

Academic Affairs Committee

Agenda

Meeting reference: Academic Affairs 2017-18/03
Date: Wednesday 16 May 2018 at 14.00pm
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 20 February 2018		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Presentation			
	Academic Manager Presentation Karen Downs, Sector Manager, will provide an update on the work of Skills for Life, Learning and Employment (SLLE)		Sector Manager SLLE	
7	Student Experience			
*7.1	HISA Perth College Update and Student Elections	Student President	Student President	Paper 2
*7.2	Student Destinations 2016-17	Head of Student Records	Head of Student Records	Paper 3
7.3	Quality Review Meetings - reserved	Interim Depute Principal (Academic)	Interim Depute Principal (Academic)	Paper 4
*7.4	UHI Subject Reviews		Interim Depute Principal (Academic)	Verbal

7.5	Perth College UHI: Student Services Annual Report 2016-17	Head of Student Services	Head of Student Services	Paper 5
8	Strategic Planning			
8.1	Access & Inclusion Strategy: Update and Progress Report	Head of Student Services	Head of Student Services	Paper 6
9	Curriculum			
9.1	HMle Activity Update	Interim Depute Principal (Academic)	Interim Depute Principal (Academic)	Paper 7
*9.2	Student Numbers (16/17 and 17/18)	Head of Student Records	Head of Student Records	Paper 8
10	Engagement			
*10.1	Tay Cities Deal	Principal	Principal	Verbal
10.2	CPD Workforce Plan 2017-18	Head of HR and OD	Principal	Paper 9
11	Performance Monitoring			
11.1	Balanced Scorecard	Head of Student Records	Head of Student Records	Paper 10
12	Standing Committees			
12.1	Research, Scholarship and Knowledge Exchange Committee (RSKEC) <ul style="list-style-type: none"> 18 April 2018 	RSKE Secretary	Director-Centre for Mountain Studies	Paper 11
13	Date and time of next meeting <ul style="list-style-type: none"> 21 November 2018 	Secretary	Secretary	
*14	Review of Meeting (to include check against ToR)	All		Paper 12

DRAFT Minutes

Meeting reference: Session 2017/18, Meeting 2 of 3
Date and time: Tuesday 20 February 2018, at 2.00pm
Location: Room 19, Brahan

Members present:

Margaret Cook Principal and Chief Executive (Chair)	Harold Gillespie, Board of Management (Vice Chair)
Brian Crichton Board of Management	David Gourley (from 15.10) Curriculum & Business Engagement Director
Professor Martin Price, Chair of Research, Scholarship and Knowledge Exchange Committee	Deborah Lally Head of Student Records
Donald Maclean Support Staff Representative	Jessica Borley Head of Quality, Chair of Quality Enhancement Committee
Richard Ogston Head of Student Services	Prince Honeysett President HISA Perth
Sharon McGuire, Teaching Staff Board Member	Dawne Hodgkinson, International & Corporate Services Director
Patrick O'Donnell, Research Co-ordinator	Maureen Masson Secretary to the Board of Management

Apologies: Jane Edwards, Support Staff Representative
 Nurina Sharmin, Vice President HISA Perth

Minute Taker: Maureen Masson
Quorum: 8, including the Chair or Vice-Chair

Summary of Action Items			
Ref	Action	Responsibility	Time Line
Carry Forward from 22 November 2017			
6.1	Explore the possibility of developing STEM take away cards similar to those prepared to publicise modern apprenticeships.	Principal	Next meeting
7	Education Scotland: Evaluative Report and Enhancement Plan: update and future plan Identify a suitable time for the Board to engage with the College Education Scotland HM Inspector	Chair/Board Secretary	ASAP

8.2	Student Surveys: Student Induction and early experience 2017-18 Review questions with internal and UHI colleagues	Head of Quality	
9.2	Student Retention and Attainment Report Review schools programme to better understand negative trends in the attainment pupils undertaking courses in College	Head of Student Records and Director of Curriculum Strategy	
10.1	Workforce Planning Communicate the REF Strategy in an appropriate way	Principal	
10.2	Quality Evaluation/Process Finalise the review of Committee memberships and remit	Principal	June Board meeting
11.1	Student Engagement Strategy Update Provide an update on development of a student enabling plan	Head of Student Services	In due course
11.2	Student Funding It was agreed to explore whether Celcat might be helpful in recoding unauthorised absences.	Head of Student Services	ASAP
11.3	Student Partnership Agreement For signature	Principal and VP HISA PC	ASAP
12.1	Balanced Scorecard Include targets in the Balanced Scorecard	Head of Student Records	For circulation with BS through committee cycle
12.2	Student Numbers 2018-19 – Planning Update Organise a Board development event on scenario planning	Board Chair and Secretary	ASAP
13.2	RSKE Minutes Circulate the RSKE Strategy	Board Secretary	With the minutes of the meeting

Minutes

Item	Action
1 Welcome and Apologies The Principal welcomed members and Barbara Nelson from Education Scotland. Sharon Drysdale from SFC was due to attend the meeting but had sent apologies as she has been delayed.	
2 Additions to the Agenda The Principal notified one addition to the agenda on the Research Assessment Exercise. This was covered under item 10.1 'Workforce Planning 2016-17'.	
3 Declaration of Conflict of Interest in any Agenda Item There were no declarations of a conflict of interest.	
4 Minutes of Meeting Held on 17 May 2017 These were accepted as an accurate record.	
5 Actions Arising from Previous Minutes 6.1 The possibility of developing STEM take away card was still being investigated. Action - ongoing 7.4 The correct terminology for Developing Scotland's Workforce was confirmed as same. Action - complete 11 A new date for Academic Affairs had been organised Action -complete	Principal
6 Sector Manager Presentation Nick Green, Sector Manager, Audio Engineering and Theatre Arts Nick provided an informative and interesting presentation about the very positive work ongoing in the Department. The Committee noted that courses on offer across Audio Engineering and Theatre Arts were popular, were recognised by industry and professional associations and provided good collaborative opportunities for students to undertake work placements. A number of staff in the Department were research active with international profiles and the Department had also received a 100% satisfaction rating for its BSc honours in Audio Engineering.	

The technology required to run an efficient and effective Department was vitally important and it had to remain up to speed to ensure the relevance of courses to industry and to underpin effective collaboration.

7 Education Scotland: Evaluative Report and Enhancement Plan: update and future plan

The College's Education Scotland HM Inspector (HMI) explained that she was keen to meet with the Committee now that a new Principal and revised structure were in place and senior management positions were beginning to be filled. The College's HMI confirmed she would be staying on to work with the College and that she would be working closely with colleagues to develop further Education Scotland's Evaluative Report and take forward actions. She acknowledged ongoing changes did present challenges, but that there was an opportunity to work with the new senior team and colleagues at head of service level to drive forward their work on improving the student experience and to monitor impact.

The College's HMI indicated she would like to work more closely with the Board of Management and Senior Management Team to take forward the College's Enhancement Plan and to drive the cycle of continuous improvement. This would be taken forward in line with the action plan and there would be an opportunity to engage with the Board at its meeting in June or at a future development day.

Chair/
Board
Secretary

8 Student Experience

***8.1 HISA Perth College Update**

The President introduced the report and the committee noted the following:

- the activity grant scheme was to go live in late-February.;
- Students were engaged with the student events and clubs on offer;
- a small number of students had attended a HISA Regional Council event which was positive for their development;
- Local and Regional officer elections were about to open and the new HISA administrator was leading on that. Voting would be electronic and the elections would run from 19-23 March. The Student Association was active in promoting this;
- The Partnership Agreement would be signed imminently; and
- Events to celebrate the Year of Young People within the College were being promoted by HISA, and other events were also being planned with Perth and Kinross Council.

***8.2 Student Surveys: Student Induction and early experience 2017-18**

The Head of Quality introduced the paper noting that the action plan is monitored by the Quality Assessment Committee. The survey was structured similarly to previous surveys and contained 44 questions. The survey was paper based currently and, as such, did not reach all students. However, work was now being done by UHI Partnership Council to develop a set questions to be used across academic partners via an online survey tool.

The Committee noted that course teams received detailed feedback on all aspects of the survey so improvements could be made where necessary. At present a benchmark of 70% overall satisfaction was set at the College and 12 courses fell below that level. However, a satisfaction rate of 80%, which is what UHI is moving to in line with the NSS, would mean that a significantly higher number of courses would not achieve that benchmark.

The Committee provided feedback on the outcomes. The College's HM Inspector felt that there were perhaps too many questions in the survey, and that a better approach may be for the survey to focus on questions which would determine areas when improvements could be identified and made. There may be an opportunity to do further work on the core set of questions with UHI partners to elicit feedback from students on their experience and level of engagement to make a difference to student experience agenda. The College's HM Inspector also commented that she felt it was better to delay the timing of the survey in order to go back to first principles and agree a set of meaningful set of questions. Work with UHI on the new set of questions had involved students, but it may be worthwhile re-visiting the questions.

Head of
Quality

9 Strategic Planning

***9.1 Regional Outcome Agreement – Progress report on 2016-17**

The Committee noted the paper that set out the Highlands and Island Regional Outcome Agreement that was presented to FERB in November 2017. It was noted that there continued to be an apparent paucity of targets for measuring progress in deprived areas and that setting targets may help define an underlying strategy for taking this forward. It was further noted that that some 'single' policies were being developed at UHI level, an example being the Admissions Policy which would be considered by the Board at its meeting on 21 March. Other policies had been developed on the same basis e.g. safeguarding policy but this was now being developed into a procedures document which would set out the more practical aspects of policy implementation at a local level.

***9.2 Student Retention and Attainment Report 2016-17**

The Head of Students Records introduced this paper. The SFC Benchmark data, which was usually available now, would not be

ready until end-February due to ongoing work at SFC to ensure alignment of published statistical data. The Committee noted the key statistics and that quality review meetings were ongoing with a view to identifying actions in areas where negative trends were identified. The schools programme would also be re-visited as it appeared that the attainment levels of school pupils taking qualifications in the College were a cause for concern.

Head of
Student
Record and
Director of
Curriculum
Strategy

In terms of HE, here was no significant change in outcomes.

The College's HM Inspector commented that key challenges to address in the coming months were related to key government priorities such as the equality agenda/gender action plan priorities/intensification. It would be important to demonstrate progress against the key priorities benchmarked against external comparators.

10 Curriculum

10.1 Workforce Planning

The Committee noted Paper 6 which provided an update on recent and planned workforce planning activities. A question was raised in relation to teaching qualifications and why 10% of staff did not have one. It was noted that whilst a teaching qualification was not mandatory, it may become more important once the Teaching Excellence Framework was in place. It further noted that HR would take a more active role analysing CPD and this would help with workforce planning and split out mandatory training and CPD.

The Principal highlighted a new approach that was to be adopted regarding submission to the Research Excellence Framework 2021 (REF). At present, College staff who undertake research only had one hour a week earmarked for that and, for many, that activity was considered to be 'scholarly' in nature rather than pure research. There were a number of active researchers within the College, however, who had the potential to submit to the REF and it was proposed that a day a week would be set aside from now so they could focus on their research and thereby meet the 0.2 time criteria specified in the REF submission criteria. Only areas of known excellence would be included for submission. This approach would set out expectations as to who would submit and the time they should dedicate to that. Around 14 staff had the potential to submit but currently 50 staff undertook scholarly activity. In the light of this, it would be important to manage the messaging in order not to deter staff, particularly early career researchers.

Principal

The Committee was supportive of the approach which would build research capacity for the future and facilitate delivery of research outcomes.

10.2 Quality Review/Evaluation Process

The Committee noted a paper which set out the quality review/evaluation process for 2017-18 and the planned quality

review meetings. A number of enhancements had been made to the process around timing and streamlining of meetings which would provide time to plan for any changes curricula that were needed. Department evaluation provided an opportunity for service and academic departments to review themselves against an evaluation matrix and develop action plans to address identified challenges. This also helped sectors build their understating of the Education Scotland framework.

The College's HM Inspector commented that she did believe the process to be fit-for-purpose. However, she felt that it was essential to create an environment which supported and sustained positive practice leading to a culture of continuous improvement. The Committee noted that the remit for Quality Enhancement Committee would be included in the review of the Engagement and Academic Affairs Committee remits, to clarify the different work streams and relationships between the Committees with a role in academic business, but also set out the style and hierarchy of reporting.

In terms of staff resources linking to quality processes, HR was planning to take a more active role in managing the CPD process including a development session on 'writing for assessments'.

Principal

11 Engagement

***11.1 Student Engagement Strategy Update**

The Head of Student Services reported that work was ongoing to develop the enabling plan to specify student engagement processes. A review with the College's HM Inspector was planned and a further update would be provided at the next meeting.

Head of Student Services

11.2 Student Funding Update

The Head of Student Services introduced the paper which set out the current approach to FE/HE student funding. The Group noted that a national review of student funding took place Autumn 2017 and this identified a minimum annual income of £8180 for students. The Scottish Government was considering its response to the recommendations.

The Committee also noted that the move to 100% attendance requirement for bursaries had resulted in an increase in overall attendance although this had led to an increase in administration. It was agreed to explore whether Celcat might be helpful in recoding unauthorised absences.

Head of Student Services

***11.3 Student Partnership Agreement – 2017-18 Action Plan Update**

The Committee noted that the Student Partnership Agreement had been approved by the Engagement Committee and was ready to be signed.

Principal/
HISA PC
President

12 Performance Monitoring

***12.1 Balanced Scorecard**

The Committee noted the Balanced Scorecard and that it had now been named the Vision Scorecard to align with the College's Strategic Plan. It was agreed that the targets for 2017-18 would be included in the future

Head of
Student
Records

***12.2 Student Numbers 2018-19 – Planning Update**

The Committee noted the latest position on student numbers:

- the number of international students continued to decline but there was growth in in-country teaching in China and India;
- ESF funding was available until 2021 and then it was expected to decline;
- ESOL money was now included as part of the core grant although the College's credit position would not increase;
- Perth College contributed 30% to overall UHI HE targets; and
- Although not substantive, an increase in controlled numbers for BAH in Food, Nutrition and Textiles Education was positive.

The Committee recommended that scenario planning should be undertaken by the College's Board to explore options for long term sustainability linking to the College's Strategic Plan. This may include a review of programmes and how they are managed, how courses are managed across the partnership linking to the Regional Outcome Agreement, and numbers and funding environment.

Chair/
Principal

13 Standing Committees

13.1 Quality Enhancement Committee – 25 January 2018

The minutes were noted.

13.2 Research Scholarship and Knowledge Exchange Committee – 22 January 2018

The minutes were noted. It was agreed the RSKE Strategy would be circulated along with the minutes of the meeting. A review of the remit and membership of the Committee had started and this would be linked to the wider review of Committee remits.

Board
secretary

The annual UHI Research Conference would be held at the College in December and this was a positive opportunity to raise the research agenda profile.

14 Date and Time of Next meeting

16 May 2018

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

Members agreed the meeting had covered its Terms of Reference.

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

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

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

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

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

The College may also be asked for information contained in minutes about living individuals, under the terms of the 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 ☒

Paper for Consideration

Subject: HISA Perth College Update including Student Elections

Author: PC Student President

Date of paper: 3 May 2018

Date of meeting: 16 May 2018

Action requested of committee:

(Tick as appropriate) For information only:
For discussion: ✓
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: No: ✓

Executive Summary:

The paper provides an update on the work of HISA Perth College since the last meeting of the Committee and an update regarding the recent student elections.

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Status of Papers **Open** ☒ **Closed**

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ☒

HISA PERTH UPDATE

Sports Day

We travelled to Inverness along with 8 Perth UHI students to compete in the annual HISA Sports Day. I'm happy to announce we dominated every activity and came back to Perth with the 1st place trophy!

It was a fun filled day for all the students that attended and the feedback received overall was very positive. The event is looking to be bigger and better next year.

Diverse CiTay

We have acquired some student volunteers and have set them the task of contacting organisations about their requirements for floats for the event.

A group of students from the college will be playing a special part in the event as well as they have requested to have a float in the event and will be hosting the official Diverse CiTay event. This is an amazing opportunity for Perth UHI students to show

NUS Conference

Prince attended the both the NUS Scotland and National Conferences where he was accompanied by 4 of our class reps. Once again this gave the reps more of an insight in what we do as HISA and how their voices can be heard and make a difference on a national level. The class reps were very engaged with the discussions and based on their thought of the event upon their return to Perth, they enjoyed the whole experience. We are hoping to have Perth students more involved with HISA regional work next year so having them come along to these events with us will allow them to prepare for the opportunities available in the following year.

OBI Awards

Our annual OBI awards is scheduled for **May17th**.

The judging panel met on April 26th to decide the winners of each category. We were unable to go through all the categories in the time that we had so we have set aside another date for the panel to meet and made our decisions for the remaining categories.

Partnership Agreement

Our partnership agreement with Perth UHI has finally been signed by our Student President and Perth UHI Principal, Margaret Cook. We look forward to working alongside Perth UHI staff to achieve the goals that we have set out for the future.

HIGHLANDS AND ISLANDS STUDENTS' ASSOCIATION | HISA PERTH

STUDENT ELECTIONS 2018

1. The Highlands and Islands Students' Association (HISA) conducted its annual executive committee elections during February – March 2018. Students' associations are required by law to hold elections for major office bearers in accordance with the Education Act 1994.
2. On Friday 23 March, voting in the HISA elections concluded and the count took place at the HISA offices in Ness Walk, Inverness for all positions.
3. This paper provides background to the elections, information on how the elections were delivered and the results of the election.

About HISA and HISA Perth

4. The Highlands and Islands Students' Association (HISA) was established in 2015 to represent all further and higher education students in the University of the Highlands and Islands and its academic partners. At the time, Perth College UHI and Inverness College UHI retained their students' associations, so HISA then represented the voice of college students here to UHI regional committees only.
5. In 2017, Perth College UHI students agreed to merge Perth College Students' Association (PCSA) with HISA. HISA Perth represents the voice of Perth College UHI students as part of the HISA framework. 2017-18 is the first year of HISA Perth's establishment.
6. HISA Perth is led by a President which is a full-time, sabbatical officer position. A student elected to this position takes a one-year break from their studies to perform the role. It is also led by two part-time officer roles which must be held by a continuing student. They are the Vice President (Activities and Welfare) and the Vice President (Education and Engagement). The executive committee of HISA Perth are also regarded **local officers**.
7. HISA is led by three, full-time, sabbatical officers (known as **regional officers**) – the President, the Vice President (Further Education) and Vice President (Higher Education). On top of the three HISA Perth positions, there were Perth College UHI students running in each of the HISA regional officer roles alongside students across UHI.

About the election

8. Prior to 2017-18, HISA ran two elections to determine the regional officers before Easter, and the local officers after Easter. Due to the prolonged workload of running elections over the majority of the second semester, HISA ran the election for all officer positions at the same time for this term.
9. This means that Perth College UHI students can nominate themselves for any HISA or HISA Perth officer role and vote for them at the same time.
10. The election is run online at www.hisavote.co.uk on a platform supplied for by Membership Solutions Ltd (MSL). This system is accessed by students using their student ID and password. Any current enrolled student registered on SITS may participate in the election.

11. Students voted in six elections at Perth College UHI – the three regional officer roles, and three HISA Perth local officer roles.
12. Voting in HISA elections uses preferential voting. This means students vote number 1 next to the candidate they want to win, number two for their next preference, a number three for their third, and so on. Students don't have to indicate a preference for every candidate.
13. Re-open nominations (RON) is a candidate in each election. This option indicates that the voter wishes to the election for that position to be re-opened to reject the available candidates.

Delivering the election at Perth College UHI

14. There were two phases of the election delivery once that dates of the election had been publicly announced. The nominations phase – promotion of the election to aim for as high a candidate count as possible, and the voting stage – promotion of the election, and candidate support, to ensure there is as high a voting turnout as possible.
15. During the nomination phase of the election, support from Margaret Cook was obtained to encourage college staff to support the elections. Information was circulated to all teaching and support about ways in which they could promote the election, and details that they could pass on.
16. Marketing material was produced by HISA. This was printed and distributed throughout the Braham, Goodlyburn, Webster and ASW buildings. HISA Perth staff also approached students in access corridors and visited classes to promote the elections. Information on the election was posted on Perth College UHI website and social media channels and on HISA Perth social media channels. A presentation on the election was delivered at the February meeting of the HISA Perth Student Representative Council (SRC).
17. During the voting stage, all academic partners were encouraged to establish polling stations. As the vote is electronic, polling stations were to include computers where students could log in to the online ballot paper and easily log out for another student to vote, information on the candidates, and information on how to vote. Polling stations were to be supervised by institutional staff.
18. At Perth College UHI, there was a precedent of polling stations used for students' association elections. Elections were conducted by paper ballot and staff of the College supervised polling stations following a procedure for marking on a voter register students that have submitted votes.
19. Following that precedent, Perth College UHI staff were asked to support the voting stage by supervising polling stations. 35 members of Perth College UHI staff volunteered 55 hours on polling stations. For time slots that didn't have any volunteers, HISA staff supervised polling stations.

