Academic Affairs Committee

Agenda

Meeting reference: Academic Affairs 2017-18/02
Date: Tuesday 20 February 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 22 November 2017		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	**Presentation**			
	Sector Manager Presentation Nick Green, Sector Manager - Audio Engineering and Theatre Arts		Nick Green	
7	Education Scotland: Evaluative Report and Enhancement Plan: update and future plans		Chair/Barbara Nelson, Education Scotland	Verbal
8	**Student Experience**			
*8.1	HISA Perth College Update	Student President	Student President	Paper 2
*8.2	Student Surveys: Student Induction and early experience 2017-18	Head of Quality	Head of Quality	Paper 3
9	**Strategic Planning**			
*9.1	Regional Outcome Agreement – Progress Report on 2016-17	Curriculum and Business Engagement Director	Curriculum and Business Engagement Director	Paper 4

*9.2	Student Retention and Attainment Report 2016-17	Head of Student Records	Head of Student Records	Paper 5
10	**Curriculum**			
*10.1	Workforce Planning 2017-18	Head of HR and OD	Principal	Paper 6
*10.2	Quality Review/Evaluation Process	Head of Quality	Head of Quality	Paper 7
11	**Engagement**			
*11.1	Student Engagement Strategy Update	Head of Student Services	Head of Student Services	Verbal
11.2	Student Funding Update	Head of Student Services	Head of Student Services	Paper 8
11.3	Student Partnership Agreement – 2017-18 Action Plan update	Student President	Student President	Paper 9
12	**Performance Monitoring**			
*12.1	Balanced Scorecard	Head of Student Records	Principal	Paper 10
*12.2	Student Numbers 2018-19 - Planning Update	Head of Student Records	Head of Student Records	Paper 11
13	**Standing Committees**			
13.1	Quality Enhancement Committee (QEC) minutes and agreed actions • 25 January 2018	QEC Secretary	Head of Quality	Paper 12
13.2	Research, Scholarship and Knowledge Exchange Committee (RSKEC) • 22 January 2018	RSKE Secretary	Director-Centre for Mountain Studies	Paper 13
14	Date and time of next meeting • 16 May 2018	Secretary	Secretary	
*15	Review of Meeting (to include check against ToR)	All		Paper 14

Academic Affairs Committee

Paper 1

DRAFT Minutes

Meeting reference: Session 2017/18, Meeting 1 of 3
Date and time: Wednesday 22 November 2017 at 2.00pm
Location: Room 19, Brahan

Members present:

Margaret Cook Principal and Chief Executive (Chair)	Harold Gillespie, Board of Management (Vice Chair) by video link
Brian Crichton Board of Management	David Gourley Curriculum & Business Engagement Director
Jane Edwards Support Staff Representative	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
Nurina Sharmin Vice President HISA Perth	Maureen Masson Secretary to the Board of Management

Apologies: Professor Martin Price, Chair of Research, Scholarship and Knowledge Exchange Committee
Dawne Hodkinson, International & Corporate Services Director
Sharon McGuire, Teaching Staff Board Member

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
7.4	Clarify the correct terminology for 'Developing Scotland's Workforce'	Curriculum and Business Engagement Director	ASAP
11	Organise the date for the next meeting of Academic Affairs	Secretary	By Christmas closure

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Minutes

Item		Action
1	**Welcome and Apologies** The Principal welcomed everyone to her first meeting of the Academic Affairs Committee for session 2017-18. Attendance and apologies were noted as above.	
2	**Additions to the Agenda** There were no additions to the agenda.	
3	**Declaration of Conflict of Interest in any Agenda Item** There were no declarations of a conflict of interest.	
4	**Minutes of Meeting Held on 17 May 2017** These were accepted as an accurate record.	
5	**Actions Arising from Previous Minutes** **6. Presentation** • Circulate Deborah Lally's presentation. **Action – complete** • Investigate system developments including holding residential information and parent status of students. **Action –Student records development ongoing** **7. PCSA/HISA update –** • Further work on governance, financial aspects and on transition arrangements. **Action complete –Board approved final merger agreement on 14 June** 8. **Access and Inclusion Strategy and Corporate Parenting Plan** • Final Strategy and Plan to go to the Board meeting on 14 June 2017. **Action complete –Board approved strategy on 14 June** **9.1 Curriculum Approvals**	

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- Keep under review whether a sector review of courses is necessary.

  Action – ongoing review and curriculum strategy on the agenda for the meeting

Industrial Action

Action - Concluded

6 Student Experience

6.1 Student Experience Students' Association Report

The Committee noted the report from HISA Perth that summarised the activities the Student Association was working on. Of particular interest was the Equate Scotland work and efforts to improve the gender imbalance in STEM. The Committee was keen to explore an opportunity to promote STEM activity by, for example, preparing small 'take away' cards highlighting courses, initiatives etc. Something similar already existed for promoting modern apprenticeships so marketing would be asked to develop something similar. Principal

6.2 Student Surveys: Exit Survey/Student Satisfaction and Engagement Survey

The Head of Quality introduced the paper and set out the background to the survey. The Committee noted the first 10 questions about overall satisfaction and engagement were set by the SFC and were common to all FE institutions. The College set the other questions. Responses were shown for a 3-year period, as it was helpful to look at trends as well as individual years.

The Committee noted that the individual results and trends were carefully monitored were followed up and action plans prepared where appropriate. Efforts were also being made to improve students' understanding of the questions and give greater prominence to the survey via blackboard for example.

The Committee noted that much had been done to encourage student participation but that there was a fine line between compelling students to complete the survey versus taking part independently. It was agreed that it was critical for the key messages to be pitched at an appropriate level.

The Committee noted that the SFC had been contacted over the wording of question 10 about the influence of the student association. There was greater scope for additional support through HISA for full student body engagement via, for example, the class

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representative system. Other ways to engage students were discussed such as focus groups working with HISA. Creative thinking was needed on ways to engage part-time students who were generally on campus after the curriculum admin team had finished their working day.

It was agreed that it might be appropriate to include a question about the quality of learning material in future surveys and their accessibility and inclusivity.

The Committee commended Ian Morrison for the good work he had done to promote the survey.

6.3 National Student Survey 2016 -17

The Committee noted the paper which gave a brief overview of the main outputs from the National Student Survey which was for final year student to complete The Committee noted the summary of key results and the graphs charting the responses for overall satisfaction by academic partner and subject network.

The full report with detailed outcomes was available from the Head of Quality.

Curriculum

7.1 Curriculum Strategy

The Curriculum and Business Engagement Director introduced this item. The Committee noted that the Strategy had been developed in the context of the College 2021 Vision articulated in the Strategic Plan taking account of strategic priorities and external drivers. It set out seven main aims and the means for measuring those aims. The Committee noted that greater emphasis would be put on curriculum design and innovation, to meet the needs of employers, locally, nationally and internationally. It was also important to work with curriculum leaders over the period of the plan to ensure delivery methods were fit-for-purpose and different pathway for study were available and flexible.

The Committee was reacted positively and **approved** the Curriculum Strategy.

7.2 Curriculum Planning and Chart of Courses

The Curriculum and Business Engagement Director introduced the paper noting that a potential risk area for the College was curriculum areas where there was static/little/no growth and that this would be monitored. There were two areas, however, where growth was predicted to be positive – in the main, this linked to the 'developing young workforce' initiative. One such area was the delivery of foundation apprenticeships which links to the modern apprenticeship

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scheme. A number of new Foundation Apprenticeships were planned for the next academic year. The potential growth area was in the provision of a food, nutrition and textiles degree aimed at those wishing to pursue a career in home economics teaching. The Committee agreed that with limited options it was important to look for innovation or possible niche areas and development of post doctoral options which was seen as a possible growth area. Flexibility and agility were important in curriculum design.

7.3 Student Recruitment

The Head of Student Records reported a positive position in terms of the figures for FE early retention. At this point in the year, the College was on course to hit the target for core and ESF funded students.

In terms of HE, there was a small shortfall in the number of FTE. This, however, this had been mitigated by increasing the number of part-time enrolments and plans for a January start dates for courses would minimise the shortfall even further.

The Committee noted the positive recruitment position and the fact that an increased number of part-time student would possibly affect the outcomes in the student surveys. Further work was ongoing with the Sector Development teams to understand why there was shortfalls in some areas and to understand trends which appeared to show a reduction in the number of progressing students on some programmes.

A questionnaire had been developed to reach out to students who had applied to the college, but did not take up a place in the end. Even if a small response returned, it was hoped that some rich data would be gathered to help inform future curriculum planning.

7.4 Developing Young Workforce (DYW) Update

The Curriculum and Business Engagement Director introduced the paper that provided an update on DYW and the related KPIs. The Group noted the positive progress and the efforts that had been made to reach pupils with additional support needs and those who had become disengaged.

Clarification was needed in relation to the overarching term used, in particular whether the description was Developing Scotland's Workforce.

Curriculum & Business Engagement Director

***7.5 Education Scotland Evaluative Report and Enhancement Plan (Closed item)**

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8 Performance Monitoring

8.1 Balanced Scorecard Update

The Committee noted the Balanced Scorecard Update and progress against achieving measures.

8.2 SQA Systems Verification Visit

The Committee noted the outcome of the SQA Systems verification visit and that actions to address amber outcomes had been implemented resulting in an assessment of 'significant strength' in all 6 quality categories.

9 Remit and Role of Committees

***9.1 Draft Plan of Work for the Committee 2017-18**

The Committee approved the draft plan of work for the year.

10 Standing Committees

10.1 Quality Enhancement Committee – 2 November 2017

The minutes were noted.

10.2 Research Scholarship and Knowledge Exchange Committee –3 November 2017

The minutes were noted.

11 Date and Time of Next meeting

To be confirmed as the current dates clashes with the date of staff conference. — Secretary

***12 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** ☐

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With the exception of item 7.5 which will be redacted from the open minute.

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 ☒

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Academic Affairs Committee

Paper 2

Paper for Consideration

Subject: HISA Perth College Update
Author: Students' Association
Date of paper: 13 February 2018
Date of meeting: 20 February 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 from the Students' Association.

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.

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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 College Update

Activity Grant Scheme

Before the Christmas break we had put forwards our proposal for the new HISA Perth activity grant scheme to our class reps and all were in favour of it. The new scheme goes live mid February.

Student Events/clubs

Our engagement with students is very important to us so and we are happy to see students regularly visiting us in our new office and asking for our help to support with their various fundraisers and charity events. Almost all of our noticeboards are filled with posters detailing the different societies we have and events happening on campus. Students are still coming to us as asking to start up new clubs and this is something we are very pleased to see.

Partnership Agreement

We would have liked to have had this completed by the end of the first semester but unfortunately the process to do so had been slightly problematic for us. The change from PCSA to HISA Perth has meant we have had to undergo several changes, some taking longer than others but now the 2nd semester is beginning we are making this our top priority and are looking to get it finalised as soon as possible.

Regional Council

This is a two-day event where students across UHI will meet, make new friends and discuss the different achievements we've made on our campuses. There will also be interactive workshops and keynote speakers (including MSPs) attending the event as well. This event is on February 5th & 6th in Inverness. HISA will be covering the cost of transport and accommodation for the local HISA Perth officers and 4 Students as well, so we have decided to take some of our class reps with us so they can be part of the experience, learn more about what we do as a student association and how their voices can be heard not just locally but also on a regional level.

Year of Young People

This celebration is to raise awareness of the achievements of young people, their contribution to society and create a better perception of them. HISA Perth is currently recruiting students to take part in this event. This is a great chance for students to boast their skills, gain experience that could help them in the future with employment and to show off what Perth UHI students are capable off! We believe our students have a lot to offer and thank Perth UHI for giving us this fantastic opportunity to let them shine.

Academic Affairs Committee

Paper 3

Paper for Consideration

Subject: Student Induction/Early Experience Survey
Author: Jessica Borley
Date of paper: 12 February 2018
Date of meeting: 20 February 2018

Action requested of committee:
(Tick as appropriate) For information only: x
For discussion:
For recommendation/approval:

Cost implications:
(Tick as appropriate) Yes: No: n/a

Executive Summary: The Induction / Early Experience Survey is held annually in October for all students in their first year of a programme. The questionnaire is conducted using paper copies and thus only includes students studying on campus i.e. it doesn't include distance learning, work based learning i.e. apprenticeships (unless on block release), or students studying by VC. UHI Partnership Council has commissioned the UHI Quality Forum to develop a regional approach to quality management and part of this work stream will be to develop a single set of student surveys to be used across UHI Academic Partners. This will introduce the use of Bristol Online Survey software and will be able to capture students studying in all modes of delivery. Part of the ongoing work stream is to develop specific surveys for those students not currently surveyed.

The induction survey conducted in October 2017 had a 68% response rate, which is considered good for this type of survey. Although the response rate decreased from 70% achieved in 2016, the number of students surveyed increased by 542 (from 2826 to 3368), reflecting the increase in number of students available for inclusion in the survey. Response rates can be broken down further to level and mode of delivery:

FE / HE Mode of delivery	Target Figure	Response	Percentage
All	3368	2297	68%
FE All	1735	1226	70.7%
FE FT	1216	907	74.6%
FE PT	404	224	60.4%
HE All	1633	1071	65.6%
HE FT	1492	994	66.6%
HE PT	132	75	56.8%

The survey was amended compared to 2016, in particular with respect to the actions associated with the 2016 action plan (attached), and now consists of 43 questions; with 7

new questions, 5 with modified wording and 20 questions removed. This means that in some cases direct comparisons cannot be drawn from data from previous years.

2017 results show that 95% of respondents agreed with the statement 'I enjoy coming to college' (+1 percentage point from 2016) and 95% also agreed with the statement 'I feel I am on the right course' (no change from 2016). 95% of students would recommend the college. Overall student satisfaction was 87% (- 2 percentage point from 2016). 88% were satisfied with the teaching, learning and assessment on their course (no change from 2016), and 95% agreed that the leadership and management of their course was good (no change from 2016).

Of the 44 questions, the rating for 9 could not be benchmarked against 2016, 14 questions showed an improved rating, 4 a static rating, and 19 showed a reduction (13 of which had a reduction of 3 or more points). The greatest proportions of learners surveyed found out about the college from family or friends (26.2%) or from the website (20.9%). After this 16.1% found out from 'Other' means and 15.3% from guidance teachers at school. The overwhelming majority of respondents indicated that they chose to study at Perth College UHI because it offered the right course for them (58.9%). After this, the three most common reasons for choosing Perth College UHI were: It was recommended (19.8%); it was easy to get to (16.2%), and; it has a good reputation (14%).

The rating values for each survey question are outlined on the ‘All Respondents’ summary, along with the data for the previous 4 academic years (where available). The overall distance travelled is between ratings for 2017 and 2016. Questions where the overall College rating was below 70 are the subject of an action plan taken forward by QEC.

12 courses fell below the Board of Management benchmark of 70% overall satisfaction, 3 of which were FE and 9 were HE. However if the UHI NSS benchmark of 80% was applied to all programmes then 40 courses would fall below this benchmark, 11 FE and 28 HE (see attached table). Teams are provided with the full output data from the survey pertinent to their courses and are expected to discuss the results as a team and with their student groups. This data set is used for monitoring purposes at the Quality Review meetings.

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 x **Closed ❒** (tick as appropriate)

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? Yes ❒ No **x** (tick as appropriate)

Induction/Early Experience Survey 2016: Action Plan

The survey was restructured for 2017 from 4 sections: Before you started on this course, My early experience of the course, Well Being and pastoral support, Quality Assurance, to 5 sections: Before you started my course, Induction and my first days at college, learning and teaching on my course, Student Support, Health and Wellbeing. The question set was reduced from 56 to 45 by removing questions on applications as it was agreed the timing had passed to be asking students this now. It was felt this was more appropriate to gather information on application and admissions during this process instead.

Q #	Section/Question	2016	Diff 2016 v 2015	Action	By whom	By when	Outcome
	Before You Started on this Course						
4	I was told by someone at the College all I needed to know about the choice of courses available	59	-10	Wording reviewed after 2015 but Q remained unchanged; consider how, when and by whom this information is provided.	**RO/AM/ HoCs**	**Jun-17**	Feedback from students on this section showed that questions on application stage was felt to be late to be asked in this survey. These questions were therefore removed from the Induction Survey and will be dealt with by the Admissions Dept at time of application instead.
5	I was given the opportunity to speak to someone at the College for further guidance on my course choice	67	N/A	New Q, need to consider the wording.	**JB/SMs/ SLs**	**Jun-17**	
10	I was kept informed of the progress of my course application	69	-2	The Q was re-worded for 2015 which improved the rating however it has dropped again; wording to be re-considered.	**RO/AM/ JB**	**Jun-17**	
11	The guidance about my application was helpful	69	-6	The Q was re-worded for 2016, this has not improved the rating; wording to be considered further.	**JB/RO**	**Jun-17**	
14	If I needed it, I received good advice on financial help and any funding support available for me	65	5	The rating for this Q has steadily improved since 2014; all areas to continue to provide the information in a timely manner.	**ALL**	**Jun-17**	

Q #	Section/Question	2016	Diff 2016 v 2015	Action	By whom	By when	Outcome
16	Where there are other costs associated with my course I was informed of these before I started (e.g. books, equipment, clothing)	59	4	The Q was re-worded and the rating has improved since 2015; all areas to continue to provide this information in a timely manner.	**ALL**	**Jun-17**	
15	I was given all the support I needed from Student Services to prepare me for starting my studies at College	60	N/A	New Q, need to consider the wording.	**JB/RO**	**Jun-17**	This question was left in as it was felt to be relevant and students understood the wording.
	My Early Experience of the College						
21	I know about the activities offered by the Union-link	48	-15	Wording of the Q changed but remained benchmarked to Q about SA so outcome not directly comparable. SA to take forward actions to improve/enhance students' understanding and knowledge in this regard.	**RO/PCSA**	**Jun-17**	HISA Perth are working more closely with the Union-link staff and promotion of the activities offered by the U-L are more transparent as a result.
22	I am aware where I can find College Policies and Procedures	54	N/A	New Q, need to consider the wording.	**JB/RO**	**Jun-17**	This question was moved to the student support section where it was felt more appropriate. The wording was not altered.

