

Academic Affairs Committee

Agenda

Meeting reference: Academic Affairs 2018-19/02
Date: Wednesday 12 February 2019 at 14.30 hours
Location: Room 019
Purpose: Scheduled meeting

* 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 21 November 2018		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Student Experience			
*6.1	HISA Perth College Update	Student President	Student President	Paper 2
6.2	Student Surveys: Student Induction and Early Experience Survey 2018-19	Head of Student Experience	Head of Student Experience	Paper 3
6.3	Student Funding Update	Head of Student Experience	Head of Student Experience	Paper 4
7	Strategic Planning			
7.1	Student Numbers Planning Update	Head of Student Experience	Head of Student Experience	Paper 5
8	Curriculum			
*8.1	Curriculum Review/Planning		Depute Principal (Academic)	Verbal

8.2	Workforce Planning	Head of HR and OD	Principal	Paper 6
*8.3	Quality Review/Evaluation Process		Head of Student Experience	Verbal
9	Engagement			
*9.1	Tay Cities Deal Update		Principal	Verbal
*9.2	Student Partnership Agreement – update on themes	Student President	Student President	Paper 7
10	Performance Monitoring			
*10.1	Student Retention and Attainment Report 2017-18 and SFC Benchmark Report on KPIs <ul style="list-style-type: none"> Perth College FE Published KPIs with Benchmarking Perth College HE KPIs Retention and attainment 	Head of Student Experience	Head of Student Experience	Paper 8
11	Policies and Procedures			
*11.1	Safeguarding Policy		Principal	Paper 9
*11.2	Academic Appeals Policy		Principal	Paper 10
12	Scholarship and Research <ul style="list-style-type: none"> Meeting of Scholarship and Research Committee – 21 January 2019 - minutes 		Chair - Scholarship and Research Committee	Paper 11
13	Remit and Role of Committee			
13.1	Updated Plan of Work for the Committee 2018-19	Secretary	Secretary	Paper 12
14	Date and time of next meeting <ul style="list-style-type: none"> 8 May 2019 	Secretary	Secretary	
*15	Review of Meeting (to include check against ToR)	All		Paper 13

Academic Affairs Committee

Paper 1

Minutes

Meeting reference: Session 2018/19, Meeting 1 of 3
Date and time: Wednesday 21 November 2018 at 2.00pm
Location: Room 19, Brahan

Members present:

Margaret Cook Principal and Chief Executive (Chair)	Declan Gaughan Teaching Staff Member on the Board of Management
Veronica Lynch, Vice Principal (External)	Andrew Comrie Board of Management
Harold Gillespie Board of Management	Professor Martin Price, Chair of Research, Scholarship and Knowledge Exchange Committee
Deborah Lally Head of Student Experience	Prince Honeysett President HISA Perth
Maureen Masson Secretary to the Board of Management	

Apologies: Lorenz Cairns, Depute Principal (Academic)
David Gourley, Head of Academic Practice

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

Summary of Action Items			
Ref	Action	Responsibility	Time Line
5	RSKE Terms of Reference Finalise the Scholarship and Research Committee Terms of Reference	Secretary	ASAP
6	Presentation Consider a paper to identify the underlying research for the BA Food Nutrition and Textiles Education	Sector Manager	In due course
7	Revised Terms of Reference and Membership of the Committee Update the Terms of Reference for the new Scholarship and Research Committee and other small changes	Secretary	ASAP

10.1	<p>Balanced Scorecard update</p> <p>Report back on why there had been a drop in the number of staff presenting papers and report on the work to address the performance in the area of care experienced retention levels</p> <p>Add a discussion of the ROA to the Board agenda</p>	<p>Head of Student Experience</p> <p>Secretary</p>	<p>For next meeting</p> <p>For 12 December meeting</p>
11	The Leaner Support and Intellectual Property Policies to be recommended for approval to the Board	Secretary	For 12 Dec meeting
12	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	Secretary	ASAP

Minutes

Item	Action
<p>1 Welcome and Apologies</p> <p>The Principal welcomed members and the Committee noted apologies.</p>	
<p>2 Additions to the Agenda</p> <p>There was one additions to the agenda – the revised Terms of Reference for the revised RSKE- that would be dealt with under Matters Arising.</p>	
<p>3 Declaration of Conflict of Interest in any Agenda Item</p> <p>There were no declarations of a conflict of interest.</p>	
<p>4 Minutes of Meeting Held on 17 May 2018</p> <p>The minutes were approved as an accurate record.</p>	
<p>5 Actions Arising from Previous Minutes</p> <p>7.5 Perth College UHI: Student Services Annual Report 2016-17</p> <p>Action Update: Prepare a short Executive Summary for wider dissemination in the College</p> <p>Action: Complete – the report was prepared and circulated to the Committee who would disseminate it further within their teams.</p>	

9 HMle activity

Action Update: Review recently revised HMle guidance

Action: Completed in context of EREP development

11.1 Balanced Scorecard

Action: Check indicator 1 about the number of non SDS funded apprenticeships, and what that number relates to.

Action Update: The Principal confirmed that the number of non SDS funded apprenticeships related to those not directly funded by SDS. These include programmes with a range of managing agents including SSE, SECTT, SNIPEF, CITB, SMTA, Angus Council ,Moray Firth Training, Remit and Shetland Council.

12.2 Research Scholarship and Knowledge Exchange Committee –18 April 2018

Action: Review membership of RSKE

Action Update: The Principal outlined the background to the revised Terms of reference for RSKE. It had been agreed that there should be greater emphasis on scholarship and a reduced, but focussed membership. The Committee noted that the new name for the Committee was Scholarship and Research Committee and discussed the Terms of Reference.

Academic Affairs Committee recommended a quorum be added to the Terms of Reference and that a reference be added to cover knowledge exchange and support for staff submitting to the Research Excellence Framework (REF). In addition, an active research member would be identified.

The Terms of Reference would be included on the agenda for the first meeting of the Scholarship and Research Committee and timed so that a flow into the business of Academic Affairs was achieved.

Secretary

6 Sector Manager Presentation Catherine Etri, Sector Manager,

Catherine provided an informative and interesting presentation about the background to and creation of the new qualification BA Food Nutrition and Textiles Education and different options available to students taking this course. The Committee welcomed the innovative approach that led to the creation of the course and noted the very positive results in terms of outcomes, benefits to the College and other partners and the opportunity to develop further relationships with stakeholders.

The Committee noted that the course attracted students from all over Scotland and that many students returned to their own locale for their placements in Schools.

The Committee discussed opportunities for further development for example in postgraduate provision or as a longer term aspiration to become a centre for Home Economics Teaching. Other areas where this approach may apply included computing.

The underpinning research had not been captured for the project, but it was possible to do so retrospectively. The Committee considered that this might be worth doing particularly for the Scottish Festival of Learning or for further work with the General Teaching Council for Scotland. This would be reviewed by the Sector Manager

Sector
Manager

The Committee thanked Catherine for an interesting and informative presentation.

7 Revised Terms of Reference and membership of the Committee

The Committee noted that its revised Terms of Reference had been agreed by the Board in June 2018. The Committee agreed that under point 6 staff development should be for all staff and not just academic staff. The Terms of Reference would also have to be updated to reflect the new title – Scholarship and Research Committee.

Secretary

The Committee noted that an election was ongoing for another Teaching Staff Member on Academic Affairs.

8 Student Experience

***8.1 HISA Perth College Update**

The Committee noted the report from the Student President. A number of classes did not have sufficient class representation and a meeting with the Head of Student Experience was planned to take that forward and to consider wider engagement matters.

The Student President updated the Committee on the recent resignation of the Vice President for Education and Engagement and the plans to elect a class representative for the role.

The Committee welcomed the focus groups which were soon to start. The Chair indicated that the Student Officers were welcome to draw on the support of the Principal or Depute Principal (Academic) in taking forward this agenda.

8.2 Student Surveys: Student Satisfaction and Engagement Survey (SSES)

The Head of Student Experience introduced the paper. The Committee noted the response rate for the SSES was lower than in previous years but that trend was common across the sector. Further work would be undertaken to understand the reasons for the dip in the response rate and consideration given to incentivising returns.

The overall result for the College was positive. A number of actions plans were now in place for individual areas where improvements could be made. The Committee noted the feedback mechanisms to students that were in place.

8.3 Student Surveys: National Student Survey (NSS)

The Committee noted the outcomes from the NSS. These were very positive for UHI and Perth College with high rating for overall satisfaction against an improved turnout and a smaller question set compared to the SESS.

As with the SESS feedback could be drilled down to course level and feedback was shared with course leaders.

The Committee acknowledged some of the challenges around remote learning particularly in terms of maintaining a positive student experience when students rarely meet face-to-face.

9 Curriculum

***9.1 Student Recruitment**

The Head of Student Experience reported on FE recruitment, which had been more challenging this year across a range of factors. It was expected that the College would hit its FE target but may not achieve its ESF Target. The College was currently reviewing how it might recover its position and a January recruitment drive was planned. The Committee noted that the sector as a whole was facing some challenges in reaching the absolute sector target – the Committee recognised that the market was changing and strategies may have to be reviewed at a sector level in terms of the student demographics and course provision. The Curriculum Review and ongoing stakeholder engagement would stand the College in good stead to be alert to opportunities.

The outlook for Higher Education was much more positive and the College would hit and surpass its HE FTE target.

10 Performance Monitoring
***10.1 Balanced Scorecard Update**

The Committee noted the Balanced Scorecard and the trends and commentary. It was agreed to find out why there had been a drop in the number of staff presenting papers. Further work was planned to review performance in the area of care experienced retention levels as that had dropped since last year.

Head of
Student
Experience

The Committee discussed the baseline figures and the fact that these were established when the 2016-21 Strategic Plan was produced. It was acknowledged that these might not necessarily be the most relevant figures now and that these should be re-set when the next Strategic Plan is drafted with tolerance levels set for the identified measures.

11 Policies
11.1 Learner Support Policy

The Committee endorsed the Learner Support Policy which had been developed as part of the UH Policy Working Group, and recommended its approval to the Board

Secretary

11.2 Intellectual Property Policy

The Committee endorsed the Intellectual Property Policy and recommended its approval to the Board. The Committee considered the Policy to be comprehensive and thorough.

12 Remit and Role of Committee

The Committee discussed the draft plan of work for the Academic Year. The Committee expected to see the Evaluative Report and Enhancement Plan flowing through in the course of the year and that would be checked with the Depute Principal (Academic).

In addition, the Regional Outcome Agreement (ROA) was discussed and the various points in the year that it should come to Academic Affairs, in terms of a past review, the year in progress and the forward look. The Principal commented that a top down approach was taken to developing the ROA and that the College had limited opportunity to influence the final ROA. It was agreed that this should be added to the Board agenda for discussion and ROA should be included on the Academic Affairs Committee agenda as appropriate throughout the year.

Secretary

Finally, the plan of work should be updated to reference the Scholarship and Research Committee and reference to 'commissioning' research should be removed.

Secretary

13 Date and time of next meeting

12 February 2019 at 2.30pm

***14 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 Data Protection Act 1998. 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

Committee	Academic Affairs
Subject	HISA Perth College Update
Date of Committee meeting	12/02/2019
Author	PC Student President
Date paper prepared	24/01/2019
Executive summary of the paper	The paper provides an update on student affairs.
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)	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 	Provide a summary of the how the paper links to key College priorities and what they are

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<ul style="list-style-type: none"> 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)?	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
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"/>

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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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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

HISA Annual Update

Gender Based Violence

Officers and staff from HISA Perth met with Richard Ogston to discuss the issue of Gender Based Violence at Perth UHI. Our team along with our class reps will be put through training to increase our awareness of GBV and provide us with ways of dealing with issues when they arise. The college already has a good structure in place for reporting safeguarding matter, this training is in place so we can build on what we already have and also allows students to participate in the training as well as staff.

SMHA

Katie Gowing from NUS came to visit us and the student support department to plan out our new Student Mental Health Agreement. This framework allows students to feel supported around their issues with mental health and will provide them with more confidence to continue their studies without being subject to discrimination or facing any stigma.