Election results

20. The highest turnout in a cross-UHI region election was achieved by HISA in 2016. The turnout was 636 in the executive officer elections.
21. 1799 votes were received for the HISA President elections, and 545 votes were received for the HISA Perth President election.
22. The winning candidates for HISA Perth are:
 - a. **President:** Prince Honeysett
 - b. **Vice President (Activity and Welfare):** Lennox Francis-Campusano
 - c. **Vice President (Education and Engagement):** Michaelangelo Philippides
23. The President role is a full-time, sabbatical position. The Vice President roles are part-time positions, on a 10-hour per week contract. Prince Honeysett has been re-elected so will continue to a second term beginning on 1 July 2018. Lennox Francis-Campusano and Michaelangelo Philippides will begin their positions on 1 August 2018.
24. The winning candidates for the regional HISA positions are:
 - a. **President:** Alan Simpson (Moray College UHI)
 - b. **Vice President (Further Education):** Callum Stephen (Perth College UHI)
 - c. **Vice President (Higher Education):** Sorchia Kirker (Orkney College UHI)
25. A breakdown of the election results across the partnership is attached as an appendix to this report.
26. HISA will be evaluating the elections over the course of the election in a broad overview of how we engage students and institutional staff. The turnout is a significant improvement on election results previously attained across the partnership and the increases are primarily attributed to how HISA has structured the regional and local officer elections, and how we engage with institutions' student engagement staff.
27. HISA is grateful to all staff that have supported this year's elections which should be highlighted as an example of partnership working.

William Mohieddeen
Student Association Coordinator
Highlands and Islands Students' Association

Local Officer Elections		
Position	Total Votes Cast	% Turnout of Total Student Population
Depute President for Argyll College	90	6%
Depute President for Highland Theological College	31	20%
Inverness College President	440	7.6%
Inverness College Vice President (Education)	409	7%
Inverness College Vice President (Activities & Welfare)	417	7.2%
Depute President for Lews Castle College	94	7.5%
Depute President for Moray College (Activities & Welfare)	330	8.5%
Depute President for Moray College (Education)	258	6.7%
Depute President for North Highland College	150	6.8%
Depute President for Orkney College	108	7.1%
Perth College President	545	8%

Perth College Vice President (Activities & Welfare)	489	7.2%
Perth College Vice President (Education and Engagement)	470	6.9%
Depute President for SAMS	81	41%
Depute President for Shetland Islands	71	3.8%
Depute President for West Highland College	65	3.8%

Regional Officer Elections		
Position	Total Votes cast	
President	1799	6.5%
Vice President (Further Education)	1662	6%
Vice President (Higher Education)	1642	6%

Paper for Consideration

Subject: Student Destinations 2016-17
Author: Deborah Lally
Date of paper: 25 April 2018
Date of meeting: 16 May 2018

Action requested of committee:

(Tick as appropriate) For information only:
For discussion: ✓
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: No: ✓

Executive Summary:

First destination data is collected every academic year for our FE full-time students. The Scottish Funding Council (SFC) continue to work with various third parties with regards to data sharing and some of the destination information we gain is via this route.

There were 741 qualifiers, and the proportion of known destinations is 645 (87%). 83.7% entering into a positive destination whether that be further education or employment.

SFC are currently undertaking a final exercise with SDS to establish any movement on the unknown or negative destinations. This data will be shared with Colleges and a final publication of the 'College Leavers Destination 2016-17' will be published later in the year by SFC (normally September).

Information recorded in College minutes and papers is 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.

Status of Papers **Open** ✓ **Closed** ☐

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ✓

Paper for Consideration

Subject: Student Services Annual Report/Update 2016-17

Author: Head of Student Services

Date of paper: May 2018

Date of meeting: 16 May 2018

Action requested of committee:

(Tick as appropriate) For information only: ☒
For discussion:
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: No: ☒

Executive Summary:

Student Services Annual Report/Update 2016-17 attached for information.

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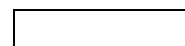
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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ☒



PERTH COLLEGE UHI: STUDENT SERVICES ANNUAL REPORT 2016-17

Richard Ogston
Richard.ogston@perth.uhi.ac.uk

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Perth College Student Services annual report 2016-17.

Introduction:

This report is an overview of the work carried out by Student Services in the reporting year 2016-17. It summarises the year using key data from across all areas and by collating the key factors from all provision, support and services covering all teams and areas.

Student Services at Perth UHI is inclusive of the following services and provision:

Admissions, Student Funding, Additional Support Team, Perth College Nursery, The Student Engagement Team, College Reception Team, Student Support Team (provision here includes, Student Counselling, Mental Health and Well-Being Support, Emotional/Behavioural support and Transitions) Careers and Employability Services, and the Spiritual Care Team.

Other additional work under Student Services includes: Safeguarding, Induction, Strategic planning, policy, procedure work and partnership working work both internally and externally. However, the content of this report does not record and reflect formally on these additional aspects of Student Services work.

This report is an annual report, the timeline encompasses an academic year; in this case AY 2016-17. It includes comparative data and reflective narrative to demonstrate and highlight change, growth, trends and challenges within Student Services Perth UHI.

The report contains key data (not all data collected) from all areas & highlights successes and challenges from each of the separate teams and areas within Student services. Each Student Services area produces their own detailed annual report; this is used for their own purposes of effectively managing their own provision, identifying training, planning and operational planning.

Context: Perth College UHI continue to work under challenging conditions. These challenges are considerable and include both internal and external contexts; but are extricable linked. We are facing increasing demand for services and note a year on year increase in the volume of work across all student services. There is a general increase in the complexity of the work and cases student services are managing; and the demand for services and support continues to rise. However this work is carried out within existing or reduced resources. Increases in workload, demand and complexity is increasing pressure on staff and also on our existing systems, models and approaches. We are now reviewing our current models of delivery (which have been unchanged for some time) to newer or more responsive or need based provision- where we target our provision to priority users (non-traditional entrants, care experienced, areas with high PLSPs etc.) in future it is possible service users will not always get the support they want or expect. On top of this we are having to respond to a range of government legislation, drivers and funding council requirements and initiatives under a 'social justice' agenda. These external responsibilities are further testing the fundamental structure and limits of our resources and capacity to provide effective support and services.

It is likely these trends will continue in the foreseeable future, and government drivers like Access & Inclusion Strategies, Widening Participation initiatives (and targets), learner pathways & articulation routes between schools, FE and HE; along with the 16-24 review and the structural recommendations that link to developing 'Scotland's Young Work Force' will dictate our new user

groups and priorities. The social justice priority groups, targeted approaches and contextualisation will be the way ahead in future; along with closer working models and partnerships with academic departments- based on volume of PLSPs, % defined as vulnerable or at risk etc.)

This will impact even more of student services and support. The lack of additional resources will create a need to develop and deliver very different models and quality measures across Perth UHI and especially across the college sector. Student experience will also be increasing important.

Please find below a range of common factors (raised in Annual reports) reported by all Student Services areas in their annual reports 2016-17.

- All areas have very high workloads & staff under pressure
- Areas still experiencing significant increase in demand and expectations year on year.
- All teams are responsive and are refining their provision and services to be more efficient and effective.
- A need to (must) review and evaluate our current structures/services and consider the models of delivery we offer.
- Still the need for extra resources (very unlikely-see bullet point above)
- Internally we have had issues with having appropriate delivery space, enough time (priorities) appropriate equipment and a need to update our training and knowledge etc.
- We support each other (teams) and work in partnership well, teams help each other out and services cooperate. Staff help and support each other and care about the provision and level of support students get.
- A perception we are 'Firefighting' (or it feels like it!)
- More demanding and complex work and students (likely to increase in future)

Positive developments/achievements across Student Services (AY 2016-17)

- Admissions are developing an UHI wide single online application process; (paperless) pilot likely in 2018.
- High growth in School-College partnership courses/applicants (Pathways) 650+ school pupils enrolled at college 2016-17.
- Contextualised Admissions; are being discussed but will be a big step. (One pan-UHI FE Admissions policy currently being developed- TBC Feb 2018)
- Over the past 6 years the volume of applications at Perth has increased by 52% from 3300 to 5568 for FTEs. Overall application numbers are 9000+ (key work to be done in converting more of these into enrolments)

- SMART Travel model is now established we are now in a post pilot period (Funding team)
- Student Services drop-in sessions offered at Goodlyburn Building: (success is varied) need to continue, as part of equality of student experience/access inclusion etc.
- A more “inclusive” Union-Link space has been really successful, & the location of the new Academy of Sport and Well-being building will change the dynamic, culture and work roles further. (7 day opening a possibility)

Some changes and things to note in 2016 17:

- Enhanced Transitions are increasingly key: includes those with diagnosed need those with undiagnosed needs & disadvantaged groups. 118 applicants in 2016-17 received an ‘Enhanced Transition Plan’ and subsequent support. (New legislation- for year 2017-18 includes, Carers Bill and BSL work etc.) a high volume of others received help transitioning to college including through programs like our ‘Get Ready for College’ which is increasing over referred to, year on year.
- The Equality & Diversity context and increasing focus on ‘Accessible and Inclusive’ approaches means continual evaluation and update of our strategies, policy, procedures, processes and approaches.
- We have more partners and effective external working relationships than ever before.
- We have updated our Website pages and enhanced our use of online technology to help support students (E.g.: Myday Student Portal, College App, Twitter, You tube videos, Care Experienced pages) we need to do more.. (Access and inclusion, equalities)
- The Student Hub is a positive development for students and staff in supporting those with a range of emotional, behavioural & mental health issues and conditions. Staff case studies review workshops are very helpful and valuable.
- Access & Inclusion Strategy (this is a massive change for everyone: a mind-shift is required to get this right. We need to set out our priorities and progress this in 2017-18)
- Our positive work as Corporate Parents has been noted externally (as good practice, inclusion in national resources)
- Further refinements to the AAM module for PLSPs were made.
- GRFC pre-induction program highlighted as good practice in E & D mainstreaming report
- We have Increased the volume of Needs Assessments carried out through the Additional Support team £££.....)
- UHI wide Safeguarding group established to have more consistent approaches and processes.
- More success for the Nursery! (Successful Care Commission Inspections, Environmental Health Inspections, Perth Nursery retained its Green Flag status.)
- Additional funding staff (0.5 post) enabled us to set-up a front and back of house structure that is a better experience for applicants, students and staff.

- Student Engagement Team are to increase a % of their time and focus in their work with external groups and community (widening Participation) especially focusing on the government targeted groups under widening access.
- The Engagement Team were involved with over 30 third sector and charitable organisations, attended high-profile events both in the wider and business communities. The Union/Link Building has high numbers of students using the resource daily (average of 600)

Why is all of this happening?

The external picture (wider context) is having a huge impact on the life and work of colleges and its support services. External factors are driving change in the FE/HE landscape. The pace and volume of change is high, as are the expectations on colleges/universities to meet these challenges. All staff/areas are noticing this but Student Services and Support provision especially so.

- There are lots of external drivers including government set targets for FE/HE to increase fairness in education (and in our society) and provide new opportunities for those most disadvantaged by current structures and models.
- Government legislation increasingly has specific responsibilities, obligations and duties identified for FE and HE institutions in delivering positive outcomes.
- Lots of new legislation as part of the Scottish Governments 'social justice' agenda e.g.; Children and Young Peoples bill, Corporate Parenting, BSL, Carers Bill, Widening Access papers, student support review (FE funding) review of 16-24 student journey, developing Scotland Young Workforce, Education Pathways etc. Access & Inclusion Strategies aimed at changing the thinking and landscape of Tertiary Education.
- Most of our current models and systems haven't really changed in a long time (most need to evolve and/or be reviewed) It is clear they don't work well enough for lots of our current applicants and students. This will only be compounded for a lot of our targeted future applicants & student groups- mind-shift is also a key issue.
- Social Justice Agenda – equality, fairness, contextualised processes –and demonstrate they work through evidence and outcomes. e.g.- better retention, increased attainment, more applicants and enrolments from no-traditional groups, positive destinations etc.
- SFC funding and target pressures, Increased targets, KPIs (accountability for our funding is 'output' driven and evidence based) money is scarce- we need to justify we are value for it.
- Education Scotland have a new evidence based approach and model- that also requires educational institutions (including colleges) to engage in a self-reflective evaluation approach. More honesty, a self-improvement model.
- More formal holistic approaches are being taken (e.g. student journey models: these includes pre-entry- on course, transition, exist- alumni etc. Student experience is now a higher profile & increasing significant)
- 16-24 learning Journey Review-(emphasis on Career choices/options/and outputs- employability skills and personal development) 'Pathways' is the 1st part of this journey.

- New 'evidence based models' are output and performance related.
- We are also being audited in this way now (Ed Scotland's new model)
- Increasingly asked to do more with even less resources!
- Student/applicants: expect and need more and are more aware of the support provision and their entitlements!
- More focus on the Student experience & Journey; means more local partnership (multi-agency) solutions and models. College/University only contributes a part of the support needed?
- More informed, responsive provision and models are being developed.
- College outcomes linked to ROA and local economic priorities.
- UHI re-structuring and change (full integration on horizon? Possible shared services, more networked course, pan UHI policies, processes, systems (staff?) APs sharing approaches,
- General Data Protection Regulation (GDPR) includes right to privacy, right to be forgotten, consent issues etc.
- In a nutshell, our applicants and students have changed but our service models, systems, structures have not changed fast enough to make them fit for current and future students.
- FE (and maybe HE) in Scotland seems to be facing the greatest fundamental change in a lifetime! Operationally (staff at the coal face) it may be like equating it to a paradigm shift last noted during industrial revolution, or pre-post war: it feels that big-; especially in support.

The numbers/data and formal measures of our work 2016-17.

General round up:

- 9677 applications were processed through Perth College
- 4666 course interviews were arranged.
- Admissions replied to 5222 emails. (19338 emails were received)
- 2782 Student Funding Applications were received, assessed and processed
- 1446 students were supported with funding (excluding SAAS)
- 819 Careers Guidance interviews were conducted (FE and HE)
- 35 Employability workshop sessions were delivered
- Perth advertised 93 job shop vacancies (plus more as part of UHI)
- 65 students were offered counselling (98 students were referred)
- 105 students were assessed by the counselling team.
- 197 were supported by Student Support Workers + 252 were supported for Mental Health issues.
- The Transitions Team (1 x FTE) worked directly with 145 YP at pre-entry stage
- Students (non PLSP related) received support interventions.
- Reception Team dealt with 3949 enquires in person.
- Plus 7593 phone calls (146 calls per week)

(All data on reception: is the totality of data recorded during one week each month; so it's an indication rather than a truly reflective picture of volume of work done- so it understates the actual figures involved.

- 481 PLSPs were put in place
- Approx: 20% were for Mental Health.
- 662 Internal Assessment requests were carried out
- 143 DSA applications were made.
- Around: 350-600 students use the Student link building each day. Lunch times are busiest (Approx: 100 + at 12 and 100 + at 1pm)
- The Student Engagement Team work increasingly with academic departments for student led events and activities linked to course work/PDP.

- The Engagement Team also work in partnership with the HISA Perth as part of formal College arrangements.
- The Student Engagement Team arranged 38 events for students; over 20 involved external organisations, plus live music events, charity led events and many regular/core events held in the link building.
- 49 children were offered nursery places: Parents: 13 were FE and 19 HE.
- 31% of Perth Nursery children 2016-17 have English as their second language

What's next in 2017-18?

- The nursery will be re-structured to establish its financial sustainability long-term
- Reception to undergo significant changes in 2018 (firstly the role across the team will include more admin support and specific information aspects)
- A one stop shop approach for reception/support services- feasibility exercise currently happening.
- In future – there may be one reception. (not three as currently)
- This will have a significant impact on the current student services set-up. (All support/student services areas will potentially have to review and change existing working arrangements they have with reception under a new set up.)
- Student Engagement Team- will extend their current job role to include some Employability and Pastoral aspects of support based provision. This will increase overall capacity across Student Services, and help improve accessibility and student experience.
- Training for these changes will be formally arranged and delivered.
- Government Student Funding review was completed 2017 – this will mean significant changes to FE students in future.
- Expansion of Employability Services and capacity to deliver through training of Student Engagement staff training- triage system. see previous note.
- Access & Inclusion Strategy will continue to progress and priorities identified. Paper required to outline some basic structures and suggested models. We need to do more for those identified as Care Experienced. New groups include Carers, BSL users, and those with specific learning conditions. More training needed for Board of Management/Senior Management Team.
- General Data Protection Regulation (GDPR) includes right to privacy, right to be forgotten, consent issues and we need to review our collection, use and storage of personal data.

Admissions:

The function of this team is to manage the process of course applications for the following courses through to enrolment: - Full Time, Part Time, Schools, Distance Learning, Leisure, Prepare to Study and Scholarships.

The work involves entering data from the application form into the Student Information System. Organising interviews, sending out offers, induction information and all relevant documentation pertaining to an offer being made by Perth College UHI. Continuous communication throughout the application cycle by phone, text, email and letter.

Staffing and capacity: Staffing stills remains an issue for Admissions. There has been two full time members in the team for some years now, however, the volume, demands and complexity of this work is increasing year on year: unfortunate extra staffing resource is increasingly unlikely. See tables below: In Perth, we are increasingly relying on our reception staff to assist with additional admin and processing tasks to support the admissions team.

Admissions have been an active part of a 2-year and ongoing '**Paperless Admissions Project**'. Although this is an important strategic UHI led development: no additional or remitted time has been allocated to allow (AP) staff to work on these developments; it is expected that these extra tasks fit into an already busy work schedule. As the paperless system develops, time will need to be spend to produce step by step guides and for staff training.

Below is data from AY 2016-17- The stats in the 2 boxes below highlight the increase in workload for admissions.

Number of	Total	Number of	Total
Emails Received (Nov 2015 to Oct 2016)	19338	Nov 2014 to Oct 2015	17043
Emails Responded to (Nov 2015 to Oct 2016)	5225	Nov 2014 to Oct 2015	6980

The increase in school link students is rising year on year' - but adds significantly to the workload of a small admissions team.

School link pupils	2016-17	2015-16
FE	682	504
HE	0	25
Totals	682	529

W/C	FT Applications			Offers Made FT (Excl Int)					All FT 2016/17			All FT 2015/16				
	Excluding International/EFL			FE	HE	FE	HE	Total	On Reserve			On Reserve				
	FE	HE	Total	Conditional		Unconditional		Total	FE	HE	Total	FE	HE	Total		
Def from 15/16	5	27	32	0	2	1	13	16	146	172	318	176	69	245		
October	30	25	55	0	0	0	0	0	Rejects			Rejects				
November	48	88	136	0	0	0	5	5	FE	HE	Total	FE	HE	Total		
December	38	417	455	0	0	0	17	17	148	251	399	137	220	357		
04/01/2016	11	104	115	0	0	0	2	2	Conditional Rejects			Conditional Rejects				
11/01/2016	34	311	345	0	1	0	1	2	FE	HE	Total	FE	HE	Total		
18/01/2016	77	122	199	0	4	0	3	7	48	137	185	57	117	174		
25/01/2016	131	66	197	44	40	7	40	131	Course Full			Course Full				
01/02/2016	126	96	222	54	57	1	26	138	FE	HE	Total	FE	HE	Total		
08/02/2016	98	59	157	22	32	26	31	111	99	44	143	38	27	65		
15/02/2016	88	51	139	8	49	26	25	108	Did Not Attend Int			Did Not Attend Int				
22/02/2016	128	73	201	63	57	27	39	186	FE	HE	Total	FE	HE	Total		
29/02/2016	132	118	250	26	83	44	31	184	260	103	363	166	116	282		
07/03/2016	128	135	263	51	209	112	48	420	Alternative Offer			Alternative Offer				
14/03/2016	124	49	173	55	62	15	35	167	FE	HE	Total	FE	HE	Total		
21/03/2016	83	105	188	50	49	46	44	189	218	108	326	195	134	329		
28/03/2016	84	70	154	27	21	12	10	70	Course Cancelled			Course Cancelled				
04/04/2016	45	34	79	0	1	1	1	3	FE	HE	Total	FE	HE	Total		
11/04/2016	43	24	67	24	10	19	41	94	0	0	0	0	0	0		
18/04/2016	102	60	162	50	38	53	82	223	W/D Before Decision			W/D Before Decision				
25/04/2016	77	70	147	21	37	28	82	168	FE	HE	Total	FE	HE	Total		
02/05/2016	94	65	159	26	46	15	45	132	192	365	557	121	295	416		
09/05/2016	56	47	103	16	16	13	49	94	W/D After Decision			W/D After Decision				
16/05/2016	78	44	122	24	22	35	56	137	FE	HE	Total	FE	HE	Total		
23/05/2016	65	45	110	11	9	77	30	127	252	631	883	194	495	689		
30/05/2016	51	32	83	7	8	84	37	136	Target			Target				
06/06/2016	57	62	119	7	21	120	110	258	FE	Total		FE	Total			
13/06/2016	46	43	89	13	16	97	70	196	New	Retn		New	Retn			
20/06/2016	41	42	83	7	7	86	53	153	1193	1193		1331	1331			
27/06/2016	35	52	87	1	3	7	20	31	HE	Total		HE	Total			
04/07/2016	29	42	71	1	32	13	11	57	New	Retn	1807	New	Retn	1861		
11/07/2016	24	21	45	0	3	12	61	76	889	918		994	867			
18/07/2016	21	20	41	11	2	24	36	73								
25/07/2016	45	16	61	5	9	11	33	58								
01/08/2016	28	24	52	1	7	14	58	80								
08/08/2016	55	70	125	4	2	76	150	232								
15/08/2016	46	49	95	1	1	74	70	146								
22/08/2016	44	52	96	1	6	42	28	77								
29/08/2016	51	42	93	1	1	31	43	76								
05/09/2016	42	29	71	0	0	34	38	72								
12/09/2016	32	18	50	0	0	15	19	34								
19/09/2016	14	9	23	0	0	14	5	19								
26/09/2016	8	4	12	0	0	5	0	5								
03/10/2016	10	4	14	0	0	2	2	4								
10/10/2016	6	3	9	0	0	1	3	4								
17/10/2016	2	0	2	0	0	0	0	0								
24/10/2016	0	0	0	0	0	0	1	1								
Nov-Dec	0	0	0	0	2	0	0	2								
Total	2612	2939	5551	632	965	1320	1604	4521								

The figures above are based on weekly offers and do not include people who have declined their place.
Some of the conditional offers may now have converted to unconditional.
This lets us see how many offers are processed on a weekly basis.