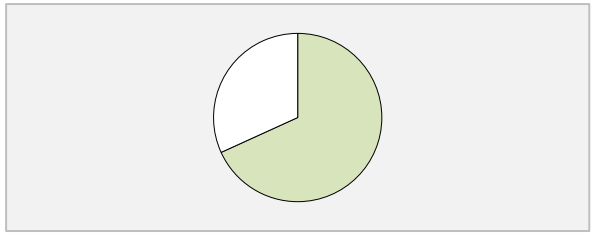
Q #	Section/Question	2016	Diff 2016 v 2015	Action	By whom	By when	Outcome
23	I am aware of the complaints procedure	53	-2	Further decrease in rating from 2015; need to check information provided at induction centrally. At Subject Area level the agreed template and wording should be incorporated into handbooks.	**JB/RO/ SMs/SLs**	**Jun-17**	This question was moved to the student support section where it was felt more appropriate. The complaints handling procedure is now more readily visible on the students MyDay platform
24	I know the kind of academic support I can get from the College	67	-3	The Q was re-worded for 2016, this has not improved the rating; wording to be re-considered.	**JB/RO**	**Jun-17**	Students agreed the wording was ok so it was not altered
26	I know about the support the Student Association offers	57	-7	The Q was re-worded for 2016, this has not improved the rating; wording to be re-considered.	**JB/RO**	**Jun-16**	Students agreed the wording was ok so it was not altered
31	I have developed an action plan setting out my own goals & aims	63	0	The rating for this Q is static; PATs to continue to embed PDPs in their work with students.	**RA/LTLs/ PATs**	**Jun-17**	This was moved to the learning and teaching on my course section
32	My tutors have informed me of relevant career and study opportunities open to me after my course	67	3	The Q was re-worded and the rating has steadily improved since 2014; all areas to continue to provide this information in a timely manner.	**ALL**	**Jun-17**	This question was moved to the exit survey where it was felt to be more appropriate.

Q #	Section/Question	2016	Diff 2016 v 2015	Action	By whom	By when	Outcome
35	I am aware of how to apply for an extension to my assessment deadline if I need to	52	N/A	New Q, need to consider the wording and how this information is provided to students by Subject Teams at induction.	**JB/SMs/ SLs**	**Jun-17**	This question was not altered. Information on this is contained in course handbooks and PATs cover this in PDP sessions.
	Well Being and Pastoral Support						
41	I know the kind of pastoral support I can get from the College	68	N/A	New Q, need to consider the wording and how this information is provided to students centrally and by Subject Teams at induction.	**JB/RO/ SMs/SLs**	**Jun-17**	This Q was reworded to read 'non-academic' support rather than 'pastoral' support.
43	I know who to contact if I suspect a fellow student is suffering abuse or /neglect	67	-1	The wording of the Q changed for 2016 but this has not improved the rating; re-consider wording.	**JB**	**Jun-17**	This Q was reworded to 'I know who to contact if I am concerned for a fellow student.

Perth College UHI

Student Induction and Early Experience Survey - October 2017

This report includes respondents from All Respondents



Perth College UHI surveyed 3,368 learners of whom 2,297 replied. This represents a return rate of **68%** which is good for this type of survey.

Results Summary

The table below shows a summary of the results of the survey. They are given in terms of an agree percentage, a rating and a distance travelled.

	Agree%	Rating	Distance Travelled
Overall Perception:	87	71	-2
Inspection Framework:			
Teaching, learning and assessment	88	71	-1
Leadership and management	95	79	-2
Feeling Safe:	98	86	+1
Recommend:	95	79	-2
Ofsted "Learner View" Questions:	93	76	-4

Strengths and Weaknesses

The questions have been selected using the rating score only. The graphs shows the returns received, the number received and the number of learners who agreed with the question. On the right of the graph the benchmark is an external comparison, if applicable, of the college against similar colleges surveyed by QDP.

Learners felt most satisfied with the following:

	Opinions	Agree%	Rating	Bench mark
I know who my PAT is	2129	96	91	-
I feel safe at the College	2184	98	86	+5
Standards attendance & punctuality made clear	2229	97	86	=

Perth College UHI

Student Induction and Early Experience Survey - October 2017

This report includes respondents from All Respondents

'I enjoy coming to College' was the greatest strength when compared externally against similar colleges surveyed by QDP:

	Opinions	Agree%	Rating	Bench mark
I enjoy coming to College	2170	95	80	+7

Learners felt least satisfied with the following:

	Opinions	Agree%	Rating	Bench mark
Fresher's activs opp mix with other students	1651	74	53	-
Know the activities offered by the Union-link	2087	69	52	-4
Aware how apply for extension to deadline	2003	67	51	-

'Know of non-academic support I can get' was the greatest weakness when compared externally against similar colleges surveyed by QDP:

	Opinions	Agree%	Rating	Bench mark
Know of non-academic support I can get	2085	77	58	-20

Improvements and Concerns

The comparisons in this section are made using the rating score and are against Student Induction and Early Experience Survey - October 2016.

Learners felt most improvements were made in the following areas:

	Opinions	Agree%	Rating	DT
Know who contact concerned for fellow stu	2174	88	73	+6
Know the activities offered by the Union-link	2087	69	52	+4
Given all support needed from Stu Services	1882	84	63	+3

Learner satisfaction had dropped in the following areas:

	Opinions	Agree%	Rating	DT
I am happy with the way my course is taught	2251	90	72	-8
Know of non-academic support I can get	2085	77	58	-10
Info pack rec with course offer helped prepare	2043	88	62	-16

Perth College UHI

Student Induction and Early Experience Survey - October 2017

This report includes respondents from All Respondents

Frequently asked questions:

1. What is a Respondent?
2. What does a Return Rate of good mean?
3. How is Agree% calculated?
4. How is the Rating calculated?
5. How is the Distance Travelled calculated?
6. What does the colour coding for Agree% and Rating mean?
7. Which questions are included within each section of the Inspection Framework?
8. Which questions are included in the 'Feeling Safe' score?
9. Which questions are included in the 'Recommend' score?
10. Which questions are included in the 'Ofsted "Learner View" Questions' score?
11. How have the Strengths and Weaknesses been chosen?
12. What does the QDP Benchmark figure mean?
13. How have the Improvements and Concerns been chosen?

1. What is a Respondent?

A respondent is someone who has expressed an opinion. In other words, for example, they have answered Agree Completely, Agree Mostly, Disagree Mostly or Disagree Completely. If they have not answered a question or have chosen n/a they will be excluded from that part of the analysis.

back

2. What does a Return Rate of good mean?

The return rate of this survey has been compared against 92 colleges across the UK. The return rate of good is best described as follows:

very poor	poor	average	good	very good
is in the bottom fifth of return rates	is in the fourth fifth of return rates	is in the middle fifth of return rates	is in the second fifth of return rates	is in the top fifth of return rates
you are in the lowest 20% of return rates achieved	60% of colleges achieved a better return but, 20% of colleges achieved a worse return	40% of colleges achieved a better return but, 40% of colleges achieved a worse return	20% of colleges achieved a better return but, 60% of colleges achieved a worse return	you are in the top 20% of return rates achieved

back

3. How is Agree% calculated?

Using the answers to question 'Fresher's activs opp mix with other students' as an example, the Agree% calculation can be demonstrated as follows:

Answer	No. learners	Score	..which equals..	..an Agree% of..
Strongly Agree	550	1	550	74% ..calculated by.. (1214/1651) * 100
Agree	664	0.5	664	
Disagree	318	0	0	
Strongly Disagree	119	0	0	
TOTALS	**1651**	**-**	**1214**	

The Agree Percentage can be used when sharing the results with learners or for PR purposes as it is easily explained and understood. However, QDP recommend the use of the Rating, see below, when comparing internally and externally as it provides a wider range of scores and measures the level of enthusiasm for a particular question.

back

4. How is the Rating calculated?

Using the answers to question 'Fresher's activs opp mix with other students' as an example, the Rating calculation can be demonstrated as follows:

Answer	No. learners	Score	..which equals..	..a Rating of..
Strongly Agree	550	1	550	53 ..calculated by.. (882/1651) * 100
Agree	664	0.5	332	
Disagree	318	0	0	
Strongly Disagree	119	0	0	
TOTALS	**1651**	**-**	**882**	

Answering ‘Strongly Agree’ means learners are in 100% agreement with 'I know who my PAT is'. Answering ‘Agree’ means learners are 50% in agreement with 'I know who my PAT is' and so on. Using a ‘Score’ value of less than 1 (100%) reduces the positive influence the answer has on the survey results. The Rating should be used when comparing internally and externally as it provides a wider range of scores, is easier to make and measure the impact a particular action is making and it provides a measures of the level of enthusiasm for a particular question.

back

5. How is the Distance Travelled calculated?

The Distance Travelled compares the Rating achieved for this survey against those achieved within the Student Induction and Early Experience Survey - October 2016. A positive score indicates an improvement of the perception of learners over the period. A negative a worsening.

back

6. What does the colour coding for Agree% and Rating mean?

The colour coding indicates in which quartile the score falls when compared to the QDP national benchmark of 499,930 learners from 92 colleges. The colour coding is:

Dark Green	The Top 25% of colleges
Light Green	The Second 25%
Yellow	The Third 25% (Note - below the average)
Red	The Lowest 25%

back

7. Which questions are included within each section of the Inspection Framework?

Teaching, learning and assessment

- Info pack rec with course offer helped prepare
- It was easy to enrol onto my course
- I felt welcome on my first day at College
- Expected standards of behaviour made clear
- I know who to contact if I am absent from class
- I am happy with the way my course is taught
- If I needed it, I rec good advice on financial help
- Given all support needed from Stu Services
- Induction/Introduction has helped me to settle in
- Standards attendance & punctuality made clear
- I feel confident about doing this course
- The course is well organised

Expected standards of work made clear to me	Developed action plan setting out goals & aims
I know when my assessments are due	I feel I am on the right course
Know of non-academic support I can get	I know I can get help from Student Services
Know how get extra support to help me learn	I feel that staff treat me with respect
All students at College treated equally & fairly	Aware where find Coll Policies & Procedures
I am aware of the Complaints Procedure	Aware who contact if harassed or bullied
Know who contact concerned for fellow stu	Know about support Stu Association offers
Know the activities offered by the Union-link	

Leadership and management

I am encouraged to express my opinion	I feel safe at the College
I would recommend the College to a friend	I enjoy coming to College

back

8. Which questions are included in the 'Feeling Safe' score?

I feel safe at the College

back

9. Which questions are included in the 'Recommend' score?

I would recommend the College to a friend

back

10. Which questions are included in the 'Ofsted "Learner View" Questions' score?

I am happy with the way my course is taught	I would recommend the College to a friend

back

11. How have the Strengths and Weaknesses been chosen?

The 3 questions with the highest Rating score are selected as the strengths within the questionnaire. Similarly the 3 questions with the lowest Rating score are chosen as the weaknesses. In the unlikely event of a tie the first within the questionnaire is chosen. If applicable and in addition to the above questions, which are chosen using the scores within the questionnaire, a single strength and a single weakness are also selected using the difference from QDP Benchmark.

back

12. What does the QDP Benchmark figure mean?

The QDP Benchmark figure is the average score for each individual question across the 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark. The colour coding is applied as described above.

back

13. How have the Improvements and Concerns been chosen?

The Improvements are chosen using the difference in the Rating score between this survey and Student Induction and Early Experience Survey - October 2016. The top 3 positive differences are selected. The difference must be positive and therefore there may not be 3 chosen. In the case of a tie the first within the questionnaire is used. Similarly for the Concerns which are the 3 lowest differences and in this case they must be negative scores.

back

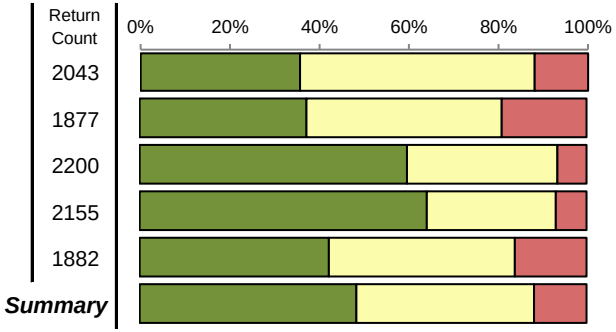
Survey: Student Induction and Early Experience Survey - October 2017

Report By: **All Respondents**

University of the Highlands and Islands Perth College

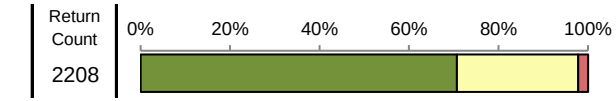
Difference from: All Respondents
Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.
Report style: Combined Graphical, Rated, Questionnaire order
Filtered by: All Respondents
Respondents: 2,297

Before You Started on this Course



		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
3	Info pack rec with course offer helped prepare	2043	728 31.7%	1072 46.7%	209 9.1%	34 1.5%	254 11.1%	62		88	-16	D	-14
4	If I needed it, I rec good advice on financial help	1877	701 30.5%	820 35.7%	260 11.3%	96 4.2%	420 18.3%	59		81	-6	D	-3
5	It was easy to enrol onto my course	2200	1316 57.3%	740 32.2%	121 5.3%	23 1.0%	97 4.2%	77		93	=	C	+2
6	Provided with info about date & time of induc	2155	1384 60.3%	622 27.1%	113 4.9%	36 1.6%	142 6.2%	79		93		B	+3
7	Given all support needed from Stu Services	1882	797 34.7%	783 34.1%	241 10.5%	61 2.7%	415 18.1%	63		84	+3	D	-5
Summary			4926 42.9%	4037 35.2%	944 8.2%	250 2.2%	1328 11.6%	68		88	-2	C	-4

Induction and My First Days at College



		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
9	I felt welcome on my first day at College	2208	1561 68.0%	599 26.1%	40 1.7%	8 0.3%	89 3.9%	84		98	+1	B	+4

Survey:	Student Induction and Early Experience Survey - October 2017
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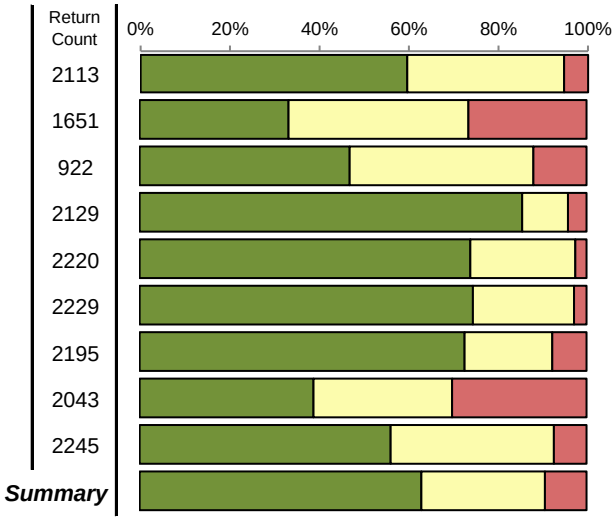
University of the Highlands and Islands Perth College

Induction and My First Days at College



	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
10 Induction/Introduction has helped me to settle in	1260 54.9%	741 32.3%	100 4.4%	12 0.5%	184 8.0%	77		95	=	B	+4
11 Fresher's activs opp mix with other students	550 23.9%	664 28.9%	318 13.8%	119 5.2%	646 28.1%	53		74			
12 If missed induction week, given relevant induc	433 18.9%	379 16.5%	91 4.0%	19 0.8%	1375 59.9%	68		88			
13 I know who my PAT is	1822 79.3%	218 9.5%	56 2.4%	33 1.4%	168 7.3%	91		96			
14 Expected standards of behaviour made clear	1642 71.5%	522 22.7%	43 1.9%	13 0.6%	77 3.4%	86		97	+3	C	=
15 Standards attendance & punctuality made clear	1662 72.4%	504 21.9%	47 2.0%	16 0.7%	68 3.0%	86		97	+3	B	=
16 I know who to contact if I am absent from class	1595 69.4%	432 18.8%	117 5.1%	51 2.2%	102 4.4%	83		92	+3	B	+2
17 Know where Curric Admin Offices are based	795 34.6%	633 27.6%	397 17.3%	218 9.5%	254 11.1%	54		70			
18 I feel confident about doing this course	1260 54.9%	820 35.7%	138 6.0%	27 1.2%	52 2.3%	74		93	=	C	-6
Summary	12580 54.8%	5512 24.0%	1347 5.9%	516 2.2%	3015 13.1%	77		91	-3	B	+1

Survey: Student Induction and Early Experience Survey - October 2017

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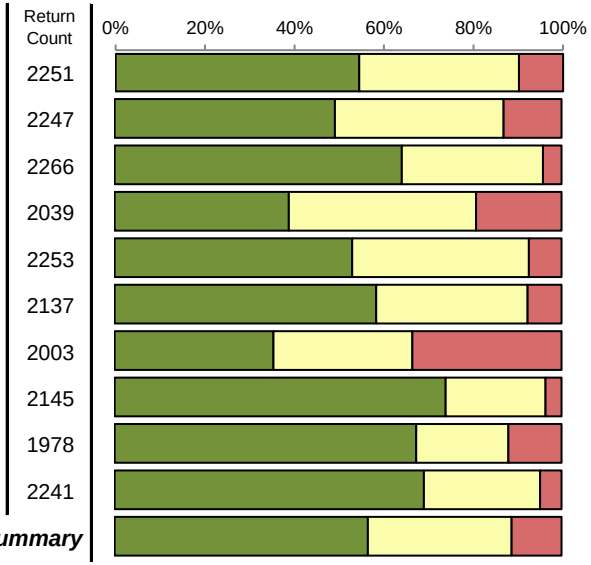
Learning and Teaching on My Course



		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
20	I am happy with the way my course is taught	2251	1226 53.4%	804 35.0%	187 8.1%	34 1.5%	46 2.0%	72		90	-8	D	-5
21	The course is well organised	2247	1108 48.2%	847 36.9%	246 10.7%	46 2.0%	50 2.2%	68		87	-3	C	-2
22	Expected standards of work made clear to me	2266	1456 63.4%	716 31.2%	85 3.7%	9 0.4%	31 1.3%	80		96	+1	B	+1
23	Developed action plan setting out goals & aims	2039	795 34.6%	853 37.1%	309 13.5%	82 3.6%	258 11.2%	60		81	-3	D	-12
24	I am encouraged to express my opinion	2253	1198 52.2%	890 38.7%	144 6.3%	21 0.9%	44 1.9%	73		93	-5	B	+6
25	I know when my assessments are due	2137	1251 54.5%	723 31.5%	134 5.8%	29 1.3%	160 7.0%	75		92	-4	C	-4
26	Aware how apply for extension to deadline	2003	712 31.0%	622 27.1%	439 19.1%	230 10.0%	294 12.8%	51		67			
27	Pers Acad Tutor supportive & approachable	2145	1588 69.1%	479 20.9%	62 2.7%	16 0.7%	152 6.6%	85		96	+1		
28	Aware of who the Class Rep is on my course	1978	1334 58.1%	409 17.8%	135 5.9%	100 4.4%	319 13.9%	78		88			
29	I feel I am on the right course	2241	1550 67.5%	583 25.4%	90 3.9%	18 0.8%	56 2.4%	82		95	+1	C	+1
Summary			12218 53.2%	6926 30.2%	1831 8.0%	585 2.5%	1410 6.1%	73		89	-4	C	-2