Regional Council

The annual HISA Regional Council is taking place January 30th – February 1st in Inverness. HISA's 2019 Regional Council is shaping up to be the biggest Regional Council ever. The event has been extended an extra day to incorporate a special HISA and UHI Class Rep Summit, a first for HISA and UHI. The summit will look at all things involving class reps. We will be taking 4 class reps from Perth along to this event along with the executive team.

Feedback Groups

Class Feedback sessions began before the Christmas break and are commencing as of January 2019. These sessions have proved to be very insightful and works well alongside having a Students Representative Council. All information gathered has been typed up into reports and will be ready for review upon the first meeting of the Student Engagement Group.

Perth College UHI

Committee	Academic Affairs
Subject	Early Student Experience Survey Result Overview
Date of Committee meeting	12/02/2019
Author	Jessica Borley, Quality Manager Roanna Lawson, Quality Officer
Date paper prepared	04/02/2019
Executive summary of the paper	<p>This paper summarises the results from the 2018/19 Early Student Experience Survey (ESES) for Perth College UHI.</p> <p>The survey was revised from a paper version to an electronic version issued using the JISC Online Survey tool.</p> <p>As this was a pilot the student set was refined from that of previous years to include only FE FT, FE PT, HE FT, HE PT, Block Release, PT Unstructured and Evening students. Where some modes of study were not included e.g. online only students, tutors gathered their own student feedback through other means but not necessarily using this same or similar question set so the information cannot be utilised within this analysis.</p> <p>A total of 2024 students were targeted and a total of 1301 students completed the survey, giving an overall response rate of 64%. This is a 4% decrease in responses from the 2017/18 figure, but this was anticipated due to moving over to a different survey methodology. The UHI target, which was endorsed by SMT, was set at 60%. The UHI region as a whole hit 57% so a 64% response rate is deemed a very good result. Further work will be put in to increase the response rate for the Student Satisfaction Experience Survey (SSES) at the end of the year.</p> <p>Question 1, 'overall I am satisfied with my student experience' was added to the ESES survey question set. This is repeated in the SSES so correlation will be able</p>

Perth College UHI

	<p>to take place for students across a year. The overall satisfaction for all students was 96.85%, with a weighted average of 70% (strongly agree 1, agree 0.5). The satisfaction figure from the 2017/18 SSES was 95% overall and 76% weighted average. So although the overall satisfaction figure has gone up it can be seen that less students strongly agreed that they were satisfied with their overall experience than at the end of last year.</p> <p>The following graph breaks down the overall % and weighted percentages to FE and HE.</p> <div><p>ESES Overall Satisfaction Figures</p><table><thead><tr><th>Category</th><th>Overall (%)</th><th>Weighted Overall (%)</th></tr></thead><tbody><tr><td>FE</td><td>96.7%</td><td>69%</td></tr><tr><td>FE FT</td><td>96.7%</td><td>69%</td></tr><tr><td>FE PT</td><td>96.3%</td><td>70%</td></tr><tr><td>HE</td><td>97.1%</td><td>70%</td></tr><tr><td>HE FT</td><td>96.9%</td><td>69%</td></tr><tr><td>HE PT</td><td>100.0%</td><td>81%</td></tr></tbody></table></div> <p>The only question that can be truly compared to last year as it is repeated in this new question set is 'I feel I am on the right course 2017/18 95% (82%) 2018/19 96% (77%)'. Statistics for all 24 questions are shown in Appendix 1.</p>	Category	Overall (%)	Weighted Overall (%)	FE	96.7%	69%	FE FT	96.7%	69%	FE PT	96.3%	70%	HE	97.1%	70%	HE FT	96.9%	69%	HE PT	100.0%	81%
Category	Overall (%)	Weighted Overall (%)																				
FE	96.7%	69%																				
FE FT	96.7%	69%																				
FE PT	96.3%	70%																				
HE	97.1%	70%																				
HE FT	96.9%	69%																				
HE PT	100.0%	81%																				
<p>Consultation</p> <p>How has consultation with partners been carried out?</p>	<p>The UHI Quality Forum designed a common and structured way to survey students across the partnership. All question sets used across academic partners was cross referenced and a short list of common questions drawn up. Consultation then took place widely across the partnership with staff and students (through HISA) and 24 standard questions were finalised. This was a significant reduction from the 48 questions asked by Perth College UHI in previous years.</p>																					

Perth College UHI

	<p>Each academic partner had the opportunity to add a further 5 questions to this question set as well as use service satisfaction questions. SMT chose to not add to the 24 question set this year.</p> <p>This was the first year of conducting the ESES as a UHI wide regional survey and has enabled benchmarking across all UHI academic partners.</p>
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 Indicate whether there are any resource implications in the paper, not necessarily just financial, and summarise these if there are
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
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 	Measuring student satisfaction which is a Board of Management dashboard criteria.
<u>Equality and diversity</u> Yes / No If yes, please give details:	No new equality and diversity indications were found.

Perth College UHI

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 A privacy statement was issued as the first section of the survey.
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] Holds overall and weighted percentages – published satisfaction figures would be overall only	<input checked="" type="checkbox"/>

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For how long must the paper be withheld?

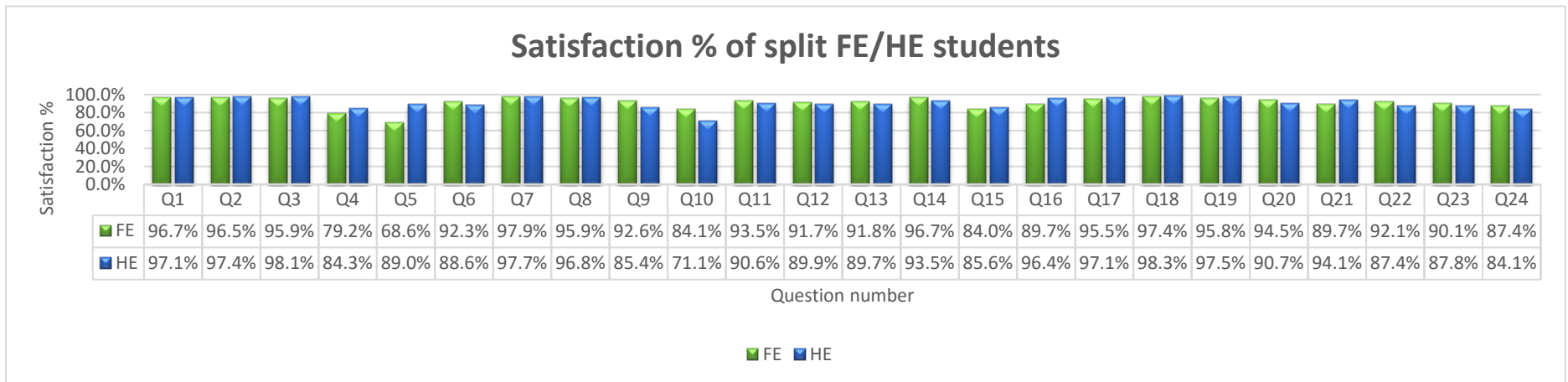
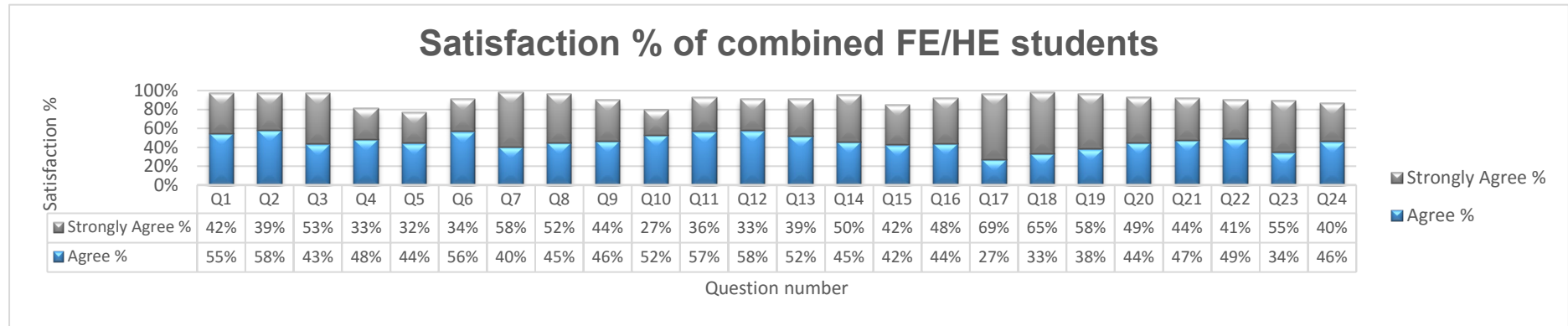
Further guidance on application of the exclusions from Freedom of Information legislation is available via:

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

and

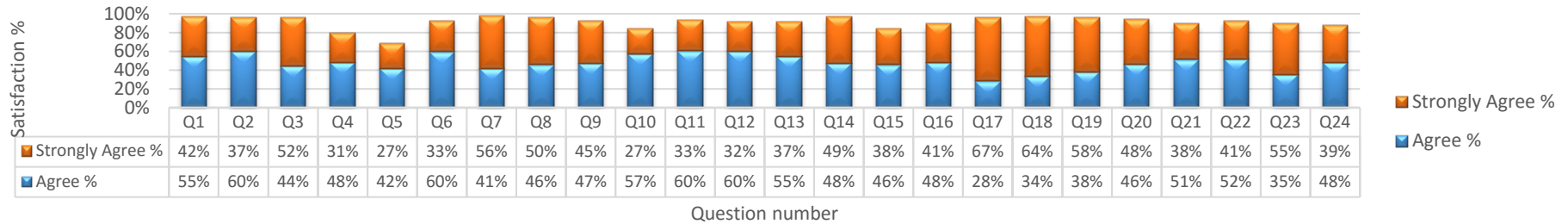
http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

Early Student Experience Survey – October 2018
Student Satisfaction

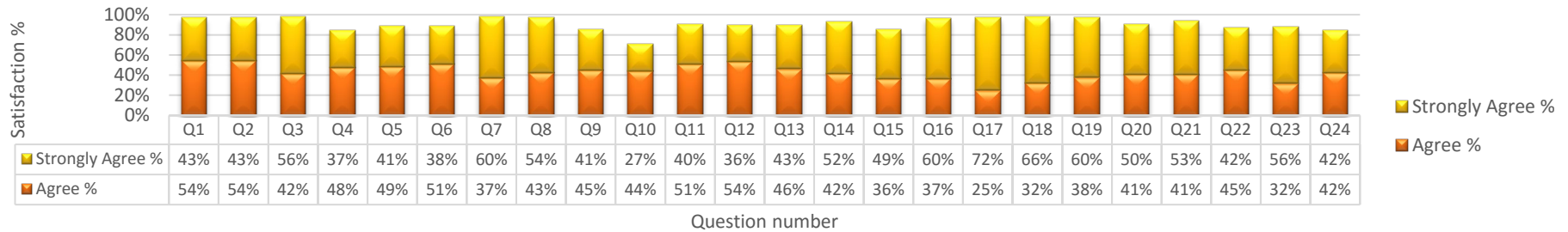


Early Student Experience Survey – October 2018
Student Satisfaction

Satisfaction % of FE students



Satisfaction % of HE students



Early Student Experience Survey (ESES) Question Set

1	Overall, I'm satisfied with my student experience so far
2	My initial enquiry provided me with the information I required to take the next step or apply for the course
3	Applying to my course was easy
4	I was provided with clear information about the funding I could apply for
5	My funding application was dealt with effectively
6	The information I received before my course started helped me prepare for college / university
7	I was made to feel welcome during my first week
8	It was easy to enrol onto my course
9	I found induction a useful preparation for starting my course
10	The fresher's activities provided me the opportunity to mix with other students
11	My Course Handbook contains accurate information about the subjects within my course
12	My Course Handbook explains about the different ways I will be learning during my course, for example class time, work experience, video conferencing (VC), self-study and practical work
13	I know how to access Student Services
14	I know how to access the library facilities
15	I know how to access the student portal, MyDay
16	I know how to access the Virtual Learning Environment / Blackboard
17	I know who my PAT is and how to contact them
18	I am treated fairly and equally by staff
19	I feel I am on the right course
20	I am happy with the way my course is taught
21	I know when my assessments are due
22	I know how I can provide feedback to improve learning and teaching
23	I know who my Class Rep is
24	I am aware of the role of the Highlands and Islands Student Association (HISA)

Perth College UHI

Committee	Academic Affairs
Subject	Student Funding Update Paper
Date of Committee meeting	12/02/2019
Author	Richard Ogston: Student Service Manager
Date paper prepared	01/02/2019
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?	Set out who has formally reviewed and approved the paper/subject matter and whether any other Committees have considered it or should consider it
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 Indicate whether there are any risk implications in the paper and set these out with any mitigation measures

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 Funding Update report is annual interim report compiled during the Academic Year; this report is for the current year 2018-19.</p> <p>Student Funding has a direct impact on a wide range of key College priorities including: Student retention, Attainment, Achievement and wider Student Experience. It is fundamental to the work of the College.</p>
<p><u>Equality and diversity</u></p> <p>Yes</p> <p>If yes, please give details:</p>	<p>Our models of provision along with our systems, process and protocols are continually evolving to be inclusive and accessible. Recently we have made significant changes to benefit vulnerable groups such as Care Experienced students.</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>Status (e.g. non confidential)</p>	<p>Non confidential</p>
<p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p>	<p>Papers should be open unless there is a compelling reason for them to remain closed. If a paper, or parts of a paper, are to remain closed the reason for that exemption must be specified – see reasons below</p> <p>Yes.</p>

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Its disclosure would substantially prejudice a programme of research	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input type="checkbox"/>
Its disclosure would substantially prejudice the commercial interests of any person or 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.