APPLICATION STATISTICS (excl Intern.) 2016-2017 - FT & PT

Number of	FE	HE	Total
Total Applications	5895	3782	9677
Full Time	2617	2951	5568
UCAS	N/A	1147	1147
Part Time	949	730	1679
Schools	682	0	682
Distance Learning	570	97	667
Leisure	808	N/A	808
Workbased	97	4	101
Scholarship	172	N/A	172
Conditional Offers FT (excl UCAS)	633	615	1248
offers declined	62	82	144
conditional rejected	48	84	132
Conditional Offers PT (Day, Eve excl Leisure)	340	105	445
offers declined	31	24	55
conditional rejected	57	3	60
Unconditional Offers FT (excl UCAS)	1468	1014	2482
offers declined	178	164	342
Unconditional Offers PT (Day, Eve excl Leisure)	1393	509	1902
offers declined	138	52	190
UCAS Conditional Applications	N/A	411	411
(incl Ins) offers declined	N/A	172	172
conditional rejected	N/A	53	53
UCAS Unconditional Applications	N/A	555	555
(incl Ins) offers declined	N/A	187	187
UCAS Clearing Unconditional Applications	N/A	59	59
offers declined	N/A	1	1
Interviews arranged	2525	2141	4666
No Shows at the Interview	276	124	400
Alternative Course Offered	235	138	373
Reserve Places Offered	441	197	638
Application Rejections	485	446	931
Course Full Applications	309	76	385
Course Cancelled Applications	44	0	44
Withdrawn Applications (before a decision)	322	476	798

Number of	September	January	April	Total
Evening Class Applications	352	318	140	810
Evening Classes Running	29	22	12	63
Evening Classes Cancelled	17	19	33	69

Number of	Total
Emails Received (Nov 2015 to Oct 2016)	19338
Emails Responded to (Nov 2015 to Oct 2016)	5225

2015-2016 Statistics

FE	HE	Total
4778	3085	7863
2396	2604	5000
N/A	900	900
590	420	1010
504	25	529
220	24	244
842	N/A	842
100	12	112
130	N/A	130
628	584	1212
42	69	111
57	81	138
209	55	264
13	10	23
18	1	19
1509	969	2478
147	133	280
1038	319	1357
98	30	128
N/A	333	333
N/A	183	183
N/A	35	35
N/A	422	422
N/A	153	153
N/A	73	73
N/A	9	9
2459	2017	4476
193	125	318
203	156	359
227	73	300
379	362	741
80	42	122
48	4	52
207	343	550

September	January	April	Total
382	243	185	810
28	22	16	66
30	19	29	78

Number of	Total
Nov 2014 to Oct 2015	17043
Nov 2014 to Oct 2015	6980

Difference	% +/-
1814	23.07
568	11.36
247	27.44
669	66.24
153	28.92
423	173.36
-34	-4.04
-11	-9.82
42	32.31
36	2.97
33	29.73
-6	-4.35
181	68.56
32	139.13
41	215.79
4	0.16
62	22.14
545	40.16
62	48.44
78	23.42
-11	-6.01
18	51.43
133	31.52
34	22.22
-14	-19.18
-8	-88.89
190	4.24
82	25.79
14	3.90
338	112.67
190	25.64
263	215.57
-8	-15.38
248	45.09

Nursery

The Nursery has had a very successful year in 2016-17 and continues to provide a happy, safe and stimulating education and childcare environment. We follow the guidelines of a statutory curricula including Curriculum for Excellence and Pre Birth to Three.

This report outlines what we have achieved and evidence to support this. It outlines factors which have an effect on work load, an outline of those using the service, and plans for the future.

Achievements:

Children's learning

Children are actively involved and motivated in all stages of their learning, and have made good progress across the curriculum. Through a focus on measurement the children can investigate and compare sizes, and have a good understanding of mathematical language. Almost all children are fully engaged in their chosen activity, sustain good concentration, and interact well with others. Almost all are making good progress in developing and applying their early language skills, and listen attentively in different situations. They have a good understanding of the importance of caring for themselves, and can talk confidently and informatively about healthy eating. They can express their feelings and emotions in a variety of ways. All children have very good opportunities to develop creativity. Almost all children have reached their developmental milestones.

Many links have been developed with the wider community to extend and consolidate learning. Restorative practice and cooperative learning continue to impact on children's experiences, and as a result they are developing very good strategies to work together and manage their relationships with others. The children are becoming familiar with the wellbeing indicators, and can identify their achievements.

Courses being studied by students accessing the Nursery: FE 13 (14 in 2015-16) HE 19 (17 in 2015-16)

Gender of Student Nursery users: Female 32 Male 3

Equalities monitoring – children: White Scottish 34, White Polish 8, White other 5, Mixed ethnic 1, Asian 1,

Percentage of children with EAL 31% (Extra/Additional Learning)

The Nursery was awarded 'Gold' in the 'It's Your Neighbourhood' schools category. The chairman of Beautiful Perth commented on the depth of both staff and children's environmental awareness.

The children have been involved throughout the building of the College Academy Sport & Well-being (ASW), from the cutting of the turf, weekly progress visits, to using the building participating in the 'baby ballers'. They have all gained a wide variety of knowledge from this involvement.

PKC Early Years Team: There is a good working relationship with support teachers in taking forward identified areas of development. Feedback from visits include –

- Staff make good use of ICT to enhance and extend children's learning.

- Children interact well with each other and adults, and are keen to show visitors around the Nursery.
- 'Building the Ambition' is being used well in all rooms to help refresh staff knowledge, and help them reflect on practice and ensure depth in learning.

Systems impacting

- The further extension to Government funded places.
- Proposed changes to Nursery models including having students children in over lunch period.

Plans

- Staff to engage in collegiate work and CPD which will impact positively on practice.
- Review recording procedures to better reflect children's next steps in learning and secure their progress.
- By June 2018 all children will have an understanding of the wellbeing indicators to impact on their wellbeing.

Student Funding Team

Activities

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

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

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

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

FE Discretionary Funds: There has been an increase in the amount spent compared to 2015/16, although the allocation criteria have remained very much the same. The large difference between applications and awards made in 2016/17 is mainly due to online applications not being followed up by the applicant. Only 10 applications out of the 300 received were actually rejected for not meeting the criteria.

* Includes In-Year Redistribution

HE Discretionary Funds: 2016/17 has seen a modest reduction both in the amount of students supported and the amount spent on support. Allocations from UHI will be recalculated for 2017/18 to take into account the relative size of the Academic Partners, which should see us get an increase in our allocation.

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

	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
<u>Bursary</u>	1,114	1,045	1,060
<u>EMA</u>	542	533	352
<u>FE Hardship</u>	237	272	275
<u>HE Hardship</u>	278	289	250
<u>Child-Care</u>	178	215	215
<u>Totals</u>	2,349	2,354	2,152

Overview of data (Total number of students receiving funding per year)

	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>
<u>Bursary</u>	842	827	817
<u>EMA</u>	313	327	205
<u>FE Hardship</u>	185	199	139
<u>HE Hardship</u>	108	147	129
<u>Child-Care</u>	143	139	148
<u>Totals</u>	1591	1639	1438

Part Time Funding

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

285 FE Fee Waiver applications were processed or verified throughout the Academic Year, an increase from 247 in 2015/16.

Working in Partnership to Deliver Smart Travel Product to Students Aged Under 18

We rolled out a Smart Travel product for our FE students aged under 18. This was delivered in partnership with Perth and Kinross Council, Transport Scotland, the National Entitlement Card Programme Office (NECPO), Stagecoach and Abellio Scotrail.

This used the Young Scot card as the platform to deliver 24/7 zone-based travel for eligible students based on the Stagecoach Uni-rider product. Some smaller local bus operators are not yet Smart-enabled, but it is hoped to bring them on board in the future with the help of Perth and Kinross Council.

We also worked with Transport Scotland and Abellio Scotrail to deliver smart travel using the Young Scot card rather than a bespoke Scotrail card, thus allowing a more seamless experience for the students concerned. This, I believe, is the first time that this has been done.

The Smart travel was up and running by early-December 2016, which necessitated running the old system in parallel with the new. Overall, we processed 185 Smart Card applications for Academic Year 2016/17.

Consolidation of Changes to Childcare Fund Processes and Procedures

We introduced income bands to means test childcare applications in 2015/16. This was intended to allow us to better target limited funds while still aiming to provide as much assistance as possible to students. This process continued in 2016/17 and we continued to be proactive in getting students to come in for childcare interviews in August/September.

The aim of this is to get as many applications as possible in as early as possible. We made 76 appointments in August/September 2016 to help students with their childcare applications.

Highlights:

Introduction of Smart Travel Product for FE Students Aged Under 18

As detailed above, the successful introduction of the Smart travel programme, should lead to more opportunities for students to make use of the campus facilities at times convenient to them, which may be outside the usual Monday – Friday, 9 – 5 parameters.

Childcare Interviews:

The increase in the amount of childcare interviews carried out in August/September has streamlined the application process for childcare funding.

Where are the Gaps

We need to look at the services we offer to students, particularly with a view to developing more informational resources relating to scholarships and other external sources of funding. This may take the form of either a paper resource, an electronic resource, or both.

Some cover issues still arise and I will look at the role of the newly-appointed Student Funding Officer in conjunction with this. The job description was changed to allow the role more scope in advising students about part time and Higher Education funding, hopefully freeing up some time for the Student Funding Adviser to spend on developing the services the team has to offer.

New Plans:

Training of Student Funding Assistant

The Student Funding Assistant will be trained to help students with their online funding applications. This goes along with a planned total move away from paper based applications for Bursary and EMA. This was introduced in June/July 2017 and to date, she has helped 92 students with their application.

The Student Funding Assistant will also do some training in Bursary/EMA assessment so that she is better able to advise students on documentary evidence requirements for their applications.

Training of Student Funding Officer

I have taken advantage of the change of post-holder to update the job description of this post to allow for a wider range of funding advice and processing to be carried out where and when necessary. This will especially relate to Part Time and Higher Education funding. Training will be delivered throughout 2017/18 as workloads allow.

Gather Student Feedback on Services Offered by the Funding Team.

We are particularly interested in hearing students' views on the overall application process and the experience of students with the new Smart travel passes. We will liaise with the Head of Student Services to come up with a list of suitable questions to ask.

Additional Comments

We have continued to build on the progress of 2015/16 to deliver a better experience for students and funding staff for 2016/17. The planned changes for 2017/18 should help with ongoing improvements in this area.

Funding pressures have eased for 2016/17, with us receiving a sufficient allocation from the Funding Council to allow us to award Bursaries rather than EMA for living costs for students aged 18 and 19 at the start date of the course. This removes the disadvantage this group of students has faced in recent years compared to the rest of the UHI partnership. I expect this to carry through to 2017/18, although there may be some pressure on the Childcare Fund due to changes in the funding methodology for the College Nursery.

STUDENT SUPPORT TEAM

Teams/Areas: Transitions, Course and Progression, Student Support, Mental health, Student Counselling:

Provision as follows: - Careers and Employability Support includes UCAS: Counselling and Short-term counselling support, Mental health Support includes: PLSPs, Drop-in services, On-going support appointments. Care experienced students and work with Young Carers: tailored support and intervention. Transitions: includes, enhanced transitions support (and plans) and Get Ready for College Courses.

Highlights

Increased student engagement through Social media (Facebook)

Policy development – Enhanced Transitions Policy, Access and Inclusion and Corporate Parenting strategies.

Development and launch of the Student Hub (space)

A number of serious on-going student welfare cases continued to be effectively managed through the weekly Case Review Management Meetings (CRMM).

Continued collaboration with academic staff across the support network resulting in coordinated and cohesive support.

Regular PLSP professional discussion meetings.

The reduction in the number of DNA (Did not attend) in relation to appointments for Mental Health Support and Counselling, due to the evening receptionist texting a reminder to all students the night before their appointment.

Our new Student Hub being Highly Commended by the Student Support Initiative Awards.

We have continued to build strong working relationships/partnerships within the college, with partner colleges across the University and service providers. This is essential given the nature of the work; we aim to help individual students find the support they need, and achieve the outcomes they want through practical, impartial advice.

Challenges-

The potential impact of the changes in relation to the Access and Inclusion Strategy.

Managing and maintaining a successful and efficient service with limited admin support which impacts on the consistency of services.

There has been an increase in the number of complex and severe cases requiring crisis interventions. Ongoing issues around academic staff not always being aware of PLSPs for students with mental health issues or how to deal/cope with certain conditions.

Specific curriculum areas and key support staff, are not prioritizing training related to supporting students with Mental Health Issues, or other behavioral support information sessions.

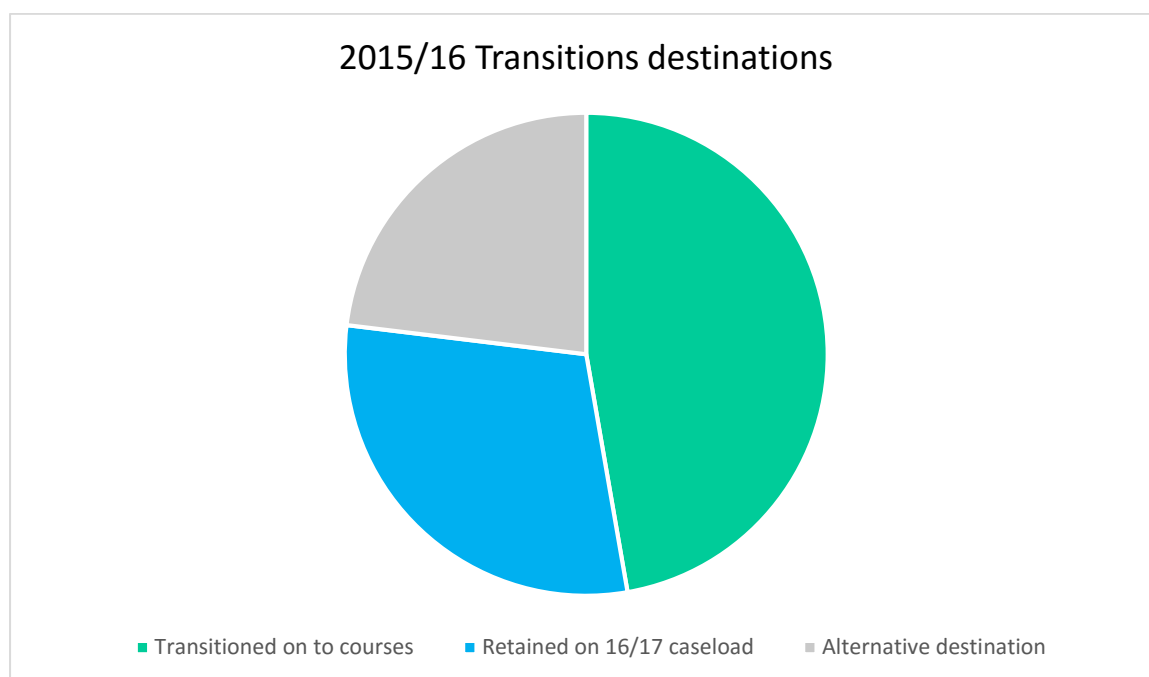
Transition Support:

Caseload and referrals

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

Number of new Referrals in academic year 2016/17	118
Continuing referrals from academic year 2015/16	27
Total active caseload academic year 2016/17	145
Percentage increase on <u>new</u> referrals 2015/16 – 2016/17	55.26%

Number of new referrals in academic year 2015/16	76
Continuing referrals from 2014/15 (Transitions post only occupied from Jan '15)	15
Total active caseload academic year 2015/16	91



Division of Transitions 2016/2017 Caseload into subject areas

Similar to last year, there seems to be a clear divide between the number of referrals accessing a supported course vs. a subject specific course. This again translates to roughly $\frac{3}{4}$ of students with enhanced support needs beginning their studies on some form of supported course initially, with $\frac{1}{4}$ of students accessing subject specific directly.

Changes within Partnerships: introduced more streamlined, formal and effective structures & models for referrals linked to college strategic approaches to ensure our processes are more efficient and consistent in this area of increasing importance. (SDS, Schools, local agencies etc.)

Course and Progression: incorporating Careers and Employability

	Current	Former	Pre Entry	Totals
1 to 1	256	5	151	412
E - Guidance	80	3	149	232
Phone	46	4	125	175
Totals	382	12	425	819

As was the situation in 2015-16 the most popular case types were:

- Enrolment at Perth College UHI – applications, course choice and academic development
- Careers guidance and education
- Job search and CV compilation
- Progression and development
- UCAS

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

- Word of Mouth
- College website
- Perth net
- Academic Staff
- Colleagues in Student Services
- Promotional lesson plans and workshops by Course and Progression Adviser

Students by Course Level

The Service has seen the following breakdown of students as far as interest and levels of potential study and aspiration are concerned:

Higher Education	343
Further Education	252
Interest in both Further and Higher Education	26
Unknown	216

Group work and Employability Sessions

Word of mouth and direct promotional marketing within the College has clearly been significant and ultimately productive as far as the uptake of classroom delivery is concerned. Many of the academic staff are eager to engage the services of the Course and Progression Team as far as conveying crucial information and guidance across several employability/career/progression related areas is concerned. The uptake in respect to the classroom based services provided by Course and Progression Team has risen by approximately 10% in comparison to last year's figures.

Topic	Number of Sessions
UCAS	11
Careers Guidance/Employability	7
CV Compilation and Letter Writing	13
Interview Techniques	5

Key Developments 2016 – 2017

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

Including: The Hub (Local agency that provide information and support for people of Perth and Kinross) SDS (through a formal SLA) Voluntary Action Perth, Local Schools. Services are also offered to those studying at learning outreach centres, and for those studying online and distance learning etc.

Future Developments: developing our Labour Market Information, Improving Access and Profile of service provision. Increasing capacity –by introducing new delivery models (student union) through Student Engagement Staff. Closer Collaboration with Career Practitioners within the Wider UHI and within the Scottish college sector will help develop good practice models.