Survey:	Student Induction and Early Experience Survey - October 2017
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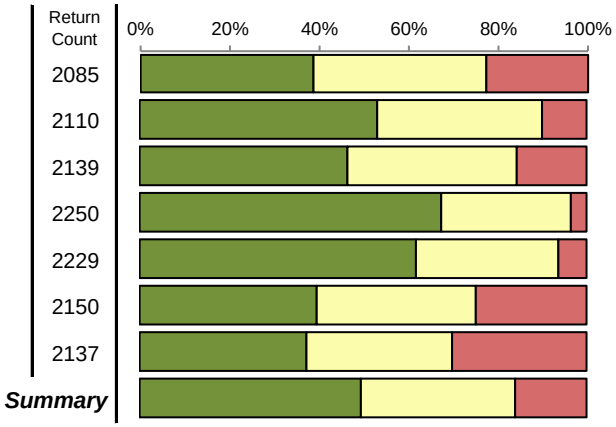
University of the Highlands and Islands Perth College

Student Support



		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
31	Know of non-academic support I can get	2085	806 35.1%	805 35.0%	354 15.4%	120 5.2%	212 9.2%	58		77	-10	D	-20
32	I know I can get help from Student Services	2110	1122 48.8%	777 33.8%	168 7.3%	43 1.9%	187 8.1%	72		90	-3	C	-1
33	Know how get extra support to help me learn	2139	995 43.3%	810 35.3%	263 11.4%	71 3.1%	158 6.9%	65		84	-5	C	-10
34	I feel that staff treat me with respect	2250	1518 66.1%	653 28.4%	65 2.8%	14 0.6%	47 2.0%	82		96	-2	C	=
35	All students at College treated equally & fairly	2229	1378 60.0%	710 30.9%	117 5.1%	24 1.0%	68 3.0%	78		94	-2	C	-1
36	Aware where find Coll Policies & Procedures	2150	852 37.1%	765 33.3%	413 18.0%	120 5.2%	147 6.4%	57		75	+3	D	-20
37	I am aware of the Complaints Procedure	2137	798 34.7%	696 30.3%	449 19.5%	194 8.4%	160 7.0%	54		70	+1	D	-12
Summary			7469 46.5%	5216 32.4%	1829 11.4%	586 3.6%	979 6.1%	67		84	-2	D	-9

Survey: Student Induction and Early Experience Survey - October 2017

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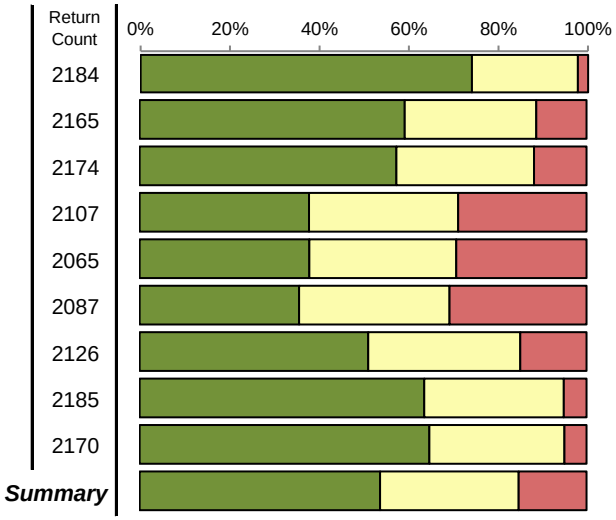
Health and Wellbeing



		Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
39	I feel safe at the College	2184	1617 70.4%	517 22.5%	40 1.7%	10 0.4%	113 4.9%	86		98	+1	B	+5
40	Aware who contact if harassed or bullied	2165	1284 55.9%	637 27.7%	188 8.2%	56 2.4%	132 5.7%	74		89	+2	C	-3
41	Know who contact concerned for fellow stu	2174	1249 54.4%	669 29.1%	194 8.4%	62 2.7%	123 5.4%	73		88	+6	C	-1
42	I am aware of the Safe Guarding Policy	2107	798 34.7%	703 30.6%	408 17.8%	198 8.6%	190 8.3%	55		71			
43	Know about support Stu Association offers	2065	784 34.1%	679 29.6%	422 18.4%	180 7.8%	232 10.1%	54		71	-3	B	+3
44	Know the activities offered by the Union-link	2087	744 32.4%	703 30.6%	449 19.5%	191 8.3%	210 9.1%	52		69	+4	C	-4
45	Know facils offered Acad Sport & Wellbeing	2126	1087 47.3%	723 31.5%	233 10.1%	83 3.6%	171 7.4%	68		85			
46	I would recommend the College to a friend	2185	1391 60.6%	683 29.7%	85 3.7%	26 1.1%	112 4.9%	79		95	-2	B	+5
47	I enjoy coming to College	2170	1407 61.3%	655 28.5%	93 4.0%	15 0.7%	127 5.5%	80		95	=	B	+7
Summary			10361 50.1%	5969 28.9%	2112 10.2%	821 4.0%	1410 6.8%	69		85	-1	B	+2

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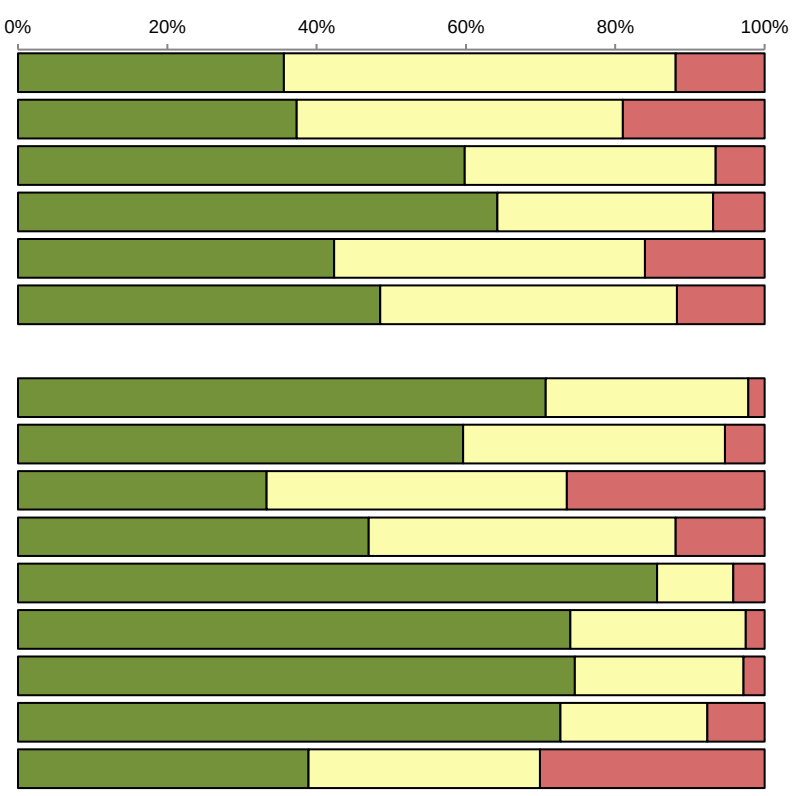

		Return Count	Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
	Before You Started on this Course							
3	Info pack rec with course offer helped prepare	2043	62		88	-16	D	-14
4	If I needed it, I rec good advice on financial help	1877	59		81	-6	D	-3
5	It was easy to enrol onto my course	2200	77		93	=	C	+2
6	Provided with info about date & time of induc	2155	79		93	-	B	+3
7	Given all support needed from Stu Services	1882	63		84	+3	D	-5
	Summary		68		88	-2	C	-4
	Induction and My First Days at College							
9	I felt welcome on my first day at College	2208	84		98	+1	B	+4
10	Induction/Introduction has helped me to settle in	2113	77		95	=	B	+4
11	Fresher's activs opp mix with other students	1651	53		74	-		
12	If missed induction week, given relevant induc	922	68		88	-		
13	I know who my PAT is	2129	91		96	-		
14	Expected standards of behaviour made clear	2220	86		97	+3	C	=
15	Standards attendance & punctuality made clear	2229	86		97	+3	B	=
16	I know who to contact if I am absent from class	2195	83		92	+3	B	+2
17	Know where Curric Admin Offices are based	2043	54		70	-		

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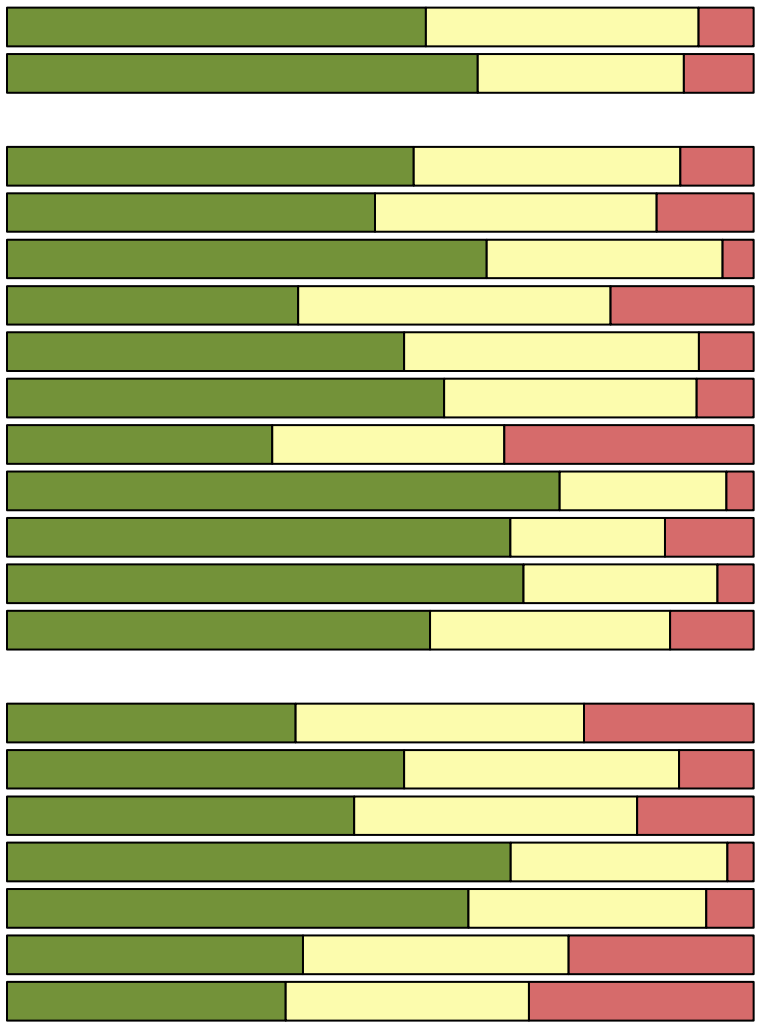

18	I feel confident about doing this course	2245	74		93	=	C	-6
	Summary		77		91	-3	B	+1
	Learning and Teaching on My Course							
20	I am happy with the way my course is taught	2251	72		90	-8	D	-5
21	The course is well organised	2247	68		87	-3	C	-2
22	Expected standards of work made clear to me	2266	80		96	+1	B	+1
23	Developed action plan setting out goals & aims	2039	60		81	-3	D	-12
24	I am encouraged to express my opinion	2253	73		93	-5	B	+6
25	I know when my assessments are due	2137	75		92	-4	C	-4
26	Aware how apply for extension to deadline	2003	51		67	-		
27	Pers Acad Tutor supportive & approachable	2145	85		96	+1		
28	Aware of who the Class Rep is on my course	1978	78		88	-		
29	I feel I am on the right course	2241	82		95	+1	C	+1
	Summary		73		89	-4	C	-2
	Student Support							
31	Know of non-academic support I can get	2085	58		77	-10	D	-20
32	I know I can get help from Student Services	2110	72		90	-3	C	-1
33	Know how get extra support to help me learn	2139	65		84	-5	C	-10
34	I feel that staff treat me with respect	2250	82		96	-2	C	=
35	All students at College treated equally & fairly	2229	78		94	-2	C	-1
36	Aware where find Coll Policies & Procedures	2150	57		75	+3	D	-20
37	I am aware of the Complaints Procedure	2137	54		70	+1	D	-12

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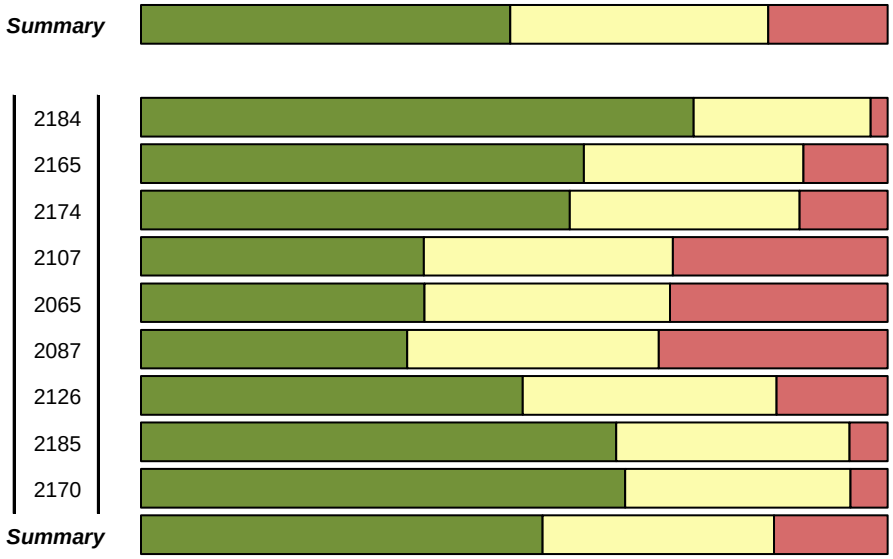

	Summary		67		84	-2	D	-9
	Health and Wellbeing							
39	I feel safe at the College	2184	86		98	+1	B	+5
40	Aware who contact if harassed or bullied	2165	74		89	+2	C	-3
41	Know who contact concerned for fellow stu	2174	73		88	+6	C	-1
42	I am aware of the Safe Guarding Policy	2107	55		71	-		
43	Know about support Stu Association offers	2065	54		71	-3	B	+3
44	Know the activities offered by the Union-link	2087	52		69	+4	C	-4
45	Know facils offered Acad Sport & Wellbeing	2126	68		85	-		
46	I would recommend the College to a friend	2185	79		95	-2	B	+5
47	I enjoy coming to College	2170	80		95	=	B	+7
	Summary		69		85	-1	B	+2

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Gender		
Male (including Trans Male)	985	42.9%
Female (including Trans Female)	1143	49.8%
Other	14	0.6%
Prefer not to say	39	1.7%

Age		
16 - 18	807	35.1%
19 - 24	634	27.6%
25+	648	28.2%

Ethnicity		
Prefer not to answer	79	3.4%
Black African	16	0.7%
Black Caribbean	6	0.3%
Black other	7	0.3%
Bangladeshi	5	0.2%
Chinese	13	0.6%
Indian	6	0.3%
Pakistani	10	0.4%
White	1912	83.2%

Ethnicity		
Other	89	3.9%

Do you have an additional support need?		
Yes	389	16.9%
No	1762	76.7%

Do you consider that you have a Disability?		
Yes	204	8.9%
No	1938	84.4%

Survey: Student Induction and Early Experience Survey - October 2017

Report By: **All Respondents**

Difference from: All Respondents
Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.
Report style: Combined Graphical, Rated, Questionnaire order
Filtered by: All Respondents
Respondents: 2,297

How did you find out about the College		
Guidance Teacher	351	15.3%
Careers Adviser	124	5.4%
Employer	65	2.8%
Prospectus	148	6.4%
Website	480	20.9%
Family/friends	602	26.2%
Advert	24	1.0%
Open Day	74	3.2%
Other	369	16.1%

What made you decide to study at this College		
I wanted to leave school	275	12.0%
My friends come to this College	162	7.1%
It offered the right course for me	1353	58.9%
It has a good reputation	322	14.0%
Good childcare facilities	26	1.1%
It was recommended to me	455	19.8%
It is easy to get to	373	16.2%
Other	288	12.5%

Survey: Student Induction and Early Experience Survey - October 2017

Report By: **All Respondents**

University of the Highlands and Islands Perth College

Difference from: All Respondents
Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.
Report style: Combined Graphical, Rated, Questionnaire order
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Before You Started on this Course	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Mean Score	Reverse Mean Score	Agree%
3 Info pack rec with course offer helped prepare	2043	728	1072	209	34	254	1.8	3.2	88
4 If I needed it, I rec good advice on financial help	1877	701	820	260	96	420	1.9	3.1	81
5 It was easy to enrol onto my course	2200	1316	740	121	23	97	1.5	3.5	93
6 Provided with info about date & time of induc	2155	1384	622	113	36	142	1.4	3.6	93
7 Given all support needed from Stu Services	1882	797	783	241	61	415	1.8	3.2	84

Induction and My First Days at College	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Mean Score	Reverse Mean Score	Agree%
9 I felt welcome on my first day at College	2208	1561	599	40	8	89	1.3	3.7	98
10 Induction/Introduction has helped me to settle in	2113	1260	741	100	12	184	1.5	3.5	95
11 Fresher's activs opp mix with other students	1651	550	664	318	119	646	2.0	3.0	74
12 If missed induction week, given relevant induc	922	433	379	91	19	1375	1.7	3.3	88
13 I know who my PAT is	2129	1822	218	56	33	168	1.2	3.8	96
14 Expected standards of behaviour made clear	2220	1642	522	43	13	77	1.3	3.7	97
15 Standards attendance & punctuality made clear	2229	1662	504	47	16	68	1.3	3.7	97
16 I know who to contact if I am absent from class	2195	1595	432	117	51	102	1.4	3.6	92
17 Know where Curric Admin Offices are based	2043	795	633	397	218	254	2.0	3.0	70
18 I feel confident about doing this course	2245	1260	820	138	27	52	1.5	3.5	93

Learning and Teaching on My Course	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Mean Score	Reverse Mean Score	Agree%
20 I am happy with the way my course is taught	2251	1226	804	187	34	46	1.6	3.4	90
21 The course is well organised	2247	1108	847	246	46	50	1.7	3.3	87

Survey: Student Induction and Early Experience Survey - October 2017

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Learning and Teaching on My Course	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Mean Score	Reverse Mean Score	Agree%
22 Expected standards of work made clear to me	2266	1456	716	85	9	31	1.4	3.6	96
23 Developed action plan setting out goals & aims	2039	795	853	309	82	258	1.8	3.2	81
24 I am encouraged to express my opinion	2253	1198	890	144	21	44	1.6	3.4	93
25 I know when my assessments are due	2137	1251	723	134	29	160	1.5	3.5	92
26 Aware how apply for extension to deadline	2003	712	622	439	230	294	2.1	2.9	67
27 Pers Acad Tutor supportive & approachable	2145	1588	479	62	16	152	1.3	3.7	96
28 Aware of who the Class Rep is on my course	1978	1334	409	135	100	319	1.5	3.5	88
29 I feel I am on the right course	2241	1550	583	90	18	56	1.4	3.6	95