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<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 and HE Discretionary Funds. This reduction may yet reduce somewhat as we accept late applications and those from January starts.

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	1,012
EMA*	533	352	374	328
FE Hardship	272	275	310	244
HE Hardship	289	250	245	240
Childcare	215	215	204	190
Totals	2,354	2,152	2,278	2,014

*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 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.

Perth College UHI

Committee	Academic Affairs
Subject	Student Numbers Planning Update 2019-20
Date of Committee meeting	12/02/2019
Author	Deborah Lally – Head of Student Experience
Date paper prepared	25/01/2019
Executive summary of the paper	<p>Student Number Planning – Further Education</p> <p>Based on trend information, we are starting to see a decline in FE full-time recruitment across the curriculum. The impact of this being not meeting our core or ESF targets and we may find ourselves in a funding clawback position.</p> <p>Student Number Planning – Higher Education</p> <p>Whilst we are starting to see a decline in FE, recruitment in HE remains static and in some areas we may see growth, however the numbers initially submitted via our consultation method is very ambitious.</p>
Consultation How has consultation with partners been carried out?	Yes - Meetings were scheduled where Senior Managers, Sector Development Directors, Sector Managers, Head of Learning and Teaching Enhancement and the Head of Student Experience met to discuss and agree a first draft version of student numbers for 2019-20
Action requested	<input checked="" type="checkbox"/> For information only <input 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 Over-recruit – potential additional staff Under-recruiting and permanisation may result in too many staff in any one area.
Risk implications (If yes, please provide details)	Yes If we do not meet our SFC and/or UHI agreed targets then we are at risk of securing both our core and ESF grants
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 	Strategic Aim 3 – Provide dynamic learning and research experiences within a curriculum that meets economic and societal needs and aspirations Strategic Aim 4 – Optimise the sustainable use of our systems, processes and resources to provide the best possible student experience and outcomes. Risk management – financial sustainability
<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

Perth College UHI

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

* 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.

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and

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Academic Affairs

12 February 2019

Student Numbers Planning Update 2019-20

A number of meetings have taken place throughout November with Sector Managers, Sector Development Directors and CMT/SMT members to discuss and set student targets numbers for next academic year.

Further Education

To date we have not received any confirmation, from FERB (FE Regional Board) of our target for next academic year, therefore we can only presume it will be the same going forward.

Core Credit Target	ESIF Target	Overall Target	Calculated Target to Date
23655	1200	24855	23291
			-364
			-1564

Over the last few years, we have seen a steady decline in FE full-time enrolments, school partnership provision and courses that run at our Learning Centres.

Based on the targets submitted, there is a risk that we may not meet core credit target next academic year and there is a high risk that we will not meet the ESIF target. We need to hit the core credit target initially before we can start drawing down ESIF credits.

To minimise the risk of not meeting target(s), the College, whilst still maintaining standards including entry requirements, will be maximising numbers dependent upon delivery models and classroom capacities, regardless of the realistic targets that have been set. The relocation of courses from Pathways to Crieff Road will also bring opportunities to look at the courses on offer to ensure they are fit for purpose where we may see the introduction of new fundable non-vocational courses to meet the demand of lifelong learning.

Higher Education

Proposed calculated target for 2019/20	2127.86 (+145.14)	Forecasted Outturn for 2018/19	1982.72
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Based upon previous years, predominant recruitment of new entrants and continuing/progressing students, the number of FTEs calculated for 2019/20 is ambitious. However we do have a few courses that are still maturing and one new course, as follows:

- BAH Food, Nutrition and Textiles Education Year 3;
- BEdH Outdoor Adventure Leadership Year 3;
- BScH Sport and Fitness, we are predicting an increase by (50) in Year 3
- BScH Air Maintenance Engineering and Management Year 1

It is also worth noting that the UHI continue to recruit to the BSc Nursing course which is still maturing, therefore the partnership will see a further reduction of 100 FTE for funded numbers for next academic year.

Deborah Lally

Head of Student Experience - 25 January 2019

Perth College UHI

Committee	Academic Affairs
Subject	Workforce Planning
Date of Committee meeting	12 February 2019
Author	Susan Hunter, Head of HR&OD
Date paper prepared	04.02.19
Executive summary of the paper	The report provides Academic Affairs Committee with an update on recent and planned workforce planning activities that will support the College to ensure we have the right staff with the right skills in the right jobs, in order to meet our strategic aims.
Consultation How has consultation with partners been carried out?	No
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	Click or tap here to enter text.

Perth College UHI

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 	
<u>Equality and diversity</u> 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?	Yes

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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"/>
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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Workforce Planning Update 2017/2018 and Plans for 2018/2019

The following report provides the Academic Affairs Committee with an update on recent and planned workforce planning activities that will support the College to ensure we have the right staff with the right skills in the right jobs, in order to meet our strategic aims.

Qualifications

Lecturers

Lecturers are our priority for increasing the levels of qualifications and the attainment of a teaching qualification.

The following table provides an overview of qualifications held and in progress for our 182 permanent lecturers as at July 2019:

Qualification	Attained	In Progress 18/19
Teaching qualification	152	5
Degree/Honours Degree	50	13
Masters	86	6
PhD/Doctorate	21	4

84% of permanent lecturers have a teaching qualification. When those currently studying towards their TQFE in 18/19 are included, by June 2019, we will have 86% of permanent lecturers with a teaching qualification. The Scottish Funding Council benchmark for permanent lecturers with a teaching qualification is 90%, this has previously been higher but takes account of leavers.

Lecturers also undertake PDAs and Assessor Awards which have not been included in the above table.

Support staff and managers are also supported to undertake a range of qualifications including PDAs, HNCs, HNDs, degrees and Masters.

Remitted Time

Lecturers are awarded remitted time for a range of development activities to undertake qualifications, build research capacity, develop curriculum etc. The following table provides an overview of the number of remitted hours invested in lecturers' development:

Remitted Time Activity	Total hours 14/15	Total hours 15/16	Total hours 16/17	Total Hours 17/18	Planned 18/19
Teaching qualification	402	595	623	733	398
Plus one qualification	2694	2618	2703	2125	782
Building research capacity	1007	1309	1020	833	34
Industrial updating /employer engagement	885	1080	1224	408	107
Curriculum development	2571	2670	2651	1811	0
Technology for Teaching	465	595	34	221	154
Totals	8024	8867	8255	6131	1475

Lecturers are also awarded remitted time for other duties which are not included in the above table e.g. Teaching at Perth, trade union duties and distance learning development.

Remitted time bids were impacted this year by the change of contact hours from 24 to 23. As such, the following decisions were applied to all bids;

- Research capacity time was declined for all those who are not REF-able
- Requests for teaching qualifications for those who are not lecturing staff were declined
- All Plus 1 requests required business cases
- Curriculum development was declined for all, a central fund will be established for which bids can be submitted for support
- All management support was declined, it was agreed that line management should not be devolved. It was also acknowledged that the Sector Managers now have 3 hours less contact time following national bargaining changes.
- IV was declined as this is the in Sector Managers role description

Management Qualifications – CMI

A new management and leadership development programme was launched during 2013/2014. Managers are supported to undertake CMI accredited units at SCQF Level 8 to build up to a full management qualification. Managers can progress to a Level 11 award.

Staff with no management responsibility or experience are supported to undertake CMI accredited units at SCQF level 6 to build up to the full qualification, and progression onto level 8.

The table below shows the number of staff who have undertaken CMI units by level since 2013.

CMI Level	2013/14 No of Staff	2014/15 No of Staff	2015/16 No of Staff	2016/17 No of staff	2017/18	2018/2019*
Level 6	5	7	4	9	5	5
Level 8	2	5	6	6	6	5
Total	7	12	10	15	11	10

*Final numbers to be confirmed

The aim of the programme was to develop the College's first line managers and middle/senior managers of the future. However, this does not train staff in college policies and processes and therefore, moving forward the colleges line managers will also be developed by internal HR for Managers courses and a leadership development programme. This will be developed by the new HR team and will focus on both practical application, including policy and legislative frameworks and soft skill training e.g. handling difficult conversations, coaching etc the overall aim of which will be to increase management capacity and autonomy.

In addition to the above development activities, the College supports staff and managers to undertake a range of CPD activities from in-house training events to external conferences and seminars. The table below provides the trend for the average number of CPD days per employee – the target is 6.5 days per year.

Average CPD days per person (including hourly paid staff)					
2011/12	2012/13	2013/14	2014/15	2015/16	2017/18
6.78	7.99	11.88	5.6	5.27	4.8

The average number of CPD days per person has steadily decreased. The main reasons for this appear to be staff not recording all the CPD events they attend and having less time to attend CPD events. There will continue to be a focus on reminding staff to update their Ciphre CPD records and to offer training opportunities in one and two hour slots so that staff can manage to attend within their busy work commitments. There will also be the development of an annual training programme for 18/19 that will be built on year on year. This will coincide with an overhaul of the CPD strategy and the definition of CPD to make CPD easier to access for all.

Committee	Academic Affairs
Subject	Student Partnership Agreement Update
Date of Committee meeting	12/02/2019
Author	PC Student President
Date paper prepared	06/02/2019
Executive summary of the paper	The paper provides an update of the Student Partnership Update
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)	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 	Provide a summary of the how the paper links to key College priorities and what they are

<ul style="list-style-type: none"> • 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>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>No</p> <p>Click or tap here to enter text.</p>
<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.

Its disclosure would substantially prejudice a	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input type="checkbox"/>
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Perth College UHI

Paper 7

programme of research			
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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HIGHLANDS AND ISLANDS STUDENTS' ASSOCIATION**HISA PERTH | PROPOSED AREAS FOR STUDENT PARTNERSHIP AGREEMENT****Student activities and events**

This area of work will see the HISA Perth officer team work with student engagement to provide events and activities for students to make use of the Perth College UHI campus. There is a potential with the space and facilities available to develop the student community and provide opportunities in line with Perth College UHI strategy and schemes such as Healthy Happy You.

Representation and engagement

This area of work will aim to enhance the performance of representation and engagement. The college has obligations to support the student voice, and there is also guidance for colleges to support student representation with the sector-devised Student Engagement Framework and Framework for the Development of Strong and Effective Students' Associations in Scotland. HISA Perth will work with Quality on this area.

HISA Perth and Quality will also look to identify gaps in student voice at the college. We have identified a number of students in areas of Perth College UHI we believe to have significantly lower levels of representation and involvement, in particular SVS and STEM. This is also proven in the numbers of class representatives that these students have in comparison to other curriculum areas.

We would like to work alongside Quality to improve this by visiting their areas and exploring different ways that we can interact with them. Increased student voice will bring about a better student experience for them and increase the strength of representation we have as well. To tackle issues such as attainment, retention and social isolation, we will offer opportunities for these students in departments with low representation through engagement and representation and involving them with focus groups and events.

