier and GCU, is focused on supporting programme leaders in the use of evidence for enhancement.

The work to develop of a single policy environment for further education includes a core/essential skills policy and a learning support policy. A project manager has been appointed for this two-year project. As highlighted in the previous section, work is also underway to standardise quality management processes across the region, not least in terms of the use of data to inform action planning, student engagement in enhancement processes and in terms of arrangements to evaluate and improve the quality of learning and teaching.

Partner colleges have worked collaboratively to develop a standard systematic approach to the evaluation of learning to support the on-going development of professional practice. A pilot of this approach is being implemented by two academic partners prior to adoption by the wider partnership during 2019-20. Through the work of the Quality Forum, partners are drawing on local and regional effective practice to inform development and are planning greater use of regionally available expertise such as Associate Assessors, to support regionally co-ordinated reviews and implement plans.

3.1 Student satisfaction

In 2018, the university achieved our best NSS results to date. The overall satisfaction score of 85%, a 6% improvement, brings us up to fifth in the sector in Scotland and above any of the post-92 institutions. We have also achieved our strategic plan critical performance indicator of 2% above the benchmark.

The strong performance in the latest NSS survey was welcomed across the university and is a result of considerable effort over the last few years. We will continue this effort by raising awareness of the strategic importance of the survey, embedding a culture of enhancement, targeted action planning and, most importantly, focusing on improving student experience. We have been cautious however in setting targets until we establish more trend data.

The university also participates in the postgraduate taught experience survey (PTES) and the postgraduate research experience survey (PRES) on a biennial basis, students in 2018-19 will be participating in the next survey.

FE student satisfaction is reported through the student satisfaction and engagement survey. In 2017-18 the overall satisfaction rate for further education students was again above Scottish average and showed continued improvement on the previous year. The region is committed to achieving greater levels of consistency in student response rates across partner colleges in future years. The regional Quality Forum is working to transfer effective practice in the implementation of this survey to this end.

3.2 Student attainment/retention

There has been significant growth in higher education awards (all levels) since university title, from 2625 in 2011-12 to 3608 in 2017-18, 37% increase. During this time, we have seen improvement in the non-continuation performance indicators published by HESA, which are monitored by our non-continuation strategy working group. However it should be noted that the relatively small population size specifically for young first degree entrants means this is a volatile statistic, where small changes can result in significant year-on-year fluctuations. This was seen again in the 2017-18 HESA PIs where non-continuation has increased. This is disappointing and we are reviewing the data, however, we cater to a diverse and geographically dispersed student body. Widening access to further and higher education, including providing opportunities for students to join us at any point in their studies, means our students take many different journeys. This includes the option to leave their course when a suitable job becomes available,

because of new caring commitments, or because of a change of location and that is a decision personal to them. The strategy group has commissioned research on student withdrawal and non-progression, which will report in 2019. Many of the plans and commitments on specific groups in the access theme are also specifically aimed at improving retention of these students.

As a region, the Highlands and Islands performs well against national benchmarks for further education in terms of retention and attainment. In 2016-17, 67.5% of full-time and 85% of part-time FE students successfully achieved a recognised qualification. This compared to a national benchmark of 65.3% FT and 77.1% PT (SFC College Performance Indicators 2016-17). Analysis of data shows that for 2017/18, these success rates were further enhanced to 70% for full time FE students and 84.9% for part time further education students. Although this evidences significant strengths within the region, we are committed to working collaboratively to reduce any disparity in success rates both between partners and subject areas. This will be achieved through the implementation of a regional strategy to support the enhancement of student attainment for mainstream and disadvantaged students. This work will encompass regional initiatives (making use of external critical friends, sharing best practice, collaborative strategic review) and local intervention.

There is a clear opportunity, for instance, for some partners to learn from the well-developed monitoring and early intervention systems operating with great impact in others. The region is also represented in the Scottish Government's College Improvement Plan initiative, which will bring has brought a national perspective to this work and is influencing, in particular, a fresh approach to evaluation practice and action planning currently being piloted by some partners.

It is expected that the planned collaborative quality management work will have a positive impact on attainment across the region and support the work undertaken to reduce any attainment gap between students in different partners.

3.3 Student employability

Most of our students will have an opportunity to gain work-related experience. The number and profile of our region's employers, many of which are small or micro business, affects the availability and take-up of these opportunities. The geography of our region and work and family commitments can also make engaging with these opportunities difficult for our students.

We also want our students to be global citizens. We believe that this enhances their employability and enriches their lives. There are already many international dimensions to the university in research, learning and teaching and knowledge exchange, including opportunities in some programme for international work placement. We want to build on these, to embed internationalisation more generally across the university partnership.

A cross-region FE group has developed a regional strategy to offer meaningful work experience for all students. The group will be seeking to build into the strategy a partnership approach to on-course work experience and post-course success by linking with initiatives such as Community Jobs Scotland, the Employability Fund and Scotland's Employers' Recruitment Incentive.

The implementation of this strategy will complement the regional Essential Skills policy work through which student employability skills, amongst others, will be developed. The region performs well in terms of post-course destination with 94.8% of full-time FE leavers in a positive

destination 3-6 months after qualifying, compared to 95% nationally (College Leavers Destination survey 2016/17). Of these, 69% go on to further study. The partnership is committed to further improvement. Some partners for instance, are working to embed career development skills in full time provision. These developments will be evaluated and will inform regional approaches to the development of employability skills in subsequent years.

A strand of the Scottish Governments Learner Journey Review is improved access to careers guidance and preparing students for successful long-term careers. The university's careers and employability centre has been reviewing how they engage with students and promote contemporary messages that challenge them to take action with their career development. Key messages have been developed around careers development as an opportunity to look optimistically and creatively at the future and not as a problem to be solved, focusing on developing resilience and importance of building networks.

The centre is working alongside the university's Learning and Teaching Academy to integrate graduate attributes into the lives of students and staff. We are moving towards a model of greater delivery through the curriculum using the example of the recently delivered career programme to computing and accounting students including a self-analysis focusing on skills awareness.

A measure of employability for HE students is the Destination of Leavers from Higher Education survey (DLHE) and the HESA PI derived from it – Employment Indicator. This PI is also the source for the ROA employability national measures. It should be noted that 2016-17 graduates will be the last cohort to complete the DLHE. Graduates from 2018 onwards will take part in the new Graduate Outcomes survey. This survey however has a different timeframe for surveying graduates, methodology and questions compared to the DLHE, which is likely to require new baselines and review/revision of targets for any future national measure of employability. The university also wishes to take the opportunity to raise a concern on the costs of the Graduate Outcomes. The stated intention of the move to a centralised survey by HESA was to realise efficiency savings through economies of scale and through a reduced running costs at HE providers, however, as with some other Scottish universities the cost model for the first year of the Graduate Outcome will be more than double anything we have spent in past DLHE surveys. The annual subscription is over £22,000. The claim that the new survey will capture more rich, robust and innovative data about graduates has yet to be seen, however the cost per graduate compared to experience of institutions in running the DLHE seems particularly higher, especially given the reduction in the number of questions, reduction in response rate target and focus on encouraging online completion (rather than telephone) of the survey. Further concerns have been raised with the response rate achieved for Cohort A and to date for Cohort B in the first running of the survey.

3.4 Employer engagement and curriculum development reflecting sector skill needs

At a strategic level, the university and partner colleges continue to strive to meet the education and training needs of the region. Curriculum development proposals are based on intelligence from employers across the partnership, regional SIPs and skills assessments at both local and regional level, in order to develop effectively Scotland's workforce. Funding through the SFC/ESIF programme, Developing Scotland's Workforce (DSW), has been allocated to specific curriculum development projects.

This funding is intended to assist the university to upskill students to meet the needs of Scotland's workforce. There are two work streams linked to employer engagement and curriculum design and development. The planned outputs of these streams is new/revised curriculum reflecting labour market requirements, particularly from the Highlands and Islands Skills Investment Plan.

To enhance levels of sector engagement, a team of four curriculum development employer engagement officers, has been recruited for a period of three years. An additional post has been recruited for a period of 18 months to focus on specific areas in allied health and social care. The posts cover existing subject networks within the university - environment and technology; business and management; engineering and built environment; applied science and cultural industries – and will work within the already established employer engagement protocols implemented by the cross-partnership business development practitioners.

Key areas of development 2019-20

- Development of third sector placement register for students in health, social care and life sciences
- Development of Scottish Natural Heritage 3-year curriculum engagement plan
- Development of applied science industry focus group
- Development of applied science 12-month industry mentoring scheme
- The integration of opportunities with Scottish Land Commission in the curriculum
- Launch of Freelance February – employability and entrepreneurship programme for creative industries
- Pilot bespoke placement programme with Royal Bank of Scotland
- Employer engagement activities supporting the development and currency of undergraduate and post graduate degree programmes in:
 - Financial Services
 - Tourism and Hospitality
 - Sport and Fitness
 - Marine and Coastal Tourism
 - Computing
 - Engineering
 - Creative Industries
 - Optometry and ophthalmology

Alongside the engagement roles, the university has recruited, or will recruit academic development leads and fellows to re-design/design provision in identified areas, including computing, engineering, optometry, nursing, applied health professions, creative practice, tourism leadership and childhood practice and social care.

This work in higher education led by the university, complements the work undertaken across the partnership to engage with employers. Colleges have strong relationships with employers, evidenced through the large and growing numbers of modern apprenticeships, the support provided by employers for the delivery of foundation apprenticeships and the proactive employer liaison groups that work directly with curriculum staff to advise on curriculum design, delivery methodology and evaluation of performance. The region has responded well to the

challenges and opportunities presented by the Flexible Workforce Development Fund and has maximised the use of this funding stream to support increased productivity in Levy-paying companies through provision of training.

The on-going work on developing tertiary curriculum maps, grouped into industry sectors, will improve curriculum planning – at all levels - at a regional level. Through the production of these maps, the region will be increasingly able to identify gaps, in sectors or at particular SCQF levels, informing development plans. These maps will ensure that partners are able to demonstrate their alignment with current and refreshed Regional Skills Investment Plans, Regional Skills Assessments and other relevant market intelligence, thereby supporting regional economic growth and employment opportunities for students. Such planning is essential to the long-term success of regional strategies to widen access and address issues of disadvantage.

To address issues of under-employment in the region, with young people often accessing part-time or seasonal low-skilled jobs, we are committed to developing vocational pathways that offer training for sectors with predicted employment opportunities, either through sector growth or turn-over, accompanied by on-going training that provides access to advanced level study.

3.5 Key subject/sector development

As part of the SFC HE funding model review, the University of the Highlands and Islands agreed a redistribution of non-controlled places across price groups over a five-year period from 2019-20 to 2023-2024. We submitted a five-year summary plan in December 2018. The plan reflects the key subject/sector development highlighted in this section and requirements of the region. Progress on the phased price group redistribution will be reported through the outcome agreements over period of the plan.

i. Health, social care and life sciences

The School of Health, social care and life sciences is bringing together and developing areas of curriculum and research to meet the needs of learners, workforce development, economic investment and income generation, and quality and sustainability of health and social care across the region. The activity is underpinned by key collaborations and partnerships, including NHS boards and NHS Education Scotland (NES), industry partners and UK and international universities. We continue to make careful and deliberate use of multiple funding routes to create structures and growth, which we believe will be truly transformational for the region (also see the Research and Innovation sections).

Following on from the successful introduction of undergraduate adult and mental health nursing and the MSc advanced nurse practitioner, the university recruited the first cohort to a shortened pre-registration PgDip Midwifery in January 2019 for registered adult nurses wishing to move into this specialism where there is high workforce demand in the region.

A BSc (Hons) Optometry has gone through university validation and the process for General Optical Council approval is progressing. Using an innovative regional delivery model, this course is being developed with the industry and is in response to workforce requirements, particularly in remote and rural areas.

The university continues to be a partner in the Scottish Graduate Entry Medicine (ScotGEM) programme with universities of Dundee and St Andrews. Our focus is on recruitment pathways and year two and three delivery support when the students are in the region and on evaluative research.

The higher education developments build on an existing strong local position of employer engagement in the FE curriculum.

In social care, we are continuing to work with regional partners, NES, NHS and the private sector, on the development of a care academy to inform and support education and training at all levels.

During the regional outcome agreement period, we will continue to work closely with the health boards and NES to scope out other allied health profession demands within the region.

ii. STEM (also see under apprenticeships)

At higher education level, the key focus last year was one of review and refocus on the regional opportunities presented by evolving patterns of learning and the potential of significant inward investment. While strategic decisions are being made on the direction particularly of the engineering subject area, specific developments are continuing aligned to industry needs.

Building on the design ethos of the university's Graduate Apprenticeship in Civil Engineering, we have developed a new and innovative BSc (Hons) Applied Software Development, which will go through validation in May. The university has invested in a bespoke development programme with educational developers, industry liaison officers and 'industry fresh' academics. The degree has been developed and will be delivered in collaboration with IBM. IBM is providing the IBM Cloud platform through their Academic Initiative and providing support with IBM SMEs to allow students to have access to the latest technologies at the forefront of the industry, with world-class technical input to add a real business context. All of this, is likely to enable us to be able to generate more of the sort of graduates being requested of Highlands and Islands Enterprise in increasing numbers.

Other example of how the university is responding to sector demand with flexibility and innovation is the developing MSc engineering portfolio intended for delivery from 2019. This includes an MSc Civil Engineering, which is an online, 'roll on roll off' provision in response to a request from local authority roads and infrastructure departments across Scotland.

Another area of development is CPD and 'second subject strands' to be added to other subjects. An example of this is digital skills, which we hope to make available to health, business and creative students. In 2017-18, we also introduced new modules at SCQF level 9 in cyber security, an important subject area which is also included in the MSc Web Technologies.

At a strategic level, during 2018 and 2019, the university is developing a closer relationship with key inward investors and linked stakeholders including Boeing, Lockheed Martin, and Liberty. On the back of these discussions, we are developing consortium bids with HIE, the RAF, local authorities and private companies to fund 'game-changing' regional investments based on the application advanced technologies, innovative training and education, applied research and a impactful exchange of knowledge between industry and academia. The Highlands and Islands is poised for a once in a generation opportunity to become a powerhouse of aeronautical and aerospace industries and a proposed advanced technologies hub comprising smart systems and

aerospace divisions through the Moray Growth Deal will help provide the skills training, education and research that will be required.

The developing relationship with Boeing is an excellent early example of how local authorities, enterprise companies, academia and other key stakeholders are working together to make Moray a 'high skills hub'. Working closely with colleagues at RAF Lossiemouth and making use of capacity in the wider university, Moray College UHI is currently developing capacity to meet the immediate needs of Boeing for trained maintenance personnel and to develop the aerospace capacity to meet their future requirements.

At further education level, the Highlands and Islands region has a high proportion of credits delivered to students on STEM courses compared to the national benchmark. In 2017-18 this amounted to 30% of all further education credits. However, this regional success masks significant variation in STEM provision at some of our rural locations. Partly, this disparity is due to a lack of appropriate facilities to deliver STEM courses in some smaller partners. The region is therefore supportive of strategic investment bids (such as the proposed CEST centre in Fort William) that will fund facilities to enable the region to provide further STEM provision in some more rural and remote areas, supporting identified local economic development need. The region is also seeking to extend networked provision at FE level, which will help bring greater breadth to the curriculum in rural and remote areas.

The university is working with stakeholders across our operating area to develop and deliver a regional STEM strategy.

iii. Teacher education

Teacher education is now established within the university, responding to workforce development requirements across our region. It has grown rapidly and is of strategic importance to the university and the region. PGDE Primary and Secondary programmes are now being offered in more locations and across a wider range of subjects. The BA (Hons) Food, Nutrition and Textiles Education, designed to address the shortage of home economic teachers, was developed and launched with GTCS accreditation for September 2018 entry. The BA (Hons) Gaelic and Education is now included in the teacher workforce planning and controlled funded numbers.

The university offers support to achieve GTCS registration for teachers in independent schools in Scotland and CPD support for Head Teachers. We will extend the Head Teacher CPD support programme for 2019-20.

Another area of teacher CPD which will be offered is an Additional Teaching Qualification (ATQ) in Computing Studies (CS). This development has been in response to the shortage of qualified computer studies teacher in the region's secondary schools. The qualification will allow GTC registered teachers to teach computing as a second subject.

A BA (Hons) Theological and Philosophical Studies with Education is currently in development for 2020 entry in response to the Scottish Government's prioritisation of religious and moral education for teacher training and recruitment, following identified teacher shortages in this subject.

iv. Early learning and childcare

The university has struggled to achieve the additional funded places ring-fenced for HNC and BA Childhood Practice since 2017-18. These places are intended to increase the numbers of graduates going into the workforce to deal with the expected increase in demand for childcare places following the Scottish Government's expansion of funded early learning and childcare entitlement by 2020.

We are in regular discussion with employers within our region about their needs, workforce planning and local demand for suitable qualified professionals. The 2018-19 increase in the SFC intake target, especially for the HNC CP, was out of step with what our employers are telling us during these discussions. Our local employers are not expecting such an increase in unfilled vacancies for suitably qualified professionals. Where there may be an increase in demand, many employers are concentrating on upskilling existing employees and converting part-time employment to full-time. This is evidenced in the increase in interest in SVQ 2 and 3.

To accommodate such an increase in the HNC intake would also be a challenge for some of our academic partners, however, where there is demand from applicants and employers, we are working to find flexible ways to make that provision available. For example, the university partnership was successful in bidding for funding from the Men in Early Years Challenge Fund to pilot a fast-track childcare course targeted at men in a bid to tackle gender stereotypes and encourage more people into the profession. The pilot is at SCQF L6 and successful students will be guaranteed an interview to the university's HNC Childhood Practice. Perth College UHI has also delivering the HNC Childhood Practice over one year to staff employed in the local sector through a route that sees them undertaking SVQs in their workplace and the college delivering the HN units online with twilight sessions on campus.

We do not know how many additional places will be allocated for 2019-20, however we completed a consultation across the local authorities in the region to assess the potential level of demand and submitted numbers to SFC.

More recently the university successfully bid to run a pilot graduate apprenticeship in this area, which will need taken into account in terms of the total provision compared to the SFC additional places. This pilot has generated interest from employers across the region.

v. Creative industries

Creative industries is a key growth sector in the Scottish economy and is also important to the Highlands and Islands region where it is characterised by small and micro businesses and self-employment. The employment of an academic lead developer and employer engagement staff is opening up opportunities for taught postgraduate programmes and research in this area linked to developing entrepreneurial skills and communities of creative practitioners. This follows on from the successful introduction of an MA Art and Social Practice.

vi. Sustainable tourism

Another growth sector for Scotland, the tourism industry is also crucial to the economy of the Highlands and Islands and proportionally more so than in the rest of the country. Most visitors come to the area because of its natural and cultural heritage, and to participate in outdoor activities.

As well as the growing adventure, outdoor and sports portfolio, the appointment of a Chair in Tourism and, through ESIF DWS, of an academic lead developer will facilitate further development linked to industry demand. For example, a partnership development and accreditation project is underway for a tourism award at Portavadie in Argyll.

vii. Business and finance

Again, one of the key growth sector in the Scottish economy. The university offers a range of accounting, business, management and leadership programmes at all SCQF levels. Early research is underway looking at a financial services degree.

viii. Society and culture

The university has built a unique portfolio of undergraduate and postgraduate humanities programmes, along with world-leading research, linked to the history and culture of the region. Our history and archaeology teams have now developed skills specific elements within their fields which are helping to open up opportunities with heritage organisations and archives etc. for student to undertake work on-site and increase their employability skills.

ix. Apprenticeships

The UHI Work-based Learning Hub was commissioned by SDS in 2015-16 to develop vocational work-based learning pathways in key industry sectors. In 2018-19, the Hub built on its success in developing Foundation Apprenticeship provision across the region, in collaboration with the colleges, local authorities, DYW groups and employers, adding further frameworks and growing apprenticeship numbers. The work of the Hub was extended to encompass Modern Apprenticeships, which transferred to a regional contract in 2018, supporting growth in Modern Apprenticeship numbers. In taking a regional approach to Modern Apprenticeships, partners have been able to benefit from economies of scale, ensuring competitive advantage while also pooling expertise to develop an enhanced offer for the benefit of the regional economy. In consultation with Colleges Scotland and national agencies, the region is reviewing its apprenticeship provision for the construction industry, to identify an effective and efficient means of contracting in future years. In anticipation of becoming a managing agent for construction industry apprenticeship programmes, the region will be working to aggregate all CITB, SNIPEF and SECCT modern apprenticeship provision into the UHI Work Based Learning Hub in the first instance.