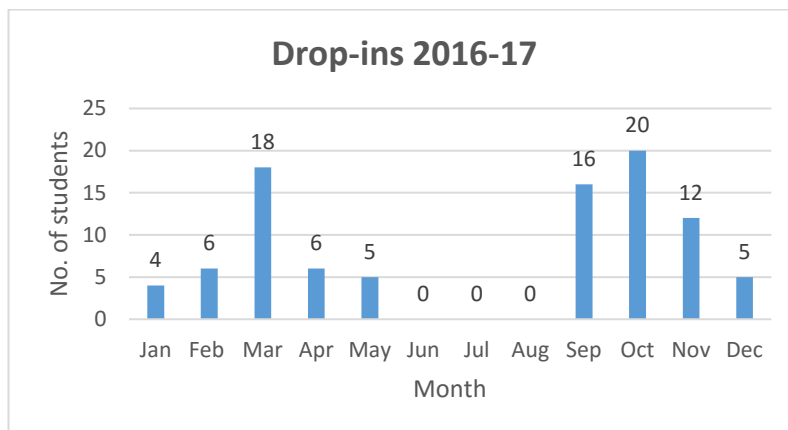
Student Support:

The Student Support Worker can help students with the following issues:

- Homelessness
- Relationship/Family issues
- Bullying/Online Safety
- Attendance
- Financial
- Housing

Caseload summary and statistics

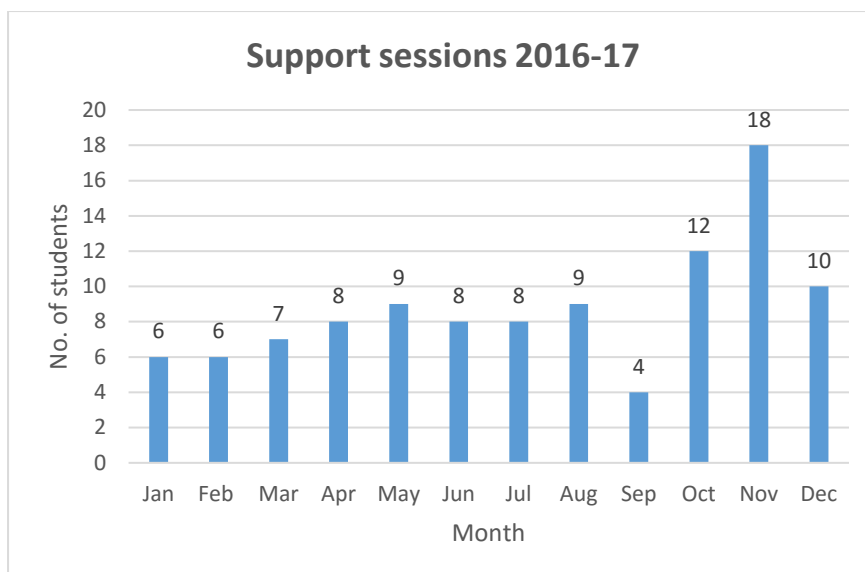
197 students were supported in 2016-17 compared to 173 in 2015-16: a **12.1 % increase**. This figure includes both drop-ins and support appointments. 4 students were seen in a crisis situation this year. The Student Support Worker was added to the Duty Crisis Rota Team from January 2017.



Reasons for referral to student support drop-ins include attendance issues via the BRAG system, financial/funding issues, housing/homelessness concerns, mental health issues, worry/stress, coursework issues, family/relationships issues, bullying/online safety, care experienced and some others.

Support sessions

There were 105 support sessions carried out by the Student Support Worker, these include return appointments from students who have come along to regular arranged drop-in sessions, support which has been outside drop-in times and students who have been referred via the BRAG system.



BRAG

Regular work has been carried out using the BRAG spreadsheets this year. Staff pro-active in acting on data contained in the BRAG spreadsheets. PATS were contacted by email to highlight attendance and/or performance issues with a list of their students and asked if they wish the Student Support Worker to make contact to offer support.

Processes of contact and internal referrals were improved and good working relationships with Records teams and academics teams were developed.

Foodbank: we have an effective set of arrangements to help any students facing hardship and is in need of food. In 2016-17 we issued **13** food bags and issued **5** red food vouchers. Student services staff volunteered for a local foodbank collection (Tesco's) and organized similar internally for the Xmas period.

Care Experienced Students: the support worker continues to be a key member of staff for progressing our work for Care Experienced applicants, students and works closely with relevant local partners. In 2017-18 we are aiming to introduce coordinated 'support plans' for Care Experienced students.

16+ meetings: works closely with transitions and student records staff to further our transitions work for 16+ applicants.

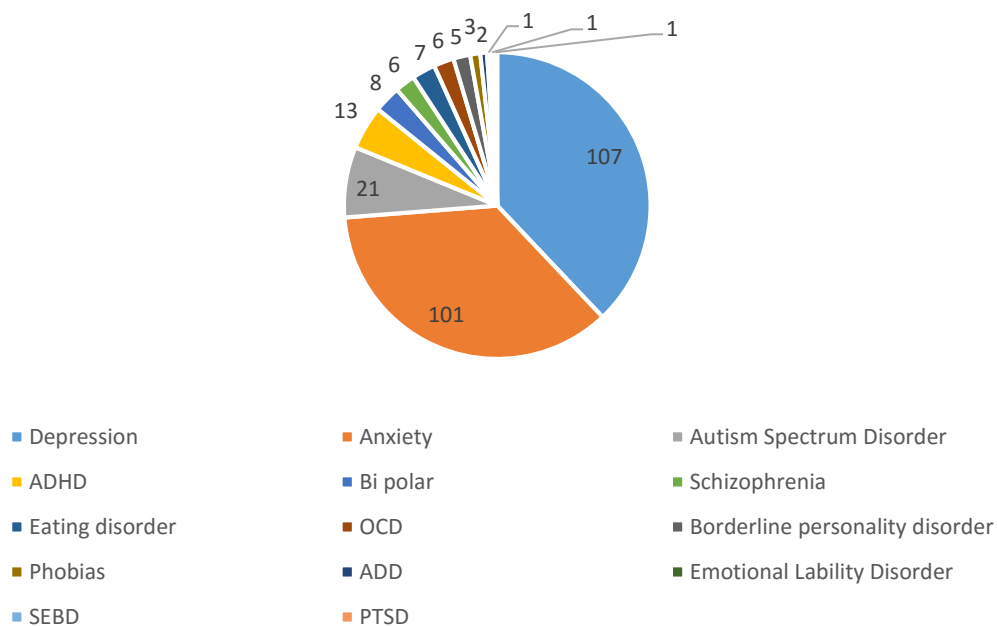
Get Ready for College: 76 people were identified for GRFC for 2016-17 and 28 attended.

The course was run over 3 days in August, 23-25. Each group attended either a morning or an afternoon session over these days. This was co-delivered with the Course and Progression Adviser.

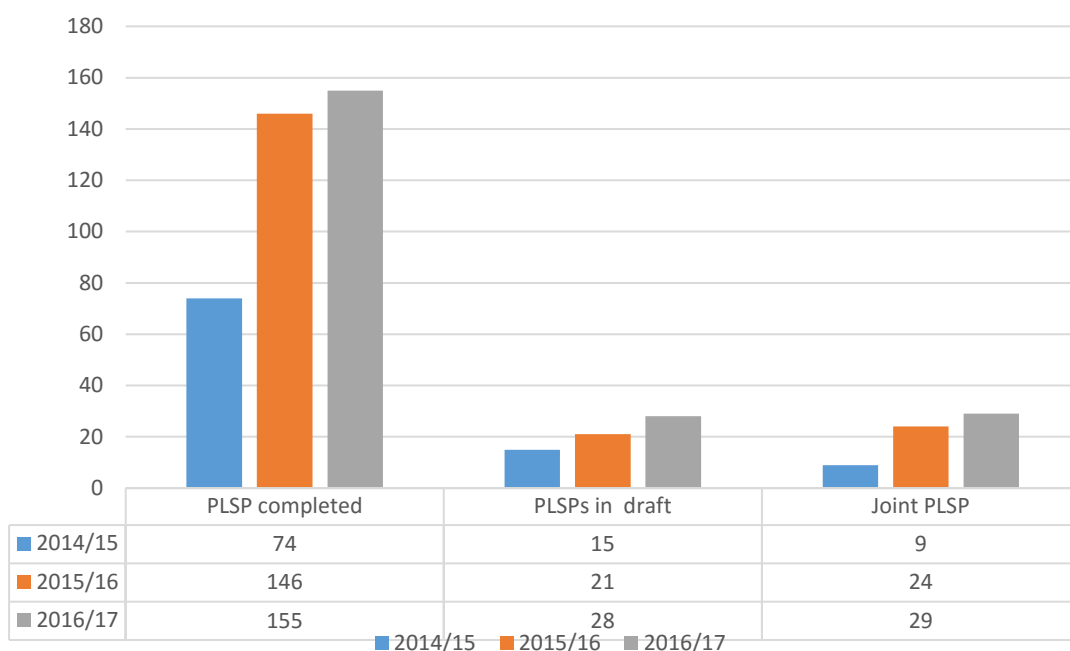
Student Mental Health Support:

Wellbeing & Support Officers (WBSOs) target this support to students who have disclosed a diagnosed mental health condition or who are experiencing mental health difficulties which may affect their studies. WBSO's also provide support to some students with an Autism Spectrum Disorder or Social Emotional or behavioural difficulties. Practical & emotional support and advice is provided to these students throughout their studies and may also include the development & implementation of Personal Learning Support Plans (PLSP's). The WBSO's also provide mental wellbeing information and run group sessions throughout the year to the whole student population as well as offering support and advice to staff in relation to supporting their students.

Mental Health Difficulties disclosed by students

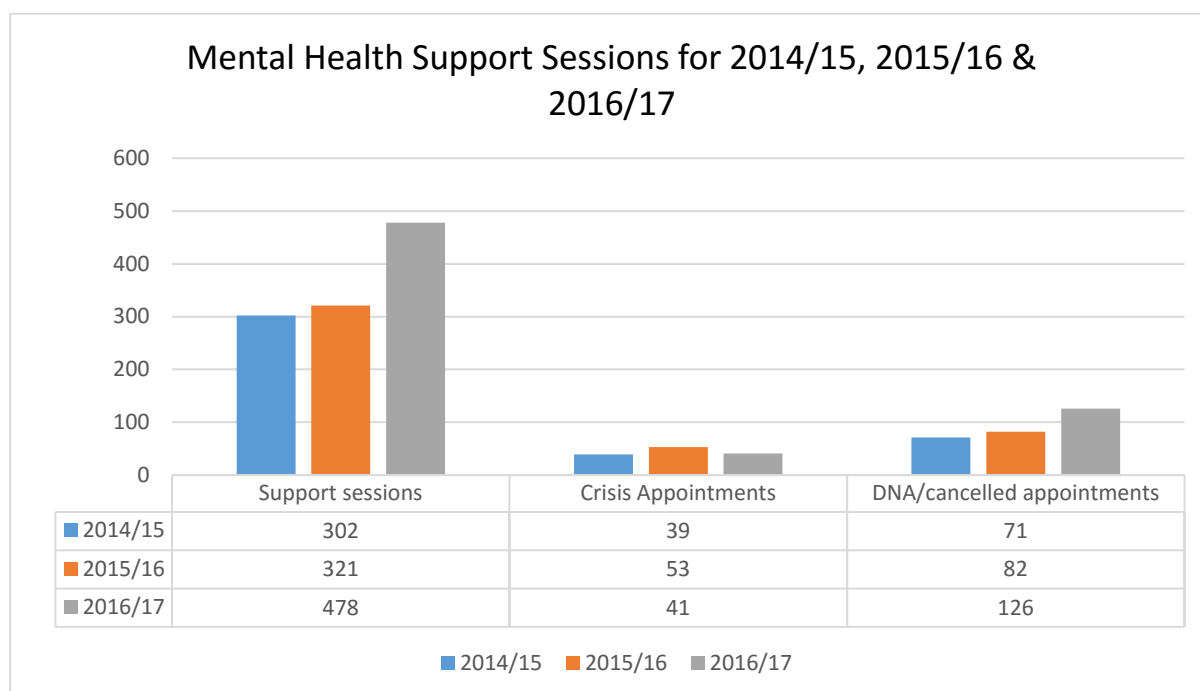


Number of PLSP's for Mental Health



A total of 155 PLSP's were implemented for students with Mental Health Conditions. This includes 29 PLSP's which were completed jointly with the Additional Support Team for students with more than 1 health condition. This is an increase of 109% over a 2 year period.

Over the course of the 2016/17 academic year the WBSO's provided 840 support sessions (including PLSP meetings, support sessions and crisis support) to 252 individual students within Perth College UHI. This is an average of 3.3 meetings per student with a WBSO during the academic session although in reality, some students only required 1 support session whilst others will have met with the wellbeing and support officer on a number of occasions. The number of support sessions has increased by 58% over a 2 year period.



Mental Health Promotion: A number of mental health promotion events were held across campus over the year & provision of a range of self-help materials

Student Feedback

Feedback questionnaires were developed and disseminated to all students by email who accessed support from the WBSO's to ensure consultation on effectiveness of service and to enable and empower students to make suggestions for improvement. Feedback was also gained from all workshop participants throughout the year.

100% of feedback forms returned (27) reported that the support they received had improved their overall experience at Perth College and when asked

“To what extent has the support provided by the WBSO enabled you to continue your studies”

100% of respondents reported “to a great extent” or “to a large extent”.

Lunchtime Support: Following the number of requests for support around emotional distress at break times, particularly for those students with a Social Communication Condition, a trial period of a lunch support group was established to provide a safe supportive environment for students struggling to cope with the social demands of unstructured breaks.

A small group of students were consulted regarding what they would like this support to consist of and the feedback was

- quieter space to eat lunch or spend break times
- place to meet other people in a small group environment
- support staff available if required
- Activities available e.g. chess, internet facilities, magazines etc.

Evaluation of trial from student feedback and staff feedback indicated that this type of lunch support would be beneficial if operating from a suitable venue and would in the long term be able to be provided without continued staff support required. This would also foster development of social skills & independence amongst some of our vulnerable students.

It is planned to roll this out again in 17/18 (to students identified by the Support Team) and be offered from the new Student Support Hub. This would negate the need for staffing hours as staff are based in this area.

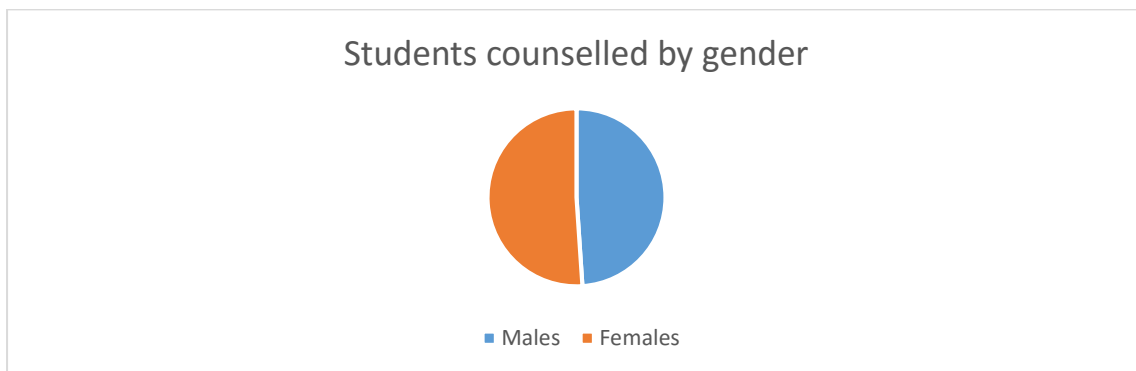
Curriculum Area Input: WBSO were involved more in Course inductions, PDP sessions & course interviews were attended throughout the year on request to promote the student support service with the focus on early intervention and to discuss self-help materials available.

External Partners: Effective working relationships and informal partnerships have been established with a range of external agencies including RASAC, PKC Wellbeing Teams, Autism Initiatives, LGBTI Youth, Terence Higgins Trust, NHS staff.

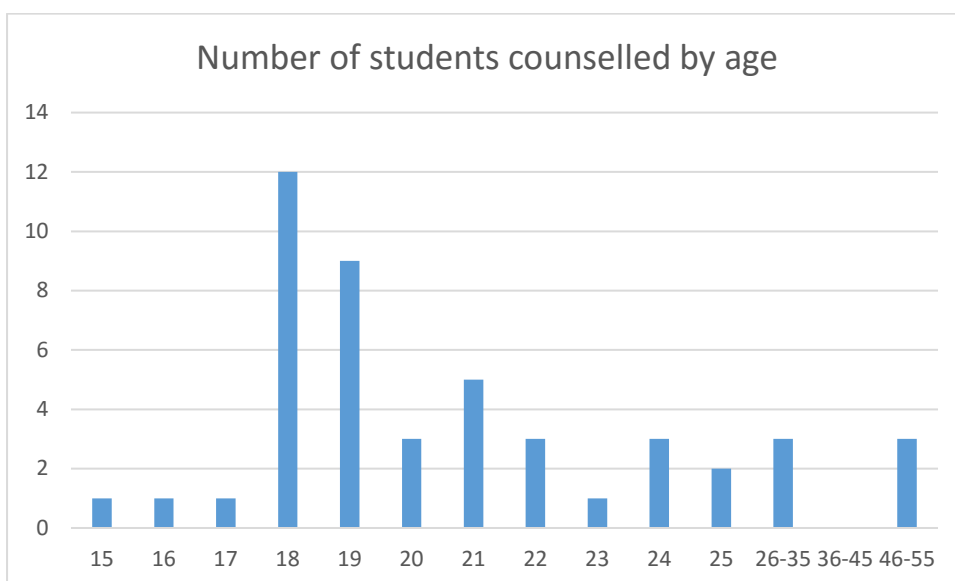
Student Counselling: Highlights in 2016-17:

- Ongoing assessments: reduced average waiting time from referral to assessment from 30 days to 21 days
- Successful two appointment system introduced towards the end of the academic year
- New Evaluation Forms developed to assess the impact of counselling on academic outcomes, student experience and retention
- Counselling Café well attended during Healthy, Happy, You
- Successful Placement student
- Improved administration

Referrals	Assessments offered	NO Shows Assessments	Students offered counselling
98	105	20	65



The total number of male students counselled was 23 (49%) whilst the total number of female students counselled was 24 (51%)



Age: The youngest student attending counselling was aged 15 whilst the oldest student receiving counselling was aged 47. 87% of students counselled were aged under 26.

Online Counselling:

The Student Support and Counselling Team Leader continued co-ordinating the UHI online counselling service during this academic year. The demand for this service has doubled compared to the previous academic year and all the UHI online counsellors based at Perth (3) have had online counselling clients this year.

The counselling team continue to develop a range of professional relationships/partnerships locally and externally for college benefit & professional practice reasons.

Additional Support Team:

Provision includes, production and arrangements of PLSPs, DSA applications and assessments, Internal Assessment arrangements, Assistive technology training (student & Staff)

The significant development in academic year 2016-2017 was the significant increase in in house Needs Assessment provision at Perth College UHI. This is a direct result of Continuing Personal Development undertaken by members of the Additional Support Team and their desire to provide an excellent, accessible and reflective service designed to suit the needs of the student body. Perth College UHI now completes more Needs Assessments in house for students than any other institution in the UHI partnership.