Perth College Sport

Sport at Perth College UHI developed in 2017-18 with the basketball team, men's football team and women's football team playing competitively and winning matches against other institutions. The Academy of Sport and Wellbeing provides an opportunity to develop the provision of sport opportunities and earn points in the British Universities and College Sport (BUCS) rankings.

Currently there are three student-led teams that are successfully running and have regular training sessions every week. They are:

- Men's basketball
- Women's field hockey
- Men's football

Further support is required for them to ensure that they are sustainable. HISA Perth will work with the ASW to expand sport opportunities for students. We will work to increase in the number of games against other universities hosted here at Perth to take advantage of the facilities here, increase the number of clubs being formed as a result of increased student interest, and ensure the clubs increase their activity with matches and regular training.

Perth College UHI

Paper 7

Priority plan of work

1	Lit Activity Fund				
Indicators	Output	Date	Indicator	Check	Notes
	Preparation of the fund	Sept 18	Draft up guidance document and application form		
		Oct 18	Prepare promotion materials and logo		
		Oct 18	Create webpage to host documentation for the fund		
	Promotion	Nov 18	All-student email		
		Nov 18	Display poster on noticeboard		
		Nov 18	Meet students in social areas		
		Nov 18	Post on social media		
		Nov 18	Utilise HISA Perth volunteers		
	Judging	Nov 18	Arrange time and dates for judging panel		
		Nov 18	Approach Perth College UHI student engagement team for a judge		
		Nov 18	Approach SRC for a class rep to be a judge		
	Support applicants	Nov 18	Offer feedback to all successful and unsuccessful applicants		

Perth College UHI

Paper 7

		Nov 18	Advise successful applicants on requirement for a risk assessment		
		Nov 18	Keep database of contacts of all project teams		
	Fund use	Jun 19	All funding has been distributed		
		Jun 19	Number of students participating as project leads		
		Jun 19	Number of projects funded		

Perth College UHI

Paper 7

Executive plan of work

2	Increase engagement through representation		Officer lead: Vice President for Education and Engagement		
Indicators	Output	Date	Indicator	Check	Notes
	HISA Perth Course Rep strategy	Apr 19	Develop themes for HISA Perth course representation strategy		
		Jun 19	Complete first draft of course representation strategy		
	NSS and SSES surveys	Jun 19	Improve HISA Perth specific response to NSS		
		Jun 19	Improve HISA Perth specific score in NSS Q26		
		Jun 19	Improve HISA Perth specific score in SSES		
	Student Representative Council	Apr 19	Meetings take place		
		May 19	Attendance record kept for all meetings		
		May 19	Attendance rate measured for future benchmarking		
	Regional Council	Feb 19	All delegation spaces filled		
	Engagement focus groups	Nov 18	HISA Perth action plan for engagement focus groups agreed with SMT		
		Feb 19	Focus groups take place for all sector areas		
		Jun 19	All sector areas receive feedback from focus groups		

Perth College UHI

Paper 7

3	Increase engagement with clubs and societies		Officer lead: Lennox Francis; Vice President for Activities and Welfare		
Indicators	Output	Date	Indicator	Check	Notes
	Number of societies	May 19	Increase number of societies from five at beginning of academic year		
	Staff working group	Dec 18	Set up working group with ASW, sport curriculum department and HISA		
		Jun 19	Meetings set up during year		
	SSS College Sport Award	Jun 19	Achieve Bronze award		
	HISA Perth activity strategy	Apr 19	Develop themes for activity strategy		
		Jun 19	Finalise first draft of activity strategy		

Perth College UHI

Paper 7

4	Increase engagement with student support			Officer lead: Prince Honeysett; President	
Indicators	Output	Date	Indicator	Check	Notes
	Health & Wellbeing group	Dec 18	Officer membership of Health & Wellbeing Group with Perth College UHI Student Support team		
	Here to Help stall	Nov 18	Establish times for pop-up clinics		
	Student Mental Health Agreement	Mar 19	Establish HISA Perth and Perth College UHI Student Mental Health Agreement 2018-19		

Perth College UHI

Committee	Academic Affairs
Subject	Student Retention and Attainment Report 2017-18 and SFC Benchmark Report on KPIs
Date of Committee meeting	12/02/2019
Author	Deborah Lally – Head of Student Experience
Date paper prepared	04/02/2019
Executive summary of the paper	<p>Further Education</p> <p>Overall and against the sector it is good to note that Perth College UHI have seen improvements on those students who achieve their qualification successfully in comparison to last academic and continue to perform higher than the sector level.</p> <p>We have identified, and have started to implement, areas for action in our Evaluation Report and Enhancement Plan (EREP).</p> <p>Higher Education</p> <p>Overall, whilst early retention remains static at 97%, we have seen a 10pp increase in retention overall for our full-time learners. However, we have seen a decline by 5pp for those who are successful in achieving their qualification. These KPIs have been discussed with Sector Managers whilst setting targets for AY 2019-20.</p> <p>As part of curriculum review, we will be taking all KPIs into consideration as part of discussions.</p>
Consultation How has consultation with partners been carried out?	N/A EREP was informed by cross college teams and discussions identified through team evaluations and course annual reports.
Action requested	<input checked="" type="checkbox"/> For information only

Perth College UHI

	<input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	N/A
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 	Strategic Aim 1 – Inspire and empower our students, regardless of background, to recognise and achieve their potential Strategic Aim 3 – Provide dynamic learning and research experiences within a curriculum that meets economic and societal needs and aspirations Evaluation Report and Enhancement Plan SFC Published KPIs.
<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

Perth College UHI

<u>Data Protection</u> Does this activity/ proposal require a Data Protection Impact Assessment?	No
Status (e.g. confidential/non confidential)	Non-confidential
Freedom of information Can this paper be included in "open" business?	Open

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Introduction

Perth College UHI offers courses ranging from Access to Postgraduate level qualifications. The funding we receive is split, further education (FE) and higher education (HE). The Scottish Funding Council (SFC) publish performance indicators for those institutions that are categorised as FE. Therefore, being part of the University of the Highlands and Islands, the PIs that have been published only represent our FE activity, this includes qualifications up to and including SCQF Level 6.

The purpose of the indicators is to not only inform stakeholders about our performance, it helps us to evaluate our performance over time and against other college benchmarks. We can then support each other by ways of sharing good practice.

The following charts and commentary will give an oversight as to the performance of further education students in 2017-18, trend information and also a position relative to the sector.

Using the hyperlinks below, will take you to the relevant section directly.

Contents

[How to Interpret Charts](#)

[Sector Level results for FE Full Time Qualifications](#)

[Chart 1 – Full Time FE Results and trend for Perth College](#)

[Chart 2 – Part time FE Results by hours studied and trend for Perth College](#)

Chart 3 - [Part-time Further Education \(further breakdown\)](#)

[Chart 4 – Partial Success of students studying over 160 hours at Perth College 2017-18](#)

[Chart 5 - Enrolment and outcome by age group in 2017-18 of students studying 160 hours or more](#)

[Chart 6 – Enrolment and outcome by Education Scotland Subject Groupings on FE courses lasting 160 hours or more Perth College 2017-18](#)

[Chart 7 – Enrolment and outcome by level and gender on courses lasting 160 hours or more Perth College 2017-18](#)

[Chart 8 – Enrolment and outcome by Key Groups on courses lasting 160 hours or more Perth College 2017-18](#)

[Chart 9 – Recruitment against activity targets at a regional level trend Perth College](#)

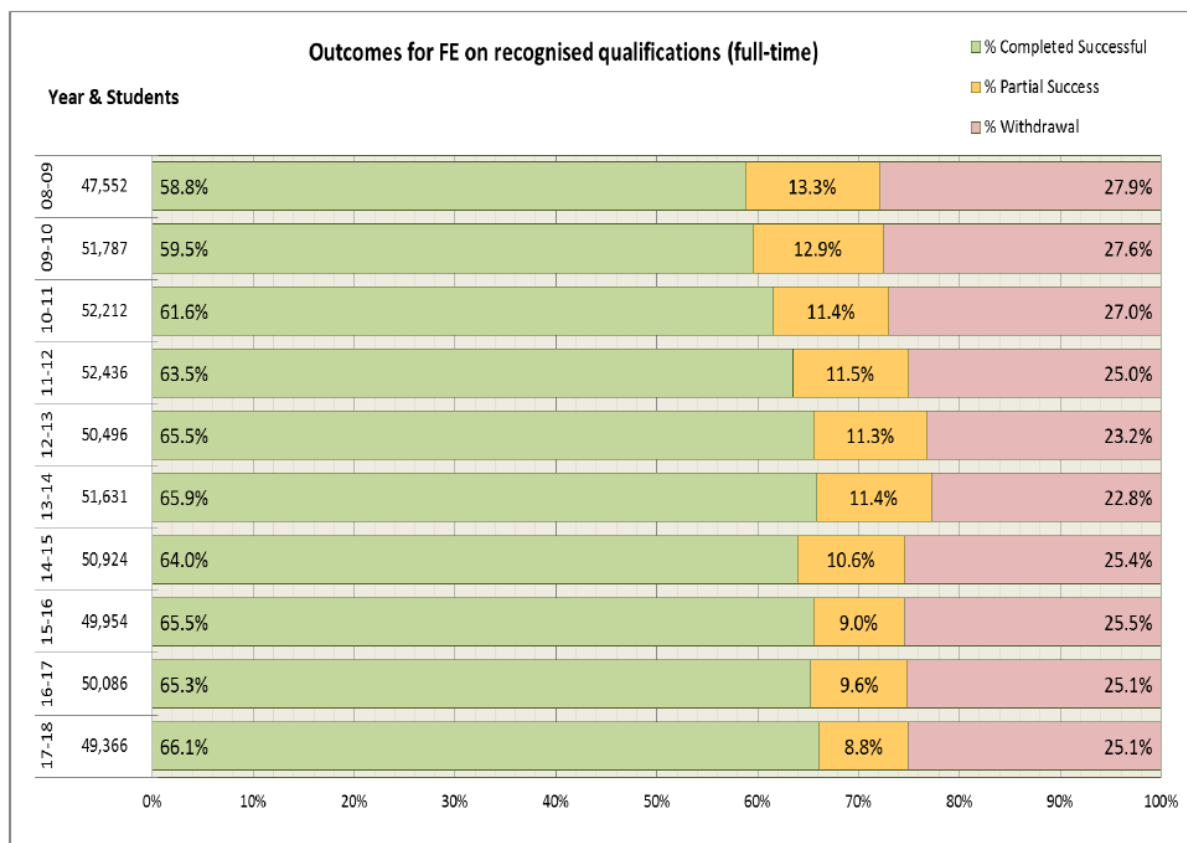
[Chart 10 illustrates percentage of full-time permanent staff with a teaching qualification](#)

We have recently published our Evaluative Report and Enhancement Plan 2019-21 which aims to provide a structure of support and challenge which will bring about improvements and promote a culture of individual and collective ownership for the quality of provision. The report provides the evidence of trends in performance and outlines all the areas of positive practice and of improvement in regard to the quality of provision of services for learners. The report is available on our website: <https://www.perth.uhi.ac.uk/about-us/performance-indicators-and-external-reviews/education-scotland-reports/evaluative-report-and-enhancement-plan-2019-21/>

How to interpret the charts

The chart below shows the actual 'sector' results for full-time FE students over the period of 2008-09 to 2017-18. This type of chart will be used throughout this document.

The 'green' bar shows the percentage of students who have completed their course successfully. The 'yellow' bar shows the percentage of students who have completed their course with partial success; and the 'pink' bar shows the percentage of students who withdrew from their studies. As well as percentages, the charts will also display the number of students represented.



Further information on the publication, understanding and calculation of these PIs including sector level data and other college data can be found at <http://www.sfc.ac.uk/publications-statistics/statistical-publications/2019/SFCST022019.aspx>

Full-Time Further Education

Chart 1 illustrates, over the last 6 years, outcomes for students who have enrolled on full-time recognised qualifications at Perth College UHI.