Student Support	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Mean Score	Reverse Mean Score	Agree%
31 Know of non-academic support I can get	2085	806	805	354	120	212	1.9	3.1	77
32 I know I can get help from Student Services	2110	1122	777	168	43	187	1.6	3.4	90
33 Know how get extra support to help me learn	2139	995	810	263	71	158	1.7	3.3	84
34 I feel that staff treat me with respect	2250	1518	653	65	14	47	1.4	3.6	96
35 All students at College treated equally & fairly	2229	1378	710	117	24	68	1.5	3.5	94
36 Aware where find Coll Policies & Procedures	2150	852	765	413	120	147	1.9	3.1	75
37 I am aware of the Complaints Procedure	2137	798	696	449	194	160	2.0	3.0	70

Health and Wellbeing	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Mean Score	Reverse Mean Score	Agree%
39 I feel safe at the College	2184	1617	517	40	10	113	1.3	3.7	98
40 Aware who contact if harassed or bullied	2165	1284	637	188	56	132	1.5	3.5	89

Survey: Student Induction and Early Experience Survey - October 2017

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Health and Wellbeing	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Mean Score	Reverse Mean Score	Agree%
41 Know who contact concerned for fellow stu	2174	1249	669	194	62	123	1.6	3.4	88
42 I am aware of the Safe Guarding Policy	2107	798	703	408	198	190	2.0	3.0	71
43 Know about support Stu Association offers	2065	784	679	422	180	232	2.0	3.0	71
44 Know the activities offered by the Union-link	2087	744	703	449	191	210	2.0	3.0	69
45 Know facils offered Acad Sport & Wellbeing	2126	1087	723	233	83	171	1.7	3.3	85
46 I would recommend the College to a friend	2185	1391	683	85	26	112	1.4	3.6	95
47 I enjoy coming to College	2170	1407	655	93	15	127	1.4	3.6	95

LEVEL	COURSE TITLE	NO. OF ENROLMENTS	SCQF LEVEL	DIRECTORATE	SECTOR	MODE	FURTHER COMMENTS	OVERALL STUDENT SATISFACTION RESPONSE
HE	Aircraft Engineering BEngH	12	09	STEM	Engineering & Aviation	Full-time		56%
FE	English - New Higher	2	06	ALS	Core Skills (Social Science)	Part-time		58%
FE	College Certificate - Intro to Hairdressing	10	04	ALS	Hair & Beauty	Part-time	School/College Partnership	61%
HE	Electrical and Electronic Engineering BEngH	9	09	STEM	Engineering & Aviation	Full-time		62%
HE	Applied Science BScH	1	07	STEM	Built Environment and Science Technology	Full-time		65%
HE	Childhood Practice HNC	2	07	ALS	Early Years, Health and Social Care	Part-time		66%
HE	Contemporary Art Practice HNC	1	07	CCI	Creative Industries	Part-time		66%
HE	Outdoor Education and Learning BAH	1	07	BMCL	Sport and Fitness	Part-time		67%
HE	Music Business BAH	18	08	CCI	Music and Music Business	Full-time		68%
FE	VQ PERFORMING ENGINEERING OPERATIONS LEVEL 2	1	05	STEM	Engineering & Aviation	Full-time		69%
HE	Aircraft Engineering BEngH	9	07	STEM	Engineering & Aviation	Full-time		69%
HE	Aircraft Engineering BEngH	15	08	STEM	Engineering & Aviation	Full-time		69%
HE	Aircraft Engineering BEngH	13	10	STEM	Engineering & Aviation	Full-time		70%
FE	Photography - New Higher (Schools)	8	06	CCI	Creative Industries	Part-time	School/College Partnership	71%
HE	Environmental Science BScH	7	09	STEM	Built Environment and Science Technology	Full-time		72%
HE	Childhood Practice HNC	24	07	ALS	Early Years, Health and Social Care	Full-time		73%
FE	COSCA Counselling Skills Certificate	13	07	ALS	Early Years, Health and Social Care	Evening		74%
FE	Foundation Apprenticeship Business Skills	3	06	BMCL	Business, Management and Computing	Part-time	School/College Partnership	74%
FE	Photography - New Higher (Schools)	13	06	CCI	Creative Industries	Part-time	School/College Partnership	74%
HE	Engineering Systems HNC	15	07	STEM	Engineering & Aviation	Full-time		74%
FE	Psychology - New Higher (Schools)	23	06	ALS	Social Science	Part-time	School/College Partnership	75%
FE	Psychology - New Higher (Schools)	24	06	ALS	Social Science	Part-time	School/College Partnership	75%
FE	ESOL Intermediate	9	05	CCI	Language School	Evening		75%
HE	PGDE Teaching Primary (English medium)	10	10	ALS	Early Years, Health and Social Care	Full-time		75%
HE	Engineering Systems HNC	4	07	STEM	Engineering & Aviation	Part-time		75%
HE	Person-centred counselling and psychotherapy DipHE	18	07	ALS	Early Years, Health and Social Care	Part-time		76%
HE	Sport and Fitness BScH	8	07	BMCL	Sport and Fitness	Full-time		76%
HE	Audio Engineering BScH	19	10	CCI	Audio Engineering and Theatre Arts	Full-time		76%
HE	Contemporary Art Practice HND	9	08	CCI	Creative Industries	Full-time		76%
FE	SVQ Carpentry and Joinery Level 3	16	06	STEM	Built Environment and Science Technology	Full-time	Modern Apprenticeships	77%

LEVEL	COURSE TITLE	NO. OF ENROLMENTS	SCQF LEVEL	DIRECTORATE	SECTOR	MODE	FURTHER COMMENTS	OVERALL STUDENT SATISFACTION RESPONSE
HE	Beauty Therapy HNC	16	07	ALS	Hair & Beauty	Full-time		78%
HE	Care and Administrative Practice HNC	19	07	ALS	Early Years, Health and Social Care	Full-time		78%
HE	Sports Therapy HND	11	07	BMCL	Sport and Fitness	Full-time		78%
HE	Contemporary Art and Contextualised Practice BAH	10	09	CCI	Creative Industries	Full-time		78%
HE	Music Business BAH	13	10	CCI	Music and Music Business	Full-time		78%
HE	Electrical and Electronic Engineering BEngH	1	07	STEM	Engineering & Aviation	Full-time		78%
HE	Social Sciences HNC	21	07	ALS	Social Science	Full-time		79%
HE	Sound Production HNC	18	07	CCI	Audio Engineering and Theatre Arts	Full-time		79%
HE	Construction Management HNC	7	07	STEM	Built Environment and Science Technology	Full-time		79%

Academic Affairs Committee

Paper 4

Paper for Consideration: Regional Outcome Agreement Self-Evaluation

Subject: Regional Outcome Agreement – Progress Report on 16-17
Authors: Diane Rawlinson, Vice-Principal (Further Education) and Margaret Antonson, Head of Marketing and Planning
Date of paper: 13 February 2018
Date of meeting: 20 February 2018

Action requested of committee:
(Tick as appropriate) For information only: X
~~For discussion:~~
~~For recommendation/approval:~~

Cost implications:
(Tick as appropriate) ~~Yes:~~ ~~No:~~ N/A

Executive Summary:

The Committee is invited to note the Highlands and Islands Region Outcome Agreement Self-Evaluation on 16-17, which was presented to FERB in November 2017.

The Perth College UHI contribution to the combined data contained in the report have previously been presented to Board of Management committees within the Balanced Scorecard, and the College's overall contribution will be presented to the Board of Management in June 2018.

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 is a registered Scottish charity, number SC021209.

University of the Highlands and Islands Perth College

Regional Outcome Agreement Self-Evaluation Report

Executive Summary

UHI as the Regional Strategic Body is required to submit an annual self-evaluation in relation to progress against measures and targets set out in the Regional Outcome Agreement. The Regional Outcome Agreement (ROA) between SFC and UHI is tertiary in nature, and reflecting this, the self-evaluation submitted by UHI combines progress reporting against FE and HE measures.

The performance of UHI against the ROA measures and targets for FE is varied and reflects the stage of development of FE structures and processes. There are clear successes to be celebrated such as, core and ESIF activity targets being exceeded each year, targets set for recruitment of care leavers being exceeded. Similarly, the development of work-based learning programmes in the senior phase has been very successful and the region has exceeded its expectations in terms of the numbers of students with significant work-experience as part of their college course.

However, progress against targets in other areas is patchy, reflecting the need for a regional strategic approach to their delivery. UHI is falling short of targets set for instance in the number and proportion of credits delivered to students from the 10% most deprived post codes zones in Scotland. This is due to the region setting ambitious targets, in the absence of a regionally developed strategic approach to this work. The region also failed to achieve successfully against the targets set for numbers and proportion of credits delivered to 16-19 year olds and 20-24 year olds. Again, there was no underpinning strategy to help partners realise this goal.

The development of a three-year ROA coincided with the introduction of a revised framework and process for external review of quality in colleges in Scotland. As explained in the previous report, each college is required to produce an annual Evaluative Report and Enhancement Plan (EREP). The Colleges' Enhancement Plans should like to ROA measures and targets. In a single college region, this process is straightforward. Linking these two processes and mechanisms has added complexity in a region such as this. Work is on-going therefore to develop a process that will bring consistency to EREP across the region and link more directly to the ROA.

The current ROA spans 3 years. That said, there is an annual opportunity for review of targets and this process is underway. We have an opportunity to make adjustments to targets in line with changes to Government agendas and in light of the out turn of previous years. Our intention will be to ensure:

- Realistic targets are set, underpinned by a clear rationale and set in the context of the region's demography and economic profile.
- Strategies are developed and implemented to support progress towards targets.

2016-17 Self-evaluation of the Highlands and Islands Regional Outcome Agreement

2016-17 was the last annual refresh of the three-year, 2014-2017, outcome agreement for the Highlands and Islands region. The document provided an update on the partnership plans for delivery of and contribution to the Scottish Government priorities. The further education and higher education plans were set out in separate sections, although there were also some shared outcomes. The university has now produced a new three-year agreement, 2017-2020, published recently on the SFC website. Reflecting our tertiary partnership, this document presents plans and targets for each of the Scottish Government's priorities at all levels of

provision across our region. The self-evaluation also covers progress in relation to further and higher education.

Progress on outcomes 2016-17 (and to date 2017-18)

Widening Access

Widening access to further and higher education, and providing opportunities for seamless supported transition and flexible learner journeys through all SCQF levels (1-12), are intrinsic to our tertiary partnership structure. Being locally based within our communities, gives us the opportunity to develop relevant outreach activities to promote access opportunities to often hard-to-reach individuals and groups, as well as working in partnership with relevant local organisations.

Progress on specific national agendas: *Reducing barrier to under-represented groups*

- Access and inclusion strategy and gender action plans

  The university and our academic partners have now produced gender action plans. Academic partners have also produced Access and Inclusion Strategies. Although these strategies and action plans are currently independent of one another, partners worked collaboratively on their development and each was informed by a collective view on the challenges for the region.

  Progress against action plans developed at each academic partner in relation to widening access and tackling inequalities is presented in more detail in each college's Evaluative Report and Enhancement Plan.

- Care leavers

  Work is continuing on an online staff training resource, with guidance and support from Who Cares? Scotland.

  The next partnership-wide Care Leavers and Carers group meeting in November 2017 will work on creating a standard template to gather consistent information from across the partnership for the report in our Corporate Parenting Plan due to be submitted in March 2018. Transition coordinator staff based in local student services teams and employed at each academic partner continue to provide local practical and personal support to these learners.

- Carers

  The Carers Trust Scotland Going Higher for Student Carers campaign provides a website with a map detailing the support offered to carers by each university. The university student support team has complied the relevant information for our institution and it is now live on the website. Carers Trust Scotland has been invited to the next Care Leavers and Carers group meeting to talk more about the Going Higher campaign.

- BSL

  The final national plan has still to be released. However, we have established a BSL working group, which will meet in November, joined by Alison Hendry from Deaf Action Group, who will provide us with a better understanding of the issues involved.

- Contextualised admissions and response to the Commission for Widening Access

  The university continues to be committed to fair access and the tertiary nature of our provision means we can offer access and progression routes to suit multiple entry levels

and educational and employment aspirations across our diverse geography. Although to a certain extent it formalises the existing inclusive approach to admissions, we are continuing to develop our contextualised admissions procedures.

We are considering our response to the Commission for Widening Access (along with Universities Scotland). In relation to entry grade adjustment/access thresholds, the published entry requirements for the majority of our degree programmes are already set at the minimum required to enable students to achieve success. Care-experienced applicants are currently considered among contextualised applicants for any programme. We also currently and will continue to promote and apply full credit transfer where possible and in the students' best interests. Given the tertiary nature of our provision, we feel it is important that we are closely involved at all levels in the suggested initiative to develop a national articulation forum.

Given the rural nature of our region and the challenges that this brings for access, suggested targets for recruitment from SIMD20 areas will be challenging and are less appropriate. We continue to define other measures around rurality as an alternative.

Progress against funding targets and national measures:

- Further Education

The region continues to exceed student activity targets set for further education. The core activity target for further education student activity has remained static at 110,968 credits for the past two years but funding to support additional activity has been accessed through the ESIF Developing Scotland's Workforce (DSW) programme to support student activity growth.

In 2016-17, ESIF funding accessed through the DSW ESIF programme enabled the region to deliver slightly more credits than in the previous year.

	Core target	ESIF target	Actual	Actual to target
2015-16	110,968	3490	116,644	+1.9%
2016-17	110,968	4400	116,778	+1.2%

Although the change in units of measurement between 2014-15 and 2015-16 masks the trend, the region's further education activity has grown year-on-year and partners have delivered in excess of an ever-increasing target for the past seven years.

Early indications are that in 2017-18 the region will achieve its core and ESIF activity targets. This activity will be further supplemented by the work-based learning pathways reported through the UHI WBL Hub to Skills Development Scotland and the courses that will be tailored to the particular needs of Apprenticeship Levy-payers through the Flexible Workforce Development Fund.

An area of success for the region has been the recruitment of care experienced young people. The student data for the region shows an increase in over 200% for this group between 2015-16 and 2016-17. This is likely to be caused by more young care experienced young people declaring their status rather than being solely attributable to an increase in recruits within this category. In either case however, it is a measure of the success of the access and inclusion strategies in creating an environment where young people are comfortable making such a declaration. Early indications are that this level of recruitment and reporting of care experienced young people will be maintained in 2017-18.

In further education, work is ongoing to attract a higher proportion of students from SIMD10 datazones in the region. A regional strategic approach is proposed for this work, which will get underway this academic year. Performance remained static between 2015-16 and 2016-17.

The Regional Outcome Agreement national measures track the volume and proportion of activity delivered to young people in the region (defined as those in the 16-19 and 20-24 age bands) as well as specifically tracking senior phase pupils engaged in college-led activity.

The numbers of senior phase pupils studying vocational qualifications delivered by colleges appears to have fallen from 1200 in 2015-16 to 997 in 2016-17. This needs however to be read in conjunction with the numbers recruited to Foundation Apprenticeships, recorded separately, and therefore distorting this figure. The region recruited 94 Foundation Apprentices in 2016-17 bringing the numbers of senior phase aged pupils engaged in college–led programmes to 1091. This is still a drop from the previous year, however this needs to be considered in the context of falling school rolls in senior phase in the region, as shown below.

	2014	2015	2016
S4	6474	6376	6063
S5	5911	5559	5481
S6	4343	4140	3923
Total	16728	16075	15467

As shown above, senior phase school rolls in the region have fallen by 7.5% over the last three academic years. Taken in this context, the proportion of school senior phase pupils engaging in college-led activity has stayed relatively constant.

The volume of activity delivered to 16-19 and 20-24 year olds has fallen from 80,239 to 79,745 however, this equates to a drop of 0.6%.

The targets set for 2017-18 built on predicted outturn for 2016-17 rather than the actual measure achieved. This has meant that some targets are likely to be over-ambitious. Included in these are:

The volume of activity attributed to 16-19 and 20-14 year olds.

As mentioned above, in a context of falling numbers of senior phase pupils, maintenance of the proportion of activity delivered to these age groups will be a significant achievement.

The volume of credits delivered to learners at S3 and above.

This measure may prove to be ambitious in its growth target over the next three years for the reasons given above.

Conversely, the target set for full-time learners with a substantial work experience as part of their programme of study requires modification as it is now inappropriately low.

- Higher Education

The university achieved the SFC funded target of 5993 FTEs for 2016-17. Total recruitment of undergraduate and postgraduate taught students eligible for funding, as submitted to SFC, was 6285, 6131 undergraduate, 5% above target as fees only. Additional fundable FTEs included 70.5 PGR and 91 PGDE.

Early indications suggest that we will recruit to a similar level in 2017-18. With an additional 124 BSc Nursing students, the first cohort for the university following the transfer of provision from University of Stirling, and additional Early Learning and Childcare activity, which are currently being compiled for submission to SFC. Additional ESIF funded PGR students and the first cohort of ESIF funded PGT students have also started in 2017. 2016-17 also provided a baseline for senior phase pupils engaging in HE with the university, with 55 enrolled on modules or units.

Progress on national measures:

	2016-17	2015-16	ROA target
Measure 2: Proportion of Scottish-domiciled UG entrants (SDUE) from SIMD 20 and 40			
SIMD20	*310 (8.7%)*	*285 (8.4%)*	*8.5%*
SIMD40	*940 (26.5%)*	*951 (28%)*	*28%*
Measure 3: Proportion of SDUE from SHEP schools	150 (4.2%)	160 (4.7%)	5%
Measure 4: Proportion of SDUE by protected characteristics			
Male	*1563 (43.9%)*	*44.2%*	*44.5%*
Female	*1994 (56.0%)*	*55.7%*	*55.5%*
Under 21	*1642 (46.1%)*	*48.5%*	*49%*
Over 21	*1920 (53.9%)*	*51.5%*	*51%*
White	*3416 (95.9%)*		
BEM	*116 (3.3%)*	*2.8%*	*2.8%*
Ethnicity not known	*30 (0.8%)*		
No known disability	*3016 (84.7%)*		
Has a disability	*546 (15.3%)*	*17.2%*	*17%*
Care leaver	*51 (1.4%)*	*33*	*40*
Not a care leaver	*3380 (94.9%)*		
No known	*131 (3.7%)*		
Measure 8: Proportion of SDUE on STEM courses	1072 (30.1%)	978 (28%)	29%)

SIMD40 and SHEP school entrants: the relatively small numbers involved in each of these measures mean that movements, which are unlikely to be statistically significant, can result in shifts in proportions achieved eg SIMD40 decease equates to 11 entrants, and 10 for SHEP school entrants. This should also be looked at within the context of the falling school roll identified previously and needs further identification before confirming the current targets. The drop in entrants with a disability brings the proportion back to 2014-15 levels, after a spike in 2015-16, which may affect the trend and achievable target going forward.

- Equalities outcomes

  Equality Outcome and Mainstreaming reports were produced by the April 2017 deadline with an ongoing implementation plan in place.