The region has ambitious plans for growth in apprenticeships, which is reflected each year in the regional contract bid submitted to SDS and the increasing numbers of apprenticeship new starts. The region is contracted to deliver a L10 GA in Civil Engineering, building on the success of the L8 Graduate Apprenticeship and is in the process of developing a L9 Graduate Apprenticeship in Children and Young People.

We are unique in our ability to support young people through Foundation, Modern and Graduate Apprenticeships in a seamless manner, avoiding unnecessary transitions between institutions. As mentioned in the STEM section, a bespoke work-based computing degree will be developed in 2018, offering a route to under-graduate study for those who do not wish to delay earning while they learn.

The planned expansion and enhancement to Modern Apprenticeship provision through the new single contract arrangements in 2018-19 has extended an already well-developed employer network that informs curriculum planning and delivery. The work-based learning Hub will be working with partners to offer employers an enhanced modern apprenticeship programme that is responsive to industry developments, offering extension classes to further raise productivity.

Further employer engagement has been achieved in 2017-18 through development of bespoke training packages for employers. Efforts will continue in 2019-20 to support improved local industry productivity through targeted provision of training using the Flexible Workforce Development Fund. The region expects to fully utilise these funds in 2019-20.

x. Wider FE curriculum

The University of the Highlands and Islands as the Regional Strategic Body has responsibility to ensure a responsive curriculum across an extensive region, working across multiple curriculum planning partnerships and local authority boundaries. Well-established local relationships with external stakeholders including, local authorities, SDS, HIE, employers and schools, enable the colleges operating in the region to assure alignment of curriculum with local demand and are informed through analysis of data provided through RSAs, SIPs and other LMI. Each local college is represented on their Community Planning Board and contributes through the regional structures to discussions at the Highlands and Islands Skills Investment Plan Board. In 2018-19, a more structured approach was taken to CPP interaction through the introduction of a scheduled committee established for this purpose. This committee will draw together CPP intelligence to provide a more structured input to our input to the SIP Board and to future FE regional curriculum planning and make more explicit, the partnership's responsiveness to local and regional economic development needs.

4 Internationally competitive and impactful research

HE priority: World leading research – world-leading universities, nationally and internationally connected with a global reputation for their research

4.1 Enhance performance in REF 2021

The university is committed to enhancing its performance in REF 2021, building on achievements in REF 2014. In 2017-18 we set out our intention to increase the number of staff producing outputs at 3* and 4* by 25%, to increase the overall fte submitted and to achieve a GPA exceeding three. Plans for 2019-20 will focus on a number of key areas of activity:

A formal mock REF is planned for May 2019, following on from a series of mini-audits and the 2017 stocktake. This will provide a definitive assessment of the university's progress in relation to the unit environment statements, the impact case studies and outputs. At the end of 2018-19 individual meetings will be held with each unit of assessment lead and action plans produced at UOA level. In 2019-20 the REF Managers Group will oversee these action plans and monitor progress. Other REF related activity planned for 2019-20 includes utilising the university's Code of Practice to identify the final eligible cohort for REF 2021 and identify individuals where arrangements for special circumstances may apply. Preparations will be made for the final selection of outputs in the early part of 2020-2021 and the institutional level environment template will be drafted.

Ongoing staff development relating to equality and diversity will also be progressed, especially in regard to the desirability of avoiding unconscious bias in REF decision making processes.

4.2 Use of SFC REG to deliver the strategy for world-class research

In 2019-20 the university will distribute 80% of REG income across academic areas using a formula driven approach which reflects the REF 2014 outcomes. 20% of this income will be used to support the provision of important core services through the research office and graduate school. The REG income is a critically important underpinning component of the university's research environment. It ensures that we can continue to carry out world leading and internationally excellent research, support developing research areas through increasing capacity, and support a range of essential professional services appropriate to research.

The academic areas which will benefit from REG funds in 2019-20, to build capacity and/or sustain world leading and internationally excellent research are: the Centre for History, the Archaeology Institute, the Institute of Northern Studies, the Institute of Health Research and Innovation, Sabhal Mòr Ostaig UHI and the Scottish Association of Marine Science UHI.

In 2019-20 the university will utilise REG funds and UIF funds to support the leveraging of Industrial Strategy Challenge Fund (ISCF) monies. In terms of UIF the University will use specific funds in both 2018-19 and 2019-20 to support a post whose core function is to link major ISCF opportunities with the development of university bids. We have also created a fund to support bid writing. REG funds are used to support the activities of our four research clusters, including the rolling out of a programme of events and seminars. It is anticipated that research clusters will become increasingly active in progressing ISCF activity.

Two case studies are offered to illustrate these points:

1. A well-established research entity where REG income is used to ensure that grant capture opportunities are maximised
2. A developing research area, which was entered for the first time in REF 2014 and which achieved a strong result, thus demonstrating excellent potential;

Case Study 1: Scottish Association for Marine Science UHI (SAMS)

Within the University of the Highlands and Islands, SAMS is the largest recipient of REG formula funding as a result of its performance in REF 2014 and the comparative number of staff and outputs which were included. In 2018-19, it will receive just over £1m of REG funding. SAMS currently undertakes research in three areas - ocean systems, dynamic coasts and the blue economy [further information available on the [SAMS website](#)]

The ocean systems research brings together SAMS scientists who undertake vital research to discover the key processes that comprise the interconnected systems by which oceans function. Research feeds into international scientific panels and organisations such as the IPCC and the UN and informs international policy and governance. Specifically SAMS plays an international role in large-scale and regional ocean observation and the examination of varying ocean properties on the climate system.

The dynamic coasts research area provides the underpinning biological, ecological and sociological knowledge to support sustainable blue growth while at the same time inspiring the next generation. The research spans the biology of individual species to the ecosystem impacts of climate change and social and economic studies of how human communities interact with the coastal seas.

Research arising from the blue economy research theme supports current and future commercial users of the marine environment to gain wealth from the oceans, without degrading the very system that humanity depends on. The use of oceans as a development space, and the decoupling of social and economic growth from environmental degradation are at the centre of the scientific, education and commercial activities of the SAMS Blue Economy Research Area.

The REG funds are a critically important enabling factor for this work. They are typically used to fund the gap between what research councils, principally NERC, and other funders provide and Full Economic Costs (FEC). For example, in 2016-17 NERC funding was about £2.9M, EU income £1.2M, other research income was £1.3M and REG £0.9M. The REG income was used to ensure that cutting edge research projects of international significance were effectively delivered.

A specific example of this is GlobalSeaweedSTAR. This project is about developing the future of the seaweed industry in specific developing countries and the transformative effect that this will have on hundreds of communities and thousands of individuals. It is being funded under GCRF and hence aligns with national priorities. The gap between the available funding and the FEC of the project is being met by drawing down REG funding on a year-by-year basis.

Case Study 2: The Centre for History

The Centre for History is a key component of the University of the Highlands and Islands and is internationally renowned for its teaching and research in Highland, Scottish and wider-world history. In late 2014, it came fifth in Scotland ('a new entry') in the Guardian league table of top UK university history departments. In its first entry to the Research Excellence Framework (REF), it was ranked joint eighth of all history submissions across the UK for 'Impact'. As the newest university history department in the UK – founded in 2005 - the Centre comprises an ambitious and vibrant team of historians, committed to research of international reach and significance. The Centre's research has attracted substantial funds from external sources, including the Wellcome Trust, Scottish and Southern Energy, the Forestry Commission, Carnegie Trust UK, the British Academy and the Leverhulme Trust.

Given the stage of development and scale of the Centre for History the amount of REG funding allocated to the Centre is modest compared with SAMS. Nonetheless the approximately £50K allocated annually is a significant facilitator to support the building of capacity. Since REF 2014, a number of new staff have been appointed to the Centre, and in particular a new Reader in History joined the Centre with a brief to grow and develop its research capability and profile. This appointment, deemed critical to the academic development of the Centre, would not have been possible without the REG income. Examples of the benefit of this appointment (and indeed those of other academic staff), focus on the re-orientation of the Centre, the creation of new research themes – for example - land-based research and riverine, port and coastal histories, the development of a full staff seminar series, more frequent research workshops and a strongly growing postgraduate research community [further information available from the [Centre for History website](#)]

4.3 Engage with the principles of the 'concordat on open research data'

The University approved a new Research Data Management Policy in 2017-18 which took full account of the Concordat on Open Research Data. In 2018-19 arrangements are progressing for implementation of the new policy. In addition a review of compliance with GDPR was completed and revised business processes – for example in research ethics – are being implemented in 2018-19. In 2019-20 the university, through its Research and Knowledge Exchange Committee, will review the implementation of these new policies and will make adjustments where required.

4.4 Ensure high-quality environment for research training and development and enhance the development and diversity of researchers

As a young university, with aspirations for high quality research that is recognised nationally and internationally, and with marked success in external assessment of that quality (REF 2014 and PRES 2017), training and development of research-active staff and students is a key element of our strategy to achieve those ambitions.

This is an all-inclusive approach, but also one that is influenced beneficially by our involvement with Athena Swan, the university holds a Bronze-level accreditation. We are developing our plans to secure reaccreditation at the Bronze level, and ideally silver level accreditation in a small number of academic partner/departmental contexts. Part of this ambition is served by our adherence to the principles of the HR Excellence in Research approach and standard. In view of this, and specifically in the context of student training and development, the university has dedicated support in its Graduate School Office, in the form of a Research Training Officer,

specifically aimed at the identification and provision of broad-ranging training opportunities for research students and their supervisory staff.

Beyond this, the university operates a newly updated mentoring scheme for staff, which enables colleagues at all levels of research engagement to be mentored by the most appropriate person from across our institution. Every member of staff has access to the resources of the Learning and Teaching Academy, which provides a range of resources and development support, including training to learn or refine writing skills for peer-reviewed publication, and for securing research-related fellowships of the Higher Education Academy via the university's ALPINE scheme. Indeed, research students can also secure Associate Fellow of the HEA status in response to some of their teaching-related activities, which is highly beneficial to their development and future career aspirations.

The university is formally part of two Doctoral Training Partnerships, and also has formal links to the Scottish Graduate Schools for Arts and Humanities, and for Social Sciences. We are also closely linked to the MASTS, SAGES and SICSA Research Pools. In all cases, these associations bring opportunities for further staff and student training and development. It is worth noting that our Dean of Research is chair of Universities Scotland's Research Training sub-Committee, which is engaged with practical training support and activities and also seeks to influence sector-wide policy developments in the area. The last Policy Forum event in June 2018 addressed the issue of staff and student mental health issues.

While we can demonstrate an expansive array of support for staff and students, training and development is a matter that is under constant review, reflection and enhancement, chiefly through the work of the Graduate School Office and the Research Degrees Committee. Recent developments have included a new student progress monitoring arrangement, formalised training skills updating requirements for supervisory staff, enhancements to the ethical review procedures, more formalised training needs analyses for research students at the start of each year of their studies, writing retreats for staff (arranged through the university Research Clusters). These build on the provisions already in place for staff and student induction, skills updating workshops, various seminars series and training events that are run by the Research Clusters (open to staff and students), sabbaticals provisions, financial support for attendance at conferences and professional bodies, and access to resource to fund (or part-fund) staff engagement with research degree studies. The 5th biennial staff/student research conference takes place in Perth from 11-13 December 2018 and is the subject of the following case study.

Case Study: Highly unusually, and perhaps uniquely in Scottish Higher Education, the university runs a staff/(research) student conference on a biennial basis, covering all discipline areas and a broad range of presentations, training and development opportunities. The conference also provides an important occasion for our plans for strategic developments in research to be presented and discussed. In the up-coming conference, to be held in Perth College UHI from 11-13 December 2018, there have been 239 registrations, which includes 99 research degree students. The staff who attend cover the full range of engagement with research, from the earliest career researcher to seasoned professors who are internationally renowned in their field. Everyone takes an equal role in the conference, so everyone has the opportunity to learn from each other. There are formal training sessions for delegates to attend and also research showcase sessions, where staff and students present their research to a broad range of colleagues from all different backgrounds. In addition, major issues facing the sector are discussed in a way that helps steer the university's plans to meet the challenges and opportunities of the future. In the next conference, these issues will cover a range of matters

related to the external environment and how this will/could affect Higher Education in general, and the University of the Highlands and Islands in particular. The conference routinely secures excellent feedback and has become an important regular milestone and opportunity for staff and students in their research development and training activities. Details about the conference can be found by following this link: <https://www.uhi.ac.uk/en/research-enterprise/events-and-seminars/university-research-conference/conference-2018/>.

4.5 Enhance research collaboration including support for research pools and promotion of multi/interdisciplinary working addressing global challenges (eg GCRF)

In 2019-20 the University will be involved in a range of collaborations building on the current position. The following are indicative of the breadth of activity.

In terms of engagement with the research pools, we will continue to lead the Soilse research pool and it is anticipated there will be an expanded number of universities actively engaged with this. We are also involved in MASTS, the ETP, SAGES, and SICSA. This involvement is clearly characterised by collaborative activity with a number of other universities.

Of further note in 2019-20 is the university's role as a member of the second phase of the Scottish Graduate School for Arts and Humanities Doctoral Training Programme (DTP) and its role as a member of the new MASTS DTP.

It is anticipated that building on MAXIMAR, the marine science audit in the Highlands and Islands, the university will progress further collaboration with the Universities of Stirling and Heriot Watt and relevant industry in further research activity.

We have established a new post of Vice-Principal Strategic Projects who, in collaboration with the Vice-Principal for Research and Impact, will identify new research opportunities arising from major infrastructural developments in the Highlands and Islands, for example the UK Spaceport initiative in Sutherland.

The university is currently building a new strategic collaboration with Scotland's Rural College (SRUC) focused on natural capital in the blue and green economy and in 2019-20 we aspire to define funded research projects through this collaboration.

We have produced a three-year strategy for core GCRF activity and continued progression of a number of collaborative projects is anticipated. These range across a wide range of disciplines including engagement from our Institutes of Archaeology and Northern Studies.

A major area of growth has been in health research and as this area of work has developed international connections have been created. It is anticipated that further work will progress to expand these international connections and collaborations.

The university is involved in a number of Growth Deals in the Highlands and Islands and Perthshire and it is anticipated that this work will continue to grow and develop. A specific focus will be connected to evolving work in the Moray Growth Deal, the Islands' Deal and the Argyll Deal. In relation to the Islands Deal, as the only university to be based in the Highlands and Islands, we aspire to lead activity in a range of research work streams.

4.6 Drive public and cultural engagement and contribute to public policy and public sector delivery

The University is involved in research related to public policy and public sector delivery and this will continue and grow. This work is focused on education, sustainable communities, and in

particular health and social care. In relation to health, we have a particular focus on rural health and wellbeing where the research conducted is aimed to advance knowledge of health and health services in rural and remote communities. Those communities currently face a number of important challenges including changes in demography, changes in the nature of health care provision and increased expectations of the community.

We are developing the evidence base for rural health care by carrying out relevant primary research, developing collaborative research with social scientists, geographers and policy researchers, and bringing the international perspective through appropriate collaborations.

In teacher education, a newer area for research, a specialism in education in remote and rural areas is being progressed and 2019-20 will see further developments.

Public and cultural engagement is also important to the university. This work includes a wide range of disciplines and locations, including archaeology, history, heritage, tourism and the creative sector. Sabhal Mòr Ostaig, the national centre for Scottish Gaelic and culture will continue with research into aspects of the Gaelic language and culture, some of which will be under the auspices of Soilse, while others will be delivered through the university's Language Sciences Institute. The Centre for Rural Creativity will take forward a range of research projects involving the creative sector across the Highlands and Islands.

4.7 Evidence compliance with the principles set out in the Universities UK Concordat to support research integrity

The university is committed to the principles set out in the UK Research Integrity Concordat. In 2017-18 the university's research committee agreed to undertake a process of review of its research policies and procedures using the research integrity concordat principles. A number of enhancements will be implemented this year, especially in regard to procedures for dealing with any incidents of research misconduct involving staff or students. In 2019-20 it is anticipated that arrangements for research integrity will be in steady state, but we will respond to anticipated changes in the national framework for research integrity as appropriate.

The university will continue to comply with the protocol in commitment five of the research integrity concordat concerned with the annual publication of a statement of research integrity which has been approved by University Court.

5 Innovation

HE priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry

FE outcome: Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy

The University of the Highlands and Islands is supportive of the principles of developing effective operational links between further education, higher education, research, innovation and wealth generation. This is aligned with the governing principles of the university, which include an ambition to support and inspire the development a knowledge-based regional economy.

Progress, including effective promotion of robust equality and diversity principles, will be monitored by the Research and Knowledge Exchange Committee (RKEC). Through the committee structures, the RKEC responds to the Principal and Vice-Chancellor on: engagement with external agencies, including HEIs, the private and third sectors and the enterprise agencies; progress towards effective implementation of the University Scotland five point innovation action plan, including advising academics on compliance with state-aid rules; and effective training and support of staff engaged in promotion of enterprise and innovation activities. The Vice Principal Research and Impact chairs RKEC, the membership includes the Head of Knowledge Exchange.

All students, undergraduate, taught postgraduate and research, will be exposed to and inspired by the principles of wealth creation (*Priority Action (PA) 1*). Plans for a new UHI Entrepreneurship Institute are being progressed, in part through the Moray Growth Deal, which will include practitioner led activities focused on the principles and practice of entrepreneurship as well as theory. Entrepreneurs themselves will provide the role models and the driving enthusiasm (*PA2*). The approaches recognise that not all individuals want to become entrepreneurs themselves. There are skills within the educational institutes that are, however, of broader value to wealth generation. Exchanges between HEIs and 'industry', for example, through the Knowledge Transfer Partnership programme (KTP) offer a proven route to enhancing understanding and opportunity and the university aims to establish and support such opportunities for all staff (*PA3*).

We believe that effective nationwide benefit cannot be achieved by a single institution working in isolation from the rest of the higher education sector. We support the principles of collaboration with other institutions in Scotland, the UK, Europe and beyond. To this end the university agrees to deliver our agreed contribution to the UIF outcomes on an individual and collaborative level.

A key activity includes the harmonisation and simplification of contract negotiations (*PA7*). The university goes further, however, and believes that collaboration and consortium generation must include working engagement with the employment sectors themselves and, crucially, other aspects of the educational community, including the further education. The enterprise and skills agencies must also take a significant part in the developments if opportunities are not to be missed and the university will work with relevant agency colleagues.

The University of the Highlands and Islands wishes to engage fully with Scotland's priority economic sectors, including small and medium sized enterprises (SMEs). It is acknowledged however that the distinctive environment of the Highlands and Islands encourages the

development of micro enterprises, social enterprises and community groups some of may not prioritise growing in size but rather sustaining their activities and growing in influence and perceived benefit.

In discussion with Scottish Funding Council, it was agreed that the best mechanism to work at a sector level to deliver the national outcomes is to undertake to work together to:

- Analyse current activity and identify best practice
- On the basis of this, where appropriate, devise and execute a pilot programme
- If successful, develop/initiate a sector-wide programme.

Engagement with national outcomes - nationally

We are fully committed to contribute to the implementation of each of the national outcome group's plans and strategies.

Through the Research and Commercialisation Directors' Group (RCDG), while acknowledging the importance of all the outcomes, institutions agreed to contribute in a way that makes best use of resource meaning that each institution may be involved with a different combination of work.

The University of the Highlands and Islands has prioritised SFC UIF outcomes 1-4, a large element of which now fall under the 'innovation cluster' group's remit.