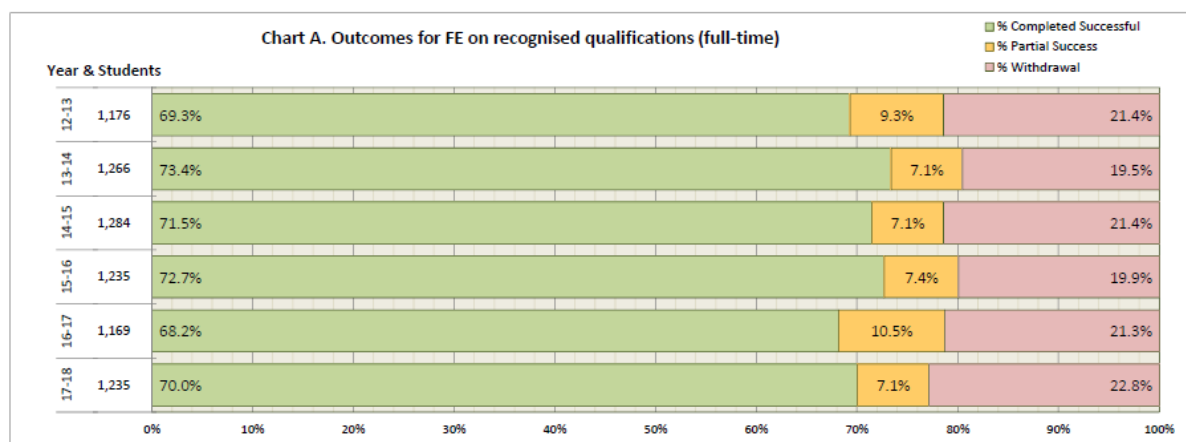


Chart 1

70.0% successfully completed their course which is 1.8 percentage points (PP) higher than 2016-17.

Our newly introduced additional SCQF Level 4 qualifications designed to support lower level entry have a success level ranging from 77% up to 82%.

There are varying reasons for students withdrawing from their course, predominant reasons being health related, other personal reasons or employment. The latter we view as a positive destination. We have many links with employers who, after a period of work placement activity, offer the student employment, this means for the College that the student will withdraw from their full-time studies, however many do return the following year to continue their studies part-time. Overall our withdrawal rate is 2.3 pp lower than the sector.

26.6% of learners who did not complete their studies had either secured employment and/or transferred onto alternative courses of which 45.5% were female and 54.5% were male.

Table 1 below illustrates our position against the sector, we continue to perform at a higher level than that of the sector as a whole:

Academic Year	Sector Level	Perth College UHI	(+/-) Difference
2012-13	65.5%	69.3%	3.8 pp
2013-14	65.9%	73.4%	7.5 pp
2014-15	64.0%	71.5%	7.5 pp
2015-16	65.5%	72.7%	7.2 pp
2016-17	65.3%	68.2%	2.9 pp
2017-18	66.1%	70.0%	3.9 pp

Table 1

SFC's (Scottish Funding Council) national aspiration for full-time FE success is that by 2019-20 the percentage of enrolled (full-time) students successfully achieving a recognised qualification should increase to 73.2%

Part Time Further Education

Chart 2 illustrates, over the last 3 years, outcomes for students who have enrolled on part-time recognised qualifications

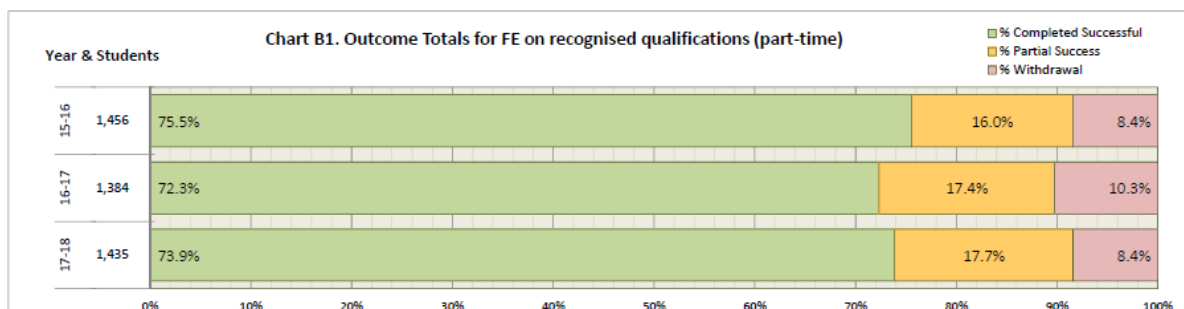


Chart 2

Overall we have seen an increase by 1.6% to 73.9% for those part-time further education students who have successfully achievement their qualification.

Almost all students who study vocational qualifications through their employers including modern apprenticeships and those undertaking CPD (continual professional development) tend to be more successful than other part-time cohorts.

Whilst there is still work to do, through the provision offered via the School/College partnership, we have seen an increase by 12.9% in those successfully achieving their qualification. Those who studied Foundation Apprenticeships who continued into Year 2 of the qualification have achieved 100%.

A pattern that is evident over several years indicates to us that those who study national qualification (e.g. Highers, National 5's) on a part-time basis may choose not to sit the final exam, we acknowledge that this will impact negatively on our key performance indicators. However, a national change to the assessment criteria of these qualifications has resulted in us looking at how we deliver this to our learners and to refocus on the aim of these qualifications.

Overall, part-time learners who complete their studies is slightly better than the sector by 1.8 pp

Part-time Further Education (further breakdown)

Chart 3 illustrates, over the last 3 years, outcomes for students who have enrolled on part-time recognised qualifications, split into duration of study at Perth College UHI

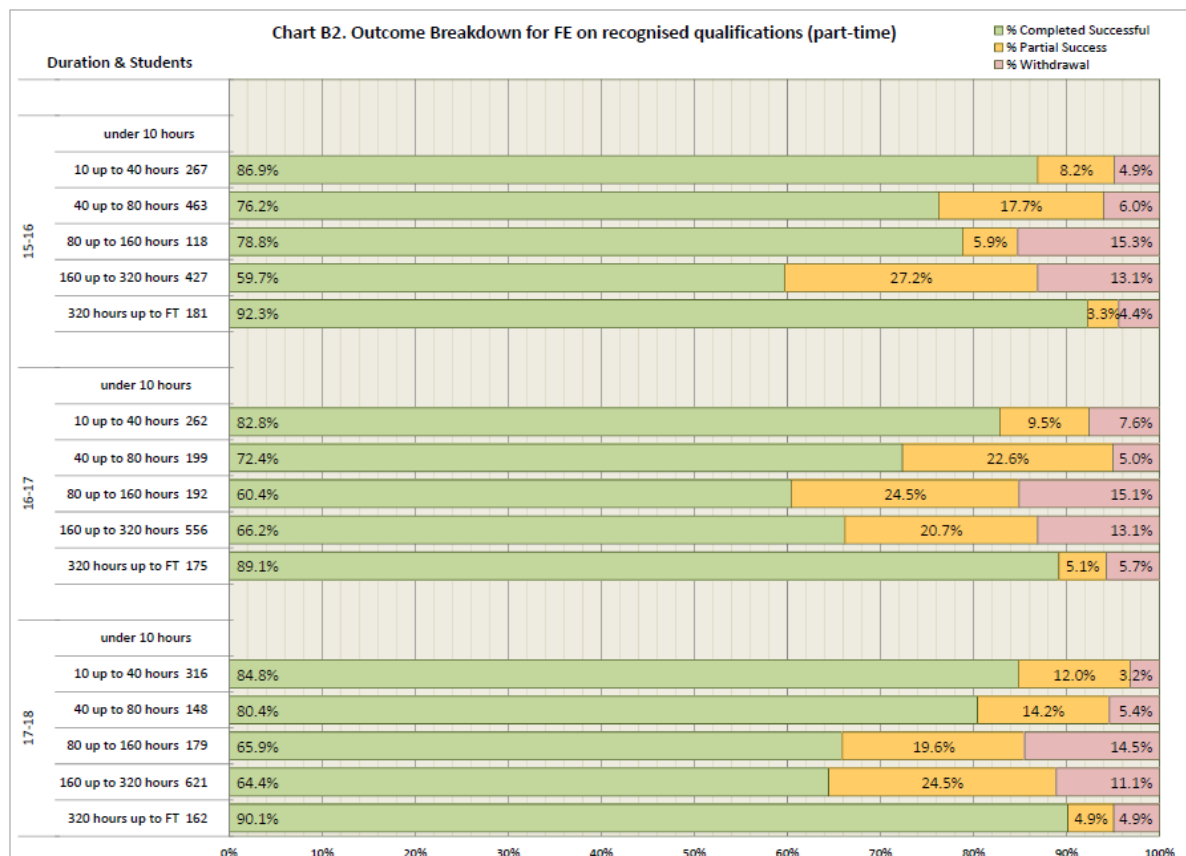


Chart 3

It is good to note that in most categories, success has improved, with more students completing their studies with us. The category '160 up to 320 hours' where we have seen an overall completion rate increase by 2.0 pp would correlate with our previous comment re: Highers and National 5's where individuals may choose not to sit the final exam to pass the qualification aim of the course.

The category '80 up to 160 hours' is predominantly delivering courses via our school/college partnership. Whilst most of these learners complete their course only 65.9% complete successfully.

We continue to work with our various stakeholders to ensure the curriculum we offer is fit for purpose and is meeting the needs of all our learners.

Full-time and Part-time Courses where hours studied is 160 hours or more

Chart 4 illustrates, for those students who complete their course with partial success, the % of units/credits achieved at Perth College UHI:

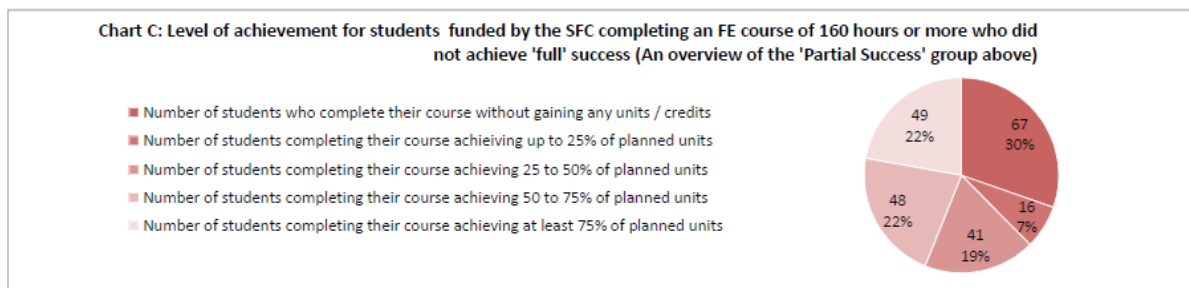


Chart 4

It is worth noting that the change to SQA National Qualifications (e.g. Higher and National 5's), where in the past individuals may have received recognition for passing individual units, this is no longer available, therefore students who undertake these qualification from here on in have to achieve the full qualification. There is no recognition for individual unit achievement. This will have a bearing on the category above that describes 'number of students who complete their course without gaining any units/credits'.

Chart 5 illustrates enrolments by age group at Perth College UHI:

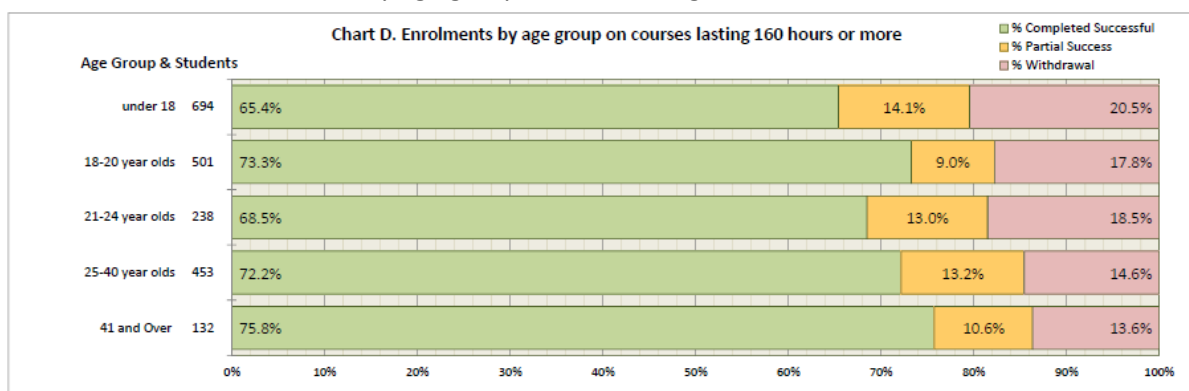


Chart 5

It is good to note that in comparison to the previous academic year and correlates with previous commentary with regards to the school/college partnership, we have seen an increase of 8.1 pp in those categorised as 'Under 18' successfully achieving their qualification.