High quality learning and teaching

We have used our experience in distance and blended learning to develop some innovative models of education, which are being evaluated for their effectiveness in delivering education to more students. The accelerated three-year BSc (Hons) Geography has successfully recruited students for a few years. In 2016-17, a CertHE in Business was approved through OERu allowing students to learn free of charge and only pay for assessment and accreditation. In 2017-18, the first cohort of our full 4-year engineering degrees will experience a 'core-plus' model which will allow high quality online delivered theory to be backed up by online practical, face-to-face practical or work-based learning.

The university is starting to implement the learning and teaching enhancement strategy 2017-2021.

The strategy is based around a set of learning and teaching enhancement values and is designed to provide a 'common language' to support the development, sharing and enhancement of learning and teaching practice. It is intended to complement and extend learning and teaching policy and practice across the partnership and to provide a means to recognise existing good practice and to develop future practice.

- Gaelic language plan

  Plans for the university's next Gaelic Language Plan are well underway. A project group has been convened and has agreed the plan structure, aims and actions, and roles and responsibilities, with a schedule for completion. The next plan will closely align with the Gaelic language plans of our academic partners Sabhal Mòr Ostaig UHI and Lews Castle College UHI.

- Student engagement

  The Highlands and Islands Students' Association (HISA) made significant progress during 2016-17. Development of the staff team has included the appointment of additional student engagement coordinators, and a student engagement manager to provide enhanced support for the expanded team. The association has also recruited a communications assistant and activities coordinator to enhance contact with students. The activities coordinator is having a positive impact not only on the development of clubs and societies but also in the support of other events. A university sports day was arranged for the first time in the spring of 2017, while freshers' events and activities during our health week have grown.

  HISA has also been successful in securing a full complement of regional and local elected officers, which is a demonstration of the increased awareness of and interest in the association among the student body. HISA and the university are forming a strong partnership, working together on key areas of work. This includes the popular 'HISA Awards', an opportunity for students to thank members of staff who have made a significant difference to their experience. We also work together on our Student Partnership Agreement, which will focus on learning resources, student mental health and sustainability in 2017-18, theme suggested by student representatives. During 16-17, we also launched the first university sporting blues, and recognised students who are exceling in their chosen sports. Finally, the two largest individual student groups at Inverness College UHI and Perth College UHI have now joined HISA, resulting in all these students now being part of the same association.

- Student satisfaction

  The university partnership participates in student engagement and satisfaction surveys for all levels of provision. The most recent data is shown below:

Further Education

The region is able to evidence our ability to meet the needs of our student body through the positive response reported in the College Satisfaction and Engagement Student Survey for 2015-16. Overall satisfaction was 93.5%, compared to a sector figure of 90.5%). We expect to maintain this position when 2016-7 data is reported on 31 October.

Higher Education:

	2016-17	*2015-16*
National student survey	*79% (benchmark 83%) Note: 80% response rate compared to 74% across Scotland*	*81% (benchmark 84%)*
Postgraduate taught experience survey (PTES)	*79% (Scottish figure 78%)*	*78% (Scottish figure 78%)*
Postgraduate research experience survey (PRES)	*87% (Scottish figure 82% Note: response rate 64% compared to 46% nationally)*	*Biennial survey: 2014-15: 78% (Scottish figure 82%)*

The NSS results were disappointing, although it was encouraging to see a positive impact on scores from the targeted programme-level action planning and that communication activities are contributing to our better than average response rate. The NSS strategic steering group is continuing to co-ordinate this activity and has identified specific areas for development, alongside the programme targeting. A second NSS staff conference was held in September 2017.

PGR student training options and opportunities continue to grow and develop beyond the annual PGR student conference. Training provision was praised in several external contexts during 2017-18, both in the ELIR follow-on reports and in the 2017 PRES survey, where our provisions are demonstrably above UK sector norms.

- Student attainment and progression

Further education attainment

The Scottish Funding Council college performance indicators for 2016-17 will be published in January 2018. The 2015-16 PIs showed that our academic partner colleges matched the sector measure of 69% for the proportion of enrolled students successfully achieving a qualification. Internal calculations for 2016-17 suggests an achievement level of 68%, a slight drop from 2015-16. The sector comparator will not be known until SFC statistics are published.

Underpinning this overall regional performance is a range of attainment levels, across academic partners and within partners across subject areas. The disaggregated position can be best appreciated by scrutinising the individual college EREP submitted. As further education regional structures continue to bed in, opportunities are emerging to take a regional approach to enhancement and, in 2017-18, we will be using these opportunities to learn from the readily available excellent practice and address areas in further need of development.

Higher Education: Non-continuation:

The Higher Education Statistics Agency publish PIs on non-continuation. Results, published in 2016, showed considerable improvement in the full-time entrant non-continuation rates, following disappointing results in 2015:

Degree students	8.5%	Other undergraduates	16.5 %
Benchmark	10.3% (1.14 SD)	Benchmark	17.1% (0.66 SD)

- Student employability

The latest results from the Scottish Funding Council College Leavers Destinations survey for our FE leavers are:

Proportion of leavers in a positive destination, 3 – 6 months after qualifying (2015-16):

FE qualifiers	94.0%
Scottish figure	94.9%

HESA also publish the Employment Indicator PI from data collected in the Destination of Leavers from Higher Education survey. The latest results are:

Proportion of leavers in work or further study (2015-16):

Degree leavers	92.9%	Other undergraduate leavers	96.6%
Benchmark	93.7% (1.13 SD)	Benchmark	96.2% (0.37 SD)

Right Learning, Right Place/A Developed Workforce

Progress on employer engagement and curriculum development to meet regional skills need

In 2016-17, a cross-partnership Business Development Practitioner group was established to support regional workforce development and CPD and develop new partnerships with key employers and sectors as required for the regional skills agenda. The first group conference was held in September 2017.

Although there have been some considerable delays, progress is being made sector engagement activities and curriculum development funded through the Developing Scotland's Workforce (DSW):

- Sector Engagement posts: we are progressing the recruitment of sector skills engagement posts linked to our subject networks designed to involve business and employers in establishing the type of curriculum to meet labour market needs and identify gaps in provision. 'New-blood' ESIF funded posts have also been approved specifically for engineering, computing, health, tourism and creative practice.
- Curriculum Development: initially a considerable amount of work was done to identify priorities for ESIF funded further education curriculum development, which would increase articulation opportunities for further education students into SCQF Level 7 courses across the partnership. However, it was later confirmed by SFC that FE development was ineligible for this funding; plans are now being approved for HN development across the region with progression opportunities to degree level and relating to the regional SIP and/or growth sectors.

Additionally, the tertiary curriculum maps developed in 2016-17 will be the subject of further work in 2017-18 identifying gaps in provision and progression opportunities across the region. We are also in the early stage of a project specification to develop a tool that will map our tertiary curriculum in a visual, interactive and sustainable way online, highlighting entry, progression and exit points.

This project fits well with the vision of the Scottish Government learner journey review to ensure '*All learners are on the right route to the right job, through the right course via the right information'* and would take forward this agenda within our region. It would provide us with an opportunity to show case our tertiary - one stop – offering in an innovative and sector-leading way.

Progress in further education across the region

- A Responsive Curriculum

  Academic partner colleges have over the years developed strong employer relationships. Groups of employers regularly work with staff to review curriculum for its continued relevance. This interaction, as well as participation, in community planning partnership activity and Highlands and Islands Skill Investment Plan Board continues to provide assurance in terms of curriculum currency. These strong employer and stakeholder relationships have helped the region to be proactive in its introduction of new work-based learning pathways.

  The increasing numbers of students engaging in substantial work experience as part of their programme of study reflects the responsiveness of the curriculum in their region, meeting both student and employer needs in terms of its relevance and in engaging employers in the delivery. The number of students engaged in substantial work experience has more than doubled moving from 690 to 1402 in the past academic year.

- Work-based Learning

  The UHI Work-based Learning Hub is now well established and continues to grow activity in Foundation Apprenticeships and Graduate Level Apprenticeships. During 2016-17, Academic Partners agreed to develop a single contract for Foundation Apprenticeships in the Highlands and Islands and Perth and Kinross regions. This contract amounted to 399 new Foundation Apprenticeship starts across 10 frameworks. Academic partners engaged quickly to develop these new curriculum pathways, capitalising on our strength as a tertiary organisation. By working regionally, appointing subject framework leads and creating communities of practice, we have created the foundation for strong growth in activity. Although the ambitious target set for 2016-17 was not achieved, academic partners did deliver approximately one quarter of all Foundation Apprenticeships in Scotland. Our ambition for the development of work-based learning pathways is sustained in 2017-18 with a contract bid submitted to SDS for 400+ Foundation Apprenticeships in 2018-20.

Higher education curriculum developments

With involvement from employers and sector stakeholders progress has been achieved in a number of areas:

- School of Health, Social Care and Life Sciences

  This development brings together a number of existing areas of curriculum and research and aligns them with several significant new collaborative developments under a single, integrated entity. This approach has proven to be easily understood within the region and,

critically, by external stakeholders, funders and potential collaborators across education, public sector and industry partners.

Our approaches to strategic planning across the School's various activities, and considering how these can be connected, ensures maximum impact for learners and for the region as whole in terms of education, training, workforce development, economic investment and income generation, and centrally to the quality and sustainability of health and social care. We are making careful and deliberate use of multiple funding routes to create a body of connected expansion and growth that we feel will be truly transformational for the region.

Some specific developments to date:

- The first cohort of undergraduate nursing students started in Inverness and Stornoway in September 2017.
- Development of the MSc Advanced Nurse Practitioner/Professional Practice during 2016-17 and recruitment of students in September 2017, with a second cohort intended for January
- Strategy for further expansion of numbers and reach of nurse education at undergraduate and postgraduate levels
- ESIF funded development of new and enhanced curriculum to meet employer needs and improved regional accessibility to learners.
- ESIF and HIE funded expansion of postgraduate student numbers in key areas of applied health/allied health research.
- Scoping of an innovative delivery model for in-region (North of Scotland) optometry training in partnership with industry (with the aim of delivering this from 2019/20)
- Scoping of curriculum and research in active health/rehabilitation science with NHS Highland.
- Continued development with NES, NHS and private sector partners of a regional Care Academy model to inform and support Social Care education and training at FE and HE levels (including support for Scottish Government aspirations in relation to Child Care).
- Expansion of our existing academic research capacity in Applied Health and Life Sciences (including for example Digital Health, Rural Health and Wellbeing, and Biomedical Science) through eight new primary investigator posts and six postgraduate research positions.
- Development, with City Deal funding, of a joint UHI/NHS facility for innovation and commercialisation in healthcare (see page 12)
- With NHS Highland the development of an Improvement Science Institute to drive collaborative activity to embed/strengthen healthcare service improvement through education and training, applied research and service delivery models, with some possible commercialisation of these activities.
- With the Universities of Dundee and St Andrews, the development of Scotland's first graduate entry medical programme (ScotGEM) to enhance remote and rural training and supply of primary care clinicians (general practitioners).
- Collaboration with NHS Highland to create a Highlands and Islands Improvement Institute (HI^3), to undertake education, research and consultancy in Quality Improvement (QI) Science in the context of health and social care.

Throughout all of the above, we will maintain common themes relating to:

- Sustainable and integrated remote/rural health and social care models/ solutions.
- Workforce supply and development.
- Innovation in education, professional development and service delivery.

- Teacher education

  During 2016-17 and 2017-18, the university has expanded the number of locations across the region offering PGDE (Primary) and PGDE Secondary. We have also increased the number of secondary subjects in line with Scottish Government workforce planning.

  The BA (Hons) in Gaelic medium education has been accredited by the General Teaching Council for Scotland (subject to conditions) adding to provision in Gaelic medium initial teacher education. The degree is a 'top-up' for relevant level 7 and 8 provision and recruited the first cohort of year three degree students in September 2017.

  During 2016-17, the university also developed a teaching qualification (practitioner route) PgDip specifically for teachers working in Independent Schools in Scotland who currently do not possess a formal teaching qualification and are therefore not eligible for Full Registration with the General Teaching Council of Scotland (GTCS). The first group will start in January 2018.

  Funded by the Scottish Government, a BA (Hons) Food, Nutrition and Textiles Education is now going through validation, for Perth College UHI in the first instance, to address the national shortage of home economics teachers

- Engineering

  2017-18 saw the first cohort recruited for the new four-year engineering degrees previously offered only as 'top-up' provision. Although this first group is small, it is hoped to build on this provision in the next few years.

  The university is also is the early stages of development of an Engineering MSc in close collaboration with industry, which would offer a professional 'conversion' degree to enable qualified and practicing engineers to get close to or gain Chartered status.

  Discussion are underway with HMNB Clyde to provide flexible engineering degrees for personnel with lower level qualification and/or experience who are preparing to leave the armed forces. Further curriculum options are likely to be offered specifically to personnel at HMNB Clyde through Argyll College UHI

  Discussions are also continuing with Liberty House on workforce development and skills needs, both for their current operations and in support of their planned operations for a new wheel plant in Fort William.

- Foundation apprenticeships

  Inverness College UHI was also first to launch a Graduate-Level Apprenticeship in Civil Engineering (level 8), taking advantage of the substantial infrastructure developments in the region, not least the dualling of the A9. The university has submitted bids to expand this work to include another three Graduate-Level Apprenticeships in Civil Engineering and IT at level 10.

Additional new HE provision 2016-17 and 2017-18 included:

2016-17	2017-18
Creative industries: BA (Hons) Contemporary Film Making in the Highlands and Islands BA (Hons) Contemporary Art and Contextualised Practice (top-up)	MA Art and Social Practice
Health and Wellbeing/Life Science MSc Applied Bioscience for Industry	BSc (Hons) Integrative Health (top-up)
Business and IT: BA (Hons) Event Management (top-up)	MSc Web Technologies
Adventure and sport: HNC Soft Tissue Therapy HND Sport Therapy Professional Golf (PGA) DipHE	BA (Hons) Adventure Education BA (Hons) Outdoor Education and Learning

Research

RDAP was secured on 8 June 2017. Arrangements are now in place, largely through the Graduate School, for implementation. REF 2021 preparations are well underway.

The university Partnership Council approved a plan to further strengthen the research clusters in March 2017 and work in ongoing to embed this. Evidence of the development of the research clusters can be seen in two conferences in 2016-17 covering three of the four groups.

- Progress on UIF

  Following an internal call for project proposals, the successful sectoral Knowledge Exchange (KE) groups have been developing projects. These projects are focused on increasing engagement with industry and pulling together the university's offering to businesses in terms of collaborative and/or commercial research, consultancy and CPD.

  UIF funding has been allocated to these groups to provide sectoral hubs with business development and coordination resources as well as funding for business engagement activities such as events, promotions, meetings and in some cases a challenge/seed corn fund.

  There are four projects aimed at the further development of existing sectoral groups in rural health, energy, aquaculture and tourism as well as three new groups being set up in the creative economy, sports and well-being and water management. There is also a project looking at developing entrepreneurship training and skills among university staff and students.

  Each of these groups are also expected to engage fully with not only the business sector but also other sectoral stakeholder, including the regional development agencies and all relevant SFC Innovation Centres.

- City-region funding

  The university has secured a £9m, nine-year programme of funding under the Inverness City Region Deal, to create life science and health care research and commercialisation infrastructure and outputs.

The 800 m2 capital project will co-locate with proposed new 30-bed Elective Care Centre for Inverness, approvals for which are anticipated in the near future. During AY 2016-17, further planning activities have continued. Creation of the contractual and governance framework for the £4m funded capital component for the 2017-18 programme of activity is well underway. A lead advisor has been appointed, and the joint framework procurement of the design and build team is progressing.

Funded revenue activity is also underway, mainly covering professional advice from a lead estates advisor, and some early clinical advice on the development of clinical research with commercialisation opportunities. Two appointments have been made including a Senior Administrator and a Director of Life Science Innovation. A programme of professional PhDs involving nurses and AHPs using a new funding model is about to commence, along with the appointment of a number of sessional clinical secondments who will work as co-investigators with the university's growing health research division.

- Research-teaching links

  The Research Teaching Linkage (RTL) pilot has started with around 12 modules and courses across a wide range of academic disciplines. In addition, a SharePoint site has been set up for the project, which will gather information to compile guidance information for other academics and academic areas when the pilot scheme is rolled out more broadly across the university. In parallel with the practical development of the initiative, an overarching research project is underway based on the approach, together with individual research projects by a number of participants in the pilot areas. It is anticipated that these will lead to several publications for the up-coming REF 2021 submission and a prospective institution level impact case study.

  One further development during the year was a formative link to the Castle Project, which is being coordinated through High Life Highland, relating to the development of the Inverness Sheriff Court as a visitor attraction. The exhibits (interactive and static) are potential subject matter for use in the RTL project as real life final year student projects, building on the research skills that are purposively being developed in our undergraduate (and also relevant FE areas) through the project. This aspect of the scheme is part of the development plan for the second stage of the pilot.

- Athena Swan

  The university achieved Athena Swan Institutional Bronze accreditation in November 2016. We are now working towards implementing the action plan and looking at individual departmental submissions. We have also signed up to the post-May 2015 Athena Swan charter that has expanded to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL), and in professional and support roles, and for trans staff and students.

Innovation

In 2016, KTP funding was awarded to the Scottish Association for Marine Science (SAMS) UHI to work with Marine Harvest to "implement advanced hydrodynamic modelling in Scotland's salmon farming industry facilitating sustainable growth and best environmental management practice and leading to enhanced resource efficiency and profitability of current sea farm sites. To date no new KTPs have been awarded although the new UIF sectoral group hubs have targets for these going forward.

One SFC Innovation Voucher and two follow on vouchers were awarded during academic year 2016-17:

- The Magiquil mentorship programme: a collaboration between the UHI Educational Development Unit and Mossytop Dreamharvest Ltd received £5000 funding plus a £5250 in-kind contribution from the company.
- The Orkney Botanicals project received £12,268 funding from SFC plus 12,268 cash and £1200 in-kind contribution from the company. Total funding to the university was £24,536 and total project value £25,736. The academic partner involved was the Agronomy Institute Orkney College UHI.
- The Skye Barley project received £11,600 follow-on voucher funding from SFC for a collaboration between R&B Distillers Ltd and the Agronomy Institute, Orkney College UHI. The company also provided in-kind contribution of £1,883. The total funding to the university was £23,200 and the total value of the project £25,083.

So far during 2017-18, and before the new UIF resources have been fully deployed, there has been one SFC Innovation Voucher and one Interface multiparty award.

- A 5,000 Innovation Voucher was awarded to a project looking at developing wearable monitoring devices for climbers. This was a collaboration between West Highland College UHI and Onsights Insights. The company matched the £5,000 with in-kind funding for a total project value of £10,000.
- The Whitehouse Restaurant Lochaline, Selkie Explorers, Wildwood Bushcrafts and West Highland College UHI received an Interface multiparty award to develop a slow adventure business cooperative. The project received £9,783 funding from SFC with a £10,050 multiparty in-kind contribution.