We aim to play a role in each of the cluster groups during 2019-20 with a special focus on the innovation and entrepreneurship groups, this will include:

Innovation cluster group

- Steering the innovation cluster group along with Aberdeen University and UWS
- Leading on the key SME demand stimulation initiative:

Initially pulling together a working group that includes Interface, SFC, the Innovation Centres, HIE, SE and the representation from the Federation of Small Businesses. This is likely to result in greater innovation and strengthen and support SMEs across Scotland.

At an institutional level the university will stimulate demand for university services from businesses in remote and fragile communities (*PA10*) across the Highlands and Islands.

- Playing a leading role in the national innovation cluster strand aimed at developing proposals for the UK Research and Innovation Industrial Strategy Challenge Fund (ISCF) and other grand challenge funding opportunities.

The university has, for example, used our 2018-19 UIF uplift to create a new, two year, ISCF post as well as creating an internal challenge fund (to encourage and support academics to take part in bid development).

Actions are expected to include collaboration with other universities and stakeholders to facilitate: grant call foresight, creation of consortia and project development and grant writing leading to an increase in the number and quality of ISCF project proposals. This is expected to result in growing commercial outputs including increasing income from Industry and the UK industrial strategy.

Entrepreneurship and Investment Cluster Group

- As part of a new proposal being developed for 2019-20, the university would host one of five proposed Enterprise Hubs.

In addition, the university confirms our willingness to participate fully in the monitoring framework that will be developed through Universities Scotland RCDG, managed and reported to SFC by the UIF Collaboration Manager. This framework is expected to become the main mechanism by which SFC will measure the impact of UIF at a national level and should serve as a platform for the sharing of good practice.

Engagement at an institutional level

At an institutional level, under each of these outcomes and with reference to the associated priority actions previously agreed, the university will continue to maintain and expand its operational Knowledge Exchange Network across the partnership. This operates through nodes into the different sectoral grouping. Each theme has a named “champion”, who will guide the activities, including interaction with other HEIs, commercial bodies and the Scottish and UK innovation/KE landscape, eg the Scottish Innovation Centres, Innovate UK and the Catapults.

The next academic year (2019-2020) will be the last year of the UIF initial three-year rolling programme. As with the previous two years, some initiatives will be funded primarily from the Outcome Grant element of UIF, these are focused on four key sectors for the Highlands and Islands region: *aquaculture, energy, sports and well-being and a rural health network*. Additional support through core Platform Grant funded resource has also been employed to develop KE activities in the *creative economy, tourism and water quality innovation*.

Each of the UIF funded sectoral group projects have their own internal targets and key performance indicators aligned with SFC’s seven desired outcome priorities. These aim to provide sectoral hubs with business development and coordination resources as well as funding for business engagement activities such as events, promotions, meetings and in some cases a challenge/seed corn fund.

The groups are currently engaging with their relevant business sectors as well as other sectoral stakeholders, including the regional development agencies, Interface and the Innovation Centres. Each group has now developed draft plans for year three (2019-20) including some revisions to targets/budgets. An update of each group’s year three plans is attached (appendix 1).

Regular reports are now being submitted to RKEC and the Research Cluster steering groups on progress against innovation targets, including: academic engagement with commercial companies, innovation vouchers; KTPs and the inclusion of innovation/entrepreneurship in staff development and training.

The university’s UIF Steering Group (a sub-group of the Research and Knowledge Exchange Committee) will review these in December 2018 and finalise in May 2019.

Initiatives across the university that align to SFC’s UIF outcome and priority activities include:

Demand stimulation (Outcome 1)

Making more businesses across the Highlands and Islands aware of the opportunities and funding available to develop new products and processes in collaboration with universities through:

- Various awareness raising outreach activities, events and meetings across the region aimed not only at private companies and social enterprises but also university staff
- Providing additional university staff training on innovation and entrepreneurship skills to help researchers and academics better understand business needs as well as be able to spot innovative opportunities (PA 5). Training includes ‘train the trainer boot camps’, enterprising researcher workshops as well as sector specific entrepreneurship training

Some of the knowledge expertise gained from the university’s local demand stimulation activities will be fed back into the strategies and plans being developed by the national ‘demand stimulation’ innovation cluster group, particularly as we are leading the SME strand.

Simplify business access (Outcome 2)

Ensuring greater engagement with business is supported through increased outreach activity by new KE/Innovation posts working closely with sectoral skills assessment staff including:

- Company visits and sectoral conferences and events participation, business interest group links, sector associations, trade association, partnering fora – industry and research groups

Shifting from transactional to more strategic partnerships (PA 6) backed up with a comprehensive CRM system and processes

Helping develop and ensure implementation of enhanced business to university contract arrangements (PA 7); implementing a post-project referral process for all KE projects (PA8).

Simplification/Greater innovation (Outcome 3)

Development of further contributions to innovation infrastructure are being taken forward including:

- City, Island and Regional Growth Deal proposals
- A £34 Million UKRI ISCF “strength in places” bid to develop aquaculture, marine biotechnology and marine energy across the entire western sea coast of Scotland

The university will continue to identify gaps in innovation training for enterprise and innovation staff (PA 4) and develop or access training to fill these gaps including for example, Praxis-Unico/AURIL and ARMA courses and accreditations. In collaboration with other Scottish HEI’s, through the innovation cluster group, we will also look at how innovation training might be further developed. This might include Chiasma, sand pit and other joint sector based university/business innovation workshops.

Through the sectoral groups, we will encourage staff exchange between the university and SMEs (PA 3). This might include KTP, Innovation Voucher student placements and other exchange opportunities

The university will continue to support the implementation and further development of common contracts (PA 7)

We will continue to make information on university expertise more accessible to businesses on a sectoral basis:

- In collaboration with other Scottish universities we will explore what more could be done jointly to increase business demand for university expertise

- This is an area where the national innovation cluster group for demand stimulation will assist particularly in awareness raising of the opportunities available to SMEs and micro-companies through working with universities.

We will further refine and develop out post project referral process to ensure innovation projects progress to the next stage and move up the innovation ladder wherever possible.

Entrepreneurialism (Outcome 4)

The university in collaboration with Highlands and Islands Enterprise has developed a business plan for an effective entrepreneurial academy structure, which crosses discipline and regional boundaries. The university is exploring the possibility of establishing an Entrepreneurship Institute, the activities of which would be aligned with the needs of the developing economy of the Highlands and Islands. This would be located within the academic partners of the University of the Highlands and Islands and involve academics from across the university as well as associates drawn from the private economic sectors (PA2) as well as from academic institutions elsewhere in Scotland and internationally with capabilities complementary to the aims of the institute.

The institute will be charged with ambitious aims:

- To educate and train individuals equipped with the skills necessary to lead and underpin the growth of a knowledge based economy. All students of the university will engage with the entrepreneurial agenda during their studies (PA 1)
- To expose students and staff to the experience of successful entrepreneurs and encourage positive engagement between professionals and business leaders
- To provide direct training, where an identified need is recognised, for professional staff who interact with entrepreneurs and commercial wealth creation (PA 4).

The Research and Knowledge Exchange Committee will monitor progress of this initiative on behalf of the Vice-Chancellor.

The university-wide entrepreneurship educator development programme developed with UIF funding will be repeated in 2019-20. This will train our academics to become entrepreneurial role models, equipped to drive change in their institutions and surrounding communities (PA 2). The 3-day boot camp raises awareness of entrepreneurial opportunities as additional outputs from their research. An additional enterprising researcher one day training course is also planned. Additional sector specific entrepreneurship training will be delivered.

The university also leads the Highlands and Islands Business Ideas competition, which is open to all staff and students (PA 1) as well as Highlands and Islands business and local community groups and individuals. This activity is funded from the Outcome Grant. The university's business idea competition will also feed into the Kick-start and main Converge Challenge competition.

Unfortunately, the Royal Society of Edinburgh Enterprise Fellowship scheme is not currently in a position to source funding for applicants in the Highlands and Islands, so for the time being this scheme is not being promoted by the university.

Through the activities described above we intend to reverse recent declines in KE funding and secure a sustained income exceeding £10 million by 2020-21.

The engagement with, for example, SFC innovation vouchers needs to be refined to reflect the nature of the industrial community in the Highlands and Islands. In the past take-up has been

low and it is anticipated that sector-driven engagement will achieve a rolling expectation of 15 vouchers per annum, subject to a planned increase year-on-year with an expectation for 2019-20 of 12 Innovation Vouchers (includes follow-on vouchers and student placement Innovation Vouchers).

The University of the Highlands and Islands (and our academic partners) intend to match the KE spend of the platform grant.

The University of the Highlands and Islands is committed to equality of opportunity and non-discrimination in all aspects of our work and study. We accept our obligations to fulfil the statutory requirements relating to equality and diversity and will take steps to: eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between people from different groups; and foster good relations between people from different groups, tackling prejudice and promoting understanding.

In 2019-20 the university will seek to extend our knowledge exchange and innovation work to include further education activity. Partners will be encouraged to further enhance their strong relationships with employers through consultancy and bespoke training contracts, making use of college innovation voucher funding to support developments. This will be enhanced by encouraging FE academics, interested in increasing consultancy, CPD and other KE related activities, to join the university sectoral KE groups.

In addition, phase three of the college focused “FUTUREquipped” work-stream is expected to focus on colleges and industry working innovatively together. This is an area that the university sectoral KE teams plan to fully support.

5. High performing institutions

HE Priority 5: Ensuring provision of quality learning in Scottish higher education institutions ie HE strategic futures, quality assurance and HE governance
FE Outcome – a coherent system of high performing, sustainable institutions with modern, transparent and accountable governance arrangements

6.1 Leadership in environmental and social sustainability

Carbon management: The university and our assigned colleges are required to report each November, which has been done. An application to SFC for strategic funding towards consultancy was not successful. We are now engaging with EAUC to run a bespoke workshop to help us plan and report on a more consistent basis across the partnership and widen our activities beyond carbon reporting.

However, there are examples of regional activity which is impacting in environmental sustainability eg we have now consolidated academic partner data centres with Moray, Inverness, Perth and North Highland utilising our central data centres at the Inverness Campus. This has allowed the partners to retire old energy inefficient server equipment with associated reductions in cooling and power costs without having to purchase new equipment and has allowed the university to increase the utilisation of existing computing assets in Inverness.

We have also been running the single print project where academic partners have been consolidating their diverse printing estate into a smaller number of MFDs with ‘pull printing’

(where the user has to go to the device and sign in to get the prints). This means fewer devices (less power) and less prints as pull printing is only initiated when the user attends the machine.

The university continues to offer online undergraduate and taught postgraduate provision aimed at helping individuals, communities, agencies and employer understand and develop sustainable practices, for example, BSc (Hons) Sustainable Development, MSc Sustainable Rural Development, MSc Sustainable Mountain Studies, MSc Developing Low Carbon Communities and MSc Sustainable Energy Solutions.

6.2 Cyber security

The university now has Cyber Essentials Plus accreditation. This certifies that we have been assessed as meeting the Cyber Essentials implementation profile and, at the time of testing, our ICT defences were assessed as satisfactory against commodity based cyber-attack. This is part of our response to the objectives of the Scottish Government's Cyber Resilience Action Plan. We already have senior staff ownership of this activity and regular review of cyber security risks.

6.2 Governance

The Scottish Government and Privy Council have now approved the changes to the university's articles of association to enable it to comply with the Higher Education Governance (Scotland) Act 2016. These changes are currently being put to the various stakeholders required to approve them prior to formal approval by the university Court.

While the university does not have a formal recognition agreement with any trade union, each of the four trade unions who are formally recognised by one or more of our academic partners have been asked to nominate two members who are representative of the professional services and the academic staff across the partnership. Once these nominations have been received, the Court will consider giving these members observer status at Court meetings until the articles have been changed to allow them to become full members. It is hoped that the required changes will receive approval before the next academic year.

The university principal and vice chancellor provides assurance to SFC on an annual basis that we comply with the terms of the financial memorandum and in turn asks the principals of each assigned college to confirm that they are complying with the financial memorandum between their college and the university. Areas of non-compliance are highlighted to SFC. The university is required to comply with both the Codes of Good Governance for Colleges and the code for higher education. Where there is a conflict between the codes, we will comply with the higher education code. Any such areas and areas of non-compliance are explained in the university's annual report and accounts.

Gender balance and equality

An extensive recruitment exercise was conducted in 2017 for new independent members to join the University Court. The recruitment process was amended from previous campaigns to incorporate best practice guidance from the Equality Challenge Unit (now part of Advance HE) and applications were actively encouraged from women, people with disabilities and people from ethnic minority groups. This new approach was extremely successful and resulted in an increase in the overall number and quality of applications received and has helped the university to demonstrate its commitment to equality and diversity and to ensuring that our governing body represents the staff, students and community that it serves.

Lessons learned from the recruitment process have been shared with academic partners to inform their own recruitment activities, including template job descriptions and person specifications and advertisements.

Currently, there are 18 members of the university Court some are ex officio, gender balance of appointed members will be nine male and seven female when new articles are adopted next year. In total:

	Non-exec members		Staff members		Student members		
	Male	Female	Male	Female	Male	Female	Total
August 2018-present	9	5	2	1	1	0	18

The HE Governance (Scotland) Act (2016) necessitates membership from two trade union representatives, which is currently being allocated among the four trade unions involved. The trade union reps will come onto Court when new articles are adopted later this year. We have also recruited two female observers, who will be formally appointed at the same time ensuring a majority of independent members.

The current college boards of management gender balance: (as at 1 October 2018):

	Non Executive Board Members			Staff Board Members			Student Board Members		Total		
College	Male	Female	Chair Gender	Male	Female	Principal Gender	Male	Female	Total	Male	Female
Argyll	6	4	M	1	1	M	0	1	13	7	6
Inverness	8	5	M	1	2	M	1	1	18	10	8
LCC	4	6	M	3	0	M	0	2	15	7	8
Moray	6	5	M	1	2	M	2	0	15	8	7
NHC	5	3	M	2	1	M	0	1	12	7	5
Orkney	11	1	M	2	0	M	0	2	16	13	3
Perth	7	5	M	2	1	F	2	0	17	11	6
SMO	6	5	M	1	1	F	0	2	15	7	8
Shetland	4	2	M	0	0	M	0	0	6	4	2
WHC	5	4	M	1	1	F	0	1	12	6	6

The university achieved the Bronze Athena Swan Award during 2017 and is working on an action plan to broaden the scope our Athena SWAN Silver submission in April 2020.

<https://www.uhi.ac.uk/en/t4-media/one-web/university/research/staff-dev/Athena-Swan-Application-2016.pdf>

We currently support 10 members of staff to participate in the current Advance HE Aurora programme. This opportunity is open to women at grades up to senior lecturer and the professional services equivalent with places awarded on a competitive basis.

These Women Can! – a one-day event held 8 March 2018 saw colleagues from across the university gather to discuss and debate the current challenges facing women in Higher and Further Education. Led by invited speakers, a range of issues and perspectives were explored, showcasing a number of successful initiatives and providing an opportunity to reflect, plan and network with colleagues from across the university.

We continue to progress actions from our Equality Outcomes to ensure equality of opportunity for both students and staff and will report on progress again in April 2019.

Supporting more transparent decisions on remuneration at senior levels and showing leadership in Fair Work

Current articles of association preclude staff or students being involved. The University Court will consider whether the membership of remuneration committee should be altered once articles have been revised. The university is a Living Wage Employer

The role of the Regional Strategic Body

The 2016 Audit Scotland Report on Scotland's Colleges recognised the progress the University had made in meeting the requirements of the Post-16 education (Scotland) Act (2013) and in the arrangements in place for the university to effectively carry out the role of the Regional Strategic Body. During the period of this Regional Outcome Agreement, the University has developed regional structures and practice in further education that are bringing far greater levels of consistency to the experience and supporting quality enhancement at a regional level. Significant initiatives that will be delivered during the period of this Regional Outcome Agreement are the development of a single policy environment for further education, the harmonisation of quality management processes, regional contracting for all work-based learning programmes and the development of regional enhancement strategies. These initiatives are having a positive impact on the partnership and contributing to cultural change. The University will continue to review these arrangements, adding further value through regional developments as opportunities emerge.

The development of the single policy environment for further education and the harmonisation of working practice will during the course of this Regional Outcome Agreement period:

- Bring greater levels of consistency to the student experience;
- Reduce duplication of effort;
- Bring greater levels of resilience through better management of corporate knowledge;
- Reduce corporate risk;
- Create opportunities for the ready implementation of best practice;
- Create effective and efficient communities of practice.

Accountability for achievement of Regional Outcome Agreement targets rests with the Regional Strategic Body. Although student activity targets are disaggregated by academic partner to support local planning in line with demand, most targets are managed on a regional basis. Partners have however committed to working on an individual or cluster basis to address differences in performance across subject areas or colleges in relation to specific targets. The work to harmonise quality management processes across the partnership in further education and the development in particular of collaborative evaluative analysis of performance indicators and enhancement initiatives will support a helpful degree of disaggregation to target development towards areas of development need.

Table 5: National measures data table template for college outcome agreements

		Actual		Ambition		
		2016-17	2017-18	2019-20	2020-21	2021-22
1(a) The volume of Credits delivered						
The volume of Credits delivered (core)		111,729	112,682	110,382	110,382	110,382
info. Core Credits target (region)		110,968	110,967	110,382	110,382	110,382
info. % towards core Credits target (region)		100.6%	101.54%	100%	100%	100%
The volume of Credits delivered (ESF)		4,400	2,200	2,200	0	0
The volume of Credits delivered (core + ESF)		116,129	114,882	112,582	110,382	110,382
1(b) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas						
Volume of Credits delivered to learners in the most deprived 10% postcode areas		4,224	4,020	3,940	3,863	3,862
Proportion of Credits delivered to learners in the most deprived 10% postcode areas		3.6%	3.5%	3.5%	3.5%	3.5%
1(c) Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers						
Gender -						
Volume of Credits delivered to Male learners		58,487	59,931	56,178	55,025	55,025
Proportion of Credits delivered to Male learners		50%	52.2%	49.9%	49.85%	49.85%
Volume of Credits delivered to Female learners		58,249	54,671	56,178	55,025	55,025
Proportion of Credits delivered to Female learners		50%	47.6%	49.9%	49.85%	49.85%
Volume of Credits delivered to Other learners		93	210	300	331	331
Proportion of Credits delivered to Other learners		0.08%	0.1%	0.3%	0.3%	0.3%
Ethnicity -						
Volume of Credits delivered to minority ethnic learners		1,911	2,037	2,026	1,986	1,986
Proportion of Credits delivered to minority ethnic learners		1.6%	1.8%	1.8%	1.8%	1.8%
Disability -						
Volume of Credits delivered to students with a known disability		30,019	28,460	28,145	27,595	27,595
Proportion of Credits delivered to students with a known disability		26%	25%	25%	25%	25%
Age -						
Volume of Credits delivered to learners aged under 16		6,883	7,377	6,755	6,624	6,624
Proportion of Credits delivered to learners aged under 16		6%	6.4%	6%	6%	6%
Volume of Credits delivered to learners aged 16-19		61,415	59,301	56,291	55,176	55,176
Proportion of Credits delivered to learners aged 16-19		53%	51.6%	50%	50%	50%

