Academic Affairs Committee

Agenda

Meeting reference: Academic Affairs 2019-20/02
Date: Wednesday 19 February 2020 at 14:30
Location: Room 019
Purpose: Scheduled meeting

* Denotes items for discussion.
Members should contact the Secretary in advance of the meeting if they wish to request an item be starred.

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Conflict of Interest in any Agenda Item		Chair	
4	Minutes of the Meeting held on 20 November 2019		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	**Student Experience**			
*6.1	HISA Perth Update	Student President	Student President	Paper 2
6.2	Student Surveys: Induction Early Experience Survey 2019-20	Head of Student Experience	Head of Student Experience	Paper 3
6.3	Student Funding Update	Head of Student Experience	Head of Student Experience	Paper 4
7	**Curriculum**			
*7.1	Student Recruitment Update 2019/20 & Targets 2020/21	Head of Student Experience	Depute Principal	Paper 5
*7.2	Curriculum Review Planning Update	Associate Principal	Associate Principal	Verbal

University of the Highlands and Islands Perth College

*7.3	Learner Journey Strategy	Associate Principal	Associate Principal	Paper 6
*7.4	Regional Outcome Agreement update		Depute Principal	Verbal
7.5	MA Electrical Installation Report	Associate Principal	Associate Principal	Paper 7
8	**Performance Monitoring**			
*8.1	Student Retention & Attainment Report 2018-19 & SFC Benchmark Report on KPIs	Head of Student Experience	Head of Student Experience	Paper 8
*8.2	Balanced Scorecard Update	Project & Planning Officer	Clerk	Paper 9
9	**Committee Minutes** (for noting by Committee)			
9.1	Scholarship & Research Committee • 13 January 2020		Chair – Scholarship & Research Committee	Paper 10
*10	Risk review (Committee to review current Risk position within responsibility area and advise on any items discussed affecting the Risk Profile of the College or individual departments)	Clerk	Chair	Paper 11
11	Date and time of next meeting • 6 May 2020	Secretary	Secretary	
*12	Review of Meeting (Committee to check against Terms of Reference to ensure all competent business has been covered)		Chair	Paper 12

Academic Affairs Committee

DRAFT Minutes

Meeting reference: Academic Affairs 2019-20/01
Date and time: Wednesday 20 November 2019 at 5.30pm
Location: Room 019

Members present: Margaret Cook, Principal (Chair)
Andrew Comrie, Board Member
Sheena Devlin, Board Member
Lorenz Cairns, Depute Principal (Academic)
Catherine Etri, Associate Principal (Curriculum)
Michaela Asisten, HISA Perth VP Education & Engagement
Deborah Lalley, Head of Student Experience
David Gourley, Head of Learning & Teaching Enhancement
Robert Boyd, Teaching Staff Member on the Committee

In attendance: Ian McCartney, Clerk to the Board of Management

Apologies: Amy Studders, HISA Perth President
Veronica Lynch, Vice Principal (External)
Martin Price, Chair of Research, Scholarship & Knowledge Exchange Committee

Chair: **Margaret Cook**
Minute Taker: Ian McCartney
Quorum: 8

Summary of Action Items			
Ref	**Action**	**Responsibility**	**Time Line**
4	**Minutes of Meeting held on 8 May 2019** Clerk to amend minutes re student staff members referred to in Item 13.1 did not including Mountain Studies staff.	Clerk	ASAP
6.1	**HISA Perth Update** Principal/Clerk to investigate working with Who Cares? Scotland as part of the Board's Development activities.	Principal/ Clerk	June 2020
6.1	**HISA Perth Update** HISA to investigate whether there was an opportunity to do more for student residents over the Xmas period	HISA	ASAP
8.1	**Balanced Scorecard** Clerk to investigate incorporation of sector/UHI comparison within the Scorecard.	Clerk	Next meeting

University of the Highlands and Islands Perth College

Minutes:

Item		Action
1.	**Welcome and Apologies** The Chair welcomed everyone to the meeting. Apologies were noted.	
2.	**Additions to the Agenda** There were no additions to the agenda.	
3.	**Declaration of Interest in any Agenda Item** There were no declarations of a conflict of interest.	
4.	**Minutes of Meeting held on 8 May 2019** It was noted that the 6 student staff members referred to in Item 13.1 did not include Mountain Studies staff. Clerk to amend minutes accordingly. The minutes were otherwise approved as a correct record.	Clerk
5.	**Matters Arising from Previous Minutes**	
	5.1 Actions Arising **Action:** A Workforce Planning report would come to the next meeting of the Committee **Action Update**: Deferred to next Meeting 6.1 Student Engagement **Action:** Extending Student Mental Health training to students was to be taken forward with HISA **Action Update:** Training was scheduled to take place this week. An opportunity had also arisen to potentially extend this training provision in partnership with Perth & Kinross Council 12.1 Safeguarding Policy Action: Future revisions to Policy to take place by email with decision confirmed at next meeting of Committee **Action Update:** Deferred to next meeting.	

6	**Student Engagement**	
*6.1	**HISA Perth Update** HISA Perth VP Education & Engagement summarised the key pints of Paper 2, highlighting the number of Class Reps trained, the relatively disappointing number of attendees at the GYST sessions despite the positive feedback received about the programme, and the campaign for Council Tax exemptions for progressing students. Board Member commended HISA on the report, noting in particular the desire to work with the College in areas of mutual benefit such as co-creation. Board Member noted the role of College and Board as Corporate Parent and suggested working with Who Cares? Scotland as part of the Board's Development activities. Principal/Clerk to investigate. Teaching Staff Member on the Committee asked whether there was an opportunity to do more for student residents over the Xmas period, possibly in conjunction with ASW, as ASW is open over much of the vacation period. HISA to investigate.	Principal/ Clerk

HISA |
| ***6.2** | **Student Surveys: Student Satisfaction & Engagement Survey** Head of Student Experience introduced main findings of the most recent Student Satisfaction & Engagement Survey (SSES) per Paper 3, noting the move to electronic methods for data capture. Response rate of 46% was ahead of the Sector average (43%). Head of Student Experience advised that future versions of the Survey will include comparators to show progress over time. Board Member asked about Action Plan to tackle areas of shortfall. Head of Student Experience noted that Course Teams had undertaken self- and course-evaluations to address. Committee Member further noted that a Digital Skills Strategy was being tabled at the next CMT meeting. Board Member noted that accreditation for digital skills might be available in partnership with Perth & Kinross Council. Committee Member asked about electronic response rates vs paper. Head of Student Experience noted that response rates on paper system was around 60%, however expectations were for an initial reduction in response rate in Year 1 of new methodology. | |
| ***6.3** | **Student Surveys: National Student Survey** Head of Student Experience introduced main finding of most recent | |

	National Student Survey (NSS) per Paper 4, noting the differences in responder profile from SSES, and the upward trend being demonstrated. Head of Student Experience drew attention the potential issues linked to cross-College delivery, noting that an action plan was being developed to address areas of poor performance which takes this issue into account. Head of Student Experience further noted that programme Teams receive their own data set from the NSS. Action Plans, submitted to UHI Deans, are triggered if results in each area are below 80%, or drop from previous year.	
6.4	**Additional Counselling Funding** Principal advised that Scottish Government funding of 80 counsellors split across University and College sectors had been announced, noting that the division of these resources within UHI had been the subject of some debate, but looked likely to settle on a Counselling Manager post hosted at Executive Office rather than additional resources being delivered to Perth College, prompting discussion on the potential preferred options on a local level should an alternative decision be reached A final decision on the matter was due to be made shortly by Scottish Funding Council.	
7	**Curriculum**	
7.1	**Student Recruitment** Head of Student Experienced outlined latest Student Recruitment position per Paper 5, noting the importance in retention re draw down of credits, and the drive to draw in additional students over January. Board Member asked for evidence base in confidence shown for reaching target. Head of Student experience noted that data and trends were used to produce, but there are still unknown elements that can affect final figures, eg Community Education. Board Member noted need to better understand demographics re routes to education, increased focus on adult learners and changing modes of delivery, eg increased blended learning.	