The university continues to engage with the SFC Innovation Centres. The most relevant activities to date include:

- Scottish Aquaculture Innovation Centre (SAIC http://scottishaquaculture.com/)
  Phase 2 of the NAFCMC UHI Shellfish hatchery project is now underway. A further two associated SAIC funded research projects have also been awarded, one concerning live feed optimisation for the hatchery and the other is around using genetic tools for hatchery stock management. Research partners for these associated research projects include SAMS, Stirling University and a Scottish SME.

  The current total funding package for all of this work amounts to about £1.9 million over a 2-year period and will demonstrate the feasibility of a commercial shellfish hatchery in Shetland where some 80% of Scotland's shellfish are produced.

  An offshore fish farm pilot project with Cooke aquaculture and SAMS UHI has also recently been awarded funding.

- Digital Health and Care Institute (DHI https://dhi-scotland.com/). The Digital Health Institute has funding a number of our projects, recent activity includes:
  - Virtual Diabetes Clinic: development of a home or office video conference consultation for people with diabetes in rural areas.
  - FitHome: social return on investment – due to commence in 2017.

- Industrial Biotechnology (IBioIC http://www.ibioic.com/)
  - Currently our involvement has mainly been through SAMS and the Dept. of Diabetes and Cardiovascular Science, Centre for Health Sciences. Both are offering optional modules in a IBiolC fully funded Masters:
    - Blue Biotech – SAMS
    - Quality Regulation and Intellectual Property- DDCS
  - SAMS also has two IBIOIC Ph.D. studentships.

High performing institutions

- Structure and governance

  In October 2016 the university (based on work carried out by the Strategy Working Group), signed off an agreement to enhance and develop the institution in a number of ways, including the strengthening of the senior management team and the establishment of a Partnership Council.

  - Three part-time vice-principals have now been appointed to the senior management team from within the partnership.
    Vice-principal (tertiary)

    Vice-principal (international and external engagement)

    Vice principal (strategic harmonisation and organisational efficiency

  - Partnership Council is now in place from the merger of the previous Further Education Executive Board and Higher Education Partnership Policy Committee.

  An organisation change programme has been established with various work streams and activities include:

  - A staff group and student experience group (in partnership with HISA) to look at options for enhancing opportunities for staff, improving the student experience and to better equip us for the challenges we face
  - 'Grand Challenges' day, planned for December 2017 for all Academic Partner Principals and SMTs. The focus of the event relates to enhancing the organisational culture of the university

  An externally facilitated effectiveness review has been carried out recently on Court and all Court committees. An action plan will be drawn up based on the findings of the review and implemented over the coming year. The university has currently recruiting for additional Court members, with a particular focus on encouraging a better gender balance, deadline for applications is 31 October 2017.

  The region is intending to make a step change in the delivery of further education, through the development of a single policy environment, which will bring a greater level of consistency to the student experience. This work is focusing initially on policies and working practice relating to the student experience. A regional approach is also being introduced to the development of Evaluative Reports and Enhancement Plans that will support the better sharing of practice and act as a catalyst for further development.

- Estates

  A prioritised list of estates needs was submitted to Scottish Funding Council in October 2016 and the annual HESA estates return identifies the extent and condition of the overall estate. Significant investment is required to both bring existing estate up to an equivalent standard and to develop new buildings to meet curriculum and employer needs. Scottish Funding Council is commissioning a detailed condition report on our estate, which will further inform this exercise.

  Further new student residences opened in 2017, an additional facility in Inverness plus new provision in Elgin and Dornoch.

Academic Affairs Committee

Paper 5

Paper for Consideration

Subject: Student Retention and Attainment Report 2016-17
Author: Deborah Lally
Date of paper: 5 February 2018
Date of meeting: 20 February 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 Retention and Attainment data is provided for 2016-17.

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** ✓

Further Education

Full-time & Part-time Further Education				
Academic Year	Early Withdrawal	Further Withdrawal	Partial Success	Completed Successfully
2013/14	4.3%	8.8%	13.7%	73.2%
2014/15	6.1%	8.3%	14.1%	71.6%
2015/16	3.9%	9.8%	12.0%	74.2%
2016/17*	4.9%	9.9%	13.9%	71.2%
- FE	5.4%	10.6%	15.4%	68.6%
- HE	0.7%	4.0%	1.8%	93.5%

*Some SVQ Level 3 qualifications have now been re-categorised at SCQF Level 7, SFC have requested that we therefore identify and report on them as HE qualifications.

- Overall success has declined in full and part-time across a range of subject areas, with under 18 learner outcomes least successful.
- Male students achieve at a higher level overall than female students in both full and part-time courses. Male success in vocational focussed courses continues to be a key factor.
- We recognised that those studying for Highers and National 5's may choose to not take the final exam and this will impact our performance indicators.
- We continue to work in close partnership with schools re: curriculum offered

We await the publication of SFC Sector PIs. These were due to be published at the end of January. It is now expected that they will be published at the end of February.

Higher Education

Full-time Higher Education				
Academic Year	Early Withdrawal	Further Withdrawal	Partial Success	Completed Successfully
2013/14	3.0%	13.0%	14.0%	70.0%
2014/15	2.0%	12.0%	17.0%	69.0%
2015/16	2.0%	12.0%	15.0%	71.0%
2016/17	3.0%	11.0%	17.0%	69.0%

The above performance indicators includes HNC, HND and Degree level provision. Overall we have not seen any significant changes.

- At both HNC and HND level, we continue to see no significant changes in outcomes.
- At degree level, those who complete successfully has decreased by 5% to 67%.
- Females tend to be more successful than males.
- Males aged 25 and over are least successful.

Early interventions in quality reviews, enhanced data reporting including enhanced student admission reports have robustly and systematically been put in place in August and September 2017 to ensure focussed informed actions are in place for 2017-18.

Academic Affairs Committee

Paper 6

Paper for Consideration

Subject: Workforce Planning Update
Author: Head of Human Resources and Organisational Development
Date of paper: 14 February 2018
Date of meeting: 20 February 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 report provides Academic Affairs Committee with an update on recent and planned workforce planning activities that will support the College to ensure we have the right staff with the right skills in the right jobs, in order to meet our strategic aims.

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** ☑

Workforce Planning Update 2016/2017 and Plans for 2017/2018

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

Qualifications

Lecturers

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

The following table provides an overview of qualifications held and in progress for our 186 permanent lecturers as at July 2017:

Qualification	Attained	In Progress 17/18
Teaching qualification	152	5
Degree/Honours Degree	50	13
Masters	86	5
PhD/Doctorate	21	4

82% of permanent lecturers have a teaching qualification. When those currently studying towards their TQFE in 17/18 are included, by June 2018, we will have 84% of permanent lecturers with a teaching qualification. The Scottish Funding Council benchmark for permanent lecturers with a teaching qualification is 90%, this has previously been higher but takes account of leavers.

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

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

Remitted Time

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

Remitted Time Activity	Total hours 13/14	Total hours 14/15	Total hours 15/16	Total hours 16/17	Planned 17/18
Teaching qualification	905	402	595	623	733
Plus one qualification	3315	2694	2618	2703	2125
Building research capacity	518	1007	1309	1020	833
Industrial updating /employer engagement	427	885	1080	1224	408
Curriculum development	2012	2571	2670	2651	1811
Technology for Teaching	85	465	595	34	221
Totals	7262	8024	8867	8255	6131

Lecturers are also awarded remitted time for management and co-ordination activities which are not included in the above table.

Management Qualifications – CMI

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

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

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

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

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

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

Average CPD days per person (including hourly paid staff)					
2011/12	**2012/13**	**2013/14**	**2014/15**	**2015/16**	**2017/18**
6.78	7.99	11.88	5.6	5.27	3.92

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

Academic Affairs Committee

Paper 7

Paper for Consideration

Subject: Quality Review / Evaluation Process
Author: Jessica Borley
Date of paper: 12 February 2018
Date of meeting: 20 February 2018

Action requested of committee:

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

Cost implications:
(Tick as appropriate) Yes: No: x

Executive Summary:

As part of the ongoing review to streamline the monitoring and evaluation process the following enhancements were introduced for 2017-18:

Quality Review Meetings

- QRM1 was brought forward to early September to enable discussion and action planning for courses with KPIs below the college benchmark of 70%. Analysis was undertaken on longitudinal KPIs that identified the level of risk associated with the low KPI i.e. whether there was a pattern emerging over time or if the KPI was a one off low achievement indicator.
- QRM2 was held in the normal timing of late November/early December and reviewed action planning determined at QRM1, the SOR forward action plan and curriculum planning (target setting) for 2018/19. The latter had previously been held as a separate meeting but was felt to complement the agenda for QRM2. Discussions focussed on capacity building of the curriculum taking into account longitudinal KPIs for admission and achievement data together and help to inform more appropriate target setting for 2018/19.
- QRM3 will be held in March to discuss in-year KPIs based upon early withdrawals and Semester 1 achievement and follow up on progress of action planning from previous QRM meetings.

Department Evaluation

Team evaluations took place in early December with the key discussions occurring on staff development day. The methodology for evaluation this year was amended to draw upon the 'How Good is Our College' evaluation matrix where staff identified key questions to evaluate their practice against. The outputs of these discussions focussed on key successes and key challenges and helped to develop a team forward-looking action plan: staff guidance documents for this new methodology are attached.

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Status of Papers Open x **Closed ❒** (tick as appropriate)

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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.

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? Yes ❒ No **x** (tick as appropriate)

Support Area Team Evaluation Document (TED) 2017 Guidance Document

A The self-evaluation exercise is designed as an opportunity for teams to reflect on the previous year(s) performance and review their provision and practice. From these discussions outputs should be captured that plan for improvements in a way that will inform future operational planning. Think Inward, Outward, and Forward.

Teams should consider their capacity to improve and identify forward planning actions, including broad areas of staff development needs identified from discussions. It is these actions that will influence operational planning within the College so it important that these actions are SMART actions: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-related.

The first step of self-evaluation (Q1) is to discuss and consider the key successes and challenges of the team's overall performance, particularly referring to last years identified actions and consider any future steps that need to be taken to improve this practice.

Q2 – Q4 should be drawn from the themes in section 2 of the Education Scotland Framework, 'How good is the quality of the provision and service we deliver?'. Choose 3 sub-themes and use, where relevant, the challenge questions to evaluate your service. Where you find the questions are not particularly relevant for your service then use your own lines of questioning pertinent to the work of your service. For example, 2.4 Services to support learning, you may choose the sub-theme 'management of services to support learning'. It is advised to use the HGIOC question model as a useful evaluation tool but another evaluative tool could also be used (*the HGIOC model is held on Shared Drive(S)/ Quality Assurance/ Self Evaluation/2017Team Evaluations*)

The last three cycles of self-evaluation asked support teams to evaluate: how well they worked together as a team (2014); how well they worked with other teams in the college, and how the team responds to the needs of all service users (2015), and how the team could work more collaboratively with the users of their service (2016). The outputs captured within the SED/TED from these years may help to inform some of the evidence gathering and debate you have.

The following quality indicator evidence should be referred to in order to identify key highlights and key challenge areas:

a) 2015/16 and 2016/17 priority operational objectives
b) 2015 and 2016 TED action plan
c) Other priority activities added to the operational plan in-year
d) Student feedback/input to processes
e) Stakeholder feedback/input to processes
f) Internal and/or external targets and benchmarks

Shared Drive(S)/ Quality Assurance/ Self Evaluation provides previous year's completed SED/TED [please note final copies were not always submitted to Quality from all departments and therefore may not be held on file]

B The following section defines the Education Scotland Grading criteria which teams should consider in evaluating the work of their Service.

An evaluation of **excellent** means that this aspect of the college's work is outstanding with excellent practice worthy of dissemination. The experiences and achievements of all learners are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice, based on achieving equity and inclusion and a deep professional understanding which is being shared beyond the college to support system-wide improvement. It implies that very high-levels of performance are sustainable and will be maintained.

An evaluation of **very good** means that there are major strengths in this aspect of the college's work. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences. An evaluation of very good represents a high standard of provision for all learners and is a standard that should be achievable by all. There is an expectation that the college will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to excellent.

An evaluation of **good** means that there are important strengths within the college's work, yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all learners. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the college should seek to improve further the areas of important strength, and also take action to address the areas for improvement.

An evaluation of **satisfactory** means that strengths within this aspect of the college's work just outweigh the weaknesses. It indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. While the weaknesses will not be important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. The college needs to take action to address areas of weakness by building on its strengths.

An evaluation of **weak** means there are important weaknesses within this aspect of the college's work. While there may be some strengths, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the college.

An evaluation of **unsatisfactory** means there are major weaknesses in this aspect of the college's work which require immediate action. Learners' experiences are at risk in significant respects. In almost all cases, this will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This will usually involve working alongside agencies who can provide support, or with staff in other colleges.

Sector Overview Report (SOR) Guidance 2017

The following section defines the Education Scotland Grading criteria which teams should consider in evaluating the work of their Sector.

1. Gradings *(How Good is Our College, Education Scotland, 2016)*

An evaluation of **excellent** means that this aspect of the college's work is outstanding with excellent practice worthy of dissemination. The experiences and achievements of all learners are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice, based on achieving equity and inclusion and a deep professional understanding which is being shared beyond the college to support system-wide improvement. It implies that very high-levels of performance are sustainable and will be maintained.

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The following (2-7) is provided as a prompt to stimulate discussion and aid evaluation to contribute to the Sector Overview Report. It is not an exhaustive list and similarly it is not expected that teams will cover all.

2. Student Journey: Application to Progression

Consider the process of the journey, and the issues the data has highlighted, such as:

- What the data tells you about the demographics of the applicants.
- Whether applications have an increasing or decreasing trend, and what can be done to maintain or improve the trend. For example, whether the course is facing increased competition, or what key factors are making the course so popular.
- What the potential risks are to the application trend.
- What you are doing to address imbalances in applications for those under-represented by age, gender, disability and ethnicity.
- What the key aspects and challenges are of the admissions and selection process.
- How well learners have achieved and maintained high levels of retention, attainment, and progression. If there is a pattern of partial attainment in any courses what can be done to improve this.
- What the data is telling you about imbalances in student retention and achievement for those under-represented by age, gender, disability and ethnicity.
- What the trends and causes are for low or high retention and achievement rates.
- How well learners have developed and achieved essential skills to progress in their learning.
- How well the team promotes diversity and support the ethos and culture of inclusion.
- What the destination data is telling you i.e. whether students are getting jobs linked to their studies.

3. Student Engagement

Consider the following:

- How well you engage students as partners in their learning experience i.e in providing feedback to them on their learning development.
- How well you value and respond to student contribution to the learning process.
- How well you use the learner voice to be fully and systematically represented in action planning for improvement at course level.
- How well you encourage students to develop as independent learners.
- How well you involve students in the quality process i.e. student reps, course curriculum meetings, focus groups etc.
- How well you gather and use feedback to inform improvements to curriculum design, content, learning and teaching methods, and ultimately the learner experience.
- Whether there are themes emerging from learner feedback that should be taken forward.
- How engagement with learners could be improved and the impact to learner experience enhanced.

4. Curriculum Rationale, Design and Development

4.1 Rationale and Design

Consider the following:

- How well the curriculum provides suitable entry/exit points to meet learner needs i.e. from schools, to higher education.
- Whether there are any emerging trends in curriculum design across the sector that you need to evaluate, and if the course content is competitive enough.
- To what extent students and stakeholders, including employers, are included in joint development of curriculum.
- Whether the course design is current in terms of industry standards and linked to industry.
- Whether local and national policy and Labour Market Intelligence (LMI) is considered when designing the curriculum.
- How well coherency to curriculum across the sector provision is taken into consideration for new course design.

4.2 Development of the curriculum

Consider the following:

- Whether the content is current and reflective of industry practices and disciplines.
- Whether the balance of theoretical and practical application is appropriate and enables learner development through the levels.

- How well research and scholarly activity commensurate to the subject discipline ensure linkages to curriculum developments and teaching practice.
- How well the team ensures all learners gain relevant and appropriate levels of knowledge and skills.
- The measures taken to enhance the curriculum where there was a pattern of partial attainment in any courses.
- How well the team plans delivery of essential skills to enable learners to attain and achieve more widely.
- How well the team provides flexible opportunities for learners to incrementally develop skills for progression.
- How effectively the team ensures work placement and work experience opportunities develop skills for employability.
- How well learners are prepared to make informed choices in their next phase of learning or employment.
- How the team promotes equity for success and achievement for learners.

5. Partnerships

Consider the following:

- How effectively staff work with key partners to meet community and regional priorities, in particular DYW and commercial activity.
- The extent to which partnership working leads to improved outcomes for learners.
- How well the team evaluates partnership activities with their partners to plan for improvement.
- How well staff engage with employers to meet industry needs.
- How well staff work with partners (external and internal) to ensure effective transition arrangements.

6. Learning, Teaching and Assessment (LTA)

Consider:

- How effective your strategies are for evaluating and improving learning and teaching within your curriculum and how these can help meet individual learning needs.
- Whether effective use is made of staff pedagogical and subject/ vocational knowledge and skills in order to enhance the learning and teaching strategies across the provision.
- What the opportunities are to involve all members of the team, learners and stakeholders in influencing strategies for the development of learning and teaching and assessment.
- How well curriculum teams provide learners with opportunities to plan and personalise their own learning.
- How well teams incorporate activities which promote equality and diversity.

- How well staff use inclusion and equality arrangements to improve attainment for groups and individuals facing barriers to learning.
- How well staff take account of the views and experience of learners in developing approaches to safeguarding.
- How effective your formative and summative assessment strategies are to promote learning and affirm achievement.
- How well the LTA methods prepare students to progress to employment or further courses.
- Whether modifications to the LTA methods would help improve learner outcomes?

7. Learning Support and Referral

Consider the following:

- Learners access to and use of high quality resources and equipment, including digital technologies
- Staff use of high quality resources and equipment, including digital technologies in their teaching.
- How effective the arrangements are within the team for providing potential and current learners with information, advice, and support to make informed decisions about their learning.
- How effective the team arrangements are to identify the needs of the individual learner to provide support for learning.
- How effective the team arrangements are for learners to reflect and discuss their progress with staff

Sector Overview Report 2017
How Good is Our Sector?

Sector (Subject*) Area:	
Members of staff involved in writing report:	
Date report completed:	

Sector Development Director signature for approval:	*(insert electronic signature)*
Date of SDD approval:	

Date Submitted to Quality:	

Perth College is a registered Scottish charity, number SC021209

How good is our Sector?

Q1 How well are we doing? Highlight here what we are doing well (using the Education Scotland Grading Criteria)

Q2 How do we know? What evidence do we have?

Q3 What requires development? Highlight areas for improvement (using the Education Scotland grading Criteria)

Q4 How do we know? What evidence do we have?

Q5 Who is involved? What role do we play?

Q6 How can we improve this? Actions for the future?