Table 2 below illustrates how we are performing against the sector:

Age Group	Sector Level	Perth College UHI	(+/-) Difference
Under 18	63.5%	65.4%	1.9 pp
18-20 year olds	70.6%	73.3%	2.7 pp
21-24 year olds	70.4%	68.5%	-1.9 pp
25-40 year olds	72.9%	72.2%	-0.7 pp
41 and over	74.5%	75.8%	1.3 pp

*NOTE: Sector Level also includes higher education as well as further education

Perth College
FE Performance Indicators - 2017-18

Aligning with the sector, it shows that learners in the younger age group tend to be less likely to complete successfully. For Perth, those who study part-time in the 'Under 18' category tend to perform better (73.4%) than those who study full-time (57.3%).

Chart 6 illustrates enrolments by Education Scotland (ES) subject groupings at Perth College UHI:

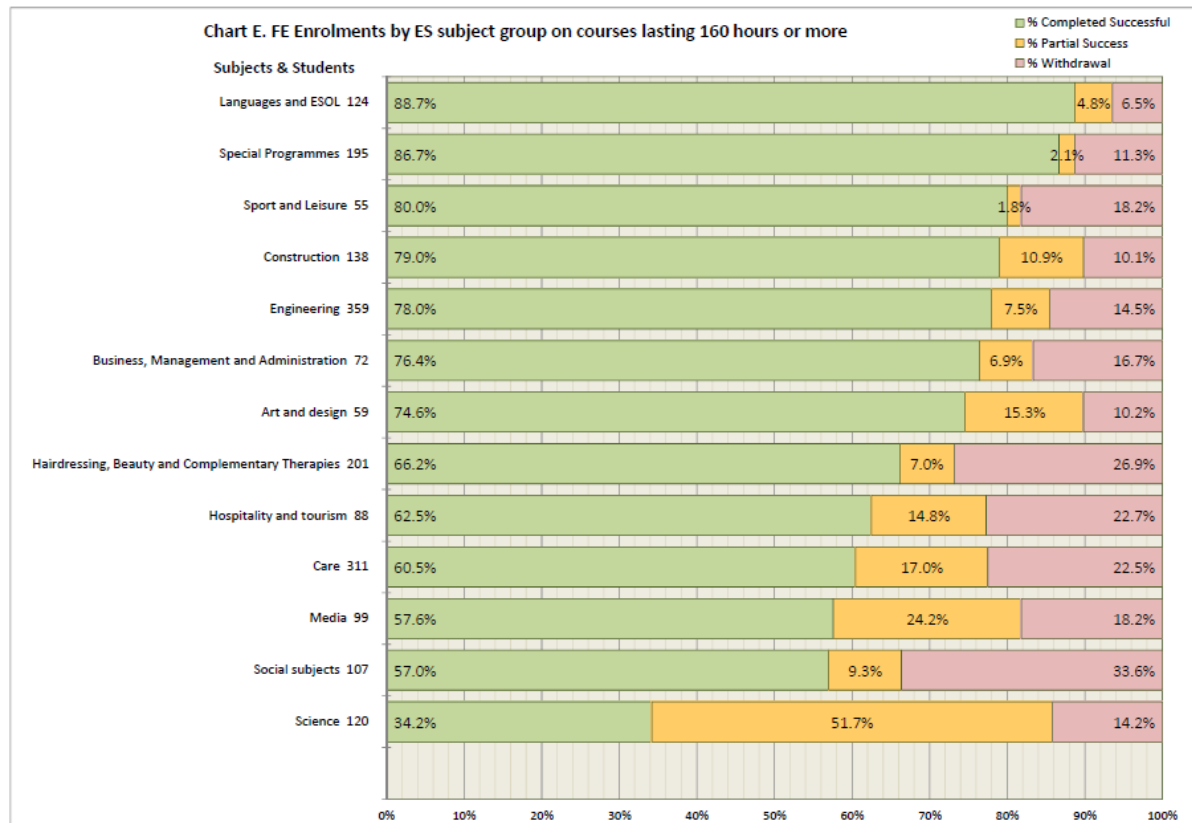


Chart 6

Out of the 13 areas presented in the chart, 10 areas (76.9%) have either improved or still performing well in comparison to last academic year. The area with most success increasing by 29 pp to 74.6% is Art and Design. We have seen increases in this area for both full-time and part-time success.

Social subjects and Science are predominantly areas that delivery Highers and National 5's. In addition to earlier comments with regards to the change to SQA national qualifications, pass rates can also be influenced by changing priorities amongst learners, for example, a learner may initially enrol for four Highers but only completing two as this is sufficient to gain entry to university.

In comparison to the sector, we are performing better in the majority of areas. More noticeable in the areas of Sport and Leisure (16 pp better); Business, Management and Administration (15.4 pp better) and Art and Design (5.8 pp better).

Perth College
FE Performance Indicators - 2017-18

Chart 7 illustrates enrolments by level and gender at Perth College UHI:

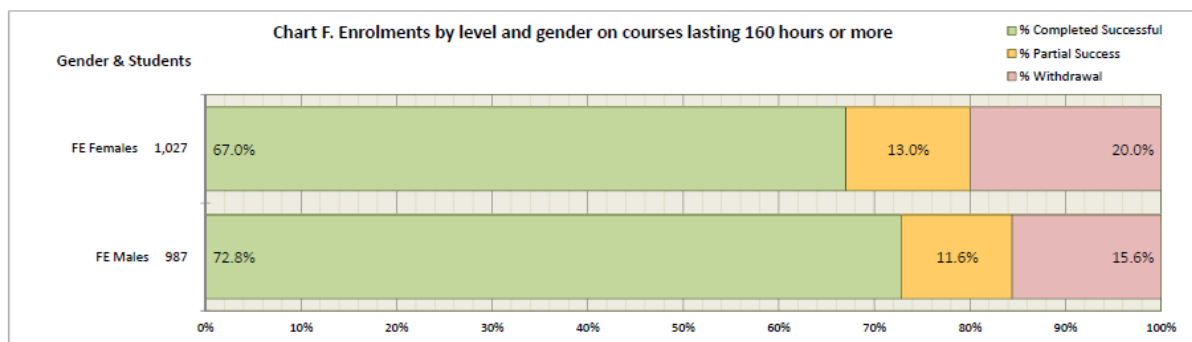


Chart 7

Male learners achieve at a higher level overall than female learners in both full-time and part-time courses. Male success in vocational part-time courses continues to be a key factor.

We have seen a slight increase in the number of females completing their course successfully. Females who study full-time tend to perform better than those who study part-time. Whilst numbers are low, females studying non-stereotype programmes (STEM) in automotive engineering and construction successfully achieve their qualification, 70% and 75% retrospectively.

It is also good to note that female success against the sector is relatively on par (-0.1 pp) and male success is higher by 3.0 pp.

Chart 8 illustrates enrolments by key groups at Perth College UHI:

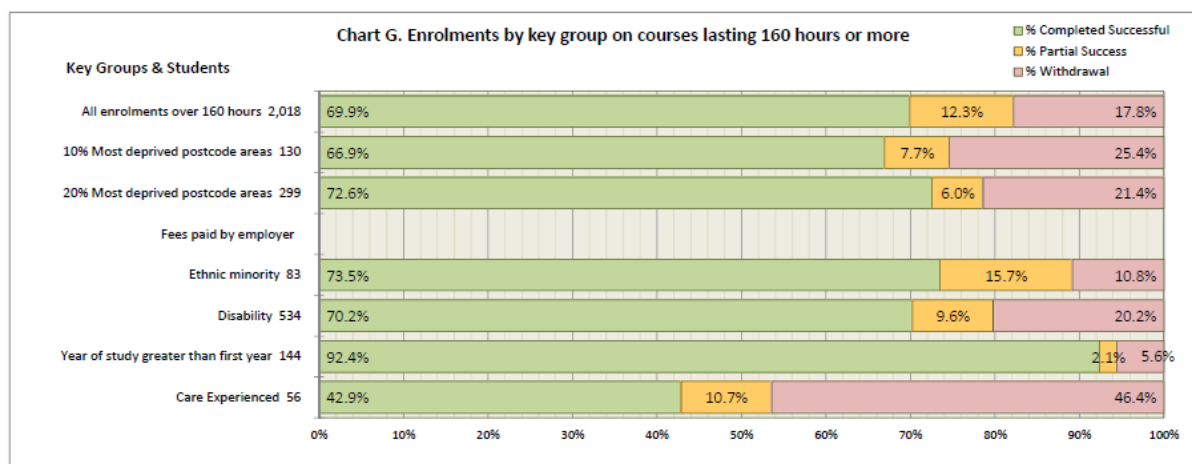


Chart 8

It is good to note that in almost all key groups above, there has been an increase in success in comparison to last academic year. The biggest increases being:

- 20% most deprived postcode areas has increased by 3.9% to 72.6%
- Ethnic minority has increased by 4.8% to 73.5%

Perth College
FE Performance Indicators - 2017-18

Learners who disclose a disability who successfully achieve has increased by 3.1% to 70.2% in comparison to last academic year. Those who take up the offer of extended learning support tend to perform better. For those who disclosed either mental health disabilities or multiple disabilities success is lower than other disabilities disclosed.

Care experienced learners tend to be less successful than other key groups.

We have acknowledged that those who have disclosed mental health, multiple disabilities and those from care experienced backgrounds tend to be less successful and we have an action plan going forward to address this effectively. This will be measured in due course.

Table 3 below illustrations our performance against the sector:

Key Group	Sector Level	Perth College UHI	(+/-) Difference
All enrolments over 160 hours	69.8%	69.9%	0.1 pp
10% most deprived postcode areas	66.3%	66.9%	0.6 pp
20% most deprived postcode areas	66.6%	72.6%	6.0 pp
Ethnic minority	71.4%	73.5%	2.1 pp
Disability	67.0%	70.2%	3.2 pp
Year of study greater than first year	82.4%	92.4%	10.0 pp
Care experienced	55.0%	42.9%	-12.1 pp

Chart 9 illustrates performance against agreed regional target at Perth College UHI:

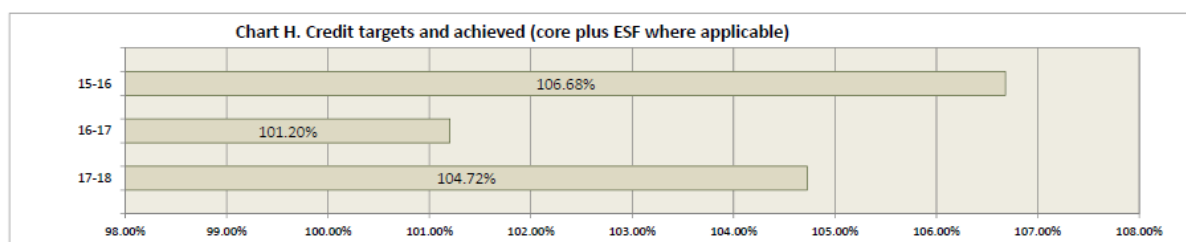


Chart 9

As mentioned previously, we obtain our funding for Further Education from the Scottish Funding Council through the UHI as a Regional Strategic Body. We work with our UHI Academic Partners to ensure regional delivery of appropriate curriculum. We continue to support our partners in delivering and exceeding our target.