	Actual		Ambition		
	2016-17	2017-18	2019-20	2020-21	2021-22
Volume of Credits delivered to learners aged 20-24	18,395	17,250	14,350	13,242	12139
Proportion of Credits delivered to learners aged 20-24	16%	15%	13%	12%	11%
Volume of Credits delivered to learners age 25 and over	30,170	31,018	34,900	35,313	36,416
Proportion of Credits delivered to learners age 25 and over	26%	27%	31%	32%	33%
Care Experienced -					
Volume of Credits delivered to care experienced students	3,851	3,591	3,377	3,311	3,311
Proportion of Credits delivered to care experienced students	3.3%	3.1%	3%	3%	3%
2(a) The number of senior phase pupils studying vocational qualifications delivered by colleges	927	1017	1000	981	981
2(b) Volume and proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges					
Volume of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	4,393	4,579	4,503	4,415	4,415
Proportion of Credits delivered to senior phase age pupils studying vocational qualifications delivered by colleges	3.8%	4%	4%	4%	4%
2(c) Volume and proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision					
The volume of Credits delivered to learners at S3 and above as part of 'school-college' provision	14,997	15,170	14,635	14,349	14,349
The proportion of Credits delivered to learners at S3 and above as part of 'school-college' provision	13%	13%	13%	13%	13%
2(d) Volume and proportion of Credits delivered at HE level to learners from SHEP schools (i.e. Secondary schools with consistently low rates of progression to higher education)					
Volume of Credits delivered at HE level					
Volume of Credits delivered at HE level to learners from SHEP schools					
Proportion of Credits delivered at HE level to learners from SHEP schools					
3. Volume and proportion of Credits delivered to learners enrolled on STEM courses					
Volume of Credits delivered to learners enrolled on STEM courses	34,811	34,502	33,775	33,114	33,114
Proportion of Credits delivered to learners enrolled on STEM courses	29.9%	30%	30%	30%	30%
4(a) Proportion of enrolled students successfully achieving a recognised qualification					
The number of FT FE enrolled students achieving a recognised qualification	3,091	3,095	3,148	3,119	3,161
The total number of FT FE enrolled students	4,581	4,389	4,301	4,215	4,215
The percentage of FT FE enrolled students achieving a recognised qualification	67.4%	70.5%	73.2%	74%	75%
The number of PT FE enrolled students achieving a recognised qualification	11,971	12,626	12,892	13,227	13,304
The total number of PT FE enrolled students	14,196	14,870	15,167	15,470	15,470
The percentage of PT FE enrolled students achieving a recognised qualification	84.3%	84.9%	85%	85.5%	86%
The number of FT HE enrolled students achieving a recognised qualification					
The total number of FT HE enrolled students					

	Actual		Ambition		
	2016-17	2017-18	2019-20	2020-21	2021-22
The percentage of FT HE enrolled students achieving a recognised qualification					
The number of PT HE enrolled students achieving a recognised qualification					
The total number of PT HE enrolled students					
The percentage of PT HE enrolled students achieving a recognised qualification					
4(b) Proportion of enrolled MD10 students successfully achieving a recognised qualification					
The number of MD10 FT FE enrolled students achieving a recognised qualification	128	127	133	135	137
The total number of MD10 FT FE enrolled students	197	188	190	190	190
The percentage of MD10 FT FE enrolled students achieving a recognised qualification	65%	67.6%	70%	71%	72%
The number of MD10 PT FE enrolled students achieving a recognised qualification	153	205	217	231	236
The total number of MD10 PT FE enrolled students	224	284	285	285	285
The percentage of MD10 PT FE enrolled students achieving a recognised qualification	68.3%	72.2%	76%	81%	83%
The number of MD10 FT HE enrolled students achieving a recognised qualification					
The total number of MD10 FT HE enrolled students					
The percentage of MD10 FT HE enrolled students achieving a recognised qualification					
The number of MD10 PT HE enrolled students achieving a recognised qualification					
The total number of MD10 PT HE enrolled students					
The percentage of MD10 PT HE enrolled students achieving a recognised qualification					
4(c) Proportion of senior phase age pupils successfully completing a vocational qualification delivered by colleges					
The number of Senior Phase FT FE enrolled students achieving a recognised qualification	49	64	64	65	66
The total number of Senior Phase FT FE enrolled students	73	92	92	92	92
The percentage of Senior Phase FT FE enrolled students achieving a recognised qualification	67%	69.6%	70%	71%	72%
The number of Senior Phase PT FE enrolled students achieving a recognised qualification	532	673	668	686	703
The total number of Senior Phase PT FE enrolled students	764	897	868	847	847
The percentage of Senior Phase PT FE enrolled students achieving a recognised qualification	69.4%	75%	77%	81%	83%
The number of Senior Phase FT HE enrolled students achieving a recognised qualification					
The total number of Senior Phase FT HE enrolled students					
The percentage of Senior Phase FT HE enrolled students achieving a recognised qualification					
The number of Senior Phase PT HE enrolled students achieving a recognised qualification					
The total number of Senior Phase PT HE enrolled students					
The percentage of Senior Phase PT HE enrolled students achieving a recognised qualification					
4(d) Proportion of enrolled Care Experienced students successfully achieving a recognised qualification					

		Actual		Ambition		
		2016-17	2017-18	2019-20	2020-21	2021-22
	The number of CE FT FE enrolled students achieving a recognised qualification	98	91	109	122	131
	The total number of CE FT FE enrolled students	189	177	180	180	180
	The percentage of CE FT FE enrolled students achieving a recognised qualification	51.9%	51.4%	61%	68%	73%
	The number of CE FT HE enrolled students achieving a recognised qualification					
	The total number of CE FT HE enrolled students					
	The percentage of CE FT HE enrolled students achieving a recognised qualification					
4(e) Proportion of full-time FE enrolled students aged 16-19 successfully achieving a recognised qualification						
	The number of FT FE enrolled students aged 16-19 achieving a recognised qualification	1,740	1,748	1,802	1,791	1,815
	The total number of FT FE enrolled students aged 16-19	2,699	2,568	2,504	2,454	2,454
	The percentage of FT FE enrolled students aged 16-19 achieving a recognised qualification	64.47%	68%	72%	73%	74%
693	5. The number of starts for contracted apprenticeships (including industry bodies such as CITB and SECTT)	450	561	595	612	630
6. The number and proportion of full-time learners with substantial 'work placement experience' as part of their programme of study						
	Total number of full-time learners	4,315	4,127	4,043	3,962	3,962
	Number of full-time learners with substantial 'work placement experience' as part of their programme of study	835	468	2,022	2,377	2,773
	Proportion of full-time learners with substantial 'work placement experience' as part of their programme of study	19%	11%	50%	60%	70%
7. The number and proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing						
	The total number of students who have achieved HNC or HND qualifications progressing to degree level courses					
	The number of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing					
	The proportion of successful students who have achieved HNC or HND qualifications articulating to degree level courses with advanced standing					
8. The number and proportion of full-time college qualifiers in work, training and/or further study 3-6 months after qualifying						
	The total number of full-time FE college qualifiers (confirmed destinations)	3091	3095	3053	3035	3035
	The number of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	2627	2631	2595	2580	2580
	The proportion of full-time FE college qualifiers in work, training and/or further study 3-6 months after qualifying	95%	95%	95%	95%	95%
	The total number of full-time HE college qualifiers (confirmed destinations)					
	The number of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying					
	The proportion of full-time HE college qualifiers in work, training and/or further study 3-6 months after qualifying					
9. The percentage of students overall, satisfied with their college experience (SSES survey)		94.8%	95.4%	95%	95%	95%
10 Gross carbon footprint (tCO2e)						

Appendix two – National measures data template for university outcome agreements

	Actual		Ambition		
	2016-17	2017-18	2019-20	2020-21	2021-22
Scottish Government priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance					
Measure 1: Articulation - The number and proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing					
Proportion of Scottish-domiciled HN entrants articulating with Advanced Standing	74.9%	TBC	80.0%	81.0%	See note 1
Measure 2: Deprivation - The number and proportion of Scottish-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
Proportion of SDUEs from 20% most deprived postcodes	8.7%	7.9%	8.7%	8.9%	9.2%
Proportion of SDUEs from 40% most deprived postcodes	26.5%	24.2%	26.5%	27.0%	27.5%
Additional COWA measure - The proportion of full-time first degree entrants from the 20% most deprived postcodes					
Proportion of full-time first degree entrants from 20% most deprived postcodes	8.7%	8.1%	8.8%	9.0%	9.2%
Measure 3: SHEP Schools - The number and proportion of Scottish-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)					
Proportion of SDUE from SHEP Schools	4.4%	4.6%	4.9%	5.0%	5.1%
Measure 4: Protected Characteristics - The number and proportion of Scottish-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Gender					
Male Proportion	43.9%	39.8%	40.0%	42.0%	45.0%
Female Proportion	56.0%	60.3%	60.0%	58.0%	55.0%
Other Proportion	0.1%	0.1%			
Age					
Under 21 Proportion	46.1%	43.3%	45.0%	48.0%	50.0%
21 and over Proportion	53.9%	56.9%	55.0%	52.0%	50.0%
Ethnicity					
Proportion - BME	3.3%	2.8%	2.9%	3.2%	3.2%
Disability					
Proportion - Disability	15.3%	15.5%	16.2%	16.5%	17.0%
Care Leavers					
Proportion - Care Leaver	1.4%	1.4%	1.7%	2.1%	2.2%
	Actual		Ambition		
	2016-17	2017-18	2019-20	2020-21	2021-22

Measure 5: Retention by Protected Characteristics - The number and proportion of full-time first year Scottish-domiciled undergraduate entrants from different characteristic groups returning to study in year two					
Deprivation					
Proportion MD20 retained	84.9%		85.5%	86.5%	87.0%
Proportion MD20/40 retained	84.1%		85.5%	86.5%	87.0%
Gender					
Proportion of Males retained	82.2%	84.0%	85.9%	87.0%	87.0%
Proportion of Females retained	87.0%	86.8%	88.5%	89.0%	89.0%
Age					
Proportion of Under 21s retained	85.0%	85.0%	87.0%	88.0%	88.5%
Proportion of 21 and over retained	84.6%	86.5%	88.0%	88.5%	88.5%
Ethnicity					
Proportion retained - BME	87.7%	90.5%	93.2%	92.7%	92.9%
Disability					
Proportion retained - Disability	84.4%	83.8%	85.9%	87.1%	88.0%
Care Leavers					
Proportion retained - Care Leavers	70.8%		82.0%	83.0%	84.0%
Scottish Government priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy					
Measure 6: Retention - The number and proportion of full-time first year Scottish-domiciled undergraduate entrants returning to study in year two					
Proportion retained	84.8%		87.0%	88.0%	88.0%
Measure 7: Satisfaction - The % of students satisfied with the overall quality of their course of study in the National Student Survey					
% Satisfaction	79	85	83	83	83
% Benchmark	83	83	83	83	83
Difference +/-	-4	2	0	0	0
Measure 8: STEM - The number and proportion of Scottish-domiciled undergraduate entrants to STEM courses					
Proportion of SDUE to STEM courses	30.1%	26.9%	30.0%	32.0%	33.0%
Measure 9a: Graduate Destinations - The number and proportion of Scottish-domiciled graduates entering positive destinations see Note 2					
Proportion of graduates in positive destinations	97.3%		See note 2		
	Actual		Ambition		
	2016-17	2017-18	2019-20	2020-21	2021-22

Measure 9b: Graduate Destinations - National Measure 9b: The number and proportion of Scottish Domiciled full-time first degree respondents who are working in professional occupations					
Proportion working in professional occupations	40.9%	See note 2			
Scottish government priority: internationally competitive and impactful research					
Measure 10: The number of research postgraduate students FTE	73	106	113	106	108
Measure 11: Total income from the UK Research Councils	£3,287k	£3,352k	£3,488k	£3,558k	£3,629k
Measure 12: Total research income from all sources	£14,431k	£14,720k	£15,315k	£15,620k	£15,932k
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry					
Measure 13: IVs - The number of SFC innovation Vouchers (IVs) and Follow-on IVs					
Innovation Vouchers (IVs)	4	6	11	13	13
Follow-on IVs	2	2	1	2	2
Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance					
Measure 14: Carbon - Gross carbon footprint	297.6	TBC	TBC	TBC	TBC

Note 1: Measure 1: Articulation - The number and proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing

As highlighted in the narrative, this measure is derived from the National Articulation Database (NAD) and measures articulation from other Scottish FE colleges into the university but does not take account of the significant internal progression to our degree programmes from our own HN students. 2016-17 was the last data provided from the NAD. Targets are as set in the last ROA. The new NAD does include our internal progression data and will be evaluated once we have access.

Note 2: Measure 9: Graduate destinations. 2016-17 graduates were the last cohort of the Destination of Leavers from Highland Education survey. The new Graduate Outcomes survey has a different timeframe for surveying graduates, methodology and questions, which will therefore require a new baseline and then targets set from there.

Perth College UHI

Paper 7

Committee	Academic Affairs
Subject	Student Numbers 2017-18 and 2018-19
Date of Committee meeting	08/05/2019
Author	Deborah Lally
Date paper prepared	30/04/2019
Executive summary of the paper	<p>2018-19</p> <p>Higher Education – the College has met and slightly exceeded target</p> <p>Further Education – the College has met core target but predicts to meet only 25% of ESIF target</p> <p>2019-20</p> <p>Higher Education – targets have recently been confirmed with our UHI colleagues. With an overall UG funded target of 2013 FTEs and a PG funded target of 39.79 FTEs</p> <p>Further Education- we have not yet had confirmation from the Further Education Regional Board (FERB) of our target for next academic year. Therefore will be planning on the assumption as the same targets as last year.</p>
Consultation How has consultation with partners been carried out?	N/A
Action requested	<input checked="" type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval

Perth College UHI

Resource implications (If yes, please provide details)	Yes/ No
Risk implications (If yes, please provide details)	Yes/ No We are unable to draw down the full ESIF funds that are available should we have met our overall FE target.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	SFC Regional Outcome Agreement SFC Evaluative and Enhancement Report Strategic Aim 4.1
<u>Equality and diversity</u> Yes/ No If yes, please give details:	No
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	Yes/ No If yes, please give details: Click or tap here to enter text.

Perth College UHI

<u>Data Protection</u> Does this activity/ proposal require a Data Protection Impact Assessment?	Yes/ No Click or tap here to enter text.
Status (e.g. confidential/non confidential)	Confidential
Freedom of information Can this paper be included in "open" business?	Yes

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

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

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Perth College UHI

Student Numbers 2018-19

Higher Education

Level	Initial Target (FTEs)	Early Statistical Estimate (FTEs)	Actual (FTEs)	Actual (Headcount)
Undergraduate	1958	1971	1973.4	2432
Postgraduate	32	38	38.9	98

Further Education

College / Region	Core Credit Target	ESIF Credit Target	Total Credit Target	Total Actual Credits (to date)	Estimated end of year position (Credits)
Perth	23,655	1,200	24,855	23,843	23,933
Region	110,382	2,200	112,582	107,104	111,662

As a region, we have to collectively hit the overall core target before we can draw down any ESIF credits. Actual credits to date show that we are -3,278 credits short of our overall core credit target. Therefore the entire region is at risk of drawing down any ESIF funding.

Perth College reported at the start of the academic year that there was a decline in the number of full-time students commencing their studies at FE level, it is therefore a challenge to make this up with part-time. However we have planned and worked hard to recover as much as we can.

All Colleges in the region, including Perth, have and are continuing to look to see what provision we can offer up until the end of the academic year (31 July 2019) to reduce and hopefully meet both core and ESIF targets.

The attached spreadsheet contains the position for each college within the region.

Perth College UHI

Student Numbers 2019-20

Higher Education - Undergraduate

1. By Academic Partners (UGT SC/EU Fundable)					
	Totals				
	2018-19 PPF target	2018-19 ESR	2018-19 ESR to target variance	2019-20 PPF (Jan 2019)	2019-20 PPF target to 2018- 19 ESR variance
Argyll College UHI	220.6	199.2	-21.4	200.5	1.3
Highland Theological College UHI	74.8	81.3	6.5	71.3	-10.0
Inverness College UHI	1618.3	1592.5	-25.8	1603.9	11.4
Lews Castle College UHI	240.6	225.1	-15.5	246.1	21.0
Moray College UHI	991.6	935.9	-55.7	980.3	44.4
NAFC Marine Centre UHI	35.8	30.2	-5.6	25.5	-4.7
North Highland College UHI	439.8	366.9	-72.9	400.1	33.2
Orkney College UHI	147.1	119.5	-27.6	137.4	17.9
Perth College UHI	1957.6	1959.6	2.0	1967.0	7.4
Scottish Association for Marine Science UHI	90.3	95.3	5.0	99.5	4.2
Sabhal Mor Ostaig UHI	97.8	75.7	-22.1	101	25.8
Shetland College UHI	119.5	103.3	-16.2	109	6.0
West Highland College UHI	272.2	240.0	-32.2	243.7	3.7
Total	6306.0	6024.5	-281.5	6186.0	161.5

*The above figures exclude our controlled numbers (i.e. PGDE Primary Teaching and BAH Food, Nutrition and Textiles) and therefore does not tally with the previous page.

Perth College UHI

Higher Education - Postgraduate

4. By Academic Partner (PGT Fundable)*				
	2018-19 PPF Target	2018-19 ESR	2019-20 PPF target	2019-20 Target to ESR variance
Argyll College UHI	0.5		0.2	
Highland Theological College UHI				
Inverness College UHI	34.3	67.0	21.9	-45.1
Lews Castle College UHI	40.1	48.8	59.5	10.7
Moray College UHI				
NAFC UHI				
North Highland College UHI	14.2	12.2	13.4	1.2
Orkney College UHI	26.5	37.4	30.2	-7.3
Perth College UHI	31.9	38.2	39.8	1.6
Scottish Association for Marine Science UHI	12.5	1.5	2.5	1.0
Sabhal Mor Ostaig UHI	2.2	1.9	3.5	1.6
Shetland College UHI	3	20.5	7.0	-13.5
West Highland College UHI		3.0		-3.0
Nursing		13.8	43.3	29.5
History		15.8	27.0	11.2
Total	165.2	260.0	248.1	-12.1

Further Education

We have not received confirmation of our target for 2019-20 by FERB, therefore we are planning on the assumption that our target will remain the same as last academic year.

We do acknowledge the potential decline in our full-time FE recruitment and are taking steps to introduce more part-time opportunities that will attract credit funding, delivering throughout the day as well as evening provision.