Identified Action	Date to be completed by	Team member responsible for action	Progress / Outcome

Q7 Forward Action Plan 2017-18

Academic Affairs Committee Paper 8

Paper for Consideration

Subject: Student Funding Update
Author: Richard Ogston
Date of paper: 12 February 2018
Date of meeting: 20 February 2018

Action requested of committee:
(Tick as appropriate) For information only: ✓
For discussion:
For recommendation/approval:

Cost implications: No
(Tick as appropriate)

Executive Summary:

The Student funding landscape continues to change and develop, and this has an on-going impact on both students and institutions.

This paper outlines the current approach to FE/HE student funding in the sector and College, and highlights current and future challenges and changes adopted and implemented in session 2017/18

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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** ✓

Student Funding Report February 2018

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

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

The regional funding allocations for 2017/18, including In-Year Redistribution, look sufficient for us to meet demand and continue to pay Bursary rather than EMA to 18 and 19 year olds per national policy.

Childcare Funds: Spending on Childcare Funds has increased by approximately £60,000 over last year, largely due to the new 4 day funding model used at the College Nursery. This was anticipated in our projections and we should still be within budget after In-Year Redistribution and ESF funding are taken into account. The Scottish Government continues to offer subsidised child care places (of up to 600 hours) for all 3-5 year olds, which has helped reduce Childcare Fund expenditure. Our College Nursery receives government subsidies for this.

Changes to the SFC FE Bursary policy:
There have been no major changes in policy for 2017/18, other than a slight, inflationary rate rise to bursary allowances and some updated definitions relating to Carers and Care Experienced students.

The move to 100% attendance requirement for Bursary has resulted in an increase in administration but may have contributed to an increase in overall attendance. Any future decisions on the FE Bursary policy will be taken and negotiated within a regional forum and context as part of the UHI FE community.

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

Changes to Perth College "Local Rules"
A pilot scheme was introduced in 2016/17 to provide eligible students under 18 with a Smart travel pass for 24/7 travel to and from College. This scheme, allowing for different timetabling situations and giving students the chance to use campus facilities out of normal hours, has continued in 2017/18 and has also allowed eligible students travelling by rail to use Smart travel. Students not within the scope of the College programme can use travel allowances to purchase Smart tickets from the relevant transport providers.

We have also started looking at funding provision for Care Experienced students, especially through the Discretionary Fund, also looking at Young Carers, in line with the Access and Inclusion Strategy. The Development Trust are also looking at the possibility of scholarships for Care Experienced students going forward.

Overall position: SAAS funding has been relatively efficient and effective again this year. The SAAS funding guarantee remains at £4,750. This is a guarantee for everyone, although there are higher rates for those with household incomes of less than £34,000.

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

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

The total number of funding applications has increased this year over 2016/17, mainly due to an increase in EMA and Bursary applications, many of which are for students on January start courses.

2017/18 has also seen a rise in part time enrolments, so we need to be sure that there is enough promotion of funding entitlements for this group (e.g. Fee Waiver, Part Time Fee Grant, Individual Training Account (ITA))

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

	2014-15	**2015-16**	**2016-17**	**2017-18 to date**
Bursary	**1,114**	**1,045**	**1,060**	**1,129**
EMA	**542**	**533**	**352**	**372**
FE Hardship	**237**	**272**	**275**	**266**
HE Hardship	**278**	**289**	**250**	**212**
Child-Care	**178**	**215**	**215**	**202**
Totals	**2,349**	**2,354**	**2,152**	**2,181**

Issues for academic year 2017/18
Although no significant issues presented themselves, as funding allocations should allow us to meet demand, there have been a couple of issues to note;

We receive funding through the ESF scheme, but this has proven to be rather admin-intensive, due to UHI centralised control of the funds and evidence requirements.

We need to look at ideas and interventions to ensure that more students complete their online Bursary/EMA applications during the summer break to ensure less delays for them at the start of the Academic Year due to their late applications.

Looking Forward

In 2017/18, the region (UHI) has continued to manage our own internal funds around redistribution, prior to any approach for national in-year redistribution funds.

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

The recommendations for FE students lean heavily towards having parity of funding and experience with HE students e.g. loan-based system for FE, but with more funds available.

A centralised application and processing method along the lines of the SAAS model has been mentioned for FE funding provision, but whether this is an appropriate model for FE remains to be seen.

The findings of the review can be read at
http://www.gov.scot/Resource/0052/00527875.pdf

Academic Affairs Committee

Paper 9

Paper for Consideration

Subject: Student Partnership Agreement – 2017-18 Action Plan update
Author: Students' Association
Date of paper: 13 February 2018
Date of meeting: 20 February 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 agreed student partnership activities for 2017-18.

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Status of Papers Open ☑ Closed

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STUDENT PARTNERSHIP AGREEMENT 2017-18 ACTION PLAN

KEY AREA	ACTIVITY	STRATEGY / INITIATIVE LINK, where relevant	KEY PROPOSED OUTPUT/ BENEFIT	LED BY WHOM	BY WHEN	January 2018 progress update
PROGRAMME OF EVENTS FOR STUDENTS	Health and Wellbeing Week	Student Support	Output: Benefit: Improve effective learning and better prepare students for successful independent living.	Allie Scott & Rachel Daniel	20th feb -3rd March	Initial meeting took place Friday 19 January to begin forming Healthy Happy You activities at Perth College
	Mental Health Day	Access and Inclusion Strategy	Output: Raise awareness of the different aspects of our wellbeing that affect us every day and where to go if help is required	Allie Scott, Jane Edwards & Rachel Daniel	October 2017	10th October – World Mental Health Day. Students and staff were encouraged to wear something yellow to raise awareness of mental health. HISA Perth invited a member of the student support team along to a SRC meeting to speak to the reps about mental health.

KEY AREA	ACTIVITY	STRATEGY / INITIATIVE LINK, where relevant	KEY PROPOSED OUTPUT/ BENEFIT	LED BY WHOM	BY WHEN	January 2018 progress update
	Employability Week	DYW agenda	Benefit: Improve the skills of students looking to enter the world.	Jane Edwards, Sam Monie & Rachel Daniel	February	Currently in the planning stage
	Black History Month	Equality and Diversity	Benefit: Promote knowledge of black history and culture.	Nurina Sharmin & Prince Honeysett	October	Students were very engaged with this. Informative posters and flyers were posted around the campus and with help from Sodexo, HISA Perth held a special lunch in the food court for Black History Month
	Islamaphobia	Equality and Diversity	Benefit: Increase Muslim student participation in extracurricular activities and remove fallacy around their religion.	Nurina Sharmin	November 2017	Initial training took place, further activities planned for future
	LGBT History Month	Equality and Diversity	Recognises a student group and	Nurina Sharmin	Feb 2018	Currently in planning stage

KEY AREA	ACTIVITY	STRATEGY / INITIATIVE LINK, where relevant	KEY PROPOSED OUTPUT/ BENEFIT	LED BY WHOM	BY WHEN	January 2018 progress update
			raise awareness of their struggles.			
IMPROVING ACCESSIBILITY OF LEARNING RESOURCES	Improve marketing of e-library	**e.g. Access & Inclusion Strategy**	Output: Increase the awareness of e-resources to staff and students Benefit: More use of online college resources which will effectively improve students studying skills	John Dare & Prince Honeysett	July 2018	Marketing of e-library is an issue that is affecting the whole of UHI not just Perth UHI. Discussions have begun and a meeting between the UHI librarian, Electronic resources manager and HISA Perth is to be arranged.
	Library – extension of opening hours during exam periods	Estates & Learning Technology/Resources	Benefit: Provide all students with more time to study	John Dare, Nurina Sharmin & Prince Honeysett	July 2018	Surveying students on the possibilities of increased library hours and a crèche facility.
	Silent Study Space	Estates	Output: silent study space allocated Benefit: students provided with a formal quiet space to study in. Will be	John Dare & Prince Honeysett	Completed	Introduced a new study area at the top floor of the library that students can book via the library reception for private study.

KEY AREA	ACTIVITY	STRATEGY / INITIATIVE LINK, where relevant	KEY PROPOSED OUTPUT/ BENEFIT	LED BY WHOM	BY WHEN	January 2018 progress update
			particularly useful at assessment periods.			
STUDENT REPRESENTATION SYSTEM	Enhance the process for course representation, in particular looking at how courses with none or low representation can be improved	Student Engagement Strategy	Output / Benefit Increase the opportunity for students to have a structured route to feedback comments on their experience to college staff and HISA Perth	Kirsty Campbell, Prince Honeysett	June 2018	Identification of courses with no course rep. HISA Perth will lead on focus groups in these areas.
	Introduce and support a Sector Representation role	Quality	Output - more robust student representation process Benefit - to improve the gathering of feedback on key college initiatives; act as representatives for	Jessica Borley, Nurina Sharmin	May 2018	SMT approved the introduction of this role in September 2017. Further discussions with College Managers has determined a review of the role to see how it can co-exist with existing student

KEY AREA	ACTIVITY	STRATEGY / INITIATIVE LINK, where relevant	KEY PROPOSED OUTPUT/ BENEFIT	LED BY WHOM	BY WHEN	January 2018 progress update
			the collective sector student voice to college management; support the promotion of college initiatives and events; provide a mentor role for class representatives			ambassador/champion roles.
	Strengthen engagement with student feedback mechanisms (other than class rep)	Student Engagement Strategy	Output: more focused and structured feedback mechanisms for student use Benefit: provide students with different ways to feedback comments and an opportunity to be directly involved in	Roanna Lawson, Kirsty Campbell, Nurina Sharmin	May 2018	Induction/ Early experience student survey expanded to accommodate additional courses. Further work will be done on how to engage the student voice from students studying by VC, DL and in work experience i.e. Modern Apprentices.

KEY AREA	ACTIVITY	STRATEGY / INITIATIVE LINK, where relevant	KEY PROPOSED OUTPUT/ BENEFIT	LED BY WHOM	BY WHEN	January 2018 progress update
			college decision making			
	Increase engagement by class reps with HISA Perth	HISA Perth/	Output: more structured mechanism for students to feedback comments on their learning, life and work Benefit: students will have more awareness of and interaction with HISA Perth	Kirsty Campbell, Prince Honeysett	May 2018	This is linked in to the Course Committee meeting structure. Not all course meetings have yet taken place. Once this cycle is completed an audit will be conducted with Sector Managers and course reps to see how feedback can be fed back to HISA Perth.

Academic Affairs Committee

Paper 10

Paper for Consideration

Subject: Balance Scorecard
Author: Deborah Lally
Date of paper: 5 February 2018
Date of meeting: 20 February 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 Balanced Scorecard has been revised to align with our Strategic Plan 2016-2021 and therefore renamed to 'The Vision 2021 Scorecard'.

Each section of the scorecard has been identified to be reported to the relevant Board Committee. For the Academic Affairs Committee, please refer to the appropriate sections identified using the column headed 'Cttee'.

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Status of Papers Open x Closed ❒
☒
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Perth College UHI Dashboard for Vision 2021: Strategic Plan 2016-21

					Baseline	2016-17			2017-18			
No	**Vision 2021 Scorecard Measure**	**Measure**	**ROA FE Measure**	**Cttee**	**2015-16**	**Target**	**Current RAG**	**Trend**	**Target**	**Current RAG**	**Trend**	**Comments**
Students and staff achieving their potential												
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%							2016-17 data tbc Feb 2018
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	↓				
	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: a) Student Satisfaction and Engagement Survey	The proportions of students overall satisfied with college experience in:	9	Engmnt Ac. Affairs								
		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	↓				2016-17 Target of 26,067 is broken down as follows: Core target = 23867 and ESIF = 1,200. Core recruitment targets are met but the trend is downard for FE
	b) HE	b) HE			1885.9	1951	2002.6	↑				
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 ot 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. Variences 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	↑				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 3tCO2 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	↓				Staff turnover for 2016-17 was comparable to the national average, but increased by 5.4% from the baseline.

		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

Academic Affairs Committee

Paper 11

Paper for Consideration

Subject: Student Numbers 2018-19 Planning Update
Author: Deborah Lally
Date of paper: 5 February 2018
Date of meeting: 20 February 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:

Funded numbers – with exception to ESF (European Social Funding) Funding, we are now at a stage where there is no growth currently available. This is the first of the UHI experiencing this position and therefore a change on how we plan the curriculum in future at both Perth and across the UHI partnership.

International, we continue to see a decline in the number of international students who want to physically study at College, however we continue to offer in-country delivery in China.

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** ✓

Student Numbers Planning – Academic Session 2018-19

Further Education

Assumed credit position:

UHI Core Credit Target	Perth Core Credit Target	UHI ESF Credit Target	Perth ESF Credit Target
110,968	23,781	2,200	1,200

Due to the eligibility criteria for ESF funding (H&I Funding and LUPS funding), the UHI ESF Credit Target is currently split: 1200 for Perth and 1000 for the rest of the partners that qualify for ESF funding. The latter is expected to decrease in line with ESF funding availability and discussions with SFC.

SFC have put a request to the Managing Authority for the 1200 credits, currently ring-fenced for Perth, to be wholly included in the UHI ESIF credits for both 2017-18 and 2018-19 onwards. There may be discussions across the partnership to share these credits which will have a financial impact on Perth.

ESOL grant monies that used to come into the College separately from SFC will now be included in the core grant, however our credit position will not increase.

Higher Education

Overall UHI 2018-19 FTE Fundable Target	SFC FTE Funded Target	UHI SMT Funded FTE Target	Perth Funded FTE Target
6600.9*	5783.0	6300.0	2014.5

*There may be slight changes from Academic Partners but nothing that will impact greatly

The above figures include UGT as well at PGT. Perth's contribution to the overall target is 30%. We will see the addition of BAH Food, Nutrition and Textiles Education to our curriculum offering, contributing to the Scottish Government agenda to deal with the shortage in the number of secondary school teachers in this area.

We will also have the opportunity to draw down ESF funds for UGT FTEs.

Quality Enhancement Committee

Paper 12

DRAFT Minutes

Meeting reference: Session 2017/18, Meeting 2 of 3
Date and time: Thursday 25 January, at 2.00pm
Location: Room 019, Brahan

Members present:

Jessica Borley Head of Quality (Chair)	Dawne Hodkinson International and Corporate Services Director
Jill Elder Sector Manager – Business, Accounting, Management & Computing	Patrick O'Donnell Personal Academic Tutor Coordinator
Linda Lamont CPD Coordinator	Prince Honeysett Perth HISA Student President

Apologies: Deborah Lally, Head of Student Records
Richard Ogston, Head of Student Services
Eleanor Brown, SDD ALS
Helen Roger, Learning & Teaching Leader
Nurina Sharmin, Student Vice President Education & Engagement
Kathleen Connor, Equality & Diversity Officer
John Small, Director of Studies (Language School)

Clerk: Roanna Lawson
Quorum: 7, including the Chair or Vice-Chair

Minutes

Item			Action
1	**Welcome and Apologies**	The Chair welcomed members to the second meeting of the Quality Enhancement Committee for session 2017-18. Attendance and apologies were noted as above. The Chair advised that the committee was not quorate, however it was agreed that the meeting would go ahead and any decision making would be agreed by committee members at the next meeting.	
2	**(i) Minutes of Meeting Held on 2 November 2017**	These were approved as an accurate record.	

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(ii) Actions from the Meeting Held on 2 November 2017

1. Membership

It was noted that there were still vacant positions for committee membership. A further note of interest would be circulated to to Academic and Support staff for the vacant positions. — Clerk

Student President to take forward the vacancy for the additional student representative position on the committee. — PH

2. Academic Affairs Remit

It was noted that there was no update available for members further to that given at the last meeting. Discussions are ongoing by the Board to determine the remit and terms of reference of the Academic Affairs Committee.

The Chair proposed a pre meeting with members prior to the first scheduled QEC meeting of 2018/2019 to review the plan of work and identify what work should be taken forward. — Chair

3. Student Survey Action Plan

Although this was an agenda item, due to the meeting not being quorate it was agreed that discussion would be carried forward to the April QEC meeting. — Clerk

4. CPD for Assessment Writing Skills

The Learning & Teaching Leaders were currently taking this forward and the LTL member would be asked to provide an update at the April QEC meeting. — HR

5. Changes to National Qualifications

It was noted that the recent changes to the SQA national 5 and Highers were having a direct impact on curriculum choice. The college was willing to support either units or the external exam course but not both as this had a cost implication to it. There were four courses identified which required approval from SMT for a mix to ensure students received the best experience. It was noted as a concern that KPIs may be detrimentally affected where students who fail the external exam course as they would then not achieve their group award.

6. Standardisation Activity

UHI Quality Forum were taking forward a workstream to harmonise / standardise quality management processes across academic partners. This work would be ongoing over the next two years.

7. External Verification Report

This report was still to be circulated to Sector Managers once anonymised. Going forward, report will become available on the staff intranet. — Clerk

8. Course Update Notifications

Information was to be available on staff intranet moving forward.

9. Assessment & Verification Training

The online training became available prior to the Christmas break and 146 staff have currently signed up, with 57 having taken the test. It was agreed that a further reminder would be circulated to staff. — LL

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10. Skills Framework Overview

The Learning & Teaching Leaders were currently taking this forward and the LTL member would provide an update at the April QEC meeting. HR

11. Learning, Teaching, Assessment Strategy Enabling Plan

The Learning & Teaching Leaders were currently taking this forward and the LTL member would provide an update at the April QEC meeting. HR

12. Peer Review of Teaching

Update to be provided on this process at the April QEC meeting and papers to be circulated to the committee. It was noted that the Research Coordinator had drafted a research proposal which would feed into the peer review of teaching process which has been forwarded to the LTL responsible for this area. HR

13. Update on Education Scotland Enhancement Plan

This item was on the agenda.

14. HISA Perth making use of PC Helpdesk for all staff emails

It was noted that HISA Perth were actively taking this approach forward

15. CPD Report

It was agreed to carry this action forward to the next meeting.. LL

(iii) Matters Arising

There were no other matters reported at the meeting.

3 Quality Monitoring

(i) Overview of Annual Monitoring 2017

The Chair clarified that this was a compliance report that indicated across curriculum areas where reports were received on time, late or had not been received to date. It further indicated the number of reports that had a risk rating associated with this. This risk rating was based on key performance criteria such as student achievement, student satisfaction, external verification. It was reported that CBP had been kept informed of compliance issues.

The Chair advised that development sessions were being carried out with course teams that had poor compliance to discuss the reasons behind this and to provide staff with a deeper understanding of the importance of evaluation and their ownership of it.

4 Learning & Teaching

(i) Peer Review System

It was agreed that an update would be provided on the Peer Review System at the April QEC meeting and papers would be circulated to the committee. HR

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5 **External Review**

(i) Education Scotland Enhancement Plan

Members were informed that the report and enhancement plan has now been endorsed by both the SFC and Education Scotland. It was noted that the college received a grading of 'very good' across the three identified areas. The Chair advised that further discussions will be taking place in February with Education Scotland and across the sector to feedback on the new reporting process.