<i>Table 1: Needs assessments quality assured by the University in 2016/17, by assessor's location</i>	
Assessor's location (Academic Partner)	Needs assessments
Inverness College UHI	13
Moray College UHI	23
North Highland College UHI	4
Orkney College UHI	4
Perth College UHI	39
Shetland College UHI	1
West Highland College UHI	5

PLSP Provision

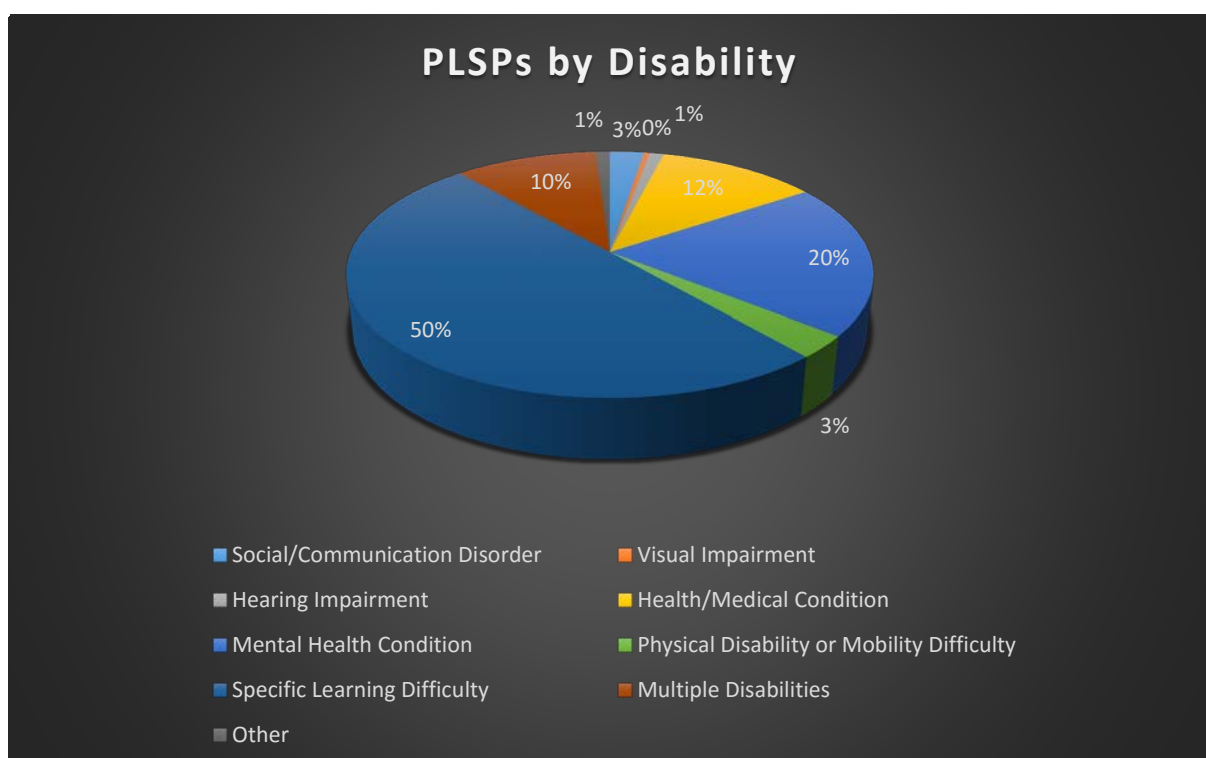
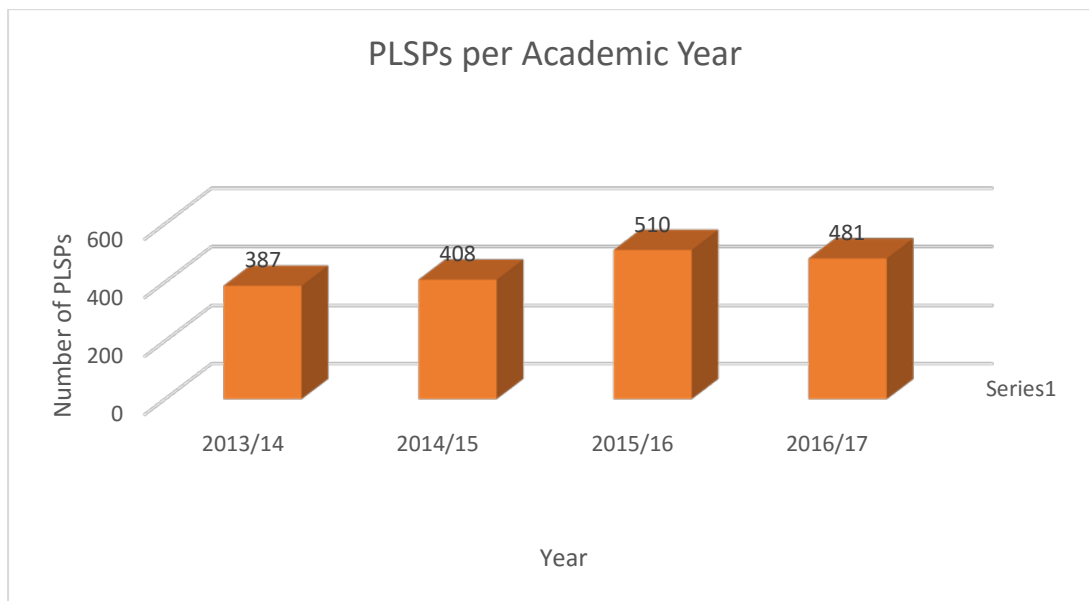
As has been noted in previous years, PLSP provision has generally risen. For the first time in terms of the recording of this information the trend has reversed. Last year we saw a drop in PLSP provision of 5.7%.

YEAR	STUDENT WITH PLSPS	% INCREASE FROM PREVIOUS YEAR
2013-2014	387	7%
2014-2015	408	4.5%
2015-2016	510	25%
2016-2017	481	-5.7%

This can be explained through several factors: it can be particularly difficult to secure evidential requirements for students who present with mental ill health that would meet the criteria specified by external accreditation bodies such as the SQA that would justify the provision of Alternative Assessment Arrangements (AAA) Hence: not all students who are supported by the Student Support Team will translate directly to a PLSP.

Another reason that could go some way to explain the small drop in PLSP provision last year is the shift in the Additional Support Team (AST) emphasis in terms of support. The focus on completing significantly more Disabled Students Allowance (DSA) Needs Assessments; without additional resource doing more and differentiated work with the same resource has meant a drop in other areas of work in comparison to previous years.

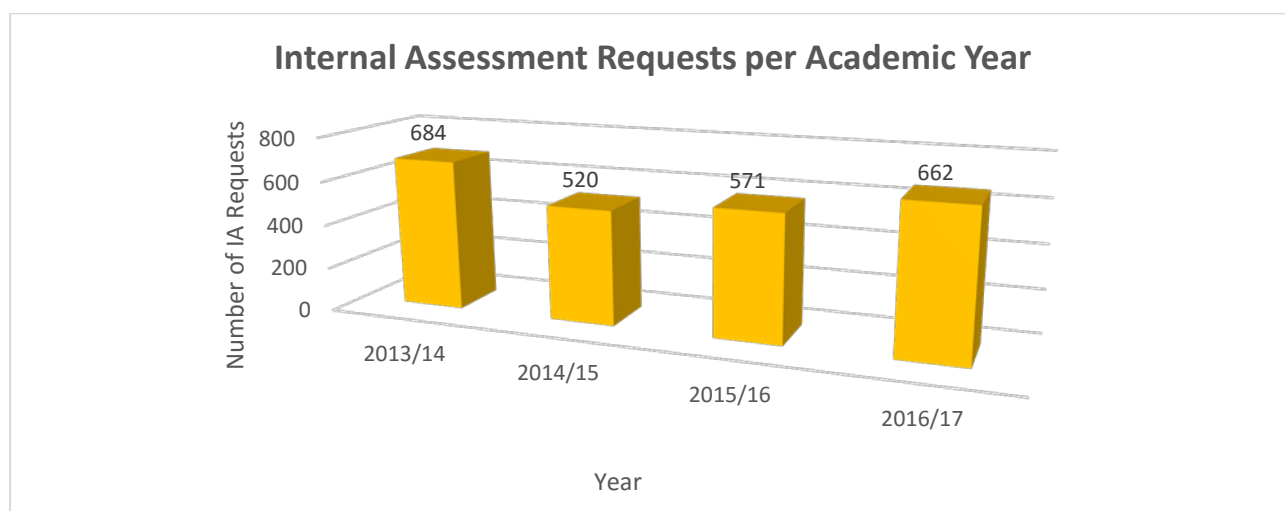
PLSPs no longer generate funds for Colleges involved in collating them. Equally, Colleges are now no longer compelled by the SFC to generate PLSPs or audited by the SFC for funding purposes. This shift in funding, philosophy and legal requirements will undoubtedly impact on the work practices of the AST, SST and alike.



Internal Assessment Requests (IARs)

As noted in previous years, the complex nature of IARs has produced anomalous fluctuations in terms of numbers of requests for each year in comparison to PLSP provision. The complexity of Alternative Assessment Arrangements (AAA), how they are devised, what type of IAR is required will go some way to explain these anomalous statistics. This year 2016-17 would appear to be no different.

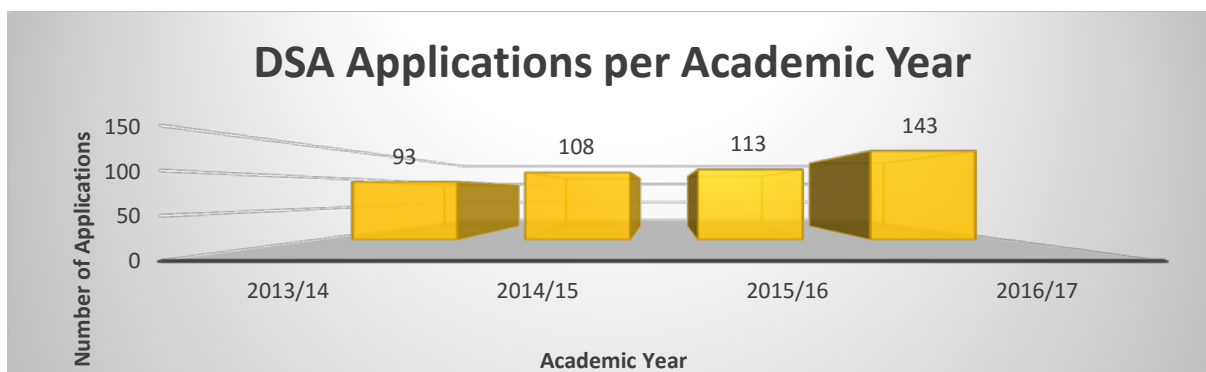
As noted above, we saw drop in PLSP provision of 5.7%. Conversely, we saw an increase in IARs of nearly 16%.



Previous years have seen a relatively steady incline in DSA applications.

The author would contend the reasons for this are threefold:

1. The increase in the number of HE students' enrolments at Perth College UHI. Put simply - the more students we are teaching, the more will require DSA support.
2. 2016-17 was the first year both the Additional Support Team Officer and Additional Support Team Leader were working independently; the Additional Support Team Officer having completed his Needs Assessment training in 2016. We the capacity carryout more DSAs.
3. 2016/17 was relatively stable in terms of staff turnover, hence we had continuity within the AS team, and a period of consolidation. It should be noted that the administration of the Needs Assessment and DSA application process is a new element of the Additional Support Team's Administrator's role.

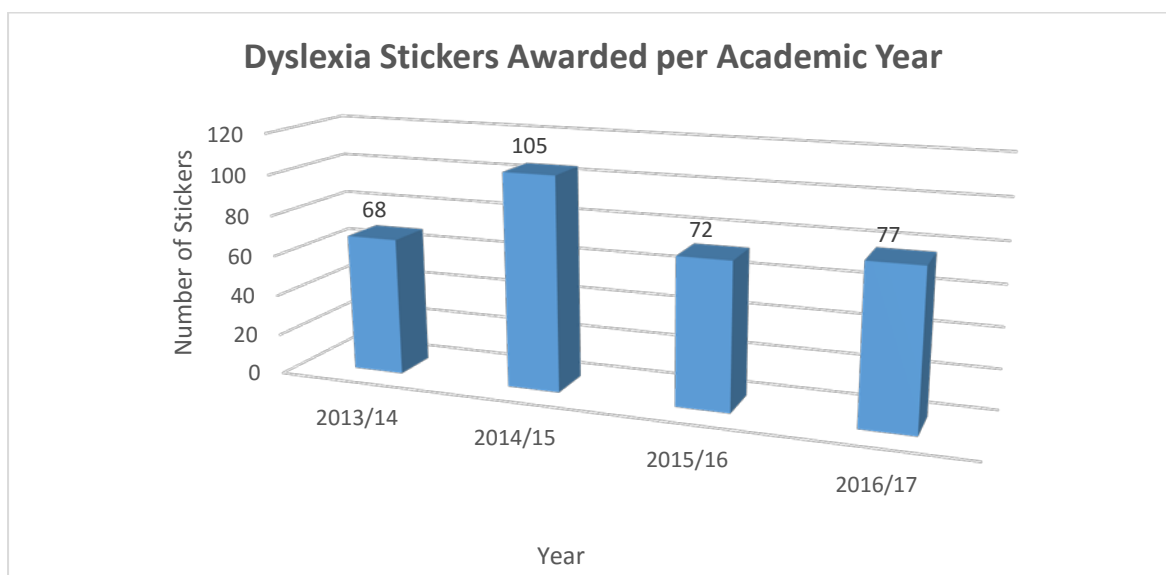


2016-17 applications representing an increase of circa 27%.

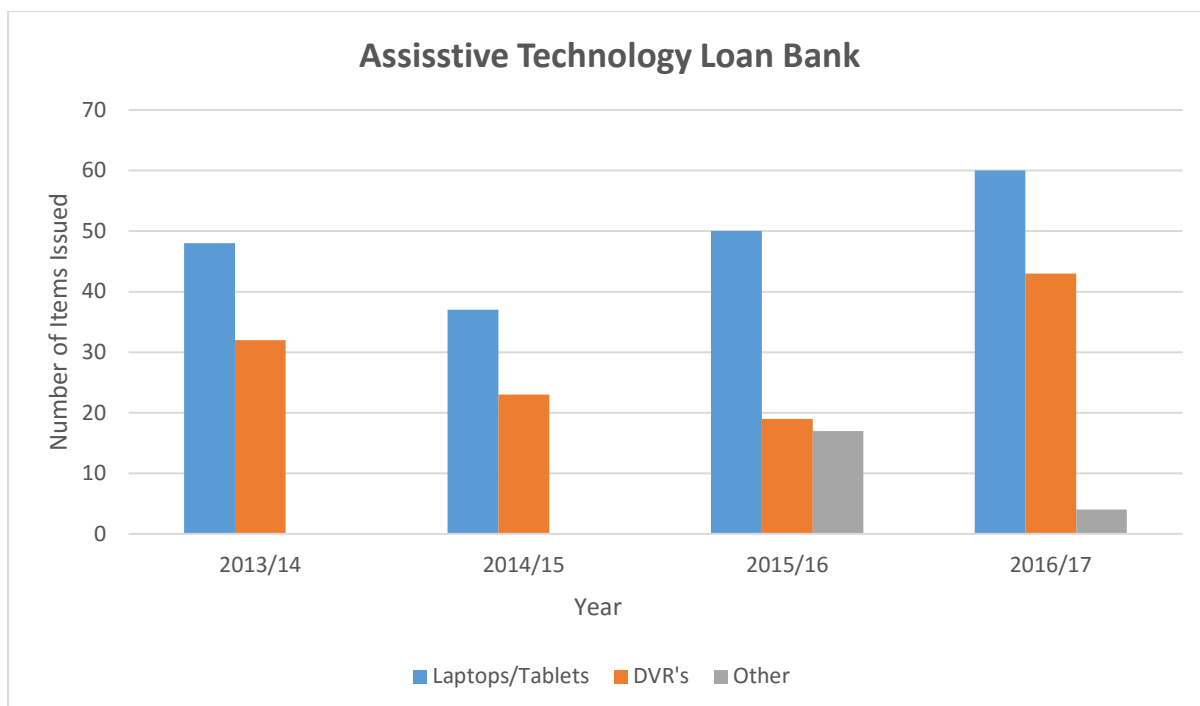
Dyslexia Sticker Scheme

The Dyslexia Sticker Scheme was implemented by UHI across all partners in academic session 2011-12. A dyslexia sticker alerts the tutor(s) marking assignment to the students dyslexia support needs. Tutors are encouraged to mark assessments which have a sticker attached within certain parameters by disregarding dyslexic attributes such as errors of spelling, grammar and language, where this is allowed within regulations.

The graphical information below represents an increase in the use of Dyslexia Stickers by Perth College UHI students. The anomalous numbers of 2014-2015 were identified and explained in last year's annual report. This year we saw a nominal increase in use of the scheme from 72 to 77, representative of an increase of circa 7% and roughly what might be expected.



In 2016-17; we saw a nominal increase in use of the scheme from 72 to 77, representative of an increase of circa 7% and roughly what might be expected.



The Assisitive Technology Loan Bank (ATLB) has a variety of equipment designed to support and facilitate students study. There has been an increase in the amount of laptops loaned. (By far the most common item loaned) There was also an increase in the amount of recording equipment loaned, including Livescribe pens. Primarily, although by no means exclusively, the ATLB is used to support Further Education students who do not have recourse to Disabled Students Allowance as HE students do.

Needs Assessment Reporting/Income

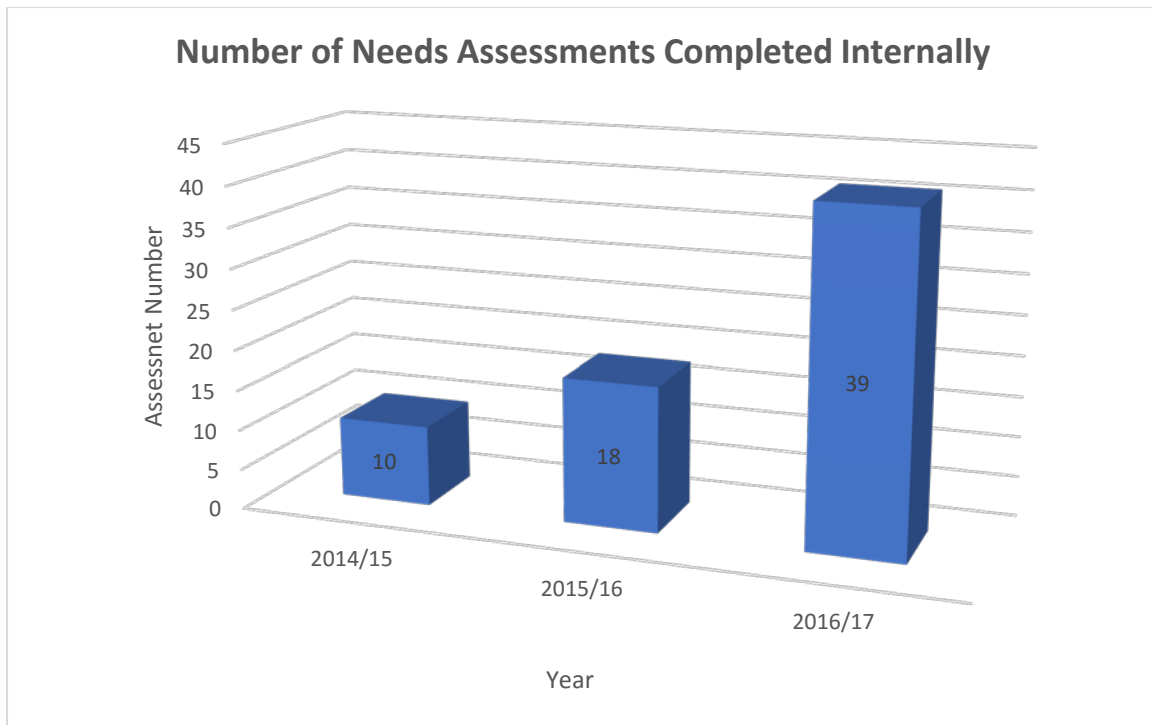
This has been the single, most significant achievement within the Additional Support Team in recent years. It can now be considered that Perth College is now operating a Needs Assessment Centre.

Needs Assessments have been broken into two categories; those completed internally and those completed externally. It should be noted that prior to 2016-17 any Needs Assessment completed externally were done so using a range of external providers. Subsequently, no revenue was secured for these completed assessments.

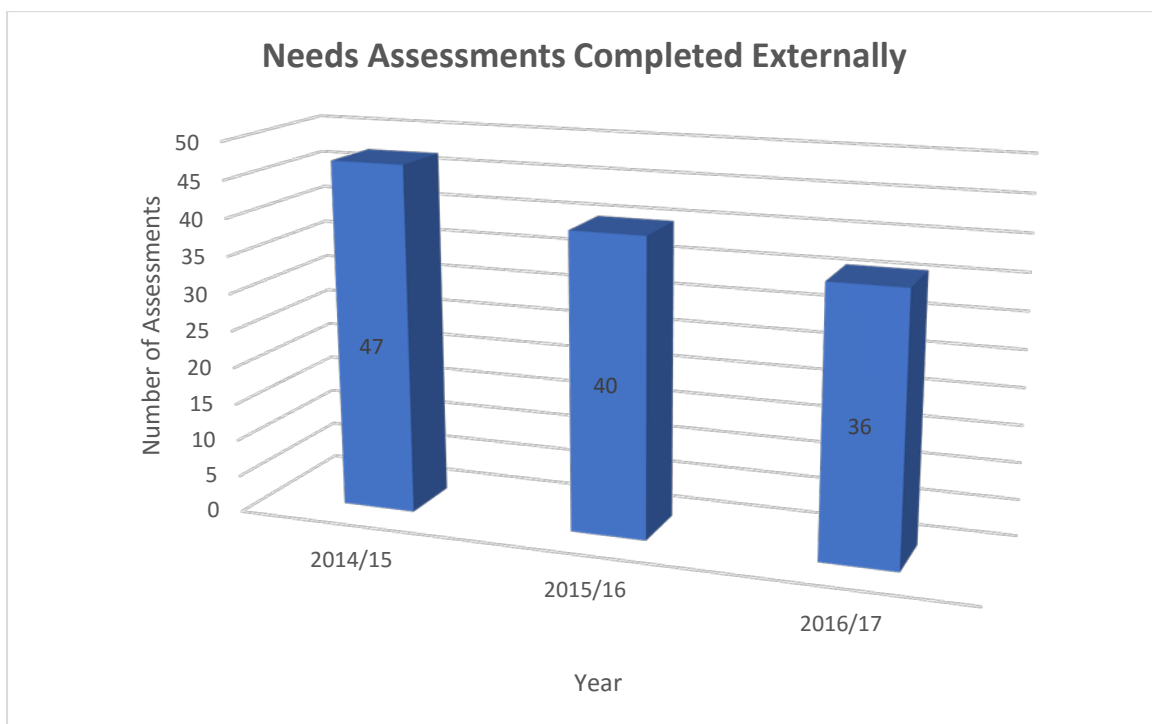
However, we now use a freelance Needs Assessor to complete assessments. Therefore, we administer this process so accordingly, we generate a payment of £90 for each external Needs Assessment completed to cover the costs.