FERB010

Academic Partner	Overall Credit Position (Core + ESF)					Credit Position (Core)			Credit Position (ESF)			
	Core Credit Target	ESF Credit Target	Total Credit Target (Core + ESF)	Total Credits Delivered to Date (Core + ESF)	Shortfall/Surplus c.f. Core Credit Target	Core Credit Target	Total Credits Delivered to Date (Core + ESF)	Shortfall/Surplus c.f. Core Credit Target	ESF Credit Target	ESF Eligible Tagged Credits	Shortfall / Surplus ESF tagged versus target	Actual Claimable ESF Credits to date (against target)
Argyll	6,582	100	6,682	6,622	-60	6,582	6,622	40	100	108	8	40
Inverness	28,915	296	29,211	28,934	-277	28,915	28,934	19	296	352	56	19
Lewis	5,348	0	5,348	4,493	-855	5,348	4,493	-855	0	0	0	0
Moray	18,807	0	18,807	18,498	-309	18,807	18,498	-309	0	0	0	0
NHC	12,335	155	12,490	10,884	-1,606	12,335	10,884	-1,451	155	250	95	0
Orkney	3,603	145	3,748	3,855	107	3,603	3,855	252	145	176	31	145
Perth	23,655	1,200	24,855	23,843	-1,012	23,655	23,843	188	1,200	1,536	336	188
Shetland	4,309	61	4,370	4,193	-177	4,309	4,193	-116	61	72	11	0
WHC	6,828	243	7,071	5,781	-1,290	6,828	5,781	-1,047	243	301	58	0
Regional	110,382	2,200	112,582	107,104	-5,478	110,382	107,104	-3,278	2,200	2,796	596	392

Report Rendered at 30/04/2019

Further Education 2018-19 Regional Position

Perth College UHI

Paper 8

Committee	Academic Affairs Committee
Subject	Balanced Scorecard Update
Date of Committee meeting	07/05/2019
Author	Simon Fleming, Project and Planning Manager
Date paper prepared	29/04/2019
Executive summary of the paper	<p>The attached paper is the Balanced Scorecard, aligned with the aims and measures for the strategic plan Vision 2021, outlining where possible, the final measures for AY 2017-18.</p> <p>Baseline data has been obtained from data collected for 2015-16. Where this data is only indicative of progress so far and not finalised this has been highlighted in the comments section. Measures are categorised as Red (worsening), Amber (stable) or Green (improving) based on current performance.</p>
Consultation How has consultation with partners been carried out?	For the attached measures within the Balanced Scorecard the Head of Finance was consulted.
Action requested	<input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	No

Perth College UHI

<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>The Balanced Scorecard KPI's stems directly from the Perth College UHI Strategic Plan 2016-21.</p>
<p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>No</p>
<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>No</p>
<p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>No</p>
<p>Status (e.g. confidential/non confidential)</p>	<p>Non-Confidential</p>

Perth College UHI

Freedom of information Can this paper be included in “open” business?*	Open Business
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Its disclosure would substantially prejudice the commercial interests of any person or organisation	<input type="checkbox"/>	Its disclosure would constitute a breach of confidence actionable in court	<input type="checkbox"/>
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Perth College UHI Dashboard for Vision 2021: Strategic Plan 2016-21

					Baseline	2016-17			2017-18			
No	Vision 2021 Scorecard Measure	Measure	ROA FE Measure	Cttee	2015-16	Target	Current RAG	Trend	Target	Current RAG	Trend	Comments
Students and staff achieving their potential												
2	Perth College students moving on to positive destinations (including progressors)	Proportions of FT students entering positive destinations (including progressors) in:	7,8	Ac. Affairs								
		i) HE			93%	↑	91%	↓	↑	-		This figure is unavailable as it is still sitting with the UHI EO to be shared to the partner colleges. An update on this is expected soon by UHI. The current score is indicative, the Scottish Funding Council will go through an additional process in Capturing more potential FE destinations which as a result could therefore increase the percentage. This will not be available until alter within the calendar year.
		ii) FE			84.4%		83.70%	↓		84.40%	↔	

Definitions:

Current (R/A/G) = Red, Amber or Green, status at the time of reporting

Expected (R/A/G) = Red, Amber, Green, status expected once final data have been confirmed

Trend = improvement, worsening or no change (↔) in performance compared to previous reporting period

NM = New Measure for 2016-17

pp = percentage points



Perth College UHI

Paper 9

Committee	Academic Affairs Committee
Subject	A review of the College's Balanced Scorecard
Date of Committee meeting	07 May 2019
Author	Kirsty Campbell, Transitions Project Coordinator
Date paper prepared	24/04/2019
Executive summary of the paper	<p>This proposal outlines how Perth College's Balanced Scorecard could be more effective in highlighting performance and progress against its strategic objectives. The Balanced Scorecard currently measures the KPIs set out by the four cross-cutting sectors in the College's strategic plan Vision 2021: Strategic Plan 2016-21.</p> <p>The proposal will review and offer recommendations on:</p> <ul style="list-style-type: none"> • whether the current KPIs being tracked provide a true reflection of the college's strategic position year on year to allow for meaningful forward strategic planning • consider whether the current design is fit for purpose in layout, content and in providing sufficient strategic context to be a meaningful reporting tool <p>Work in building the proposal focused on feedback and research with the Heads/Leads of each area within the college as well as research into best practice within the sector to identify the right measures to capture strategic performance and inform strategic planning.</p> <p>The aim of the proposal is to identify two draft proposals for the content and design of the Balanced Scorecard and present these to SMT and the Board for their consideration and feedback. The development of a proposed new Balanced</p>

Perth College UHI

	Scorecard would be expected to benefit the Corporate Management Team, Senior Management Team and College Board with improved data and presentation of data.
Consultation How has consultation with partners been carried out?	
Action requested	<input type="checkbox"/> For information only <input type="checkbox"/> For discussion <input checked="" type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	<p>Yes</p> <p>A review of the College's current Balanced Scorecard has been identified as necessary by SMT and the Board, to ensure it remains fit for its purpose as a strategic tool for measuring key performance indicators and charting progress made towards strategic objectives.</p>
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please 	Perth College UHI Vision 2021: Strategic Plan 2016-21

Perth College UHI

provide further information	
<u>Equality and diversity</u> Yes/ No If yes, please give details:	No
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	No If yes, please give details: Click or tap here to enter text.
<u>Data Protection</u> Does this activity/ proposal require a Data Protection Impact Assessment?	No Click or tap here to enter text.
Status (e.g. confidential/non confidential)	Non-confidential
Freedom of information Can this paper be included in "open" business?	Open business

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Its disclosure would substantially prejudice the commercial interests of any	<input type="checkbox"/>	Its disclosure would constitute a breach of confidence actionable in court	<input type="checkbox"/>

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person or organisation			
Its disclosure would constitute a breach of the Data Protection Act	<input type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>

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Balanced Scorecard Proposal

Balanced Scorecard – Review Proposal

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Executive Summary

This proposal outlines how Perth College's Balanced Scorecard could be more effective in highlighting performance and progress against its strategic objectives. The Balanced Scorecard currently measures the KPIs set out by the four cross-cutting sectors in the College's strategic plan [Vision 2021: Strategic Plan 2016-21](#).

The proposal will review and offer recommendations on:

- whether the current KPIs being tracked provide a true reflection of the college's strategic position year on year to allow for meaningful forward strategic planning
- consider whether the current design is fit for purpose in layout, content and in providing sufficient strategic context to be a meaningful reporting tool

Work in building the proposal focused on feedback and research with the Heads/Leads of each area within the college as well as research into best practice within the sector to identify the right measures to capture strategic performance and inform strategic planning.

The aim of the proposal is to identify two draft proposals for the content and design of the Balanced Scorecard and present these to SMT and the Board for their consideration and feedback. The development of a proposed new Balanced Scorecard would be expected to benefit the Corporate Management Team, Senior Management Team and College Board with improved data and presentation of data.

Background and Introduction

The Balanced Scorecard is a strategic planning and management reporting mechanism used by Perth College to set, track and achieve its strategic objectives. Although measurement of KPIs is a key aspect of the Balanced Scorecard, it is also used as a mechanism for setting and achieving those strategic goals and objectives.

Its basic premise is that once the strategic objectives have been set they should be simultaneously measured, analysed and improved to ensure that progress is consistent against all the measures and that the organisation is therefore able to achieve real growth.

The strategic objectives set out by an organisation should therefore be congruent or consistent, work well together and have synergy of purpose.

What is Perth College UHI currently doing?

Perth College UHI aligns its Balanced Scorecard with the key quantitative and qualitative measures set out within its strategic plan [Vision 2021: Strategic Plan 2016-21](#) in order to

review annual performance against its strategic aims and the targets set within the Highlands and Islands Regional HE/FE Outcome Agreement (ROA).

The key quantitative measures form four distinct elements:

- Students and staff achieving their potential
- Student satisfaction
- Student activity measures
- Sustainability

Baseline data for the quantitative measures is obtained from the previous academic year and an updated version of the Balanced Scorecard goes to each of the college's Board committees: Audit, Engagement, Academic Affairs and the Finance & General Purposes Committee throughout the academic cycle. The full Balanced Scorecard goes forward to the College Board at the end of the academic cycle.

Project Definition

Purpose	To ensure that the strategic KPIs set and measured by the College are fit for purpose and give a true reflection of its strategic position. while incorporating a design that allows for the setting, tracking and analysing of strategic performance in the most effective manner.
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Objectives	<ol style="list-style-type: none">1. Gain an understanding on whether the current Balanced Scorecard is 'fit for purpose'2. Review the content of the Balanced Scorecard in order to identify the key indicators which should be tracked to give a true reflection of the college position year on year3. Review how key measures should align with UHI reporting4. To identify the most effective method in communicating the measures within the Balanced Scorecard5. Identify how often the Balanced Scorecard could be presented and at what times of the academic year
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Defined Method of Approach	<p>How the proposal was carried out:</p> <p>The process/methodology for the proposal included the following activities:</p> <ul style="list-style-type: none">• Meetings with relevant senior internal stakeholders to identify the brief for the proposal and feedback on the
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college's current Balanced Scorecard

- Planning sessions with relevant Heads of Service to identify the relevant KPIs and reporting mechanisms
- External research into the background and purpose of the Balanced Scorecard
- Sector-wide research to identify best practice
- SWOT analysis of current college Balanced Scorecard (see Appendix 1.2)

Scope & Exclusions

The scope of the proposal will only review and propose recommendations on the Balanced Scorecard itself, it does not highlight any recommendations or changes to the College's Strategic Aims. For the purpose of the internal stakeholder feedback, the following areas of the College were identified;

- Finance
- Estates
- Academia (Inc. Academic Practice)
- Student Experience
- Business Development
- Human Resources and Operational development

Time constraints did not allow feedback to be captured from the following College areas

- Information Services
- International

The proposal excludes:

- The inclusion of the AST (Air Service Training) as a college department

Constraints & Assumptions

The constraints on the project are:

- Staff time to reflect and feed into the review for their areas and overall Balanced Scorecard
- Time frames through;
 - Date for required proposal to go to the Senior Management team and College Board (April & May 2019)

The assumptions supporting the project are:

- Senior management will provide clear direction on feedback of the proposal before it is presented to the College Board
- The College board will provide feedback on the recommendations outlaid within the proposal
- That the proposal is used as a basis for further work on the options for the College's Balanced Scorecard moving forward

Risks & Mitigations

The risks to the success of the proposal are:

- Not enough time given to prepare a comprehensive review before the beginning of the last Board committee cycle of this academic year
- Competing priorities of the stakeholders involved in what the Balanced Scorecard should include

The mitigation planned against these risks include:

- To receive timeous feedback from senior stakeholders to move quickly onto the second draft stage of the review
- The focus to be on the content and metrics of the Balanced Scorecard before identifying design requirements
- An implementation plan to be scoped at a later stage and not as part of the initial proposal

Balanced Scorecard Review – Feedback on the current process

The College Board, Senior Management Team and Corporate Management Team have identified the Balanced Scorecard as no longer being effective in providing a true reflection of the College's strategic position. In particular, there is a lack of clarity around:

- The purpose of the Balanced Scorecard
- The number of high level measures
- What the high level measures should be
- A lack of context and analysis
- Whether it provides a true strategic reflection of the college position
- How it is used to drive the strategic direction of the college

Currently there is a 5-year strategic plan and the Balanced Scorecard is measuring performance against strategic aims set in 2015-16.

Balanced Scorecard Review – Stakeholder Feedback

Meetings were held with relevant senior internal stakeholders and Heads/Leads of each area within the college for them to give their input into the proposal and feedback on the college's current Balanced Scorecard

Board of Management

- A shorter list of measures – capturing one or two measure from each of the 4 quadrants – Students and staff achieving their potential/Student Satisfaction/Student activity measures/Sustainability
- Higher level reporting – show a stronger correlation to strategic measures rather than operational
- Show levels of tolerance rather than RAG/arrows which are misleading
- Would like a trend indicator to track the variance over the period of time
- Show whether meeting sector average
- Critical success factors – identify/show short/middle/long term factors

Associate Principal – Curriculum

There needs to be a stronger alignment with the [ROA objectives for AY 2019-20](#). SFC will be looking closely to see whether we are meeting our objectives and the impact of the work we do to meet them.

Outcome agreements should align with strategic objectives, as we are accountable for institutional performance against the priorities set out in the agreement.

Head of Learning & Teaching Enhancement


- Identify where we want our aims to come from - ROA / Strategic Plan / EREP
- The ROA is agreed at UHI level however Perth should set its own internal targets which the Balanced Scorecard measures.
- The Balanced Scorecard should show a trajectory which although the current version does do, it needs to be more clearly presented.
- The Balanced Scorecard is a tool to show quantitative data, however qualitative data also needs to be considered.
- How are measuring qualitative data – eg increased accessibility of our courses
- Should we use sector benchmarking, reflect LMI to set the context for our data?

Head of Student Experience

- The current 5-year strategic plan, this feels too long a period to within a faster moving landscape –a 3-year plan like the EREP with the longer aim objectives setting out our Vision rather than our measures.
- The Balanced Scorecard cannot be:

Static measures must change to reflect current landscape/drivers/priorities

Disparate cannot exist in isolation from EREP/ROA

- How should student engagement be measured – what should the framework/model for student engagement be eg move away from a strictly representation based focus.
- Replace the reference to Class Reps with the agreed terminology Course Reps
- The questions asked in the SSES and NSS change periodically this should be reflected in the Balanced Scorecard
- The arrows/RAG are misleading where a small percentage increase/decrease is measured eg 92% down to 91% would be shown as  for what was still a good performance.
- Levels of tolerance would be a better indicator.
- There are no targets given other than improvement/upward and targets then do not reflect UHI and or national targets.
- The current Balanced Scorecard provides quantitative, consideration should also be given to providing qualitative/analytical insight.
- College managers were not involved in the last strategic plan and the measures identified which feed into the current Balanced Scorecard
- The purpose of the Balanced Scorecard should be clearly indicated
- There should be a feed down mechanism from the College's Senior Management and Board of Management.

Human Resources (Interim Lead)

The current set of measures fulfil the minimum requirements for Human Resources KPI data.

- **3a No. of staff CPD days per annum**
This is a typical measure and the target of 6.5 is in line with sector requirements
A supplementary measure would be to quantify the cost/investment impact for the College.
- **3b Proportion of staff with teaching qualifications**
This is a typical measure and Colleges Scotland gives clear guidance on the targets that must be met by Colleges.
A supplementary measure would be to indicate the percentage of staff with 2+ years of service who have still to attain their TQFE – Colleges Scotland have indicated this group should be a priority.
- **3c Nos of staff presenting papers at conferences and number of publications**
This measure would benefit from a clearer indication of its purpose and whether there should be a supplementary measure indicating how the College is meeting its targets in respect of research-related excellence and as part of the UHI submission to the REF2021 (Research Excellence Framework)
- **11a Staff turnover (&) to be maintained below the national average**
It is not clear from the information available whether the national average refers to the education/public sector or includes the private sector average.

- **11b No of days staff absent on sick leave**

This is a typical measure which would benefit from a supplementary measure showing the cost (£) impact to the College.

- **12 No. of accidents reported to HSE**

This is a typical measure

Head of Finance

Finance provides data against 2 lines:

10a. Outturn: Measure – achieve a break even underlying operating decision

10c. Non-core funding income (to include Knowledge Transfer (KT)): Measure: % of Income from non-SFC (inc. KT)

What should be measured to make it more informative/useful?

A base year should be representative of a normal year eg 2015-16 the College had funding for the building of ASW which skewed figures

Set specific targets relative to the value eg for non-SFC income would give Strategic provide better strategic direction eg need to focus more on diversifying income streams eg international income or set targets for ASW income.

Using 'break-even' as a measure gives a false expectancy – in reality 'break even' is not achievable, there will always either be an over or under total.

How should SMT/CMT/Board use the BS?

In a developed financial reporting structure it would be the driver for SMT/CMT's/Board financial mindset and what the college priorities need to be based on its financial position eg are we healthy?

What is not being captured?

Proportion of staffing costs v total income – this is an important measure as Staffing is our biggest cost and therefore our biggest risk

Income diversification – perhaps more obvious terminology than 'Non-core Funding Income'

Break down more be more specific – Outturn is the very overarching and does not allow for any breakdown of the information

How Often?

Financial information can be provided on a monthly basis.

Head of Estates

The key is how the Balanced Scorecard and the KPIs it measures are communicated.

Carbon footprint KPIs report goes to CMT and SMT separately approx. 4x pa

Current position:

Data is aligned to current college strategic plan Vision 2021: Strategic Plan 2016-21

Sustainability – Key measures 10b Carbon footprint

Current objective as a college is to reduce our carbon footprint (no set targets for this)

Data is discussed at F&GP in March – the Head of Estates can give context and respond to Committee's questions on the data

Discussed at Audit committee – Sept & Feb

Further context could be included by:

SWOT analysis

External factors – give an overview

Internal factors – square footage of campus, opening hours

How we measure – absolute or relative; the way the Government measures use, affects our figures positively but is not a result of real change

What is not being captured?

Developing sustainability within the Curriculum eg Hair & Beauty, Construction use of resources eg water, building materials

Curriculum design – the environmental impact of our courses eg Aircraft Engineering

Wider influence – are we sending our learners into the wider world with the knowledge of what a sustainable community looks like, that they can then share.

Head of Business Development / ASW

- Data should be qualitative as well as quantitative eg the no. of businesses on a database also needs to be able to show how many of those have led to meaningful engagement such as live contact or to a contract.
- Qualitative data is harder to measure but there is usually a link on growth/improved figures and increased quality. Eg improved customer service/well trained staff.
- The number of contracts is a more useful measure for business engagement and it is important to capture the reasons where initial contact did not lead to meaningful engagement such as a live contract.
- The impact of the engagement should be measured.
- Modern Apprentice statistics – what is the value of splitting SDS/non-SDS? It is the income generated and not only the quantity that should be measured.
- The Academy for Sport and Wellbeing (ASW) is not currently captured. It is commercial and its targets are financial however there are also measures that cross over into student experience eg successful destinations -employing graduates, work placements, sustainability, partnership engagement. A report on the ASW goes to SMT every 3 months however its strategic importance to the College should also be reflected.
- We measure staff cpd but without aligning to government objectives eg digital literacy.

The purpose of the Balanced Scorecard:

- To give strategic managers an insight into the business.

- To show growth – take what works and build on it – and meet or put measures in to meet targets.
- To show what the impact has been
- To identify risk
- To mitigate against risk

Balanced Scorecard Review – UHI Alignment

This section briefly outlines the UHI approach to measuring and reporting of both HE and FE key performance indicators (KPIs) and core performance indicators (CPIs).

- Updates of CPIs and related KPIs is presented to the University Court for HE data and Further Education Regional Board (FERB) for FE data.
- Data is presented on a quarterly basis as a full report of tabulated data together with a supplementary report providing insight and analysis of the data available since the last report. (see Appendix 1.5 for an example of the tabulated data)

Balanced Scorecard Review – Sector Best Practice

The section briefly outlines the findings from external research undertaken to identify sector practice and capture examples of best practice.

- Five-year Strategic Plans are common across the sector
- No strong trends were identified in the sector approach to capturing and measuring strategic aims and objectives.
- No common usage of the terminology ‘Balanced Scorecard’ was identified
- **Examples of sector best practice:**
City of Glasgow College have developed a dedicated in-house live dashboard showing ‘up to the moment’ statistical information that allows their Board of Management and senior team to access real-time analysis of progress against indicators and enable the facilitation of further refinement of key college strategies. See City of Glasgow College Strategic Plan 2017-2025
<https://www.cityofglasgowcollege.ac.uk/sites/default/files/City-of-Glasgow-College-Strategic-Plan-2017-2025.pdf>

Edinburgh University are embarking on a Strategic plan refresh of their current Strategic Plan published in 2016. This is as a result of substantial changes within the sector environment and other key external developments. See
<https://www.ed.ac.uk/governance-strategic-planning/strategic-planning/strategic-plan-refresh-2019>

Proposal Recommendations- Content

The following recommendations are based on the themes emerging from the feedback received from each Head/Lead.

The Vision 2021: Strategic Plan 2016-21 is a 5-year plan that sets out the key quantitative measures, which populate the Balanced Scorecard. The 5-year period does not allow the College to reflect the changing sector landscape.

- The proposal would support either to:
 1. Retain the 5-year plan as a vision document and produce an annual review of the key quantitative measures in order to stay aligned with the relevant strategic aims.
 - or
 2. Move to a 3-year strategic plan to be able to reflect relevant strategic aims

Strategic aims should align with local and national external drivers:

- Scottish government priority outcomes and the new priorities for College Outcome Agreements: 2019-20 to 2021-22.¹
- The Tay Cities Region Deal

The Balanced Scorecard should reflect all college activities and each area within the college.

- The proposal would go forward to support a more extensive review of the key measures of strategic importance, in coordination with the feedback gathered from each Head/Lead with the ambition that each area within the college have a dedicated section with KPIs
- This would be feed in to the work that will begin in 2020 to the College's next Strategic Plan

Qualitative and quantitative measures for key indicators should be included in the Balanced Scorecard.