It was further reported that the college have yet to be advised on reporting style for the next academic year however, the engagement process will only be for 6 months in 2017-18 and CMT have pertinent actions to take forward with identified members of staff.

(ii) Scottish Funding Council Audit Results

The Scottish Funding Council (SFC) audit the college's returns annually and the Chair reported that this year the college had had no actions arising from the audit which was an excellent result.

7 Student Engagement

(i) Induction & Early Experience Student Survey Overview report & Action Plan

The Chair indicated that further discussion will be required regarding the action planning at the next meeting as due to the low quoracy of membership at this meeting.

It was noted that outcome reports were presented to various management fora including CMT, Academic Affairs and Engagement Committee. CBP take forward action planning which inform the Quality Review meetings, discussions with teams and students. In the past, the Students Association have not been involved in this process per se however HISA Perth will take forward actions this year. PH

Members were advised that the question set had been reviewed this year and questions pertinent to application process were removed as feedback from students had suggested that this was not relevant to ask at this time as some students applied for their courses up to a year prior to starting. An addition was to add a comments box at the end of each section, rather than just a general comments at the end. This had provided more focussed qualitative comments pertinent to the sections within the questionnaire.

The Induction and Early Experience Student Survey received an overall response rate of 68%, which is slightly lower than last year but includes an increase in students surveyed by 540 due to an expanding provision. 87% of students overall were satisfied with their college experience so far: it was noted that the exit questionnaire does not ask how satisfied students were overall with their course and it would be useful to include this going forward to provide a clear measurement of this expectation. Chair

The Chair noted that feedback given from students regarding Fresher's Week was good at 74% agreeing however, this was reflective of the students who were at Induction on Monday to Wednesday. Students starting on the Thursday and Friday of that week left negative responses as did not have the chance to take part in any of the activities that had been on offer.

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The Chair asked members to comment on the proposed actions and advise whether further actions were to be included or amended. The full report will be circulated to Sector Development Directors and Sector Managers in due course.

Members were informed that UHI were engaging in standardisation activity and that one work stream was to adopt the same standard question set across all UHI Academic Partners. Part of this work was to consider moving away from paper copies and instead adopting Bristol Online Surveys. If Perth College were to adopt this it may have a negative effect on the response percentage which is currently a dashboard KPI for the Board. Members discussed whether it would be beneficial to keep paper copies where relevant, and use BOS for student group such as distance learning, work based learning, which were groups currently identified as being outwith the current students surveyed. SFC were requiring unique identifiers to be used with surveys and the best approach would therefore be to use BOS which could be linked to SITS and thus a student SCN number. It was agreed that students would still retain the right to opt out of the survey if they wished to.

(ii) Student Partnership Agreement Update

Members were advised that the student Partnership Agreement had been resubmitted to the Engagement Committee for 2017-2018. Part B is being taken forward by the Student President who is hopeful that the actions can be achieved by the end of this academic year.

It was further reported that Perth HISA will be attending Regional Council on 5 and 6 February to meet all 12 local officers across UHI and discuss what has been achieved in office so far this year. Since joining HISA, the organisation have provided funding so more representatives to attend, including four class reps, which gives the reps an insight into the student association and how wide their voice can be heard.

(iii) Red Button Report

The Red Button Quarter 2 (October to December 2017) report provided to members was specific to Perth College and the Chair suggested that it would be useful for members of academic staff to have sight of this report, particularly comments made from students on networked programmes across UHI. The Chair advised that the report would be made available to Sector Managers for wider circulation. Clerk

Members of the committee noted that it would be of interest to have information on the mode of study identified within the report. It was agreed that this point would be forwarded to Kevin Sinclair. Clerk

The Committee noted the positive comments that have been made regarding John Dare, Library Co-ordinator at Perth College and the library staff in general.

(iv) Evening & Leisure Course 16/17 Report

The Committee noted the paper, which gave a brief overview of the number of Evening, Leisure and Short courses that ran during 2016/17. The Head of Learning Resources will determine actions pertinent to take forward. It was suggested that a review of the evaluation form would be beneficial.

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9 Student Association Update

(i) Perth HISA

HISA Perth President gave an update of the current activity of the Students' Association.

- The Students Association (SA) have restructured the Activity Grant Scheme and revised the policy to include three graded awards students can bid for that will be agreed by a counsel to ensure money is allocated appropriately. Students will be advised on this new process by Monday 29 January.
- There is still regular requests from students to join and set up clubs, which is extremely positive for being particularly late in the academic year.
- The Students Association (SA) collaborated with Sodexo for Black History Month and held a special lunch in the food court, which received positive feedback. The SA would like to thank Sodexo for their involvement during this event.
- Still an ongoing issue regarding class representation in certain areas of the college. The SA are hoping to change this going forward and make an impact to encourage student reps in the weaker areas by holding joint focus groups including members of the Quality team.
- The silent study space was introduced and so far, it has been a positive introduction to the library.
- Students are now able to load money onto student cards for printing purposes in the ASW building.
- Members were advised that on 23 June 2018 there would be a parade in Perth city centre as part of the 'Year of The Young People' national initiative.
- The committee noted that the Sector Rep role has now been approved by SMT. Information is being gathered from Sector Managers, with advice from the Student President, to provide a basis on how useful the Sector Rep would be to their area and what role they would have. A wider discussion is required to agree how this initiative can move forward in the best way.

10 UHI Committees

(i) General Update - Standardisation Activity

The Developing a Regional Approach to Quality Management paper was supplied for information and it was noted that UHI, FERB and the Partnership Council have put forward a notion on how the partners can integrate more and discussions are still ongoing regarding the merging of partners and UHI.

The Chair informed members that the integration was part of a winder standardisation approach of Quality protocols to ensure consistency across the partners and with a view to simplify FE and HE processes.

Members will be kept informed of discussions and the Chair felt that it would be useful for the Committee to be involved in the process going forward.

11 AOB

The meeting had no further points for discussion.

12 Date of next meeting

26 April 2018, Room TBC

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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** ☐

With the exception of item 7.2 which will be redacted from the open minute.

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 ☒

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Actions Arising from the Minutes of 25 January 2018

Summary of Action Items				
Carry forward from 2 November 2017				
Ref	**Action**	**Responsibility**	**Due date**	**Progress**
1	Identify and invite new members to join QEC	Chair/Clerk	Jan/Mar 2018	
2	Develop an action plan for wider circulation and use of the Annual Student Survey 2016/17 Overview Report	Chair	April 2018	
3	Identify suitable resources for CPD for Assessment Writing Skills	HR/LTLs	April 2018	
4	Circulate the External Verifiers 2016/17 report to a wider audience but with any identifiers removed.	Quality Officer	March 2018	
5	Roll out Blackboard IV/Assessor module to academic staff as mandatory training.	LL/CPD	March 2018	
6	Advise on status of Skills Framework Overview	HR/LTLs	April 2018	
7	Provide an update on the status of the Learning, Teaching, Assessment Strategy Enabling Plan	HR/LTLs	April 2018	
8	Put forward ideas on how to support the new cycle of Peer Review of Teaching	All/HR	April 2018	
Summary of Action Items from 25 January 2018				
1	Provide comments regarding the first draft of the 'Overview of Annual Monitoring' report	All	March 2018	
2	Provide comment on the proposed Induction & Early Experience staff actions	All	March 2018	
3	Forward the relevant Student Association qualitative and quantitative data from the Induction & Early Experience Survey to the Student President	Clerk	March 2018	
4	Circulate the Red Button Report to Sector Managers	Chair/Clerk	March 2018	
5	Discuss with Iain Morrison and Kevin Sinclair the possibility of including 'Mode of Delivery' in the Red Button Report	Chair	April 2018	

Research, Scholarship and Knowledge Exchange Committee (RSKE)

Draft Minutes

Meeting reference: 2 of 3 for Academic Year 2017-18
Date and time: Monday 22 January 2018, 2.00pm – 4.00 pm
Location: Room 016 Brahan Building, Perth College UHI

Members Present:

Martin Price, Director, Centre for Mountain Studies (**Chair**)	Margaret Cook, Principal and Chief Executive
Neil Simco (Acting VP Research)	Patrick O'Donnell, Research Coordinator
David Gourley, Curriculum Business & Engagement	Nick Green, Degree Programme Leader
Kerry Hannigan, Academic Rep	Christian Margiotti, Degree Programme Leader
Sharon McGuire, Degree Programme Leader	Rob Boyd, Degree Programme Leader
Steven Timoney, Degree Programme Leader	Frances Whittet, Degree Programme Leader
Mei-Li Roberts, Degree Programme Leader	Susan Hunter, Head of Human Resources
Keith Smyth, UHI	Donald MacLean, College Librarian & Learning Technologies Manager

Apologies:

Gareth Bradley, Degree Programme Leader	Eleanor Brown, Sector Development Director
Andrew Rae, UHI Professor of Engineering	Michael Rayner, UHI Dean of Research
Sara O'Hagan, Degree Programme Leader	David Watt, Degree Programme Leader
Lorenz Cairns, Sector Development Director	

Vacancies:

Postgraduate Student Representative (Vacancy)	Undergraduate Student Representative (Vacancy)

Chair: Martin Price, Director, Centre for Mountain Studies
Minute Taker: Kirsty Campbell, Quality Officer - Clerk
Quorum: 8 – meeting was quorate

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Item		Action
1	**Welcome and Apologies** Professor Martin Price (Chair) welcomed everyone to the meeting, the first of calendar year, and welcomed Susan Hunter, Head of HR & Organisational Development to her first RSKE Committee meeting. Members introduced themselves as a reminder to all of each other's responsibilities. Apologies were noted as above.	
2	**Minutes of the previous meeting held on 03 November 2017 (paper 1)**	
	These were agreed as an accurate record of the meeting.	
3	**Update on Actions and Matters Arising (paper 2)**	
	Actions were either complete or on the agenda as reported in Paper 2, with the exception of circulation of the HR report on conference attendance.	
3a	**Perth College HR Report on conference attendance** Susan Hunter (SH) (Head of HR) to attach the report to the minutes for circulation. The report should present a list of who has been at which conferences over the last year. Going forward the expectation is to implement a criterion for attending conferences. **Action:** POD and SH to discuss.	**SH/POD**
3.2	**Capturing Research Activity within the Professional Review process** SH confirmed that she and POD had an initial discussion before Christmas and recognised that there was a requirement for organisational development to implement a system to support staff undertaking research, eg mentoring – and recognise that a specific set of skills was required for research. CPD was only a small part of this process. This needs to be taken forward as part of a wider review of the Professional review process. **Action:** POD and SH to further discuss proposals for capturing research activities within the professional review process.	**SH/POD**
4b	**Research Hub bid** MC reported that a bid had been submitted for Strategic Investment Funding and understood that some monies had already been allocated but as yet, no outcome from the Perth bid had been communicated. NS confirmed that bids had been allocated before Christmas and he understood that the communication of outcomes would come via Clive's office. **Action:** MC will contact Fiona Larg at EO for further information.	**MC**
4c	**Athena Swan Lead Perth** **Action:** to follow up with Michael Rayner, and note for the minutes.	**MR/Clerk**

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4d	**Introductory Meeting with Melanie Smith** POD confirmed he had met with MS during a visit to EO and they agreed to try and for MS to visit Perth around Easter time.	**POD**
4	**Research and Scholarship Coordinator Update**	
	POD updated members with the following information of recent events and developments: • **Initial steps towards developing a research capacity paper** – POD had produced this paper which was a list of recommendations on how to develop research activity within the college community. • **Research, Scholarship and Knowledge Exchange: Charting Activities and Outputs report** POD had been tasked with pulling together this report which showed current research activity within the college It was a starting point in beginning to conceptualise and separate research from other academic activity and offer a more transparent framework of current research activity within the college community. Members were asked for their comments on the activities listed under the various categories set out on page 5. NS commended POD for his work and commented that, to his knowledge, this was the only such list available within UHI. NS suggested that the categories in their current format worked better in highlighting scholarship rather than research activities and ideally more work could be done on this to align the categories with the REF definition of what constituted research activity. POD thanked NS for his comments and agreed to revisit the categories and produce a typology that aligned more closely with the REF. **Action**: Members to email POD with their feedback on the paper; and POD then to revise. MP noted that very few people were working 0.2 fte or more per week on research activity, 0.2 fte being the threshold for being included in the REF as research-active. There may be people in the college who could be in the REF and therefore need to be allocated 0.2 or more fte per week to be able to do this. This was something that could be look at as part of the operational planning cycles just starting. MP summarised that POD's main activity since the last committee meeting was producing this overview of the College's current research activity. The priorities between now and next meeting were:	**ALL/POD**

	• Deliver a powerpoint presentation on the RSKE: Activities and Outputs report • Finalise the categories. Both items could look to be included on the agenda for the next staff conference day or alternatively lunchtime seminars. **Action**: POD to follow up with SH the programme for the February staff conference. MP commended POD for his paper which, although a work in progress, was the start to having an overview of research activity and a key part of capturing who would be doing what for the REF.	**POD** **POD** **POD**
5	**RSKE Strategy and Enabling Plan (paper 3)**	
	MP informed members that a further review of this paper had been carried out by MC, POD, DG and MP and the strategy section had been accepted and reflected the College's strategic plan but asked members if the Enabling Plan could be signed off at this meeting. Members approved the plan with the following observations: • **Aim 2** Item 2.2 - need to look at the College's capacity to respond to projects which often have a tight turn around and may pull down significant funding Item 2.3 – in terms of the UHI Research Knowledge Exchange plan this tied in with the UK industrial strategy which is also well aligned with some of UHI's research strengths. This is an example of interfacing with national opportunities and something that as part of a University we need to get better at doing. It was noted that in respect of bullet point 4 although the Tay Cities Deal may generate income the PCDP is actually looking for money not giving. – broadly happy Item 2.4 – to check this is not a duplication of Item 2.2 • **Aim 3** Following a discussion it was agreed to leave this aim in for the moment, however if it became apparent that it is merely 'business as usual' it did not need to be part of this action plan. Item 3.7 – to consider whether this needs to make specific reference to the 0.2 fte requirement • **Aim 5** Item 5.2 – bullet point 3 to be changed to say 'Develop liaisons in tandem with UHI with grant-giving …' In relation to bullet point 4, MC confirmed that an exercise was underway to identify how many Perth College staff are currently members of UHI Committees/Working Groups	**MP** **MP** **MP**

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	Item 5.5 - the appointees under the new Perth HR structure will have this aim in their remit. POD's work will continue to tease out research and scholarly activity. In respect of this NS invited POD to join the UHI Knowledge Exchange focus group to offer his insight. A revised University mentoring scheme will relaunch in next few weeks with 2 additional strands – Alpine recognition process, and learning & teaching. It was noted that in addition to early career researchers, the mentoring scheme should also look to attract those who have done research in the past and help them to reengage with research activities. Item 5.6 – there is a need to build the capacity to do these projects and make them sustainable MC informed members that SMT have been looking at the number of action plans across the College and were looking to rationalise these into one overarching plan to stop the danger of too many actions and not enough focus. Members should continue with the signing off this RSKE enabling plan in principle but should note that it may alter as College approach on action plans is confirmed. Members agreed to accept the plan in its current version with a few minor tweaks and for it then to go forward to Academic Affairs. **Action:** make minor amendments to the plan as identified above **Action:** the approved plan to go forward to Academic Affairs for note.	**MP** **MP/Clerk**
6	**UHI Research Innovation Fund** DG updated members with the following information on recent events and developments: **Platform** Supporting knowledge exchange around tourism, water quality and have representatives on these groups although not particularly far advanced at the present time. **Outcome** An energy project was under discussion but had yet to reach out to other APs. Health – an outcome grant had been secured to look at rural health, working with the Royal College of Surgeons. This aligns with developing and existing UHI strengths. Sport and Fitness Hub - SM tabled a paper providing an update of recent developments. The Hub was in its first year but a huge amount of work had already been done to advertise an interest in becoming involved in external research activities and confidence was high that research projects would follow on from this; the recently appointed Knowledge Exchange Coordinator had been instrumental in developing opportunities.	

	DG reminded members that research needed to be focused on economic growth to be sustainable. NS reported that the Entrepreneurship Academy had still to go forward to the Partnership council for approval. A feasibility study conducted in August 2017 highlighted that this will not be an immediate source of income and may need investment, which had to be taken into consideration. **Action:** DG to give an update at next meeting.	**DG**
7	**Research Excellence Framework (REF) Update** NS updated members with the following information of recent events and developments: A UHI-wide stocktake was completed at the end of 2017 and the indications were quite positive, showing a generally better position in comparison to this point in the last REF cycle albeit with a huge amount still to do. New areas are not as in strong as a position as more established areas. As an outcome from the stocktake, each Unit of Assessment lead has been asked to produce an action plan. The UHI REF Prep Plan 2018 has been endorsed and, now that the initial decisions on the national framework have been confirmed ,there is enough detail to allow for meaningful planning to begin. Identifying which staff are within the scope for the criteria will progress over the next 6 months. The UHI Research and Knowledge Exchange Strategy, which sits within the UHI Strategic Vision and Plan, is a key piece of work for updating and it is important that this links closely with strategies/processes at APs such as Perth's Research Strategy. REF Audit in 2019 – the scrutiny of Research outputs is ongoing and will be built into planning process. REF Managers' Group – this is also an operational group with representatives from some APs eg POD from Perth. MP summarised that the main point was to look strategically at the people who were doing research and the time they were being given and from that whether, realistically, they would be able to produce the necessary number of papers of the necessary quality by 2020. This should be considered on a person-by-person basis, and by also looking at the available resources as well at the REF definition of what constituted output. Ultimately, this was a decision for SMT, through operational planning.	

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	Research Clusters Update NS gave members a brief update: • There is a need to develop the relationship between research and knowledge transfer by using the Research Clusters to bring them together. • The Research Clusters have more work to do to extend and deepen their engagement and fulfil their potential • A new UHI RSKE committee structure has been approved and will be implemented over next few months. At its heart are the research clusters for driving activity. NS concluded his update by informing members that he was organising a meeting with all Knowledge Exchange chairs and all Clusters chairs.	
8	**UHI Research Conference 2018**	
	Members were informed that the 2018 UHI Research Conference would take place in Perth. It was hope that this year's conference, as well as celebrating success, would be an opportunity to focus on outward national opportunities eg UKRI, Industrial Strategy. As last time, it will be organised around the research clusters.	
9	**AOCB**	
	No other points of business were raised.	
	Date of next meeting tbc for late April.	**Chair/ Clerk**
	The meeting closed at 4.00pm.	

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 ☒

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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 Seek guidance on the process and timescale for the Research Hub bid. Confirm the lead person for Athena Swan at Perth Invite Melanie Smith, UHI Research Coordinator to Perth for a familiarisation visit Provide feedback on activities included under research, scholarship and knowledge exchange And revise table	POD MC MR POD All POD	Next meeting
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	

ACADEMIC AFFAIRS COMMITTEE Paper 14

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