Further, each Needs assessment completed internally, generates circa £405.

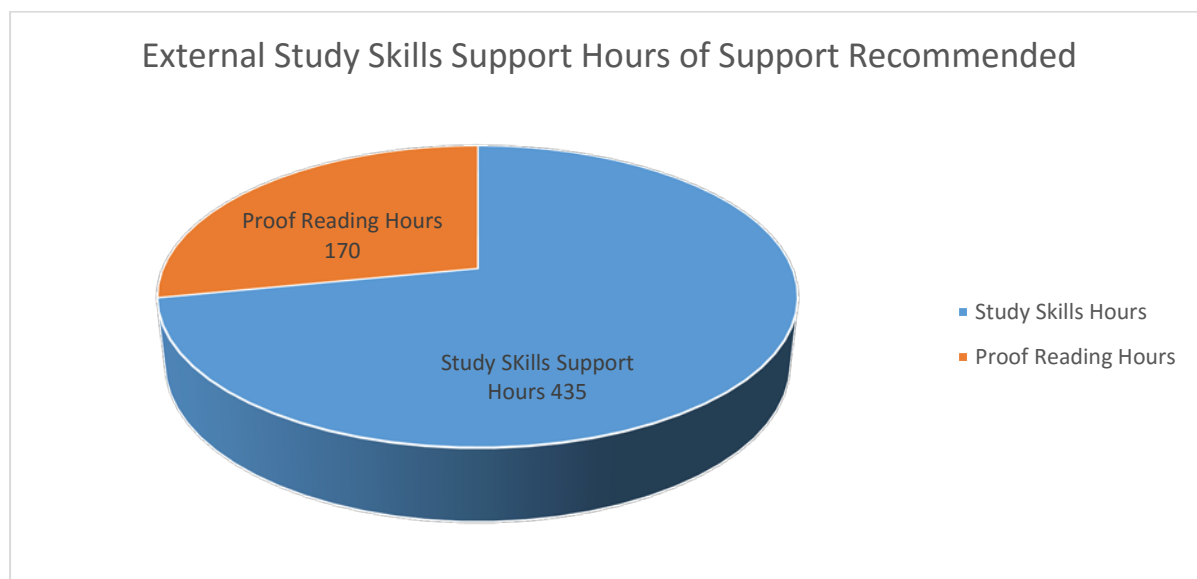
While this income stream is a welcome boost to College coffers it should be noted that there are real benefits to the students and their experience. It brings the student closer to the process in the sense that the application is made at Perth, the Needs Assessment is completed at Perth and the student is given an introduction to the technologies recommended via the report at Perth. This localised support and assessment is superior to the previous model of sending students to an external Needs Assessment Centre.



As the Additional Support Team increase their capacity to complete Needs Assessments the requirement to refer students to our external Needs Assessor reduces.



External Study Skills Support



It should be noted that while the hours are recommended not all of the hours would necessarily have been supported by Be Personnel, there is always the possibility that a student may not access all the hours recommended for a variety of reasons.

Future plans: the Access & Inclusion Strategy and proposed changes as part of that government driver will have a significant impact on the work and priorities of Additional Support Team. Long-term it may impact on the work roles and the wider internal structures and models for Additional support. Our first priority is to focus on reducing the number of PLSPs for dyslexia related conditions, we see this being possible by embedding more appropriate online resources to replace individual PLSPs. These resources, however, would need to in every classroom/workshop and other learning based facilities across the college: the key is maintaining parity of support from existing to future support models. An initial pilot scheme for this is our most likely way forward for this.

There is also a desire to have a 'one stop shop centralised assessment centre' combining and coordinating all current through one centralised centre. The centre would include of all the current types of learning support provision we offer, but the centre would be able to host exams and internal assessments, where practical, for those who need additional support for this. It would also be used to provide Assistive Technology training and instruction for both students and staff who need it and could be something our external local partners E.g. secondary schools AST staff /departments could use for updating knowledge, training purposes etc.

Student Engagement Team:

It was anticipated that the new Academy of Sport & Well-Being (ASW) would impact significantly on the Union-Link building and the Student Engagement Team based there. As a leisure location for students and as a natural partner building for customers of ASW due to its close geographical location to the ASW. That partnership started to develop during 2016/17, culminating with the first Fresher's Fair planned to take place in ASW in September 2017.

The main areas of work we developed and worked on during 2016/17 were:

- Small projects working with internal partners
- Utilising our space for internal and external community engagement
- Hosting live music events
- Building links with external partners
- Developing the volunteering agenda
- Strengthening our work on employability
- Working on projects to engage with groups of students that are traditionally hard to reach

Summary of key achievements over 2016-17

- 38 events – not an exhaustive list but a sample of the offering
- Working with internal partners: Employability Colleagues, Business Link, WEEE Centre, curriculum areas, ASW.
- External partnerships continue to build: we started to develop a formal partnership for Carers – with the initial priority being with Young Adult Carers. This will also contribute to aims and progress around the Access and Inclusion Strategy.
- Provided social activities and hosted a wide variety of student-led events and fundraisers.
- Increased engagement with the student residents as a distinct cohort.
- Raised awareness around a host of social, environmental and health & well-being topics
- Remained the main inclusive social space on campus
- Welcoming around 300+ students per day into our building, with our study area/computer suite often running at full capacity during the day.
- Provided sexual health support through the C-card system, and provision of condoms.

Targets for 2017/18

- Working with ASW to consider the Link Building opening times and social offerings to students and external customers, to maximise opportunities and work more in sync.
- Increased opening times with appropriate staffing to develop new opportunities.
- Build on community links: develop and host community groups in accordance with widening access and access and inclusion policies, link external engagement to key college aims in widening capacity and reaching non-traditional applicants.
- Review, develop and enhance staff roles to incorporate employability, added-value training for students and community partnership working. Increasing capacity to deliver key provision, introducing a model that is student focused and uses (non-traditional) social spaces students already chose to access and frequent. Improves overall student experience.

- Work specifically on community engagement with a view to student recruitment, particularly in the hard to reach and under-represented communities locally. As part of the widening participation agenda.
- Review and re-develop our student Fresher's and Induction events to offer a more consistent and positive experience to all students and across all college areas. Develop a college wide approach & buy-in to this and joined up arrangements. Draft a paper to go to CMT to outline our proposals and thinking.

College Reception Team:

The Perth College Reception Team cover 3 separate reception areas across the college: Main Reception (Braham Building) Student Services Reception (Braham) & Goodlyburn Reception (Goodlyburn Building)

There continues to be a demand throughout the year for the services provided by the reception team as is demonstrated by the figures below. The figures are an estimate as we only count enquiries/calls during one week per month so it is not scientific and can only be used as a general indication.

Combined figures for Braham Reception and Goodlyburn Reception

Month	Enquiries in Person		Internal Telephone Calls		External Telephone Calls	
	15/16	16/17	15/16	16/17	15/16	16/17
September	573	867	170	155	820	905
October	350	261	123	154	479	769
November	269	413	116	159	538	595
January	291	386	119	138	681	646
February	400	310	130	130	546	651
March	424	459	138	130	502	664
April	373	426	138	136	502	595
May	338	354	149	110	550	536
June	209	320	147	171	488	542
July	122	153	56	29	492	378
Total	3349	3949	1286	1312	5598	6281

Student Services (figures were not collected prior to March 2016)

Month	Enquiries in Person		Internal Telephone Calls		External Telephone Calls	
	15/16	16/17	15/16	16/17	15/16	16/17
September	----	530	---	7	---	193
October	---	184	---	4	---	52
November	---	71	---	6	---	57
January	---	114	---	11	---	78
March	177	92	10	4	59	122
April	89	86	6	7	49	127
May	59	20	9	1	58	20
July	16	11	8	5	56	63
Total	341	1108	33	45	222	712

The team continue to provide extra admin related support to the following areas wherever possible: Admissions, Additional Support, Student Support and Funding Teams: they also support work associated with the On-line Student Job Shop as part of Careers provision.

The role of reception is an increasingly complex and broad one and the extra admin tasks involved varied, the receptions themselves are also increasingly busy and there is a growing need to review the role across the team to ensure all reception staff can deliver the same service and admin tasks; allowing us to increase the capacity to deliver across the team; and increase the consistency, this will also help the student and staff experience.

Richard Ogston
Head of Student Services
Perth College UHI.

Paper for Consideration

Subject: Access & Inclusion Update and Progress Report

Author: Head of Student Services

Date of paper: 8/5/2018

Date of meeting: 16 May 2018

Action requested of committee:

(Tick as appropriate) For information only: ☒
For discussion:
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: No: ☒

Executive Summary:

This is an update and progress report that highlights a range of the work on-going at Perth College under the Access & Inclusion agenda and strategy.

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Status of Papers **Open** ☒ **Closed**

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ☒

Access & Inclusion Strategy: Progress Report May 2018

The current Access and Inclusion Strategy was approved by the College Management Team Committee in June 2017.

The Perth College Strategy was drafted following a college wide scoping and mapping exercise. This exercise enabled the college to benchmark its existing position in relation to Access & Inclusion practices and responsibilities. On a positive, the exercise identified a wide range of good practice, approaches and activities taking place across the college and helped identify, recognise value and expertise going forward.

The Access & Inclusion Strategy was a direct result of a SFC directive; following their findings from a national review of student learning support (and plans) which began in 2014-15.

The SFC decided to implement a significant new model and approach within the college sector, as the review highlighted the huge volume and breadth of informal support taking place in colleges that were not eligible for funding assistance or resources through the existing structures at that time. In other words, existing experience and practice in 2015 was not reflected through the national funding arrangements in use at that time to support students.

The national arrangements and model were still focused wholly on supporting students with an official diagnosis; either for a disability, medical condition or learning need. There was a recognition, from the SFC, that the existing set-up was not capturing anything like the range of support taking place across the college sector; especially noting the increasing rise in mental health related conditions and emotional and behavioural issues.

The proposed new SFC model was to:

- Address a lack of fairness in current set-up
- Acknowledge a growing (wider) range of support and need that at that time, as this was not coming to the attention of the SFC: (or being funded directly)
- Ensure funding support was accessible or available to a wider range of support needs (not just for those with traditional diagnosed learning conditions and disabilities)
- Acknowledge that students are presenting with wider and more complex issues, both formally and informally. For Example, a continuing rise in students with significant mental health issues and conditions, groups with emotional and behavioural needs/issues, a rise in student from chaotic backgrounds, and those without a diagnosis but requiring significant support.
- However, the SFC **did not take on board** that increasing numbers of learners will need support in future; as a direct result of the Scottish Government's social justice agenda, and accompanying legislation and drivers. E.g. those from Care Experienced backgrounds, Carers, Non-traditional entrants (including those with English as a second language) those from disadvantaged economic areas locally (SIMD post code areas) Black and Ethnic minority groups etc.

All colleges have been set recruitment targets to increase enrolments for these groups; as part of the Government's Widening Participation framework and agenda. However, most students from these backgrounds will have significant needs and require lots of support to

get them into college, retain them and to help them achieve and be successful. No additional money or resource has been ring-fenced or ear marked for this.

- In summary, the level of funds provided by the SFC in 2014 for supporting students will not be increased any further, on top of that it will now be used to support a broader range of needs and increasingly higher volume of students.

A radical new model was proposed by the SFC in 2015/16. The basic premise of this new model, put responsibility firmly with the colleges. Instead of an individual applicant/student disclosing a condition that meant they have a deficit that the college then make reasonable adjustments (including support arrangements) to bridge. The new model proposes that it is the college (not the individual) that has the deficit. So in future, it will be up to each college to be fully inclusive and accessible for all. The Access & Inclusion Strategies will allow each college to develop and progress their own college wide accessible and inclusive practices and approaches.

Over time, this process of embedding accessibility and inclusivity across 'all aspects' of the college should mean, that in future, individual applicants will not need to disclose specific disabilities, conditions or support needs to the college. As it is expected that colleges will be able to meet the requirement of the most common support needs, through updating and developing its campuses, teaching practices and mainstreaming support needs. Only the most complex cases will have an individual plan in future.

The purpose of the Access and Inclusion strategy is to set our aims and priorities and to progress towards being more inclusive and accessible. This includes progressing in all college aspects: Support, Systems, Processes, Teaching and Learning, ICT, our facilities, Campus etc. Covering the entire student journey.

This poses significant issues and a need for planning to prioritise our work.

Progress to date: recent or current work, activities and developments at Perth within an Access and Inclusive context.

- We have an effective **Corporate Parenting Strategic Plan**, reviewed each year (May/June) and a 3 year reporting cycle to the Scottish Government (first report May 2018.)
- Perth College are already involved with groups and work that matches the government's **Widening Participation** agenda. However, the Head of Student Services has recently (March/April) submitted a proposal paper to SMT on enhancing the role the Student Engagement Team can play to help progress this agenda.
- **A new partnership** has been set up (2016/17) and developed between PKVAS and Perth College to assist and support **local Carers** (and especially Young Carers) access education. We have recently produced progress plan with key priorities and actions. Some developments include a Tick Box on our application form- so applicants can disclose if they are a Carer.

New online training has been finalised for staff to raise self-awareness around this disadvantaged group. We are also having initial discussion internally related to our portfolio, and how effective or accessible it is for this group. We have also agreed with our partners to set up a bespoke webpage for carers and have direct links between this page and relevant external webpages at PKAVs.

- Initial discussion have started around our plans to address how we will meet and comply with obligations and key points set out in the governments **British Sign Language Bill**. (2017) It is likely we could have a shared UHI approach for this, but will still need to identify local aims and work towards these.
- In November/December 2017, two bids were submitted to the **UHI's Strategic Development Fund**: although ultimately unsuccessful, the aims within the bids were important in progressing or access and inclusion agenda.
One bid focused on then need to map and benchmarking how accessible and inclusive our current **student facing IT/online systems** are for students and applicants.
The other bid was a need to create and develop a **('one stop shop') Assessment Centre** in Perth UHI, to carry out a host of work for applicants and students. It would also be offered as a wider UHI resource for all other UHI partners. These ideas are still desirable, and in my opinion we need to discuss or find a way to further these. It would also be a way to increase our own income substantially.
- Our **Additional Support Team**: are now trained and qualified to offer more specific services to our students- increasing our income, and offering a better student experience.
- Introduction of a **Student Hub in 2016/17**: to help the increasing number of students who present with mental health, emotional, or behavioural issues. This is also a staff resources and allows us to offer a safe and quiet space for students and we can deliver small group sessions and initiatives.
- The **Student Link Building** was re-modelled a few years back to make it more accessible and inclusive which it now is the usage has increased further due to the proximity of the new ASW.
- There is an on-going UHI wide project to introduce a **paperless admissions system** by 2019, this will be online but have an applicant interface element allowing applicants to track the progress of their application on the site.
Admissions teams will be able to communicate directly with each applicant within the new site. Our staff at Perth are involved in this project.
- In connection with this work: a pan –UHI Admissions Policy for FE has been agreed (March 2018)
The Short Life Working Group (SLWG) involved are now working on **new agreed and shared processes for the selection, scoring and decision making of our FE students**. These will be agreed and followed by all UHI partners and add consistency and fairness for applicants, and offer more support to staff etc. Training for this will follow in the near future.
- We offer **pre-induction courses 'Get ready for college' and similar for 'Study Skills'** as part of Transitions work. We receive higher volume of applications for this year on year.
- We work closely with the schools and now have put in place more **'Enhanced Transition Plans'** than ever before. Demand increasing each year.
- Our **'New Opportunities' programs** continue to offer effective learning provision support a range of very vulnerable groups, demand for places on specific ones is increasing year on year.

- Both 'New Opportunities' and 'SVS' programs offer **excellent support, transitions and bespoke induction arrangements**.
- **Safeguarding (UHI wide policy)** and a new group of named Safeguarding Officers has been set up across the UHI. The aim is to agree and set-up shared approaches, practice, training and support across the UHI. One other aim is to tie this expertise into the new UHI wide admissions system. Perth are leading in this area of key work.
- Our **outreach local learning centres** offer excellent learning opportunities to those in our more rural communities and also offer accessible formal and informal learning provision for a wide range of learners- including those most excluded.
- The Additional Support Team Leader: is a member of a UHI ownership group developing a: **Single Learner Support Policy** for use by all UHI Further Education partners; the aims being to reduce the duplication of effort in writing and regularly reviewing policy as well as carrying out equality impact assessments.
Aim is to reduce duplication of effort and streamline processes; reduce risk; and to enhance the quality and consistency of the student experience.
- The Student Support Team Leader has developed a partnership with the NHS locally to focus on student well-being and self-help.
- All support staff and increasing numbers of academic staff have attended training in Mental Health Awareness.
- **Recruitment and Admissions** We support a number of students at interview and offer preparation before and debriefing afterwards.
- **Transitions:** we offer 'Enhanced Transitions Support' to all who require this together with engaging with the 16+ meetings at local secondary schools to ensure those coming from school and in need of support are identified early.
- **Spiritual Care Team:** was set up to support a diversifying range of students, overseas students and wider community of learners at Perth College UHI. We continue to work to identify the best way to promote and utilise those involved. (staff can also use and access this resource)
- Delivering **employability sessions** and increasing capacity: by delivering in non-traditional spaces (Link Building) hence reaching those students who normally harder to reach or unlikely to engage.
- Continue to offer and develop our **New Opportunities portfolio**; which offers courses and programs to those most vulnerable and in need of flexible, bit-sized learning.
- Learning Zone: offers additional learning support to any student who needs it.
- Use of a student 'Fitness to Study' approach and process where appropriate, as an alternative to a disciplinary.
- The introduction and use of **symbols** in the BRAG system to highlight particular circumstances of students. E.g. Carers, Care Experienced, those living in college residences,

students with a PLSP etc. This allows PATs and Support staff to identify early those students most at risk and vulnerable at college. It also allows staff to target classes that contain the highest % of vulnerable students. Allowing staff to prioritise their time, expertise and resources where it's needed most.

We support our staff by ensuring they have relevant opportunities to update their knowledge and skills in appropriate areas: recent CPD opportunities have included:

- Complex case discussion group
- Mental Health Awareness
- Counselling Café
- Care Experienced: Support offered to all including 'individual support plans'.
- Equality & Diversity areas:
- Prevent Training to all staff (partly done) as part of raising awareness of those most at risk from radicalisation.
- Awareness sessions form support teams on specific conditions, legal requires or changing practices, to help support our academic teams.
- Online training resources for Safeguarding, Carers, Care Experienced, Equality and Diversity Health and Safety
- There have been a host of new policies and procedures that better support students and staff. E.g. Fitness to Study, Pregnancy, Maternity, Paternity, & Adoption etc.

Key things to consider and do:

- Create an Implementation Plan for progressing our Access & Inclusion Strategy, identify our priorities and progress our set aims.
- Discuss and identify a solution to enable us to start to reduce the number of PLSPs we currently produce. Start to phase to a more embedded model of support, but at the same time we need to ensure parity is maintained.
- How to raise the issue between the SFC and SQA, where one agency (SFC) wants PLSPs to reduce as per Access & Inclusion strategies and the other (SQA) are asking for more of them as part of evidence regarding validation of extra help and adjustments for exams.
- Continue to find and implement new models of support, and pilot these. Especially, models that create close working arrangements between support and academic teams. Eg: differentiated support models, partnership models; targeted earlier interventions: better use of limited expertise and resources and targeting where it is needed most.
- More specific/mandatory training for PATS on a range of areas effecting pastoral support.
- A review of the model and work of the Additional Learning Support Team, and Learning Zone; two separate areas both supporting students. Is there a need to streamline, agree services and set priorities, avoid duplication, and create a more joined service approach. It

may be better for both the students and the college to have one Team Leader or Manager coordinating this?

Richard Ogston: Head of Student Services

May 2018

Paper for Consideration

Subject: HMle Activity Update

Author: Lorenz Cairns

Date of paper: 27 April 2018

Date of meeting: 16 May 2018

Action requested of committee:

(Tick as appropriate) For information only: ☒
For discussion:
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: No:

Executive Summary:

HMle Activity Update for information.

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Status of Papers **Open** ☒ **Closed**

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ☒

HMle Activity Update

Barbara Nelson

- 20.02.18 Academic Affairs Committee.
- 20.02.18 Meeting with Richard Ogston.
- 13.03.18 QRM – specific teams.
- 28.03.18 1 day with Creative and Cultural Industries.
- 30.03.18 1 day with Business, Management, Computing and Leisure.
- 24.04.18 1 day with Applied Life Studies.
- 25.04.18 1 day with STEM.

Future Activity

- 30.04.18 Susan Hunter, Head of HR and Organisational Development.
- 28.05.18 Head of Quality meeting.
- 13.06.18 Board of Management.
- TBA Student team member visit.
- TBA External Partners meeting including Schools.
- TBA 3 x meetings with Interim Depute Principal (shaping the report).
- TBA 1 x meeting with Principal

Ian Beach

22 – 24 May 2018 - projected dates.