- The proposal would support the addition of a Performance Insight section in the Balanced Scorecard for indicators that are of greatest interest and/or change as well as to highlight examples of good practice
This would:
 - provide the opportunity to analyse and evaluate the progress toward key objectives – what is working well and what requires attention
 - inform strategic decision-making

Target setting and levels of tolerance should be clearly set out. A review of target setting and levels of tolerance in consultation with the Heads/Leads of each college area would:

¹ See SFC Guidance for the development of College Outcome Agreements: 2019-20 to 2021-22
http://www.sfc.ac.uk/web/FILES/guidance_sfcgd222018/SFCGD222018_College_Outcome_Agreement_Guidance_2019-20.pdf

- provide specific, realistic targets with a strong correlation towards achieving strategic objectives

Discussion of targets with Heads/Leads should be on an ongoing basis to:

- maintain both a department focus and a focus on progress towards achieving strategic objectives

Proposal Recommendations- Design

Although the design requirements of the College's Balanced Scorecard were not the focus of the feedback gathered from Heads/Leads, the following 2 outline proposals provide examples of how the data measured could be presented in order to better capture strategic performance and inform strategic planning.

Design Proposal One (see Appendix 1.3):

The design presents the Balanced Scorecard in 2 parts and aims to meet the brief of providing summary high level measures together with insight and analysis of key indicators:

1. Summary

- Gives a summary of the full Balanced Scorecard in a simple table layout with performance shown for the current year only
- Target Performance Status is measured using a key colour code showing whether the target has been Achieved/Significant Progress/Missed
- KPI Performance Status is measured using arrows to indicate Improving/Maintaining/Worsening
- a Trendline column showing variance in performance for the past 3 academic years
- a Sector Average column to indicate benchmarking of current position

2. Performance Insight

- Insight and analysis into the KPI updates is provided for areas of greatest interest and/or change
- An extract from the summary table is given as a reminder of the individual indicator
- A bar chart give a pictorial representation of data over the past 3 academic years
- Insight provides context for the performance of the indicator

Design Proposal 2 (see Appendix 1.4):

This design aims to simplify the layout and contents of the existing table format.

- The number of columns are limited to the baseline year and the current year to give a simplified and accessible presentation of the current year's performance against the set strategic measures
- The Trendline column gives a pictorial representation of performance for the past 3 academic years
- The '?' column highlights those measures requiring further scrutiny or that are examples of good practice. (? = Mark for Attention)
- Similarly to the current process, brief commentary for each measure would be provided in the Comments column

Appendices

Appendix 1.1 – Project Timeline



Appendix 1.2 – Threats & Opportunities Matrix


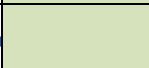

	Threat (if there is no change)	Opportunities (if changes are made)
Short Term	Stay where we are	Fit for purpose Improved strategic measures Greater strategic focus across all college areas
Long Term	Lack of strategic focus Non-alignment with other strategic drivers – eg EREP, ROA	Improved links to local and national strategic drivers Aligns with other college plans – eg EREP, ROA Improved links to sector landscape Improved strategic decision making

Appendix 1.3 Design Proposal One - Example




Strategic Plan Targets and KPIs: Progress Report 2018-19





1. Summary (Example of proposed presentation of quantitative data)

Key: KPI performance status



Improving	
Maintaining	
Worsening	

Key: Target performance status

Target achieved	
Significant progress made towards achieving target	
Target missed	

Key Performance Indicator or Target	Performance	Trendline	Sector Avg.
Students and staff achieving their potential			
<i>1.0 Students</i>			
a) Number of FT programmes that offer opportunities for work experience of equivalent to 1 unit or more			
b) Number of apprenticeships			
c) Vocational qualifications delivered to senior phase pupils			

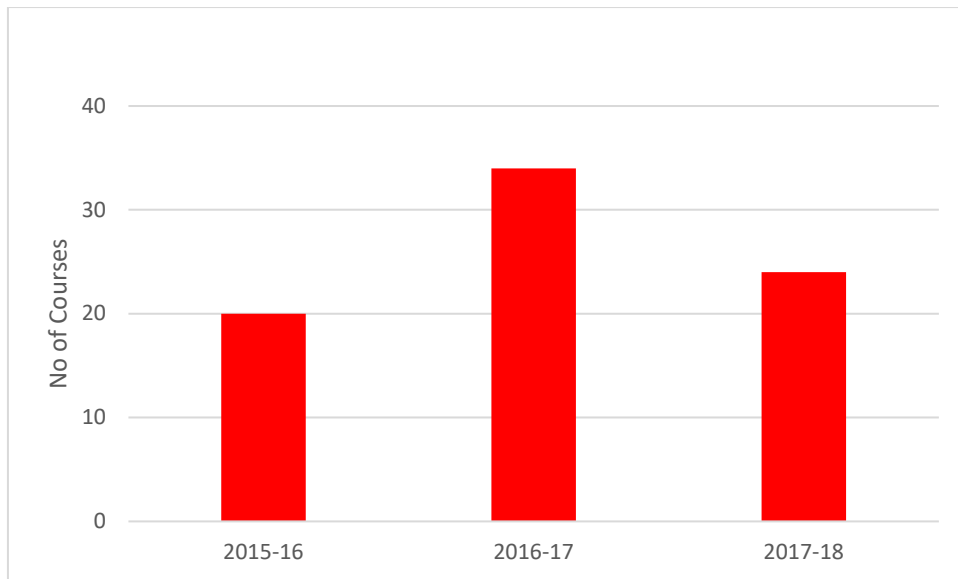
2. Performance Insight (Example of proposed presentation of qualitative data)

Key Performance Indicator or Target	Performance	Trendline	Sector Avg.
Students and staff achieving their potential			
<i>1.0 Students</i>			
b) Number of apprenticeships			

KPI 1 a) Number of apprenticeships

Status: Worsening

Tolerance: 1 percentage point (+/-) previous 3 year average




Insight (example)

New measure implemented for 2016-17.

Appendix 1.4 Design Proposal Two – Example

Perth College UHI Scorecard for Vision 2021: Strategic Plan 2016-21

No	Vision 2021 Scorecard Measure	Baseline 2015-16	2018-19 Performance	Trendline (for past 3 academic years) 	?	Comments
Students and staff achieving their potential						
1	Students:					
	a) Number of FT programmes that offer opportunities for work experience of equivalent to 1 unit or more					
	b) Number of apprenticeships					
	c) Vocational qualifications delivered to senior phase pupils					
2	Perth College students moving on to positive destinations (including progressors)					
3	Staff:					
	a) Number of staff days spent on CPD/year					
	b) Proportion of staff with teaching qualifications					
	c) Numbers of staff presenting papers at conferences and number of publications					
Student satisfaction						
4	Track FE and HE student satisfaction through national student surveys:					
Definitions:						
Current (R/A/G) = Red, Amber or Green, status at the time of reporting			? = Mark for attention			

Appendix 1.5 UHI CPI and Related KPI Data Example

Strategic Vision and Plan 2015/2020 – March 2019 Full report

Student numbers: updated data for this reporting period is highlighted

CPI/KPI	Student Numbers	Baseline (2013/14)	2014/15	2015/16	2016/17	2017/18 (in-year 2018/19)	Target (2019/20)	
CP1 1a	Total students (all higher education)	5636 FTEs	6042 FTEs (7% growth)	6321 (5% growth)	6687 (6% growth)	7046 (5% growth, 25% over the plan period)	7700 FTEs (growth from baseline (37%).	
CPI 1b	Total further education activity	157,110 wSUMS (weighted SUMs)	159,301 wSUMS (1.4% growth)	116,644 credits (1.9% above SFC target (core+ESF)	116,778 credits (1.2% above SFC target (core+ESF)	114,969 credits (1.6% above SFC target (core+ESF) 2018-19 forecast to meet core target plus 400 of the 2200 ESIF target	Achieve regional SFC target (plus ESF)	
CPI 2	Share of entrants to UG higher education from within the region	30%	32%	33%	35%	Waiting updated data from HESA	35%	

Perth College UHI

Paper 10

Committee	Academic Affairs Committee
Subject	Red Button Report
Date of Committee meeting	07/05/2019
Author	Kevin Sinclair (UHI Student Engagement Manager)
Date paper prepared	01/05/2019
Executive summary of the paper	The Red Button is an informal feedback and problem resolution mechanism. Students are encouraged to submit questions, suggestions, issues of concern and positive feedback. The paper shows a breakdown of enquires submitted during Q1 – Q3 of the academic year and the resolutions.
Consultation How has consultation with partners been carried out?	None
Action requested	<input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes / No
Risk implications (If yes, please provide details)	Yes / No Click or tap here to enter text.

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<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>The details of enquires link with enhancing the student experience</p>
<p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>No</p>
<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Status (e.g. confidential/non confidential)</p>	<p>Confidential</p>

Perth College UHI

Freedom of information Can this paper be included in "open" business?	No
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* If a paper should **not** be included within 'open' business, please highlight below the reason.

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

For how long must the paper be withheld? Click or tap here to enter text.

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

UHI Red Button Feedback System

Introduction

This report outlines the use of the Red Button student feedback system during the first three quarters of academic year 2018 – 19 (July to March) for Perth College UHI.

The Red Button is an informal feedback and problem resolution mechanism. Students are encouraged to submit questions, suggestions, issues of concern and positive feedback. Students are advised that they should raise any concerns with staff directly in the first instance.

The number of Red Buttons relating to a particular Academic Partner or Subject Network should not necessarily be viewed as an indicator of poor quality: increasingly, students are using the Red Button to express satisfaction and a higher number of contacts can also reflect effective promotion of the service to students. Providing an early opportunity for student feedback and problem resolution through the Red Button is an important way to improve the student experience, and can affect measures of satisfaction, such as the NSS.

Perth College UHI received a total of 23 enquiries through the Red Button between Q1 to Q3, and this report highlights the overall themes. Overall the UHI received 226 enquires through the Red Button, Perth College UHI makes up 9.83% of all enquires received through the Red Button.

Below is a detailed report on the issues that were raised through the Red Button and the resolution.

Quarter 1

Date	Subject Network	Category	Enquiry	Resolution
Jul-18	Not Applicable	Other	It was stated that there are images of 'known bullies' on the college website representing the student body. It was suggested that if someone has been reprimanded for harassing several people, they 'should not be the face of the college'.	It was suggested that in future when students sign a consent form when having their photo taken it will also capture their student number and ask for their agreement that their student record can be checked for an existing disciplinary action against them. This will allow for some checking to ensure that only suitable images are used from now on.
Aug-18	Engineering and the Built Environment	Exams and assessment	Student reported they were abroad and had received a message that they had missed a re-sit exam. The student is confused as they believed they had passed, and was unaware they needed to re-sit. Due to being out of the country this is causing them considerable stress.	The situation appeared to be more complicated than initially reported, and the student subsequently spoke to their PAT and the course team who were able to resolve the matter. The student is now aware of his re-sit requirements.
Sep-18	Humanities, Education and Gaelic	Accommodation	Student returned to their room at around 9pm and heard someone banging on their window. They also had some calls on the intercom, and at 11pm heard someone trying to get into their room. The student does not feel safe.	The Residences Manager and Warden spoke to the student, who confirmed she had not alerted them at the time of the event. It has been agreed that if the student has any concerns in future they will contact the Duty Manager, who will be able to provide immediate assistance. CCTV footage was checked and there was nothing on there which could clarify the initial disturbances.

Sep-18	Applied Life Studies	Course administration and advice	Student feels that certain classes are not working for them as they are either online or packed into the lecture theatre. The student is worried they are getting the bare minimum of information needed to pass, and that other students on a different subject are receiving more support.	The student was informed that this class is always run on an online basis, and that pre-induction meetings had made this clear. There is however an extra face-to-face lecture one day a week, as well as additional support available. Re the 'packed lecture theatre', unfortunately this has been unavoidable due to scheduling pressures however the lecturer is offering additional drop-in sessions. The student was encouraged to contact programme staff if they have any further concerns, or to speak to their PAT.
Sep-18	Humanities, Education and Gaelic	Facilities	Student feels the demolition of the Student Records office was a mistake, as it was more welcoming and open than the current space.	The student was advised that a consultation process had taken place and included staff, students and other key stakeholders. The new area is based on models used by other universities and the college believe it will enhance the experience of students by streamlining processes and services.

Quarter 2

Date	Subject Network	Category	Enquiry	Resolution
Oct-18	Humanities, Education and Gaelic	Course administration and advice	Student arranged a primary school placement as part of their course. On calling to arrange a visit to the school, the student was advised the placement was not going ahead. The student has discussed the issue with their PAT, however it is still on-going and they feel they are being left at a disadvantage. The	The student was advised that the college uses the national SPSS system to co-ordinate teaching placements for this course. The issues with placements this year was investigated and some limitations have been identified with the process for confirmation. These will be relayed to the system administrators, for improvement. The student has now begun their placement, on time.

			uncertainty over the placement is impacting on their personal life, and they are finding the whole process stressful.	
Oct-18	Humanities, Education and Gaelic	Facilities	Student reported a large amount of litter in the grounds of the college, which they feel creates a bad impression for visitors and potential students. They suggested an email to all, to remind them there are bins situated around the campus.	It was confirmed this was raised with the Head of Estates, and Student Services and the Student Union are also considering campaigns to address littering on campus.
Oct-18	Humanities, Education and Gaelic	Course administration and advice	Student is disappointed with their experience so far. Having been ill they missed the induction and were left unaware of when the course actually started and where their classes would take place. Due to this they missed the first few classes, and in addition were unable to log-on to the various university systems.	The student wished to remain anonymous, however their comments were passed to relevant staff to take into account for future practice.
Oct-18	Humanities, Education and Gaelic	Lecturing Staff	Student is very concerned that they are completing their thesis and their supervisor is on leave again. They urgently requested assistance in the lecturer's absence.	The student contacted the RB to advise their supervisor had returned from leave and they had been able to speak to them.

Oct-18	Further Education	Unknown	Student submitted a blank RB form.	Student was contacted for further information, but did not respond.
Nov-18	Applied Life Studies	Positive Feedback	Student wished to highlight the fantastic support provided by telephone by a member of staff from the library team. The staff member was helpful and took the time to provide advice and guidance on online resources and short-cuts to support. The student found this invaluable, particularly as they work from home.	Student was thanked for their feedback, which was passed to relevant staff for their encouragement.
Nov-18	Applied Life Studies	Student Services	Student has a support plan in place, for Dyslexia, which includes a weekly appointment for proof reading and guidance. For 3 weeks they have not been receiving this, due to staff illness. They have found it difficult to build a relationship with the person providing support as a result, and with an exam and assignment due they are feeling unsupported.	It was acknowledged that staff illness has caused some issues, and an apology was given. External support has now been put in place for the student, which should begin immediately. As a result of the delays with support, the student has been given a 2 week extension for their upcoming assessments, as agreed with the Programme Leader.
Nov-18	Applied Life Studies	Facilities	Student reported their laptop is not working properly and requested to borrow one from the library for a few days.	Student's request was passed to relevant staff for consideration.

Dec-18	Science, Technology and the Environment	Information Technology	Student advised they were unable to log-in to Citrix.	Student was advised to contact the Servicedesk directly. Subsequently, the LIS Customer Service Manager emailed the student's PAT as they had been abusive to Servicedesk to staff and their call was terminated due to the language the student was using, which included swearing. The Servicedesk staff raised this as an official complaint and the PAT was asked to explain to the student that their behaviour was unacceptable.
Dec-18	Applied Life Studies	Course administration and advice	Student is considering withdrawing from the course as they feel there is a 'lack of support and care' from the university. Due to the resignation of a tutor, they have missed 5 weeks of lectures. An assignment due in February has also been changed several times and is 'poorly written and unclear'.	Student subsequently withdrew their complaint.
Dec-18	Applied Life Studies	Student Services	Student unable to pay fees until they were paid. However they are now unsure what to do as the college is closed.	Student was advised to speak to the college when they reopen in January, to arrange payment.

Quarter 3

Date	Subject Network	Category	Enquiry	Resolution
Jan-19	Applied Life Studies	Course administration and advice	Student expressed concern about the management of the course. A significant amount of self reflection is required in the process and this has been affected by staffing issues. They stated there was a lack of communication regarding staffing and clarity regarding essay a questions.	The student was asked to contact the Quality team at the college regarding their complaint however no response was received, so the matter has now been closed.
Jan-19	Applied Life Studies	Course administration and advice	Student is considering withdrawing from the course as they feel there is a 'lack of support and care' from the university.	Student subsequently withdrew their complaint.
Jan-19	Applied Life Studies	Student Services	Self funded student said they were unable to pay fees until payday, however now the college is closed for the Christmas break and they are unsure what to do.	Student was advised to speak to the college when they reopen in January, to arrange payment.

Jan-19	Applied Life Studies	Libraries	Student was unhappy that none of the core textbooks for a module are available from the library. As they are expensive the student does not feel it is appropriate to buy them since they will be only be used for 4 months. The student requested ebook copies of them instead.	Student was advised that the publisher for these books have not released them in ebook format. Two of the titles are actually available at the partner and can be requested (they are currently on loan). Copies of the other texts can be requested via the Inter-Site loan service. The student was encouraged to speak to the librarian at the partner to take this forward.
Jan-19	Not provided	Facilities	It was reported that students are smoking drugs on campus, in particular at the smoking shelter near one of the main buildings. It was suggested that banning smoking on the campus may address the problem.	Quality staff at the college confirmed they are aware of the problem and it is being dealt with.
Feb-19	Applied Life Studies	Course administration and advice	Former student graduated in 2009 and received a certificate, which they assumed was their degree certificate. Having recently applied for a job which requires it to be legally attested, they have discovered they never actually received the official degree certificate. After contacting the college they have now received it, however it is dated 2018 which is incorrect.	The certificate was amended and a new copy produced which shows the correct date. This was provided to the student electronically, and a hard copy was also sent via Recorded Delivery.

Mar-19	Creative and Cultural Industries	Course administration and advice	Student graduated in 17/18 with a Third Class Honours degree and has found it difficult to progress towards post graduate study. They have realised that under the new degree classification regulations they would have graduated with a 2:2 and enquired if their qualification could be amended to match the new marking standards.	The student was advised it is not possible to apply the changed regulations retrospectively.
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Perth College UHI

Paper 11

Committee	Academic Affairs Committee
Subject	Safeguarding Policy - Update
Date of Committee meeting	07/05/2019
Author	Single Policy Working Group
Date paper prepared	30/04/2019
Executive summary of the paper	Academic Affairs Committee considered the Safeguarding Policy at its last meeting but did not recommend its approval to the Board. In the light of this, a paper has been prepared by the Single Policy Environment Manager to provide more information around the context of the policy to address the concerns raised by Academic Affairs Committee. In addition, a further paper prepared by the Student Services Manager for Audit Committee is provided for information about safeguarding at the College. Finally, the original policy is attached for further discussion.
Consultation How has consultation with partners been carried out?	Consultation via the Single Policy Environment Working Group
Action requested	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input checked="" type="checkbox"/> For approval
Resource implications (If yes, please provide details)	No

Perth College UHI

Risk implications (If yes, please provide details)	No
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	Common/single policy framework
<u>Equality and diversity</u> Yes/ No If yes, please give details:	No
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	No
<u>Data Protection</u> Does this activity/ proposal require a Data Protection Impact Assessment?	No
Status (e.g. confidential/non confidential)	Non-Confidential

Perth College UHI

Freedom of information Can this paper be included in “open” business?	Open Business
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* If a paper should **not** be included within ‘open’ business, please highlight below the reason.

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

For how long must the paper be withheld? Click or tap here to enter text.

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

The Safeguarding Policy developed by the University of the Highlands and Islands Safeguarding Group in coordination with resource from the Single Policy Environment is being resubmitted to Academic Affairs Committee along with this paper and a paper presented by Richard Ogston (Student Services Manager, Perth College UHI) to the Audit Committee on 19th February 2019.

This policy has been developed by the Safeguarding Group, which consists of members from all Academic Partners and is chaired by Richard Ogston. Previous to the Single Policy Environment resources being allocated to the Safeguarding Group, a policy had been developed that needed converted into a new layout, and then procedures, training and resources for staff created.

Alongside this another Single Policy Environment group, Promoting a Positive Learning Environment Policy, was developing a new tertiary policy to replace the existing disciplinary/behaviour management policies being used by Academic Partners. This group is chaired by Jess Borley, Quality manager at Perth College UHI. Both groups understood the interrelations and had regular informal liaison to ensure the policies and procedures complemented one another.