Chart 10 illustrates percentage of full-time permanent staff with a teaching qualification

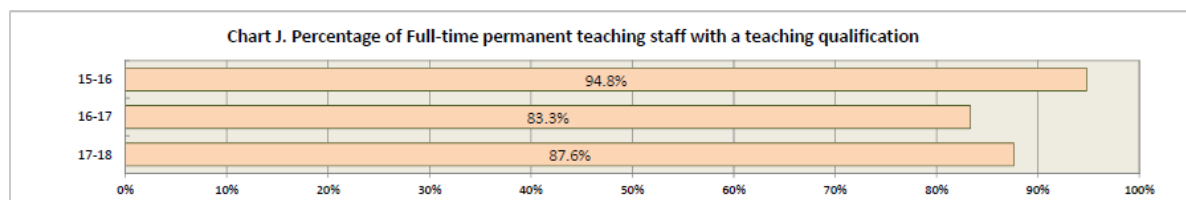


Chart 10

The sector position for 2017-18 in relation to full-time permanent staff with a teaching qualification is 87.9%

End of Report.

HE Full-time Student Achievement of Qualification

Qualification Type	Academic Year 2015/16				Academic Year 2016/17				Academic Year 2017/18			
	Total	Early Ret	Retention	Success	Total	Early Ret	Retention	Success	Total	Early Ret	Retention	Successful
Higher National Certificate	633	97%	81%	69%	679	98%	82%	67%	619	97%	96%	63%
Higher National Diploma (Yr2)	209	98%	87%	78%	184	96%	88%	79%	223	97%	96%	69%
Degree (F3 and F4)	615	98%	90%	72%	591	97%	91%	67%	636	98%	97%	62%
Totals:	1457	98%	86%	71%	1454	97%	86%	69%	1478	97%	96%	64%

Perth College UHI

Committee	Academic Affairs
Subject	Safeguarding Policy
Date of Committee meeting	12/02/2019
Author	UHI Single Policy Group: Safeguarding
Date paper prepared	January 2019
Executive summary of the paper	<p>Click or tap here to enter text.</p> <p>UHI has been progressing work on a Single Policy Environment Project and a number of policies have been prepared.</p> <p>Academic Affairs Committee is requested to approve the Policy and note the outcome to the Board of Management. The Policy will be presented to CMT for note.</p>
Consultation How has consultation with partners been carried out?	<p>Click or tap here to enter text.</p> <p>Staff from all Colleges have dedicated significant time to the Policy Ownership Groups and there has been discussion with practitioners throughout this process.</p> <p>Partnership Council have endorsed this Policy and the Vice Principal for Further Education has requested that local Boards of Management consider the Policy and/or they delegate consideration to the relevant approval committee</p>
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)	There are no resource implications in the paper
Risk implications	There are no risk implications

Perth College UHI

(If yes, please provide details)	
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: Compliance National Student Survey partnership services risk management other activity [e.g. new opportunity] – please provide further information	The policy provides a commitment to provide a safe and supportive learning environment for all. The policy complies with all relevant legislation, external guidance and regulations to support these principles.
<u>Equality and diversity</u> Yes/ No If yes, please give details:	Click or tap here to enter text. An Equality Impact Assessment was completed on 23/1/2019 and there were no equality and diversity risks raised as a concern.
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 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

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



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:

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

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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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

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](#)

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

- [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

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

Perth College UHI

Committee	Academic Affairs
Subject	Academic Appeals Policy
Date of Committee meeting	12/02/2019
Author	UHI Single Policy Group: Safeguarding
Date paper prepared	January 2019
Executive summary of the paper	<p>UHI has been progressing work on a Single Policy Environment Project and a number of policies have been prepared.</p> <p>Academic Affairs Committee is requested to approve the Policy and note the outcome to the Board of Management. The Policy will be presented to CMT for note.</p>
Consultation How has consultation with partners been carried out?	<p>Staff from all Colleges have dedicated significant time to the Policy Ownership Groups and there has been discussion with practitioners throughout this process.</p> <p>Partnership Council have endorsed this Policy and the Vice Principal for Further Education has requested that local Boards of Management consider the Policy and/or they delegate consideration to the relevant approval committee</p>
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)	There are no resource implications in the paper

Perth College UHI

Risk implications (If yes, please provide details)	There are no risk implications
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: Compliance National Student Survey partnership services risk management other activity [e.g. new opportunity] – please provide further information	The policy provides a support mechanism and process for students to raise concerns they may have with the assessment process and effective application of assessment regulations. It meets strategic aim 1.7 Enhance student engagement by strengthening the student voice
<u>Equality and diversity</u> Yes/ No If yes, please give details:	An Equality Impact Assessment was completed on 23/1/2019 and there were no equality and diversity risks raised as a concern.
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
Freedom of information Can this paper be included in “open” business?	open

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



Perth College, University of the Highlands and Islands

Further Education Academic Appeals Policy

POL

Lead Officer (Post):	All amendments to the policy must be submitted to the UHI Single Policy working group via the Quality Manager prior to being presented for approval
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 prior to being presented for approval
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	n/a
Date policy due for review:	January 2022
Date of Equality Impact Assessment:	23/01/2019
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.

Policy Summary

Overview	<p>Why is the policy required?</p> <p>This policy, together with the associated Academic Appeals Procedures, represents an appeals framework that ensures students can request a review of an assessment decision made by Perth College, where there are grounds to do so.</p>
Purpose	<p>What will the policy achieve?</p> <p>The purpose of the policy is to set out the circumstances in which a student may wish to appeal against a decision provided during an assessment process or against a decision about progress between levels (e.g. a decision by a Progression Board).</p>
Scope	<p>Who does the policy apply to?</p> <p>This policy applies to all Further Education courses (normally up to and including SCQF Level 6)</p>
Consultation	<p>Who has been consulted on the policy, and who will be notified?</p> <p>The policy was developed by a group of practitioners made up from across the University of the Highlands and Islands partnership. All relevant staff and students will be notified.</p>
Implementation and Monitoring	<p>Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred?</p> <p>Colleges will be responsible for local implementation of the policy. The policy is part of the business-as-usual function of the college.</p>
Risk Implications	<p>What are the risk implications of this policy?</p> <p>Failure to adopt a strong policy and follow the procedures would undermine the student experience and the academic reputation of the College.</p>
Link with Strategy	<p>How is this policy linked to University strategy?</p>
Impact Assessment	<p>Equality Impact Assessment: 23/01/2019 – No negative impact.</p>
	<p>Privacy Impact Assessment: n/a</p>

1. Policy Statement

- 1.1 This policy, together with the associated Academic Appeals Procedures, represents an appeals framework that ensures students can request a review of an assessment decision made by Perth College, where there are grounds to do so.
- 1.2 The policy aims to ensure appropriate, fair and consistent treatment of all parties involved in any further education academic appeal across the partnership.

2. Definitions

- 2.1 **Academic Appeal:** a procedure through which students may in certain circumstances ask for a review of a decision relating to their academic progress or award.
- 2.2 **Progression Board:** a panel of staff from the College who consider and determine student awards and progression to a more advanced stage.
- 2.3 **Awarding Body:** an organisation that designs, develops, delivers and awards the recognition of learning outcomes (knowledge, skills and/or competences) of an individual following an assessment and quality assurance process.

3. Purpose

- 3.1 The purpose of the policy is to set out the circumstances in which a student may wish to appeal against a decision provided during an assessment process or against a decision about progress between levels (e.g. a decision by a Progression Board).
- 3.2 The procedure allows the student to raise an appeal at an informal level and, if the outcome of this is not satisfactory, to use the formal procedure.

The internal formal Academic Appeal Procedure should be followed before escalation to external Awarding Body appeals processes. Students will be signposted to relevant external Awarding Body appeal processes at the start of their programme of study.

- 3.3 External appeals procedures vary, depending on the type of qualification for which the appeal is being made and the awarding body. The overriding principle is that all appeals will be treated fairly and objectively.
- 3.4 Without prejudice to the outcome of an appeal, a student may continue to attend classes and make use of the facilities of the College whilst their appeal is being heard.
- 3.5 Students who have completed their programme, who have grounds to appeal an award decision or programme progression board, will be unable to receive their award until the matter has been fully resolved.
- 3.6 The timescales set out in the Procedures must be followed. Students and staff should note where there may be variations between awarding bodies.

4. Scope

- 4.1 This policy applies to students enrolled on courses normally up to and including SCQF Level 6 (see Section 4.2 for variations to this criteria).

- 4.2 There are a small number of Scottish Vocational Qualification (SVQ) courses at SCQF Level 7 that are considered as Further Education courses for the purposes of the UHI Partnership. This policy applies to these students.

4.3 Grounds for Appeal

Appeals against an assessment decision will normally only be considered on one or more of the following grounds:

- 4.3.1 That a student's performance in the assessment was adversely affected by illness or other factors. The student must have been unable to, or have a valid reason not to, divulge the information to their lecturer prior to assessment. In the case of a Progression Board, the information must have been unavailable at the time the determination was made. In these cases, the appeal must be accompanied by documentary evidence to the **relevant member of staff** (see Procedures).
- 4.3.2 Evidence of College academic assessment administrative error or that an assessment was not conducted in accordance with the College's specific assessment policies/procedures.
- 4.3.3 That evidence is produced that some other material irregularity has occurred.

5. Exceptions

- 5.1 This policy does not apply to Higher Education students, e.g. normally those students studying courses at SCQF Level 7 and above (see Section 4.2 for variations to this). These students should refer to the UHI Academic Standards and Quality Regulations.
- 5.2 Appeals that question the academic judgement of a member of staff or an academic assessment body will not be considered.
- 5.3 Students undertaking non-regulated qualifications (NQs), have no further right of appeal against internal assessment decisions. The final decision rests with the academic partner. External awarding bodies will not accept internal assessment appeals.
- 5.4 Appeals will not normally be permitted from third parties on behalf of a student.
- 5.5 SQA Post-results Services for National Qualifications and other external assessments. Please refer to relevant Awarding Body Guidance for further details.
- 5.6 Exceptional Circumstances Considerations. Please refer to relevant Awarding Body Guidance for further details.

6. Notification

- 6.1 All staff members will be notified of changes to the Academic Appeals Policy and Procedures through the normal channels.
- 6.2 Teaching staff and staff advising students should have a detailed knowledge of the Academic Appeals Policy and Procedures.
- 6.3 Any changes to awarding body regulations will be reflected in the annual review process of this policy and associated procedures.
- 6.4 Students will be made aware of the policy within four weeks of commencing their course.
- 6.5 The policy will be publicly available on the College's website.

7. Roles and Responsibilities

- 7.1 **Boards of Management** are responsible for approving the policy and ensuring that it is followed. **Boards of Management** are 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 **Board of Management**, and making recommendations to the Board 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 relevant staff.
- 7.3 The Further Education Academic Appeals Policy Ownership Group is responsible for overseeing annual updates to the Policy and 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 relevant staff are responsible for familiarising themselves with the policy and procedures.