HMle review of MA's in Hospitality.

Paper for Consideration

Subject: Student Numbers 2017-18 and 2018-19
Author: Deborah Lally
Date of paper: 27 April 2018
Date of meeting: 16 May 2018

Action requested of committee:

(Tick as appropriate) For information only:
For discussion: ✓
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: ✓ No:

If we do not hit target, we could face clawback. For 2018-19 if our FE credits is decreased in the distribution, then this will put our curriculum offering at risk.

Executive Summary:

Academic Year 2017-18

Higher Education – have succeeded target

Further Education – have surpassed both core target and ESF target

Academic Year 2018-19 planned targets have been submitted to the Partnership Planning Forum (PPF) for HE. FE Regional Board (FERB) have yet to confirm our targets for FE, therefore we have assumed no change to targets.

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Status of Papers **Open** ✓ **Closed** ☐

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Academic Year 2017-18

Higher Education UG

FTE Initial Target	1975	
FTE ESR Target	1969	
FTE To Date	1989	(+14 Initial Target) (+20 ESR Target)

Higher Education PGT

FTE Initial Target	27	
FTE ESR Target	24	
FTE To Date	27.3	(+0.3 Initial Target) (+3.3 ESR Target)

Further Education

Core Target (Credits)	23781	
ESIF Target (Credits)*	1200	
Total Target	24981	
Credits to Date	25996	(+1015) We have been successful with our full-time enrolment for 2017-18 where early retention has slightly improved, thus one of the reasons for our credit position.

Academic Year 2017-18

Planned Targets:

Higher Education

Undergraduate	1975 FTEs
Postgraduate	31.9 FTEs

Further Education

We have not yet received communication via the FE Regional Board on the distribution of credits across the partnership. We have not planned for any increase or decrease to target. We have assumed and therefore planned for the same output for both FE core and FE ESF credit targets.

Paper for Consideration

Subject: CDP Workforce Plan 2017-18

Author: Head of Human Resources and Organisational Development

Date of paper: 9 May 2018

Date of meeting: 16 May 2018

Action requested of committee:

(Tick as appropriate) For information only: ☒
For discussion:
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: No: ☒

Executive Summary:

A CPD workforce plan update to end-April 2018 is attached.

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Status of Papers **Open** ☒ **Closed**

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CPD/Workforce Plan Priorities 2017/2018

Category	Plans	College priority to be met	Progress/Comments/Evaluation as at May 2018
Qualifications	<ul style="list-style-type: none"> • Support/fund continuing and new PhDs for lecturers to build research capacity • Support/fund continuing and new Masters for lecturers for curriculum development/research capacity • Support/fund Masters for Managers for Curriculum Management Development or for support staff for talent/career development • Support/fund TQFE for lecturers to achieve sector competency standards • Support/fund PDAs for lecturers to enhance learning and teaching • Support/fund degrees for lecturers and degrees for managers/staff for curriculum development and talent/career development 	<ul style="list-style-type: none"> ✓ Strategic Aims 3 and 5 ✓ CPD Strategy and Policy 	<p>3 PhDs supported/ongoing during 2017 and 2018</p> <p>11 Masters supported/on-going during 2017 and 5 continuing into 2018</p> <p>2 Masters supported/on-going during 2017 and 2018</p> <p>7 college staff successfully completed TQFE in 2017, and one self funded in addition. 4 staff undertaking TQFE in 2018.</p> <p>14 PDAs being undertaken at the moment with 10 completed in 2017</p> <p>5 degrees or equivalent supported during 2017 which are continuing in 2018</p>
Management Development	<ul style="list-style-type: none"> • Offer up to 10 places on CMI units/qualification at SCQF level 8 for team leaders/managers; and up to 10 places on SCQF level 6 for aspiring managers; and offer opportunity to CMT Managers to study towards CMI SCQF level 11 	<ul style="list-style-type: none"> ✓ Strategic Aim 5 ✓ CPD Strategy and Policy 	<p>Opportunities given to staff to undertake CMI qualifications – 13 staff have achieved either level 6 or 8 certification in 2017/2018. One member of staff Level 11</p> <p>New co-hort began in May 2017 – 2 doing Introductory Award, 7 continuing student (level 6 or 8) and 5 applied for Level 11 Certificate in Strategic Management and Leadership.</p> <p>Plans to develop an in-house leadership development programme to be delivered to CMT in 2018/2019 moving to a preparing for leadership programme in 2019/2020.</p>

Category	Plans	College priority to be met	Progress/Comments/Evaluation as at May 2018
	<ul style="list-style-type: none"> • Arrange Brexit sessions for EU staff with individual advice sessions to ensure staff can make informed decisions. • Arrange short training sessions for managers on key staffing issues • Training for new HR team as part of their induction to the sector and organisation 		<p>These session were held in November 2017, with good attendance.</p> <p>Two stress awareness sessions were run by the Health and Safety Adviser</p> <p>Supporting students and staff with mental health problems for key staff, throughout the year (ongoing)</p> <p>Disclosure Scotland Training provided by external trainer. (April 2018)</p> <p>Job Evaluation training provided by in house specialist (March 2018)</p> <p>Employment law update provided by Thorntons solicitors (March 2018)</p>
Learning, Teaching, Assessment	<ul style="list-style-type: none"> • Identify key CDN events for lecturers to attend • Special Interest Groups held to support teaching, and the sharing of best teaching practice • Support to achieve accreditation through HEA/ALPINE • Support to attend conferences at home and abroad to broaden subject knowledge, improve and 	<ul style="list-style-type: none"> ✓ Strategic Aims 1,2,3,4,5 ✓ College Learning, teaching & Assessment Strategy 	<p>Notifications of events received from CDN are sent to staff on an ongoing basis. From Aug 16 to July 17 there were 34 events and 54 individuals attended. This year from Aug 17 to date there have been 20 events (including webinars and board induction training) and 25 individuals have attended.</p> <p>A total of 10 staff in Perth have achieved Alpine since 2016/17 – 6 of these this academic year.</p> <p>In 2017/2018 Research conferences attended in Heidelberg, Los Angeles, Finland, Philadelphia and Stockholm.</p>

Category	Plans	College priority to be met	Progress/Comments/Evaluation as at May 2018
	<p>update working practices and network with industry or other academic institutions.</p> <ul style="list-style-type: none"> Start of Term Programme of Events, 		<p>39 staff (including teaching staff) attended UK based conferences</p> <p>Start of Term Programme of Events, included General Risk Assessment and Manual Handling, PAT updates, College move to Windows 10, Stress Management PURE research tool guide etc.</p> <p>22 staff attended Teaching at Perth</p>
Equality and Diversity and Access and Inclusion	<ul style="list-style-type: none"> Online and face to face training in Diversity and Equality Impact Assessment within working practice Worldhost training programme for staff – disabilities and culture Development Days to promote Equality and Diversity across the college communities Address inequalities at different staff levels by providing opportunity for personal and professional development of skills, to provide future employment opportunities 	<ul style="list-style-type: none"> ✓ Strategic Aim 5 ✓ Equality Mainstreaming Report ✓ CPD Strategy and Policy 	<p>Mandatory online training ongoing. Due to staff turnover, percentage completion throughout the year ran between 80 and 90%</p> <p>Due to staff turnover no World host training events on Disabilities and Service across Cultures were held</p> <p>Brain in Hand Training provided in-house recently, a number of staff attended.</p> <p>Training in basic IT skills, Microsoft courses, and First Aid offered to cleaning staff on more than one occasion over the year – further sessions are ongoing. A small number of staff have successfully taken up this opportunity to work on their IT skills. One cleaner has achieved ECDL</p>

Category	Plans	College priority to be met	Progress/Comments/Evaluation as at May 2018
			Tractor Driver Training for Estates staff
Health, Safety and Wellbeing	<ul style="list-style-type: none"> Provision of online and face to face training in fire awareness/safety practice, including fire marshal and evac training etc. Supporting staff to undertake general risk assessments, moving and handling, COSH, and safe driving practices. Mental Health First Aid training to provide basic support to colleagues and students Draw up a Stress Risk Profile for staff to provide a basis for addressing the wellbeing needs of all staff Healthy Working Lives annual reviews of Bronze and Silver Awards, and new application for Gold Award 	<ul style="list-style-type: none"> ✓ Strategic Aim 5 ✓ CPD Strategy and Policy ✓ Health and Safety Policy 	<p>Staff have undertaken online mandatory training in Fire Awareness and Mental Health, and new Fire Marshal module being piloted.</p> <p>Evac chair training for volunteers. Moving and handling, COSH, and MIDAS - All training events carried out on a regular and ongoing basis throughout the year, and offered to all staff, or targeted staff as relevant.</p> <p>Mental Health First Aid with external trainer, continues to be offered and as well as being run on two occasions between August and December (21 staff). Three further sessions will be held by end of this academic year.</p> <p>Risk Profile has been drawn up by the H&S Officer</p> <p>Gold Award achieved in 2018</p>
Staff Development Day Themes 16/17	<ul style="list-style-type: none"> August 2017 – Key Priorities for 2017/2018 – Open Your Mind 	<ul style="list-style-type: none"> ✓ Strategic Aim 5.2 and 5.4 	The Principal offered some observations on the opportunities and challenges for Perth College UHI. We had presentations from David Scott from SPARQS, sharing with us the importance of student engagement across all

Category	Plans	College priority to be met	Progress/Comments/Evaluation as at May 2018
	<ul style="list-style-type: none"> November 2017 – How Good is Our College and Team Evaluations February 2018 – Operational Planning to Deliver Success 		<p>areas of our work and Prince Honeysett our Student President shared some thoughts (and entertained us) on how he hopes to take forward the work of the students association under its new governance as HISA Perth. Sessions took place on data protection and supporting students.</p> <p>November 2017 – 227 staff attended. Staff rated the day as 'Good' (3 out of 4). We had presentations from Education Scotland, and internal staff. Workshops ran on Principles of Lean, Supporting Students to be Successful, and An Intro to career management, which was very worthwhile.</p> <p>February 2018 - 296 staff attended and overall rating was 'of some interest' (3 out of 5). Text Wall is getting good feedback. Mixed response overall, but team time rated as valuable in most cases – overall vote 4 out of 5. Sessions took place to beginning defining our values and on research strategy.</p>
Mandatory Training	<ul style="list-style-type: none"> Mandatory training on-line modules to be completed by 90% of all staff 	✓ Strategic Aim 5	<p>Due to turnover the 13 modules to be undertaken by new starts, and ongoing updates for all staff ranges between 80% and 90%.</p> <p>New module being launched this month for GDPR.</p>
Learning Technologies Training	<ul style="list-style-type: none"> Continue to support all staff with digital skills training, and technology training to support 	Strategic Aim 4 and 5	<p>Staff make use of the knowledge base for particular tasks in the various technologies</p> <p>http://www.perthltc.com/training.html</p>

Category	Plans	College priority to be met	Progress/Comments/Evaluation as at May 2018
	teaching and the business processes.		<p>Over the year 4 events recorded - on Copyright and VLE, Supporting Students on Bb and VLE and Smartboard with 31 attending. Additionally, one to one sessions are requested by new staff.</p> <p>Promethean sessions were held for HR, Sport and Fitness areas and health and beauty this year</p>

Paper for Consideration

Subject: Balance Scorecard
Author: Deborah Lally
Date of paper: 27 April 2018
Date of meeting: 16 May 2018

Action requested of committee:

(Tick as appropriate) For information only: ☒
For discussion:
For recommendation/approval:

Cost implications:

(Tick as appropriate) Yes: ☒ No: ☐

Executive Summary:

The Balance Scorecard has been revised to align with our Strategic Plan 2016-2021 and therefore renamed to 'The Vision 2021 Scorecard'.

Components of the vision that have been updated this time round are under the following sections:

Student and staff achieving their potential – Perth College students moving on to positive destinations. Available for FE only. HE will not be available until after 9 May 2018.

Student activity measures – recruit to published targets

Information recorded in College minutes and papers is 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.

Status of Papers **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 and papers about living individuals, under the terms of the Data Protection Act 1988.

Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ☒

Perth College UHI Dashboard for Vision 2021: Strategic Plan 2016-21

					Baseline	2016-17			2017-18			
No	Vision 2021 Scorecard Measure	Measure	ROA FE Measure	Cttee	2015-16	Target	Current RAG	Trend	Target	Current RAG	Trend	Comments
Students and staff achieving their potential												
1	Students:	Students:		Engmnt Ac. Affairs								
	a)Number of full-time FE learners undertaking programmes with an element of substantial work experience or volunteering opportunity	a) Number of FT programmes that offer opportunities for work experience of equivalent to 1 unit or more	6		20	↑	24	↑	↑			
	b)Number of apprenticeships	b) Number of students undertaking apprenticeships (total):	5		348	↑	355	↑	↑	299		2017-18 figure indicative only, accurate as at the end of Sept 2017. Overall the number of apprenticeships increased in 2016-17 from the baseline by 7. The number of SDS funded MAs increased by 30, but this was matched by a drop of 23 non-SDS funded apprenticeships.
		i) SDS-funded			145		175	↑		147		
		ii) Non-SDS Funded			203		180	↓		152		
c)Vocational qualifications delivered to senior phase pupils	c) Number of Vocational qualifications delivered to senior phase pupils	2a, 2b, 4c		75	↑	145	↑	↑			New measure for 2016-17. 2016-17 saw the number of vocational qualifications delivered to senior phase pupils almost double from the baseline, with an increase of 70 (an increase of 93%)	
2	Perth College students moving on to positive destinations (including progressors)	Proportions of FT students entering positive destinations (including progressors) in:	7,8	Ac. Affairs								
		i) HE			93%	↑			↑			2016-17 data tbc Feb 2018
		ii) FE			84.4%		83.70%	↓				
3	Staff:	Staff:		Engmnt Ac. Affairs								
	a)Number of staff days spent on CPD/year	a) Number of staff days spent on CPD/year (average per head)			5.3	6.5d	4	↓	6.5d			
	b)Proportion of staff with teaching qualifications	b) % of permanent staff with TFQE or equivalent.			84%	↑	88%	↑	↑			New measure for 2016-17. based on % of permanent staff with TFQE or equivalent. In 2016-17 4% of staff undertook and completed TQFE compared with 5.3% in the baseline year. The proportion of staff without TQFE or equivalent dropped from 10.6% in 2015-16 to 8% in 2016-17. The figures are draft only and have not been subject to BoM approval.
	c)Numbers of staff presenting papers at conferences and number of publications	c) Numbers of		RSKE								
		staff presenting papers at conferences			19	↑	19	↔	↑	5		New measure for 2016-17. Final values for 2016-17 are yet to be confirmed, but are not expected to alter significantly from those presented here. Values for 2017-18 are indicative of progress and are accurate up to end Sept 2017 and based on data received from the current Research Activity Co-ordinator and from HR CPD database.
		number of publications			8	↑	8	↔		↑	14	
Student satisfaction												
4	Track FE and HE student satisfaction through national student surveys:	The proportions of students overall satisfied with college experience in:	9	Engmnt Ac. Affairs								
	a) Student Satisfaction and Engagement Survey	a) Student Satisfaction and Engagement Survey			93%	↑	95%	↑	↑			
	b) National Student Survey	b) National Student Survey			76%	↑	80%	↑				
5	Proportion of classes with a student representative or agreed structure	Proportion of classes with a student representative or agreed structure		Engmnt	HE = 52% FE = 34%	↑	HE = 52% FE = 34%	↑	↑			New measure for 2016-17. There are 128 Higher Education (HE) classes (containing 5 or more students) and 172 Further Education (FE) classes. We seek to optimise the number of classes that elect Class Reps, and this year achieved 52% of all HE classes and 34% of all FE classes, giving a total of 41% of classes represented by 267 Class Reps (continuing a 4 year upward trend in representation)
6	End of year Student survey outcomes:	Proportions of students that agree or mostly agree with the statements from the End of Year Student Outcomes (SSES) :		Engmnt								
	a) Course/achievement	i)The course was what I expected (prev. I am satisfied with my course)			84%	↑	89%	↑	↑			Rating baseline: (i) 65, (ii) 73. Satisfactionwith course and achievement remained stable from theat in 2015-16, with satisfaction in the course increasing by 5 percent points and achievement by 1.
		ii) I am achieving what I set out to do			91%		92%	↔				
	b) Destination	i) I am aware what I can do after my course			92%	↑	91%	↔	↑			Rating baseline: (i) 78, (ii) 77. Satisfaction in outcomes relating to destination of colleges leavers also remained stable from 2015-16, with both measures showing a decrease of only 1 percent point.
		ii) I feel prepared to take my next steps			91%		90%	↔				
	c) College	i) I would recommend the College to a friend			92%	↑	94%	↑	↑			Rating baseline: 78. There was a small increase in 2016-17 in the percentage of students agreeing that they would recommend the college to a friend.

Perth College UHI Dashboard for Vision 2021: Strategic Plan 2016-21

Student activity measures												
7	Recruit to published targets for :	Meet published FTE recruitment targets for:	1a, 1b	Ac. Affairs								
	a) FE	a) FE			26010	26,067	25,368	↓	23867	25996	↑	Both targets for 2017-18 have been met and the figures will be finalised end of year.
	b) HE	b) HE			1885.9	1951	2002.6	↑	1975	1989	↑	
8	Track progress towards providing a system of learning that is widely accessible and diverse by analysis of data as follows: age, gender, postcode, protected characteristics and care experienced subject area, numbers from schools with highest rates of negative destinations	Recruitment of learners from the following protected characteristics in FE courses (Enrolments and Credits = Es and Cs):		Ac. Affairs								
	i) SIMD20				Es=347 Cs=3108	↑	Es = 347 Cs = 3108	↔	↑			New measure for 2016-17.
	ii) Care Experienced				Es = 63 Cs = 737		Es = 63 Cs = 690	↔				
	iii) Minority Ethnicity				Es = 441 Cs = 4461		Es = 461 Cs = 4474	↔				
	iv) Disability				Es = 945 Cs = 6536		Es = 1022 Cs = 6545	↔				
	Number of courses with a gender ratio of greater than 3:1 (75/25 split)				33	↓	34	↔	↓			2015-16 Total Enrolments = 946 (33% female). Total FE Credits 5961 (12% female); New measure for 2016-17.
9	Track retention and attainment of all full time and part time funded college programmes	FE RETENTION	4a, 4b	Ac. Affairs								
	a) of students in courses over 160h (inc. FT):											
	i) Overall				83.60%	↑	82.11%	↓	↑			New measures for 2016-17. Remained mostly stable for 2016-17 compared to baseline (2015-16), with a drop in retention of FE students from SIMD20 and an increase in care experienced learners. Variances greater than 3pp were coloured red or green accordingly.
	ii) SIMD20				84.70%		76.81%	↓				
	iii) Care Experienced				62.50%		67.35%	↑				
	iv) Minority Ethnicity				89.90%		89.51%	↔				
	v) Disability				82.40%		80.09%	↓				
	vi) Gender				F: 80.3% M: 86.6%		F: 79.79% M: 84.18%	↓				
	b) of FT FE students				80.10%	↑	79.08%	↓	↑			New measure for 2016-17. The retention of FT FE learners remained stable with only a slight drop of 1.02pp
		FE ATTAINMENT	4a, 4b	Ac. Affairs								
	a) Proportion of Day 1 attainers for courses over 160h (inc. FT):											
	i) Overall				72.50%	↑	69.54%	↓	↑			New measures for 2016-17. Proportions of Day 1 attainers (FE only) dropped in all categories except those learners identified as care experienced, which increased by 7.2 percent points (pp) compared to the 2015-16 baseline. The gap between proportions of male and female day 1 attainers widened in 2016-17 (10.7pp difference) compared to 2015-16 baseline (9pp). Categories that varied by less than 3pp from the baseline have been identified as amber/stable. Variances greater than 3pp are coloured red or green accordingly.
	ii) SIMD20				71.40%		65.70%	↓				
	iii) Care Experienced				47.90%		55.10%	↑				
	iv) Minority Ethnicity				86.50%		83.22%	↓				
	v) Disability				69.20%		66.60%	↓				
	vi) Gender				F: 67.8% M: 76.8%		F: 63.95% M: 74.68%	↓				
	b) Proportion of Day 1 attainers for FT FE courses				72.7%	↑	68.54%	↓	↑			New measure for 2016-17. The proportion of Day 1 attainers for FT FE reduced by 4.2pp from the baseline.
Sustainability												
10	Financial:	Record:		Audit F&GP								
	a) Outturn	Achieve a break-even underlying operating position			-£4,000	Break-even	£2,000	↑	Break-even			Baseline Underlying Operating Position' (2015-16) was a deficit of £-4k, which was negligible in terms of % of total income (0.017%). For 2016-17 there was as surplus of £2k
	b) Gross carbon footprint	Gross carbon footprint	10		1864 tCO ₂	↓	1681tCO ₂	↓	↓			The Climate Change (Scotland) Act 2009 suggests that annual target reduction figures be 3% over the previous year. While a reduction of 3% has not been achieved for 2016-17, there has still be a reduction of 3tCO ₂ despite the College buildings footprint having increased by over 20% with the completion of ASW in 2016, which will have impacted on the carbon footprint. Removal of portacabins during 2017 will impact on 2017-18
	c) Non-core funding income (to include Knowledge Transfer)	% of income from non-SFC sources (inc. KT)			42%	↑	40.40%	↓	↑			Non-SFC funding for 2015-16 was 42%. Any non-government grants are recognised in full in the year they are received.
11	Staff rates of turnover (a) and sickness absence (b)	Track:		Engmnt Ac. Affairs								
	a) Staff turnover (%) to be maintained below national average (20.5)				15.4	20.7	20.8	↓	20.5			Staff turnover for 2016-17 was comparable to the national average, but increased by 5.4% from the baseline.