The Promoting a Positive Learning Policy has been endorsed by Partnership Council. The Student Code of Conduct is complete in draft form but is currently with HISA for consultation. Once this consultation is complete, the Student Code of Conduct will go to Partnership Council for endorsement. After this, the policy and Code of Conduct will be sent to Academic Partners for local approval through the normal processes.

Finally, with the current focus on gender based violence, the Equally Safe Group was created by Lyndsay MacColl (Student Support Manager, UHI) to fulfil the requirement to create appropriate staff and student resources to tackle gender based violence. The different groups have ensured that there is appropriate cross-referencing and shared definitions to create consistency across the policies and procedures.

With specific reference to the Safeguarding Policy, it covers both safeguarding and duty of care. In Section 1, the legislation specific to safeguarding that places legal requirements on education institutes to protect specific groups of people is referenced in order to emphasise it clearly. In Section 8, a long list of policies that could give rise to duty of care situations arising are listed in order to provide breadth to the policy.

Bullying (including online bullying) is specifically referenced in the Promoting a Positive Learning Environment Policy and Student Code of Conduct. The Equality Act 2010 covers harassment and discrimination related to protected characteristics and is referenced in Section 8.

This policy is one of a suite of policies and procedures under development, and has been developed in coordination with a highly experienced group of practitioners. The Safeguarding Procedures are almost finished, after which work will begin on training and resources which will be provided to staff in order for them to fulfil their responsibilities. Safeguarding is already embedded as part of business-as-usual at all Academic Partners and the Procedures will reflect best practice and utilise new reporting forms to improve parity of experience and ongoing review. Nevertheless improvement work will continue to ensure that the best quality service is provided to protect our students by sharing experience and using our own practitioners and College Development Network to develop up-to-date training with the Safeguarding Group will continue to develop as legislation and challenges evolve.

Steven Gregg, Single Policy Environment Project Manager

Safeguarding and mitigating risk at Perth College

Update for the Academic Affairs Committee:

At Perth College the key role and responsibilities for Safeguarding is within the job remit of the Student Services Manager. The College has an effective Safeguarding Policy and Procedure and a number of robust established internal protocols and processes that support staff in college in raising and dealing with any students a known risk or a concern. This set-up allows us to manage all specific Safeguarding situations and cases: including at pre-entry, the ongoing management of known risk and any ad-hoc situations or concerns that arise. The work of Student Services Manager also includes training and leading the College on broader Safeguarding topics and themes: such as supporting known vulnerable student groups, and areas like Prevent, Gender based Violence, Hate Crime, E-Safety (cyber bullying, grooming, sexting blackmail etc.)

The Student Services Manager works very closely, and in partnership, with a range of local and national agencies, including Social Work, Criminal Justice, Police and Offender Management Units, MAPPA (Multi-Agency Public Protection Agency). Locally, the Student Services Manager is an active member in both the Child and Adult Protection Committees and Corporate Parenting Strategic Group. These groups are part of Perth and Kinross Council's multi-agency approaches. The Student Services Manager also set-up and chairs the UHI Safeguarding Group and is Co-chair of the FE Colleges Safeguarding group. All of this builds up a wealth of knowledge and experience that benefits our own practice and systems at Perth College

List of safeguarding work and tasks- within the remit of the Student Services Manager.

- At Perth College the key role and responsibilities within Safeguarding is part of the job of the Student Services Manager.
- Perth College have a range of robust processes and protocols in place to manage and mitigate risks at all stages and types.
- Our overall approach and duty of care is to provide a safe learning community for all users (staff and students)
- We have an effective Safeguarding Policy and Procedure and these have been regularly reviewed and updated to reflect the changing safeguarding landscape, challenges and the demands placed on the colleges (and University Sector)
- Presently, we have a pressing need to have a consistent approach for safeguarding across the UHI.
- A UHI wide Safeguarding group was formed to introduce pan- UHI approaches to safeguarding.
- An UHI Safeguarding Policy has been drafted and is currently awaiting approval. The group are presently drafting a set of safeguarding procedures that will apply to all UHI partners.
- The UHI Safeguarding Group was set up in 2016: with the aim of having a shared consistent approach and set-up to safeguarding across the partnership. We now have a Safeguarding Lead in each of the 13 UHI partners- that form the UHI safeguarding network.

- The Student Services Manager at Perth- is the chair of the UHI group and worked hard to set this group up.
- The Student Services manager is the named safeguarding Officer at Perth College and responsible for coordinating, leading and managing safeguarding issues and approaches at Perth.
- A small Safeguarding Team was created at Perth in 2016, to assist with a few areas of the work, as safeguarding is an ever increasing, broadening and demanding role.

Applicants and Students

- Any applicant who receives an offer of a place on a program or course that has access to Protected Vulnerable Groups is sent a Criminal Conviction Questionnaire (CCQ) to complete in advance of beginning the course. These students also go through a formal PVG disclosure check. The CCQ is an early intervention tool- that would flag up any concerns in advance of starting the course and is of benefit to the student.
- The Student Services Manager works closely with external local Social Work Criminal Justice Teams, local Police and Offender Management Unit staff, and Multi-Agency Public Protection (MAPPA) teams, in terms of collecting and sharing key information on students/applicants with a known risk.
- The Student Services Manager completes all risk assessment plans for students with a known risk, and manages those students and connecting issues or situations throughout the course year.
- The Student Services Manager attends meetings as part of multi-agency management approaches for those students who are at College under a risk management plan.
- The Student Services Manager is also a key member of both the Child and Adult protection Committees locally that are part of a multi- agency approach, so a wide network of expertise is at hand.
- The Student Services Manager contacted (regularly) by appropriate agencies about any Perth College applicant or student who is offered a place on a course but has a known risk to the public.
- A small internal Safeguarding Team meet (periodically) to discuss and help make decisions on individual students: mainly to decide if we feel Perth College can manage the risks posed by the individual, while at the same time ensuring the safety of others within the college. The group also meet to provide collective input into a specific safeguarding situation.
- Any decision relating to if an applicant can take up a place at Perth College is made after the course offer is made. This is to avoid any discrimination during the application process.
- If the college accept a student with a known risk, The Student Services Manager carries out a risk assessment (in partnership with external agencies) and completes a risk assessment plan for the student. The student has to sign off on the restrictions and conditions of the plan before they are allowed to study.
- There are on average, between 5-10 students each academic year who have a risk assessment plan in place.
- Any deviation from the agreed the plan would result in a withdrawal from their course and reporting to the appropriate authorities.
- The Student Services Manager monitors students with a risk plan throughout the year. The students are under strict conditions to attend regular meetings with Student Services Manager to review and discuss plan conditions and course implications.

- Regular feedback and meetings between College and external expertise and agencies is normal.
- Out-with individual formal cases of known risk: internal staff regularly use the procedures to refer their internal safeguarding concerns and/or situations for investigation and or help/advice to the safeguarding coordinator, or come directly for help.
- The Safeguarding Coordinator also leads and provides training for the College on key broader initiatives and themes that fall within the Safeguarding umbrella: Such as: Hate crime, E-safety, Prevent, Gender Based Violence, Cyberbullying and online issues like sexting, grooming, blackmail, fraud etc. Wider issues like Honour Based Violence and Slavery are more common than before.
- Part of our duty is to work closely with groups and individuals identified as vulnerable. We have excellent transitions work and partnerships so can identify early those who need our support. E.g. - we also have specific interventions for those who are Care Experienced, Carers, or those identified as form chaotic background.
- There is far more demand to record data, and formalise Safeguarding work than ever before, as such I have included a Safeguarding section in the Student Services Annual Report for the first time in 2018, as formal way to highlight some basic safeguarding information and work to SMT.



Safeguarding Policy

POL

Lead Officer (Post):	All amendments to the policy must be submitted to the UHI Single Policy working group via the Quality Manager
Responsible Office/ Department:	UHI VP FE
Responsible Committee:	Academic Affairs Committee
Review Officer (Post):	All amendments to the policy must be submitted to the UHI Single Policy working group via the Quality Manager
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	n/a
Date policy due for review:	01/01/2022
Date of Equality Impact Assessment:	01/01/2019
Date of Privacy Impact Assessment:	n/a

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

Title: QUAL045 Safeguarding Policy

Version/Status: 6

Approved By/Date: February 2019

Effective Publication Date: February 2019

Owner: Depute Principal, Academic

Lead Author: Head of Student Experience

Lead Editor: Student Services Manager

Review Timing/Date: 3 years

Policy Summary

Overview	<p>Why is the policy required?</p> <p>This policy is required to fulfil the safeguarding obligations of the University of the Highlands and Islands and all Academic Partners.</p>
Purpose	<p>What will the policy achieve?</p> <p>The policy will provide a unified approach to safeguarding across the network and ensure parity of student experience.</p>
Scope	<p>Who does the policy apply to?</p> <p>The policy applies to the University and all Academic Partners.</p>
Consultation	<p>Who has been consulted on the policy, and who will be notified?</p> <p>The policy has been developed by a group of practitioners from the University and Academic Partners to ensure that best practice is reflected in the policy and accompanying procedures.</p>
Implementation and Monitoring	<p>Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred?</p> <p>The University and Academic Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.</p>
Risk Implications	<p>What are the risk implications of this policy?</p> <p>This policy will reduce risk for the University and Academic Partners by ensuring that best practice from across the partnership is being shared and followed.</p>
Link with Strategy	<p>How is this policy linked to University strategy?</p> <p>This policy supports the University's commitment to provide a safe and supportive learning environment for all, aligned with the Strategic Theme of "Our Students", responding to the diversity of our student population by enhancing inclusive practice, and widening access and participation. It also aims to ensure the University discharges its duty of care and meets legislative requirements on safeguarding.</p>
Impact Assessment	Equality Impact Assessment: Completed 09/01/19. No action required.
	Privacy Impact Assessment:

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Version/Status: 6

Approved By/Date: February 2019

Effective Publication Date: February 2019

Owner: Depute Principal, Academic

Lead Author: Head of Student Experience

Lead Editor: Student Services Manager

Review Timing/Date: 3 years

1. Policy Statement

- 1.1 The policy outlines our commitment to provide a safe and supportive learning environment for all. In addition, the policy sets out strategies to manage known risk (and any potential risk) to ensure all are protected from harm, abuse, neglect or exploitation.
- 1.2 Perth College recognises and complies with our legal and statutory obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, the Adult Support and Protection (Scotland) Act 2007, the Counter-Terrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014 and other relevant guidance and regulations.

2. Definitions

- 2.1 **Safeguarding:** Involves carrying out our 'Duty of Care' responsibilities in relation to minors, children, adults at risk, students and staff, ensuring the safety and welfare of all. It involves protecting people's health, wellbeing and human rights, thus enabling all to live and study free from harm, abuse, neglect or exploitation. It is fundamental to high quality learning and engagement.
- 2.2 **Duty of Care:** Our responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship.

Please read and consider Appendix 1 for further important information and definitions that help partners fulfil their safeguarding duties.

3. Purpose

- 3.1. Safeguarding, and the emerging agendas connected to safeguarding and duty of care are posing ever increasing challenges and demands in tertiary education. It is a key part of our remit and responsibilities to manage any real (or potential) risk we face, including online, as a learning community.
- 3.2. Our duty is to provide a safe and supportive learning environment for all users. For example, recent Scottish and UK government legislation has placed new legal duties and obligations on all Colleges and Universities.
- 3.3. The increasing demands and complexity of these responsibilities make it imperative that the University and all Academic Partners utilise and develop shared expertise, models, systems and processes to meet these challenges going forward.
- 3.4. The following underpinning principles are shared by the University and all Academic Partners:
 - 3.4.1. We will utilise a system of named staff (Safeguarding Leads) in the University and each Academic Partner with key responsibilities and duties linked to this role.
 - 3.4.2. We are committed to Continuing Professional Development and ongoing safeguarding training, especially for Safeguarding Leads.
- 3.5. **Criminal Convictions**
 - 3.5.1 We encourage all applicants and students to disclose information about any criminal convictions or police proceedings which may affect their ability to complete key aspects of their programme or placement. This includes personal restrictions or other

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Lead Editor: Student Services Manager

Review Timing/Date: 3 years

conditions arising from court orders or parole conditions e.g. travel, contact with others and use of equipment.

3.5.2 We will offer support and guidance to applicants/students with criminal convictions about course selection and career planning, and advise on the scope for any potential course or placement adjustments.

3.5.3 We have a duty of care to students, staff, visitors and clients to provide a safe and secure environment for all, and will undertake a risk assessment in the event of receiving criminal offence data relating to an applicant/student, to ensure that we do not admit or retain individuals who may pose a significant risk to our community.

3.5.4 We undertake to ensure that, by this policy and related procedures, we operate in consideration of all relevant statutory legislation and professional body requirements.

4 Scope

4.1 This policy applies to the University and all Academic Partners.

4.2 This policy applies throughout University and Academic Partner premises and campuses, including:

- Student accommodation managed by the University or Academic Partners directly
- Sports facilities
- Nurseries operated by the University or Academic Partners
- Any other areas or facilities where University or academic partner activities are carried out

4.3 This policy applies to activities undertaken by all students as part of their studies, including but not limited to:

- Work placements and work experience
- Summer schools, field trips and outreach activities

4.4 This policy applies in all environments, including physical and virtual (e.g. social media and online learning platforms).

5 Exceptions

5.1 This policy does not apply to accommodation advertised by or signposted to by University or Academic Partners (e.g. privately managed student accommodation or listings of private tenancies)

5.2 Third parties using University or Academic Partner facilities (e.g. Highlands and Islands Student Association, other academic institutes, external sports clubs and societies)

5.3 Students attending activities organised and hosted by another academic institute or body e.g. conferences, symposiums, sports tournaments and society gatherings.

5.4 Safeguarding considerations related to studying abroad, ERASMUS or work placement should be referred to the relevant policy (see Section 9).

6 Notification

6.1 All staff are responsible for safeguarding students through their student journey and will be made aware of any changes to the policy.

6.2 Safeguarding Leads will be briefed and trained on the policy and procedures.

- 6.3 The policy will be publicly available on our website.
- 6.4 We will make information available about our Safeguarding Lead and how to contact them. This information will be available both on the our website and the University of the Highlands and Islands' website.
- 6.5 The regional Student Support Group (SSG) will include any updates to the policy or procedure as an agenda item to ensure that staff group have a forum to discuss changes and best practice.

7 Roles and Responsibilities

- 7.1 Perth College UHI Board of Management devolves its responsibility for approving the policy, ensuring the legal compliance of the policy and ensuring that it is followed to its relevant sub-committees or Corporate Management Team as appropriate. Senior Management Team is also responsible for ensuring the strategic effectiveness of the policy.
- 7.2 Principals / Senior Management Teams are responsible for operational compliance with the policy set by the delegated authority given in 7.1 above, and making recommendations to the Board or delegated authority about updates to the policy. Principals / Senior Management Teams are also responsible for ensuring the operational effectiveness of the policy and making provision for training for all staff.
- 7.3 Safeguarding Leads – are accountable responsibilities as detailed in the Safeguarding Procedures.
- 7.4 Line managers are responsible for ensuring staff participate in training and follow the policy in their day-to-day role.
- 7.5 All staff are responsible for familiarising themselves with the policy and procedures.

8 Legislative Framework

- [Adults with Incapacity \(Scotland\) Act 2005](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Counter-Terrorism and Security Act 2015](#)
- [Council of Europe Convention on Action against Trafficking in Human Beings](#)
- [Data Protection Act 2018](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)
- [Equalities Act 2010](#)
- [EU Directive of 5th April 2011 on Preventing and Combating Trafficking in Human Beings and Protecting its Victims](#)
- [Forced Marriage etc. \(Protection and Jurisdiction\) \(Scotland\) Act 2011](#)
- [General Data Protection Regulation \(GDPR\) 2018](#)
- [Human Trafficking & Exploitation \(Scotland\) Act 2015](#)
- [Mental Health \(Care and Treatment\) \(Scotland\) Act \(2003\)](#)
- [Police Act 1997](#)
- [Police and Fire Reform \(Scotland\) Act 2012](#)
- [Protection of Children \(Scotland\) Act 2003](#)
- [Protection of Children and Prevention of Sexual Offences \(Scotland\) Act 2005](#)

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Lead Author: Head of Student Experience

Lead Editor: Student Services Manager

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- [Protection of Vulnerable Groups \(Scotland\) Act 2007](#)
- [Rehabilitation of Offenders Act 1974](#)
- [Sexual Offences Act 2003](#)
- [Sexual Offences \(Scotland\) Act 2009](#)
- [United Nations Convention on the Rights of the Child 1992](#)

9 Related Policies, Procedures, Guidelines and Other Resources

- [Approved Placement Policy](#)
- [Complaints Handling Procedures](#)
- [Fitness to Practice Guidelines](#)
- [Fitness to Study Guidelines](#)
- [IT Acceptable Use Policy](#)
- [Promoting a Positive Learning Environment Policy](#)
- [Student Code of Conduct](#)
- [Study Abroad Policy and Guidance](#) (forthcoming)

10 Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				
1				
2				
3				
4				
5	June 2016		Previously published as part of QUALO45 V4. Now published separately.	
5.1	December 2018		Change of role to Quality Manager	
5.2	January 2019		Footer added.	

Title: QUALO45 Safeguarding Policy

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Lead Editor: Student Services Manager

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Scholarship and Research Strategy

2017-20

Version proposed for approval at Academic Affairs Committee on 8 May 2019, following SRC meeting on 17 April 2019

Also available in large print (16pt) and electronic format.

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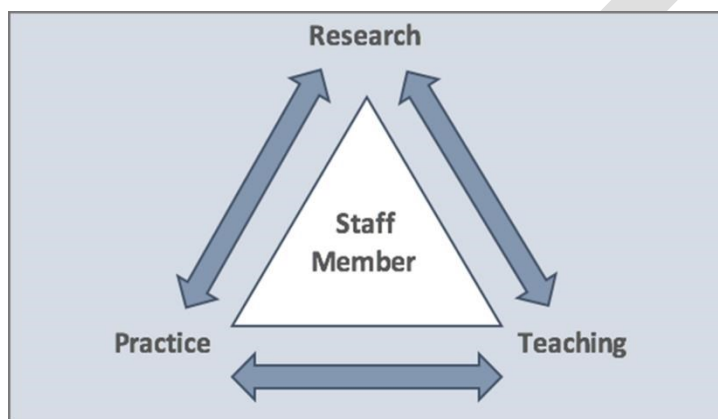
Version Control History

Version Number	Date of Change	Summary of Revisions Made
1	August 2012	Version with the Enabling Plan removed, published on request from Martin Price 19-Nov-12. Version no etc remain stat. Enabling Plan published separately (password protected Word Doc) in the Strategic Planning Documents Library on the PerthNet Strategy 7 Structure page.
1.1	July 2016	Footer updated to reflect new template model.
	January 2017	Draft major revision to RSKE Committee

Scholarship and Research Strategy

Scope

This document sets out the scholarship and research¹ strategy for Perth College UHI for the period 2017-20. It is the College's aspiration that academic and research staff engaged in HE and FE provision should be engaged in scholarship and/or research (and associated knowledge exchange activity) that is relevant to their role in scope, frequency and focus, either through discipline or engagement in pedagogy related activities.



ref P Oliver 2016

Context

This strategy is informed by the Perth College UHI Vision 2021: Strategic Plan 2016-21, which is also aligned to the UHI Strategic Plan 2015-20. As part of the development of Perth College UHI as a partner within UHI, and as the main tertiary education institution within the city of Perth, the context for our strategy and development also is specifically influenced by developments in the Perth City Development Plan and the emerging Tay Cities Bid. The major strategic initiatives in the wider Tayside region seek to develop, regenerate and leverage the economic, educational and innovation potential of the region and beyond. Perth College UHI leads on the theme of Big Move: City of Knowledge and Learning in the Perth City Development Plan, with two strands of University City and Skilled Workforce.

¹ Definitions of these terms are provided in the glossary at the end of the document.