8. Legislative Framework

- [Data Protection Act 2018](#)
- [Equality Act 2010](#)
- [General Data Protection Regulations](#)

9. Related Policies, Procedures, Guidelines and Other Resources

- Academic Standards and Quality Regulations
- Further Education Academic Appeals Procedure
- Perth College Access and Inclusion Strategy
- Complaints Policy and Procedure
- Positive Learning Environment Policy and Disciplinary Procedure
- Fitness to Study Guidelines
- Learner Support Policy and Procedures
- Progression Board Guidance

10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				
1.0	February 2019		New Policy	
2				
3				

Scholarship and Research Committee (SRC)

Minutes

Meeting reference: 1 of 2 in AY 2018-19
Date: 21 January 2019 1500 hrs
Location: Room 019

Present: Martin Price (Chair), Eleanor Brown, Patrick O'Donnell, Robert Boyd, David Gourley, Aidan Henderson, Lorenz Cairns, Susan Hunter, Harold Gillespie, Andrew Comrie, Alexandra Sanmark, Sharon McGuire, Kathleen Connor, Michael Rayner, Margaret Cook

Apologies: Neil Simco

	Minutes	Action
1	Welcome and Apologies: Martin Price welcomed everyone and mentioned the change of name to Scholarship and Research Committee. This had been decided by Academic Affairs Committee and approved by the Board.	
2	Terms of Reference Martin mentioned the new Terms of Reference. All are quite high level. It was unanimously agreed that these were acceptable. Names to be removed.	Gwen Perry
3	Minutes of the Previous Meeting Held on 18 April 2018 The Minutes were approved.	
4	Update on Actions and Matters Arising All items have been dealt with. David Gourley mentioned that the University Energy Fund was on-going.	
4.1	Perth College HR Report on Conference Attendance Susan Hunter reported that it had been quite tricky to compile a report. From requests on CipHR, HR knows how many people are going to be attending – but only if they use CipHR to request funding. The requirement is to differentiate between those attending and those presenting. Martin Price noted that he and members of his team sometimes attended conferences with funding	

	<p>from projects, external sources, etc, and this is not recorded on CipHR. In future, all attendance will be entered into CipHR, and he will make sure this is also retrospective to the beginning of this AY.</p>	Martin Price
4.2	<p>Inclusion of research activity/ambitions in Professional Review process</p> <p>Patrick O'Donnell reported that this had been piloted and he has met with a number of Sector Managers. The feedback has been positive.</p> <p>Margaret Cook reported that she is chairing the UHI group in terms of membership of GTCS. She has also been invited on to the National Group for GTCS. Lecturing staff must be members of GTCS – this is a mandatory requirement. It was questioned whether we should have a UHI wide system for this membership. There was a general concern about the Professional Review process a change of timing was suggested; SH confirmed that this year all should be done by end of January.</p>	Susan Hunter
4.3	<p>Perth College UHI Lead for Athena Swan</p> <p>Mary Doherty is the UHI lead Athena Swan. Others based at Perth are not employees of Perth College. Susan Hunter reported that David Gourley is the Academic representative and Margaret Cook is the Principal representative.</p>	
4.4	<p>Visit from Melanie Smith, UHI Research Mentoring Coordinator</p> <p>Patrick O'Donnell had visited Melanie at Inverness College Research Hub which has four research centres. It was agreed that Patrick invite Melanie to Perth to discuss research capacity building and mentor training with the staff. David Gourley offered to help with this. This visit could be linked to the staff conference in June, which may have a research focus.</p> <p>With respects to raising research profile, Patrick suggested that the committee might wish to consider setting up a new research centre – 'The Centre for Academic Studies' which would provide a location for our emerging research community.</p> <p>SMT and a wider group are looking at the content of the</p>	Patrick O'Donnell/ David Gourley

	Staff Conference.	
5	<p>Research and Scholarship coordinator update (including REF-related activity in Perth College UHI)</p> <p>Patrick provided a paper with a number of areas/activities being developed. Discussion focused on the following:</p> <p>Perth College REF staff research activities/outputs and support</p> <p>Patrick explained that all Perth College REF staff (Steven Timoney, Sean McLaughlin, Khristin Fabian Kyle Smith, Nuria Camps, Patrick O'Donnell) have completed section 1a of Professional Review for Research, Scholarship and KE (as part of the pilot). We now a clear and detailed outline of the research question, aims and objectives, timeline of activities and proposed journal for publication for all the REF staff. This information has been passed to Professor Keith Smyth, UHI.</p> <p>With respect to support from line managers: David Gourley will be supporting Khristin and Patrick. Stewart Fraser will be supporting Steven, and Kyle. David Watt will be supporting Sean. Jill Elder will be supporting Nuria.</p> <p>It was also highlighted that the support will be pastoral (health and wellbeing) and not academic. Keith Smyth has been in contact with the staff individually and will be arranging a group meeting for Feb 2019.</p> <p>Progress with basic infrastructure to support research capacity building:</p> <p>Patrick stated that the Professional Review will be part of the overall drive to create the basic infrastructure to encourage and support research capacity within the college.</p> <p>The other areas to be developed as part of the basic infrastructure for capacity building include:</p> <p>Providing a central database for capturing research, scholarship and KE activities and outputs being supported by the college. The system will mirror the Research, Scholarship Template and provide statistics for outputs and activities for individuals and departments.</p>	Patrick O'Donnell

	<p>Celebrating and showcasing research outputs: Patrick stated he will be raising awareness and increasing the visibility of our research activities through updating the web page on research activities – this will include research active staff profiles. The library will be installing a notice board to show-case research outputs.</p> <p>Research presentations: Patrick and Kyle are happy to present their recent publication on FE to HE transitions to research active/interested people in the College</p> <p>PASCAL Patrick reminded the committee that Perth College UHI took part in the PASCAL International Observatory Benchmarking Tool for Regional and Community Engagement (run by the University of Glasgow).</p> <p>He stated that the benchmarking tool should help the college to better frame, appraise and quantify engagement activities, interactions and impacts – allowing us move towards a more objective, coherent and transparent methodology. The feedback on the utility of PASCAL has been written up and there may be potential for collaborative research on engagement. The next stage would be to meet up with Professor Mike Osborne (Glasgow university) to discuss potential collaborative research funding between Perth and Glasgow.</p> <p>Emerging collaborative ventures/ research activities for 2019. (A snapshot) Early stages of research collaboration with UWS on employers and postgraduate perspectives on graduate attributes (building on previous published research). UWS will be the lead.</p> <p>Potential for research activity with Energy Technology Partnership (ETP) involving field work testing energy technology in Perthshire. H2020 funding opportunity Main Contact Kenneth Beaton, Energy Innovation Support Manager An Lochran, Inverness campus UHI.</p> <p>Andrew Scott has a proposal on Science lab work - research informing teaching.</p> <p>Music and sound engineering teams are very keen and have some ideas for research activities. Sharon McGuire reported that UHI Innovation Funded Sport and Fitness Knowledge Exchange Sectoral group were at</p>	<p>Patrick O'Donnell</p> <p>Patrick O'Donnell</p>
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	<p>early stage discussions with Abertay University in terms of a collaborative project involving outdoor students. An application submitted via Interface funding for Joimove project and early stage discussions around funding sources for a Ceilidh dancing project. Member of staff presenting at European Congress of Qualitative Research in Edinburgh in February.</p> <p>Patrick O'Donnell suggested that the Colleges Action Inquiry Research Network (CAIRN) could be hosted by Perth College, and that this would involve three meetings a year and possibly a small conference. Margaret Cook said that a proposal should go to SMT in this regard. Eleanor suggested that Perth needs to be represented on this – lots of scholarship out there.</p> <p>Martin Price noted that Jayne Glass was moving to Scotland's Rural College, and hopes to continue collaboration with her. He thanked SMT for funding a 100% replacement position. He also mentioned ongoing CMS activities funded by the EU Horizon 2020 programme (SIMRA project on social innovation); the EU Northern Periphery and Arctic programme (SHAPE, on ecotourism in biosphere reserves); the Woodland Trust (on community woodlands at Loch Arkaig). He will provide an update at future meetings.</p>	
6	<p>UHI Research Innovation Fund</p> <p>David Gourley reported that the Steering Committee has been disbanded and therefore updates are no longer being received.</p> <p>Sharon McGuire provided brief update on UHI Innovation Funded Sport and Fitness Knowledge Exchange Sectoral group who were part of UHI Research Conference. Application for 3rd year funding for project has just been submitted; the outcome is pending. Focus for the group this year has been to collate information for website development. Group member currently involved in projects with UHI and QMUC. Group membership is expanding with external members and members now joining from Health.</p> <p>Information about the use of the Fund is reported to the UHI Research and Knowledge Exchange Committee. Martin Price sits on this and will report to future meetings.</p> <p>It was suggested that Joe Irvine should come and talk at</p>	<p>Martin Price</p> <p>David Gourley</p>

	the next meeting.	
7	<p>UHI Research Conference 2018</p> <p>The Research Conference had been a huge success. Michael Rayner thanked everyone for their help and support. It was an excellent venue and had a great atmosphere. There were 220 participants; and also people from Perth dipped in and out. There was no negative feedback, just suggestions as to what the future might focus on.</p> <p>A video has been created and is in the process of being edited and will then go on the website.</p> <p>Alex Sanmark suggested that in future research presentations perhaps could be first to enable better discussion of possible collaboration later. She is a member of the SILK research cluster and this was the first time the group were able to get together. General opinion was that it was very good, but it would be useful to get people together in the same room and perhaps have some social activities.</p> <p>Eleanor Brown reported that lots of staff attended different bits and came back absolutely enthused Eleanor has asked if staff could have access and support from other partners/individuals engaged in research activity. Opportunities to meet would be beneficial to staff.</p> <p>It was noted that people can join more than one research cluster; all research-active staff are encouraged to join the most appropriate one(s).</p> <p>The College research budget has been committed until 2020, with the 6 people likely to submit to the REF each being given one day a week for research work. It is important to think ahead with regard to a strategy for research after 2021. Margaret Cook stated that it was important that Sector Managers were involved, and it was proposed that they should meet in order to develop a paper to be brought to the next meeting on future research priorities at the College.</p> <p>An idea of lunchtime sessions for people to get together will be taken forward by David Gourley and Patrick O'Donnell.</p>	<p>Patrick O'Donnell</p> <p>Sector Managers</p> <p>David Gourley/Patrick O'Donnell</p>

8	<p>REF update</p> <p>Michael Rayner reported that all involved in REF need to look at what is required in the next calendar year and plan accordingly.</p> <p>Neil Simco is responsible for REF within UHI. Michael Rayner is in a supportive role, and has also been asked to be on a national panel on 'environment'. This could create some conflict of interest. He will guide where he can.</p> <p>Martin Price noted that UHI Executive Office had appointed Anna Lawrence to start a 0.2 fte position starting in May until March 2020, to strengthen the REF submission. She will be working closely with the Centre for Mountain Studies.</p>	
9	<p>Research Clusters update</p> <p>Covered above.</p>	
10	<p>Research, Scholarship and Knowledge Exchange Strategy 2017-2020</p> <p>A small group needs to be set up to look at this. It was agreed this would comprise, Martin Price, Patrick O'Donnell, David Gourley, Robert Boyd, Lorenz Cairns/Margaret Cook. Meeting to be set up over the next two to three months.</p>	<p>Martin Price, Patrick O'Donnell, David Gourley, Robert Boyd, Lorenz Cairns/Margaret Cook</p>
11	<p>AOCB</p> <p>Michael Rayner reported that UHI is currently looking at what we are doing with professional doctorates for HE. Need to look at the structuring for this. There are a number of good opportunities for people to undertake doctorates. New information will be forthcoming shortly.</p> <p>Martin thanked everyone for their attendance and was delighted that it had been a particularly participatory meeting.</p>	
12	<p>Date of next meeting</p> <p>Week of 15 April 2019</p>	<p>Gwen Perry</p>

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 Data Protection Act 1998. 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

Perth College UHI

Committee	Academic Affairs
Subject	Updated Plan of work for the Committee
Date of Committee meeting	12/02/2019
Author	Maureen Masson – Board Secretary
Date paper prepared	04/02/2019
Executive summary of the paper	The paper sets out an updated plan of work for the Academic Affairs Committee following discussion at the last meeting.
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)	N/A
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 	To aid delivery of key strategic objectives

Perth College UHI

<ul style="list-style-type: none"> 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)?	No
<u>Data Protection</u> Does this activity/ proposal require a Data Protection Impact Assessment?	No
Status (e.g. confidential/non confidential)	Non-confidential
Freedom of information Can this paper be included in “open” business?	Open

* 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"/>

Perth College UHI

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

Draft Plan of Work for Academic Affairs Committee 2018-19 (v2 – Updated Jan 2019)

AGENDA ITEM	Meeting 1 of 3	Meeting 2 of 3	Meeting 3 of 3
	21 Nov 2018	12 Feb 2019	8 May 2019
Student Experience	Students' Association Report	Students' Association Report	Student Funding Update
	Annual Student Survey 2017-18	Induction Survey 2018-19	
	National Student Survey 2017-18	Student Funding Update	Subject Reviews 2018-19
Strategic Planning		Regional Outcome Agreements - Progress report on 17-18 Student Numbers Planning Update	Regional Outcome Agreements 2017-18 Preliminary Progress report
Curriculum		Curriculum Review/ Planning Workforce Planning 2017/18 Quality Review Outcomes	Curriculum Planning Update
Engagement		Tay Cities Deal Student Partnership Agreement – update on themes – for info	
Performance Monitoring	Balanced Scorecard Recruitment Update	Student Retention & Attainment Report SFC Benchmark Report on KPIs	Balanced Scorecard
Presentations	Subject Leader Presentation		Service Head Presentation
Scholarship & Research		SRC minutes	SRC minutes
Committee Organisation	Plan of Work 2018/19	Plan of Work 2018/19	Plan of Work 2018/19 Draft Calendar of Meetings 2019-20

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