Perth College UHI Dashboard for Vision 2021: Strategic Plan 2016-21

		b) No days staff absent on sick leave (average sick days per head)			9.2	↓	7.6	↑	↓			The number of days staff spent on sick leave reduced in 2016-17 by 1.6days compared to the baseline.
12	To maintain a healthy and safe working environment	Number of accidents reported to HSE		Audit H&S	3	↓	7	↓	↓			
13	Number of businesses that engage with Perth College UHI	Number of business on Contacts Database recorded as having had an interaction with Perth College UHI		Engmnt	965	↑	965	↔	↑			New measure for 2016-17.

Definitions:

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

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

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

NM = New Measure for 2016-17

pp = percentage points



No.	Scorecard Descriptor	Measure	report to	when	date AY+0
1	Student Development	a)Number of FT programmes that offer opportunities for work experience of equivalent to 1 unit or more	Ac. Aff	Nov	22/11/2017
1	Student Development	b)Number of students undertaking apprenticeships (total):	Ac. Aff	Nov	22/11/2017
1	Student Development	c) Number of Vocational qualifications delivered to senior phase pupils	Ac. Aff	Nov	22/11/2017
2	Perth College students moving on to positive destinations	Proportions of FT students entering positive destinations (including progressers) in HE & FE	Ac. Aff	Feb	14/02/2018
2	Perth College students moving on to positive destinations	Proportions of FT students entering positive destinations (including progressers) in HE & FE	Ac. Aff	May	16/08/2018
3	Staff development	Staff a)CPD days and b) teaching quals (permanent staff)	Ac. Aff	Nov	22/11/2017
3	Staff development	Staff a)CPD days and b) teaching quals (permanent staff)	Engagement	Aug	31/08/2017
3	Staff development	Staff a)CPD days and b) teaching quals (permanent staff)	Engagement	Nov	09/11/2017
3	Staff development	c) Numbers of staff presenting papers at conferences and number of publications	RSKE	Oct	
4	Student satisfaction	The proportions of students overall satisfied with college experience in a) SSES and b) NSS	Ac. Aff	Nov	22/11/2017
4	Student satisfaction	The proportions of students overall satisfied with college experience in a) SSES and b) NSS	Engagement	Aug	31/08/2017
4	Student satisfaction	The proportions of students overall satisfied with college experience in a) SSES and b) NSS	Engagement	Nov	09/11/2017
4	Student satisfaction	The proportions of students overall satisfied with college experience in a) SSES and b) NSS	QEC	Feb	
5	Proportion of classes with a student representative	Proportion of classes with a student representative or agreed structure	Engagement	Aug	31/08/2017
5	Proportion of classes with a student representative	Proportion of classes with a student representative or agreed structure	Engagement	Feb	01/02/2018
5	Proportion of classes with a student representative	Proportion of classes with a student representative or agreed structure	QEC	Feb	
6	End of year Student survey outcomes:	Proportions of students that agree or mostly agree with the statements from the End of Year Student Outcomes (SSES) wrt a)course/achievement, b)destination and c)the college :	Engagement	Aug	31/08/2017
6	End of year Student survey outcomes:	Proportions of students that agree or mostly agree with the statements from the End of Year Student Outcomes (SSES) wrt a)course/achievement, b)destination and c)the college :	Engagement	Nov	09/11/2017
6	End of year Student survey outcomes:	Proportions of students that agree or mostly agree with the statements from the End of Year Student Outcomes (SSES) wrt a)course/achievement, b)destination and c)the college :	Ac. Aff	Nov	22/11/2017
7	Recruit to published targets	Meet published FTE recruitment targets for a)FE and b)HE	Ac. Aff	Nov	22/11/2017
7	Recruit to published targets	Meet published FTE recruitment targets for a)FE and b)HE	Ac. Aff	Feb	14/02/2018
8	widening access	Recruitment of learners from the following protected characteristics in FE courses: SIMD20; Care Experienced; minority ethnicity;disability; gender	Ac. Aff	Feb	14/02/2018
9	retention and attainment	a)FE Retention: of students in courses over 160h (inc FT), broken down by: SIMD20; Care Experienced; minority ethnicity;disability; gender and FT FE students	Ac. Aff	Nov	22/11/2017
9	retention and attainment	b) FE attainment: Proportion of Day 1 attainers for courses over 160h (inc. FT) , broken down by: SIMD20; Care Experienced; minority ethnicity;disability; gender and FT FE students	Ac. Aff	Nov	22/11/2017
10	Financial	a) outturn: Achieve a break-even underlying operating position	Audit	Feb	27/02/2018
10	Financial	a) outturn: Achieve a break-even underlying operating position	F&GP	Mar	07/03/2018
10	Financial	b)Gross carbon footprint	F&GP	Mar	07/03/2018
10	Financial	c)% of income from non-SFC sources (inc. KT)	Audit	Feb	27/02/2018
10	Financial	c)% of income from non-SFC sources (inc. KT)	Audit	Sep	05/09/2017
10	Financial	c)% of income from non-SFC sources (inc. KT)	F&GP	Mar	07/03/2018
11	Staff rates of turnover and sickness absence	Staff turnover (%) and no. sick days (ave per head)	Engagement	Aug	31/08/2017
11	Staff rates of turnover and sickness absence	Staff turnover (%) and no. sick days (ave per head)	Engagement	Nov	09/11/2017
12	healthy and safe working environment	Number of accidents reported to HSE	H&S	?	
12	healthy and safe working environment	Number of accidents reported to HSE	Audit	Feb	27/02/2018
13	Business engagement	Number of business on Contacts Database recorded as having had an interaction with Perth College UHI	Engagement	Nov	09/11/2017

Row Labels	Max of date AY+0
Ac. Aff	
Feb	
2	14/02/2018
7	14/02/2018
8	14/02/2018
May	
2	16/08/2018
Nov	
1	22/11/2017
3	22/11/2017
4	22/11/2017
6	22/11/2017
7	22/11/2017
9	22/11/2017
Audit	
Feb	
1	27/02/2018
1	27/02/2018
Sep	
10	05/09/2017
Engagement	
Feb	
1	01/02/2018
Aug	
3	31/08/2017
4	31/08/2017
5	31/08/2017
6	31/08/2017
11	31/08/2017
Nov	
3	09/11/2017
4	09/11/2017
6	09/11/2017
11	09/11/2017
1	09/11/2017
F&GP	
Mar	
10	07/03/2018
H&S	
?	
12	
QEC	
Feb	
4	
5	
RSKE	
Oct	
3	

Research, Scholarship and Knowledge Exchange Committee (RSKE)

Draft Minutes

Meeting reference: 3 of 3 for Academic Year 2017-18
Date and time: Wednesday 18 April 2018, 3.00pm – 5.00 pm
Location: Room 019 Brahan Building, Perth College UHI

Members Present:

Martin Price, Director, Centre for Mountain Studies (Chair)	Margaret Cook, Principal and Chief Executive
Michael Rayner, UHI Dean of Research	Patrick O'Donnell, Research Coordinator
David Gourley, Curriculum Business & Engagement	Rob Boyd, Degree Programme Leader
Susan Hunter, Head of Human Resources	Sara O'Hagan, Degree Programme Leader

Apologies:

Gareth Bradley, Degree Programme Leader	Eleanor Brown, Sector Development Director
Andrew Rae, UHI Professor of Engineering	Sharon McGuire, Sector Manager
Nick Green, Sector Manager	David Paterson, Lecturer, Sound Engineering
Lorenz Cairns, Sector Development Director	Neil Simco, Assistant Principal for Curriculum Growth & Vice Principal (Research & Impact)
David Watt, Sector Manager	Frances Whittet, Lecturer, Health and Social Sciences

Vacancies:

Postgraduate Student Representative (Vacancy)	Undergraduate Student Representative (Vacancy)
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Chair: Martin Price, Director, Centre for Mountain Studies
Minute Taker: Sue Livsey, Quality Officer - Clerk
Quorum: 8 – meeting was not quorate

Item		Action
1	Welcome and Apologies Professor Martin Price (Chair) welcomed everyone to the meeting, the third of calendar year. The meeting is not quorate the meeting is mainly for updating and no decisions will be made. Apologies were noted as above.	
2	Minutes of the previous meeting held on 22 January 2018 (paper 1) Minutes were agreed as an accurate record of the meeting.	
3	Update on Actions and Matters Arising (paper 2)	
3a	MP asked for a list of people who had been at staff conferences in the past year. SH replied that with the current HR dataset it was not possible. Action: MP to meet with Linda Lamont (LL) and POD	MP/POD/LL
3.1	See Agenda item 5	
3.2	POD has completed a mapping exercise relating to which activities should be considered as research, scholarship and knowledge exchange, and produced a new template for CPD. He proposed piloting this with the 10-14 people likely to submit to the REF. SH has looked at this from a HR perspective and advised that it would need to go through JNC for EIS approval. SH will add to the agenda for next JNC meeting on 26 April 2018. Action: SH to invite POD to JNC on 26 April 2018 to discuss proposals for capturing research activity through the professional review. Action: POD to send clerk e-copy of proposal pack to distribute to members. Action: Members to provide feedback on proposal pack to POD by 25 April Action: POD to edit proposal to include explicit mention of mentoring and ALPINE opportunities under scholarship. Action: SH to confirm whether Melanie Smith could be invited to the June staff conference day.	SH
4	Research Hub bid MC reported that no Perth bids had been secured Perth Lead for Athena Swan MR said that having an HR person on the application as a member of the team preparing and presenting the bid was deemed to be potentially problematic. MR advised contact should be made between Mary Doherty (UHI lead for Athena Swan) and Susan Hunter to discuss this matter.	POD POD POD

<p>5</p> <p>6</p>	<p>Action: MR to contact SH to discuss who Perth Lead should be</p> <p>Melanie Smith Visit A visit has still to be arranged although POD is in contact with Melanie and positive discussions have taken place. Possibly, she could be invited to the June Staff Conference. Action: POD to discuss with SH</p> <p>Feedback on Activities See Agenda item 4</p> <p>Review of RSKE Strategy and Enabling Plan This has now been completed and approved by Academic Affairs Committee</p> <p>Update on UHI Research Innovation Fund See Agenda Item 5</p>	<p>MR</p> <p>POD/SH</p>
<p>4</p>	<p>Research and Scholarship Coordinator Update</p>	
	<p>POD provided an update of his recent activities:</p> <ul style="list-style-type: none"> Identifying which people might be submitted for the REF. There have been some challenges with Music. We have invited the Reader in Music, Mark Sheridan to explore a way forward. At the last RSKE meeting, POD received an invite from Neil Simco and POD has been contributing to the new UHI Research and KE Strategy. In March had a lunchtime talk on “Data Storage for Researchers” by Philippa Currie (Archivist and Record Manager) and Ruth Priest, UHI (Head of Libraries). Philippa Currie is researching the history of the UHI and will be using some of the interview transcripts that POD has with G Hills. RE Networking – POD was invited to join the University of Dundee “Teaching Innovation and Learning Enhancement (TILE) group. This will hopefully help with future Research collaboration and KE. CAIRN (College Action Inquiry Research Network) has gained traction. POD has been asked to chair the group – members are from Stirling, Dundee and Aberdeen Universities, College Development Network, and Scottish Funding Council. POD and Kenji Lamb (CDN) have written the aims and scope for the new online journal and a call for papers has gone out. CAIRN should provide an opportunity to capture some research work from people at Perth researching FE. Patrick has been working with Allie Scott on one research article and there are other staff who are considering writing for the Journal 	

	<p>Glasgow University Research: PASCAL (Place And Social Capital And Learning) International Observatory – Perth College UHI will be taking part in their new survey instrument on Community and Regional Engagement. The benchmarking exercise offers a new conceptual lens to consider how Perth College engages with its local community. Moreover, the actual questionnaire instruments – through systematic appraisal - allow the college to develop more nuanced understandings, helping to identify where to concentrate strategic development efforts. John Tibbitt, Research Fellow, will come along and do a workshop in May. This should provide a useful insight for the college and offer an opportunity to be involved in research with John.</p> <p>MP thanked POD and asked who else would get involved with these activities. These activities increase the information flow to those interested in research.</p> <p>CAIRN would contribute to the environment part of the REF submission on pedagogic research.</p>	
5	UHI Research Innovation Fund	DG
	<p>David Gourley spoke about paper 3.</p> <p>UHI have received £250K of Platform Grant and £360K Outcome Grant.</p> <p>Sport and Wellbeing Perth are leading on Health are working with Royal College of Surgeons and Rural Health.</p> <p>Energy group have employed a Business Development Coordinator.</p> <p>Entrepreneurship is moving slowly and all projects are moving slowly and still finding their feet.</p> <p>MR suggested inviting Dr Joe Irvine, Head of Knowledge Exchange UHI.</p> <p>MP asked what was the funding process moving forward. DG said that it should be the same amount in 18/19 but many projects are still at an early stage; hopefully all will be ongoing for next year. Coming into the second year there will be a drill down to assess sustainability.</p> <p>SOH said it would be useful to know the process to allow</p>	

	<p>teams/individuals to plan ahead.</p> <p>MP said this was a standing agenda item and that David will continue to provide updates.</p> <p>MR informed members that reporting is part of Neil Simco's re-structure plan and there will be a UHI RSKE Committee with top level focus.</p> <p>MP -There needs to be a contact for each stream and each academic partner.</p> <p>Action: DG to liaise with Rob Boyd on developments related to the PhD on renewable energy.</p> <p>Action: To consider inviting Dr Joe Irvine, Head of Knowledge Exchange UHI to next RSKE meeting to discuss developments.</p> <p>Action: To confirm with Neil Simco who the Perth contact for the REF should be going forward.</p>	<p>DG</p> <p>MP</p> <p>MP</p>
6	<p>REF Update</p> <p>MR informed members that a critical decision had been announced: there has been a change and the initial threshold has been raised for 2 impact studies for the first 19.99 FTE in each Unit of Assessment (UoA). This change will affect at most 2 of UHIs submissions, as none was of a large enough scale.</p> <p>The next year is critical to get the outputs published. MR told members that Neil Simco had confirmed that a few mini-sabbaticals (c. £3K each) would be available to assist people to produce high-quality outputs for the REF. Bids would go through the UoA Coordinator and would have to be submitted to Margaret Little in early May, with sabbatical leaves then being undertaken from late May onward. This would facilitate the transfer of resources to cover the sabbaticals before the end of July. The Coordinators should work with HR departments to identify colleagues who would benefit most.</p> <p>POD stated that, in addition to CMS staff, 11 people could be considered for submission to the REF. MR said the need to ensure that the final group of staff who are eligible for submission to the REF would need to be finalised soon. If there were colleagues in this group who do not have outputs currently available for submission, the mini-sabbatical option might be helpful. This is not least in respect of the fact that if staff are eligible for submission but do not have an output to present, this would lead to an 'unclassified' score for part of the submission in that discipline area, which would have reputational consequences. Nevertheless, there was a balance to be struck between avoiding unclassified scores and providing funds to help secure top-level outputs, which would enhance UHI's score and provide subsequent Funding Council</p>	<p>POD / DG</p>

	<p>research grant income.</p> <p>Action: To Identify people at Perth to be considered for mini-sabbatical funding and discuss with relevant UoA Coordinators (3K per person)</p>	
7	Research Clusters Update	
	<p>MESE has new chair – Professor Ben Wilson.</p> <p>Health Cluster have an all-day research Impact seminar on Friday 20 April to develop impact case studies.</p> <p>SILK/HARC are planning a writing retreat for colleagues developing skills for writing and publication on 13/14 June.</p> <p>MP said that SILK is most relevant to Perth but not very active. MR discussed that Ingrid Mainland has resigned as co-chair of SILK, so that another co-chair to work with Keith Smyth is needed.</p>	
8	UHI Research Conference 2018	
	<p>UHI Conference 2018 will be held on 11-13 December at Perth College. Three hotels have been booked in Perth with Fiona Leiper working with colleagues at Perth College regarding the logistical arrangements and catering for the conference. Professor Lesley Yellowlees, Chair of Scottish Funding Council Research and Knowledge Exchange Committee, will be a keynote speaker with other activities including scene setting and what is happening across the UK.</p>	
9	AOCB	
	<p>MP noted that the meeting was not quorate this time and that the previous meeting was also not well attended. He requested that this is raised at the next Academic Affairs Committee on 16 May 2018. Going forward and arising from the current College re-structure and changes to job roles and remits, this would be an opportune time to review membership and terms of reference for RSKE Committee.</p> <p>Action: Circulate request for papers in advance of each meeting</p> <p>Action: Remind members that all papers should go out a week in advance of each meeting.</p>	<p>Clerk</p> <p>Clerk</p>
10	Date of next meeting	
	To schedule meetings for 2018/19	Chair/ Clerk
	The meeting closed at 4.30pm.	

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 1988. 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 1988? Yes ☐ No ☒

Summary of Action Items			
Ref	Action	Responsibility	Time Line
3a	Perth College HR report on conference attendance to be attached to minutes for circulation.	SH	ASAP
3.1	Add an item to the agenda for the next RSKE meeting to update on UHI Innovation Fund and the Sport & Fitness Knowledge Exchange hub in particular	Clerk	Next meeting
3.2	Discuss proposals for capturing research activities within the professional review process.	POD/SH	Next meeting
4	Provide an update to the next RSKE meeting on points 2, 3, 4 & 8 from the list of recommendations	POD	Next meeting
	Seek guidance on the process and timescale for the Research Hub bid.	MC	
	Confirm the lead person for Athena Swan at Perth	MR	
	Invite Melanie Smith, UHI Research Coordinator to Perth for a familiarisation visit	POD	
	Provide feedback on activities included under research, scholarship and knowledge exchange And revise table	All POD	
5	Meet to review RSKE Strategy and Enabling Plan in line with College Strategic Plan	POD/DG/MP/ MC	
6	Provide an update on UHI Research Innovation Fund at next meeting	DG	
7	Add an agenda item for the next RSKE meeting to update on REF	Clerk	Next meeting
8	Add an agenda item for the next RSKE meeting to update on review of clusters and committee structure	Clerk	Next meeting
9	Schedule the last meeting for AY 2017/18	Chair/Clerk	

Membership

Principal – Chair
2 Representatives of the Board of Management (one to be Vice-Chair)
2 Academic Staff Representatives
2 Support Staff Representatives
2 Student Representatives nominated by the Students' Association
Vice Principal Academic
Curriculum and Business Engagement Director
International and Corporate Services Director
Head of Quality
Head of Student Services
Head of Student Records
Chair of Research, Scholarship and Knowledge Exchange Committee
Head of Academic Practice

Quorum

The quorum shall be 8 including the Chair or Vice Chair

Frequency of Meetings

Normally 3 times per academic session, and as required.

Terms of Reference

The Academic Affairs Committee shall ensure the overall quality and academic health 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 function and responsibilities listed below:

- 1 Proactively lead the development and review 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: private, public and third.
- 2 Ensure that the student experience remains at the heart of the academic offer and is continually benchmarked and reviewed in the context of best practice in the sector.
- 3 Promote best practice in regard to the pedagogical environment in order to maximise and enhance student learning and achievement.
- 4 Commission research, and based on the outcomes of that research, propose actions to enhance quality and assure high standards in respect of the student experience and related pedagogical experience.

- 5 Be alert to factors likely to impact on the development and delivery of the academic portfolio e.g. student funding, Scottish Government policy, and sector developments.
- 6 On receiving reports and updates from other relevant College and UHI Committees, consider the implications for the College, and where appropriate act to ensure the relevance and currency of the academic offer.
- 7 Prioritise and make recommendations in respect of work force planning and continuing professional development, in so far as this underpins and enhances a dynamic College environment; the academic, research, scholarship and enterprise offer.
- 8 Review and endorse the College's policies and strategies that relate directly to the student experience.
- 9 Instigate any actions it considers appropriate to maintain and enhance Perth College UHI as a centre of educational excellence.

Revised 2 May 2016