Perth College UHI will continue to work closely with Subject Networks and Research Clusters to ensure engagement of appropriate staff, students and external contacts to support scholarship, research themes, interdisciplinary work, and ensure impact and dissemination is maximised as appropriate. We are seeking to build on the staff base from Perth that were submitted to the 2014 REF, and are working with UHI to include staff in two Units of Assessment (UoA): Education (UoA 23) and Area Studies (UoA 25). The Research Clusters, broadly aligned with the REF Main Panels, are:

Arts and Humanities

Society, Identity, Landscape and Knowledge

Marine, Environmental Science and Engineering

Health and Wellbeing

The UHI Research Strategy is one of focused research: research excellence performance will continue to be developed in targeted areas; we will enhance the experience of research students; ensure effective public engagement and dissemination of research outputs; promote knowledge exchange as an integral part of our wider employer and community engagement plans; and achieve sustainable funding for research and knowledge exchange activities. The existing and developing research strengths are, and will be reflected in the university's curriculum. The REF 2021 submission is a key area of development and opportunity across the UHI partnership.

Research Aims: Perth College Strategic Plan 2016-21

The following aims are drawn from the College Strategic Plan as they relate to taking forward research, scholarship and knowledge exchange. The aims are as numbered in the Strategic Plan.

Aim 2: Work in partnership to foster and drive positive change and growth in local, regional, national and international economies

2.2 Be seen as the University in Perth and play a leading role in the further development of communities within the City of Perth and beyond.

2.3 Identify and act on opportunities to increase research and development activity that adds value and supports a high skills economy.

2.4 Utilise and enhance our engagement with businesses for the benefit of learners through curriculum design, the development of apprenticeships, the exchange of knowledge and opportunities for life-long learning.

Aim 3: Provide dynamic learning and research experiences within a curriculum that meets economic and societal needs and aspirations

3.6 Foster research and scholarship that underpin and feed into our curriculum

3.7 Enhance our contribution to the Research Excellence Framework, strengthening our reputation and raising our local, national and international profile.

Aim 5: Have talented, confident and inspirational staff who contribute to and make a vital difference to the success of students, the life of the College, the University and our communities.

5.2 Enhance staff engagement by ensuring effective communication across and between all levels of staff within the College, University and other partners and stakeholders.

5.5 Support all staff to develop appropriate skills and qualifications through opportunities for training, scholarship and research.

5.6 Build on staff industry-links and ensure appropriate industry engagement and updating for staff.

Delivery

This strategy will be implemented utilising the annual operational planning process to agree priorities and targets, with the Scholarship and Research Committee providing oversight of progress and informing developments. This work will be coordinated through the Chair of the Committee, the Research and Scholarship Coordinator, the Head of Learning and Teaching Enhancement, and the Depute Principal Academic. The development of the operational plan will reflect the context of the wider UHI research developments, support and resources available.

Perth College UHI Balanced Scorecard relevant measures:

Numbers of staff presenting papers at conferences and number of publications.

Number of days spent on CPD a year

None core funding income

Number of businesses that engage with Perth College UHI

UHI Strategic Plan Critical Performance Indicator Focused Research

Non recurrent research income.

Glossary: Definitions of Research, Scholarship and Knowledge Exchange

- 1 **Research** – structured investigation aimed at gaining new knowledge and understanding, carried out by Perth College UHI at its own behest which may include that instigated as part of, or extension of, either curriculum or project development or consultancy. The outcome of this research may be utilised either internally or externally by any institution – public or private. Some form of remuneration where the outcome is utilised externally is probable.
- 2 **Consultancy** – this encompasses work where Perth College UHI has carried out some primary research or investigation at the behest of another institution – public or private (cf. commissioned research). The research is therefore wholly bespoke and provided as a service to the customer. Some form of remuneration is normal, and is subject to VAT.
- 3 **Research Dissemination** – this encompasses the organisation and delivery of the dissemination of research results with the objective of acting as a catalyst for the exchange

of the information. The research disseminated may have been carried out by Perth College UHI or any other party.

- 4 **Commercialisation** – using the results of research to develop a new or improved product or process (which may be carried out by a spinoff company or other third party), or exploiting the intellectual property arising from research through licensing. This encompasses the commercialisation of a product developed by Perth College UHI and may involve intellectual property and/or a spinoff company.
- 5 **Scholarship** – Scholarship is activity that updates or maintains the knowledge of an individual; or adds to their skills and experience. The knowledge base already exists elsewhere.
- 6 **Scholarship of Learning and Teaching** - Scholarship of Teaching and Learning (SOTL) is a growing movement in post-secondary education. SOTL is scholarly inquiry into student learning and pedagogy which advances the practice of teaching by making inquiry findings public through appropriate dissemination.
- 7 **Innovation** - Universities are a key part of the innovation system because of the skills that their graduates bring to the economy, the quality of their research and their ability to generate new ideas, products and processes. All of which has the potential to support business growth and competitiveness. Colleges also have a role to play in stimulating innovation through their close links to business and industry, particularly small and medium sized enterprises (SMEs), which are a big part of the economy in Scotland.

Consultancy may involve Knowledge Exchange; Research Dissemination is, by definition, Knowledge Exchange.

Research, Scholarship and Knowledge Exchange Strategy 2017-20 – Enabling Plan

Aim 2 Work in partnership to foster and drive positive change and growth in local, regional, national and international economies					
	We will:	Action	Lead by?	By when?	Status
2.2	Be seen as the University in Perth and play a leading role in the further development of communities within the City of Perth and beyond.	<ul style="list-style-type: none"> Enhance our profile by organising/hosting research-oriented 'Town & Gown' events, together with other partners as appropriate 	RSC/VP	Ongoing	
		<ul style="list-style-type: none"> Encourage international and national conference attendances/presentations, journal publications and project partnerships 	RSC/SDDs	Ongoing	
2.3	Identify and act on opportunities to increase research and development activity that adds value and supports a high skills economy.	<ul style="list-style-type: none"> Identify themes across existing and emerging research and innovation strengths, to enhance our capacity and profile in areas with potentially transformative impacts to economic and societal needs and aspirations. 	RSC	June 2019	
		<ul style="list-style-type: none"> Catalyse collaborative activities and funding bids with other parts of UHI and other universities, organisations, etc 	VP/HLTE/RSC	Ongoing	
		<ul style="list-style-type: none"> Exploit opportunities offered by the Tay Cities Deal and Perth City Development Plan to further develop research and KE 	VP	Ongoing	

2.4	Utilise and enhance our engagement with businesses for the benefit of learners through curriculum design, the development of apprenticeships, the exchange of knowledge and opportunities for life-long learning.	<ul style="list-style-type: none"> Encourage staff to develop KE through the Innovation Research Fund and Innovation Vouchers Improve business engagement, especially by highlighting KE/KT opportunities through interaction with Interface and Innovation Centres 	VP	Ongoing	
			VP	Ongoing	
Aim 3 Provide dynamic learning and research experiences within a curriculum that meets economic and societal needs and aspirations					
	We will:	Action	By whom?	By when?	Status
3.6	Foster research and scholarship that underpin and feed into our curriculum.	<ul style="list-style-type: none"> Introduce 'excellence awards' for staff, to celebrate success in linking research activities with teaching and curriculum enhancement Embed research and innovation activities within undergraduate and taught postgraduate curricula, including opportunities for student participation Encourage scholarship and research, including action research, that focus on enhancing curriculum design, delivery and assessment In partnership with the UHI Research Office, undertake horizon scanning for external 	HLTE	Jan 2020	
			DP/AP/SDDs	Ongoing	
			HLTE/RSC	Ongoing	
			VP/HLTE/RSC	Ongoing	

		<p>research funding to design, pilot and integrate new initiatives into the curriculum</p> <ul style="list-style-type: none"> Continue to develop sustainable PGT provision, including developing more teaching-research linkages 	DP/SDDs	Ongoing	
3.7	Enhance our contribution to the Research Excellence Framework, strengthening our reputation and raising our local, national and international profile.	<ul style="list-style-type: none"> Support staff to publish outputs to be considered for the REF and to engage with impact case studies. 	RSC/CMSD	Jan 2020	
Aim 5	Have talented, confident and inspirational staff who contribute to and make a vital difference to the success of students, the life of the College, the University and our communities				
	We will:	Action	By whom?	By when?	Status
5.2	Enhance staff engagement by ensuring effective communication across and between all levels of staff within the College, University and other partners and stakeholders.	<ul style="list-style-type: none"> In partnership with the UHI Research Office, develop and implement liaisons with grant-giving bodies such as ESRC, SFC, Interface, British Academy Ensure the participation of Perth College UHI staff on UHI working groups/committees related to scholarship and research 	<p>VP</p> <p>Principal</p>	<p>Ongoing</p> <p>Ongoing</p>	
5.5	Support all staff to develop appropriate skills and qualifications through opportunities for training, scholarship and research.	<ul style="list-style-type: none"> Ensure that the annual professional review includes research and scholarship performance measures, goals and targets and facilitates realistic career trajectories and development plans for early-career and mid- 	HHROD/RSC	Sept 2019	

		<p>career researchers that fully recognise their needs and aspirations</p> <ul style="list-style-type: none"> • Encourage participation of research-active staff in the UHI mentoring scheme 	HLTE/RSC	Jan 2020	
5.6	Build on staff industry links and ensure appropriate industry engagement and updating for staff.	<ul style="list-style-type: none"> • Encourage staff to recognise opportunities for research and innovation activities with external organisations that enhance the experience of our students and are of relevance to their future careers. 	DP/AP/SDDs	Ongoing	

AP – Associate Principal

CMSD – Centre for Mountain Studies Director

DP – Depute Principal Academic

HHROD – Head of HR and Organisational Development

HLTE – Head of Learning and Teaching Enhancement

RSC – Research and Scholarship Coordinator

SDD – Sector Development Director

VP – Vice Principal External

Draft Minutes

Meeting reference: 2 of 2 in AY 2018-19
Date: 17 April 2019 at 1500
Location: Room 019, Perth College UHI

Present: Martin Price (Chair), Eleanor Brown, Lorenz Cairns, Margaret Cook, Kathleen Connor, David Gourley, Joe Irvine (VC from 1600) Sharon McGuire, Patrick O'Donnell, Michael Rayner (VC), Neil Simco (VC)

Apologies: Rob Boyd, Andrew Comrie, Declan Gaughan, Harold Gillespie, Aidan Henderson, Susan Hunter, Alex Sanmark, Keith Smyth

Minutes: Angela Paterson

No.	Minutes	Action
1.	Welcome and apologies Martin Price welcomed everyone to the meeting and apologies noted as above.	
2.	Minutes of the previous meeting held on 21 January 2019 Minutes were approved.	
3.	Update on actions and matters arising <ul style="list-style-type: none"> Item 4.1 CMS staff conference attendance: this information has now been added to Ciphrr Item 4.2 Inclusion of research activity/ambitions in professional review process: information now included on form. Action: Patrick O'Donnell to contact Jen McGillivray, HR to upload new form to Ciphrr. Item 4.4 Visit from Melanie Smith, UHI Research Mentoring Co-ordinator: Action: Patrick to invite Melanie to host a workshop at the staff conference on 21 June 2019 and request for this to be added to the programme. All other items covered on the Agenda. 	<p>P O'Donnell</p> <p>P O'Donnell</p>
4.	Research, Scholarship and Knowledge Exchange Strategy 2017-2020 A small group had recently reviewed the current document and some revisions had been made. The committee discussed each Action on the Enabling Plan section of the Strategy in detail and it was agreed that Martin, Patrick and David Gourley would meet on 18 April to produce a more streamlined version of the document to work for the next 2 years. The document would then be presented at the Academic Affairs Committee on 8 May 2019 (papers required by 1 May).	<p>M Price/ P O'Donnell/ D Gourley</p>

Scholarship and Research Committee (SRC)

No.	Minutes	Action
	<p>Action: amended document to be circulated to the Committee for comments (circulated by M Price 18/4/19)</p> <p>Discussions on the Strategy document included:</p> <p>Research clusters for early career researchers It was suggested that these members of staff could benefit from a separate cluster/group where they could engage with others in similar situations, as the current research clusters can sometimes be intimidating for staff new to research, particularly those from vocational backgrounds.</p> <p>Neil Simco reported there had discussions at the UHI Research and Knowledge Exchange Committee about a research cluster for researchers within emerging areas. However, it was clear that the committee did not want a separate research cluster but would prefer new researchers to be included within existing clusters. Neil has convened again with colleagues and another proposal will be put to the next Research and Knowledge Exchange Committee. He will reflect on the discussions in the reviewed proposal going forward; there are clearly polarised views about this and solution required. The paper will be presented at the next Research and Knowledge Exchange Committee but will also need to be presented to the UHI Partnership Planning Council at a later stage for endorsement.</p> <p>UHI already has the Mentoring Scheme in place but clearly more needs to be done on this.</p> <p>Margaret Cook was disappointed with the outcome from the Research and Knowledge Exchange Committee and suggested that if a separate cluster was not going ahead for new researchers, something fundamental would need to be put in place to get staff to see themselves as researchers.</p> <p>UHI Research staff conference fund Concern was raised about UHI funding for staff attending conferences and the understanding was that the maximum contribution from the UHI Research staff conference fund was £500 (the amount varies depending on the conference location). An example was given of a member of staff who was asked to present at a conference but was unable to attend, as they did not have sufficient funding.</p> <p>Michael Rayner reported that a significant increase in budget would be required to support all conference attendance, including early researchers, if this was to be a priority. This would need to be discussed at a more senior level.</p>	

Scholarship and Research Committee (SRC)

No.	Minutes	Action
5.	<p>Strategy for Research after 2021</p> <p>Sector Managers to be involved in the preparation for the next Strategy, to include the vision of where Perth College wants to be with research in 5 years' time.</p> <p>The next Sector Managers' meeting will be held on 30 April 2019.</p> <p>Action: Sharon McGuire will raise this issue to gauge how Sector Managers feel about input to a post-2021 strategy and to explore and develop a mechanism for Sectors Managers' input regarding research after 2021.</p>	S McGuire
6.	<p>Research and Scholarship Co-ordinator update (including REF-related activity in Perth College UHI)</p> <p>Patrick O'Donnell provided an update regarding the Education REF people at Perth. He highlighted that Keith Smyth had a group discussion and individual meetings with REF staff on 15 March. Keith will continue to have regular individual meetings with REF staff.</p> <p>Patrick also highlighted that because of his research collaboration activities at Dundee University he has access to some CPD training at Dundee University.</p> <p>Patrick stated that he intends to explore the range of training opportunities offered at Dundee for building research capacity. This exploration will help inform the development of any research related CPC training activities at Perth.</p> <p>Patrick stated that Dr Andrew Scott (lecturer in Science and Environment) has produced a research proposal looking at enhancing chemistry lab experiments. The proposal has been recorded in the annual review for research and scholarship as part of the pilot. Patrick stated that Andrew - having a PhD in Organic Chemistry from Cambridge University and has worked as a freelance writer, researcher and consultant for more than 30 years and has lectured part-time at Perth College UHI since 1996 - has the necessary skill-set and experience to conduct this research.</p> <p>Patrick also highlighted that Andrew's proposal went through an external review (passed on to a colleague working at the drugs discovery unit, school of life sciences at the University of Dundee) and adjusted accordingly. The reviewer felt the proposal has considerable potential in terms of enhancing lab protocols. Patrick asked if this research proposal can be supported by the college or UHI.</p> <p>The census date for the REF is confirmed as 31 July 2020.</p>	

Scholarship and Research Committee (SRC)

No.	Minutes	Action
	It was confirmed the 0.2 FTE appointments would need to be in place until at least early 2021; to be reviewed in 2021.	
7.	<p>UHI Research Innovation Fund (UIF) Joe Irvine provided an update to the committee about the University Innovation Fund, which replaced the Knowledge Transfer Grant a few years ago. Eight projects have been funded, on a rolling 3 year basis and we are now at the end of year 2/beginning of year 3.</p> <p>The SFC will be reviewing the programme in 19/20. They are unlikely to make any recommendations until summer 2020 and it is likely there will be an additional year where it stays the same, however, we need to wait and see what the SFC propose at that point.</p> <p>Projects include those based on energy, agriculture, rural health, sport and fitness, water and the creative economy.</p> <p>View information on UHI's Knowledge Exchange Team</p> <p>Updates on the UIF go to the Research and Knowledge Exchange Committee (RKEC) and, if allowed, Martin Price will attach these to the SRC minutes. It was noted Andrew Rae has now joined the Steering Group that will oversee next year's spending and he may be able to feed in some additional information.</p> <p>A pilot for enterprising research will be held in Inverness and SAMS in May.</p>	M Price
8.	<p>REF update Michael Rayner and Neil Simco provided an update on progress with the REF. UHI has now received the final REF guidance and has conducted a review of the impact case studies that are likely to be presented. A further scrutiny event will be held in 2019/20 to ensure that impact case studies are of the highest standard and articulate the evaluation of impact. The next stage will be the mock REF, to be held from May until June for each Unit of Assessment.</p> <p>The REF Code of Practice on the selection of staff and outputs has been agreed through the Partnership Planning Council and other internal committees. Some tweaks will be made and it will then be submitted on 7 June, with feedback due by 16 August.</p> <p>An environment statement for the UHI as a whole is also required and Neil Simco has prepared a draft.</p> <p>Perth College are involved in 2 units of assessment – Pedagogy and Area studies. The Centre for Mountain Studies (CMS) is involved in Area studies, including one of the impact case studies for this unit of assessment.</p>	

Scholarship and Research Committee (SRC)

No.	Minutes	Action
9.	<p>Research Clusters update (Michael Rayner) One or two meetings of the clusters have taken place and Neil reported that he was pleased with how clusters are developing, with 3 out of the 4 making significant progress this year.</p> <p>The role of the clusters for new researchers was deliberated during the Strategy document discussions and there have been reflections on what the role and remit should be.</p>	
10.	<p>AOCB None</p>	
11.	<p>Date of next meeting September 2019 – date to be agreed once the Academic Affairs Committee date set</p>	

Membership

Principal – Chair

No fewer than 2 Representatives of the Board of Management (one to be Vice-Chair)

2 Academic Staff Representatives (Board Teaching staff representative plus one other nominated teaching staff representative)

2 Student Representatives nominated by HISA

Depute Principal (Academic)

Vice Principal (Engagement)

Associate Principal (Academic)

Chair of Scholarship and Research Committee

Head of Student Experience

Head of Learning and Teaching Enhancement

By invitation

Student Services Manager

Student Records Manager

Quality Manager

Quorum

The quorum shall be 6 including the Chair or Vice Chair and must include one Board of Management Member

Frequency of Meetings

Normally 3 times per academic session, and as required.

Terms of Reference

The Academic Affairs Committee is responsible for the overall quality and academic business of the College in respect of the student experience, teaching, research, and enterprise.

Within this overall remit the Academic Affairs Committee shall have the specific functions and responsibilities listed below:

1. To lead the review and development of the academic portfolio in line with the College's Strategic Plan to ensure it remains relevant in terms of Scottish Government policy and industry developments across all sectors of the economy and provide advice to the Board of Management as required.
2. To reflect on trends in education to encourage innovation and curriculum development and promote best practice in regard to the pedagogical environment to ensure that the College successfully serves the needs of

students and other stakeholders, and is preparing effectively to meet future needs.

3. To undertake a high level review of:
 - key aspects of academic performance, including student retention, progression, attainment and achievement;
 - performance on admissions, access and inclusion;
 - arrangements for articulation and partnership;
 - approaches to learning and teaching;
 - the volume and themes of student complaints, and their handling and outcomes.
4. To maintain an overview of academic quality assurance and outcomes by reviewing reports from the Quality Assessment Committee and other relevant internal and external sources including feedback and evaluation from student and stakeholder surveys.
5. To consider the implications of reports and updates from other relevant College and UHI Committees and, where appropriate, act to ensure the relevance and currency of the academic offer.
6. To prioritise and make recommendations in respect of work force planning and continuing professional development for academic staff.
7. To review and approve College's policies and strategies that relate directly to the student experience in terms of student induction and support, matters concerning student discipline and appeals.
8. To instigate any actions the Committee considers appropriate to maintain and enhance Perth College UHI as a centre of educational excellence.
9. To receive reports from the Scholarship and Research and Quality Assessment Committees.

Version control: Updated January 2019 to reflect name changes to the Scholarship and Research Committee and Board and SMT representation