*7.2 *7.3	**Curriculum Review Planning Update** **Self-Evaluation Planning Process** Associate Principal (Curriculum) provided a presentation which linked Papers 6 and 7, outlining historical information and limitations around Course Annual Reviews, before providing detail on the proposed Curriculum Review & Planning processes. Associate Principal (Curriculum) noted that the change in process was a substantial task, but one which provided an opportunity to allow academic staff and students to properly contribute to curriculum development and an improved student experience. Board Member welcomed the use of rigorous data analytics to allow curriculum teams to make decisions, and the opportunity to include organisational objectives within the self-evaluation element of the process. Board Member noted the additional opportunities provided by improved responsiveness within new model, eg common module across programmes, dual accreditation, blended learning at all levels, Gaelic for adult learners, etc. Committee thanks Associate Principal (Curriculum) for the presentation and commended the Papers.	
8	**Performance Monitoring**	
*8.1	**Balanced Scorecard Update** Clerk noted that not enough raw data had been provided to produce a meaningful commentary scorecard at this point, with particular shortfall related to the number of full-time programmes containing substantial work experience, and the number of students undertaking apprenticeships. Information on areas not addressed would be provided within next Balanced Scorecard update. Committee noted that some sector/UHI comparison within the Scorecard would be useful. Clerk to investigate.	 Clerk
9	**Standing Committee Minutes** The minutes for the following meetings were received and noted: • Scholarship & Research Committee, 11 October 2019	

10	**Date of Next meeting**	
	• 19 February 2020 at 2.30pm	
11	**Review of Meeting**	
	The Committee 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 ☑

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 ☑**

Committee	Academic Affairs Committee
Subject	HISA Perth update
Date of Committee meeting	19/02/2020
Author	Amy Studders, HISA Perth President
Date paper prepared	12/02/2020
Executive summary of the paper	This paper provides an update on the current work being undertaken by HISA Perth
Consultation How has consultation with partners been carried out?	N/A
Action requested	☐ For information only ☒ For discussion ☐ For recommendation ☐ For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	Click or tap here to enter text.

Perth College UHI

• Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	
Equality and diversity Yes/ No If yes, please give details:	No
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	**No** If yes, please give details: Click or tap here to enter text.
Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	No Click or tap here to enter text.
Status (e.g. confidential/non confidential)	Non-Confidential
Freedom of information Can this paper be included in "open" business?*	Yes

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

Perth College UHI

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

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

Further guidance on application of the exclusions from Freedom of Information legislation is available via:
http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp
and
http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

HISA Perth Update

Operational

- Our current elected officer and staff capacity is at 1.5 FTE and 1.5 FTE respectively

- We have asked our members to help co-create our signage to increase our visibility to our members

- We are reviewing our internal working processes. This includes increasing the amount of co-creation (eg: SPA, Mental Health Champions) work we do with the College, and collaborative initiatives with external organisations. The Colleges and it's teams have been instrumental for the organisation as we go through this period of growth in order to serve our members, and the college community better. Working collaboratively with the college and external organisations, in order to increase our capacity in the spirit of partnership, so we can bring innovative initiatives.

- We are making communication a priority for the organisation as we move forward into the new year. Our efforts will be directed into building our Class Reps, Societies, On-site, and Online communities. We are reviewing our systems for better accountability to our members and stakeholders in terms of outcomes - to properly communicate the difference and value we bring to the college, and Perth community. This will be reflected in an investment into a new communications intern to increase & better manage our promotion and communication of our activities.

- We have recruited a new communication intern who started on the 23rd January to help us with all means of communication; social media, promotion and content. They will be liaising with the regional HISA Communications Coordinator.

- We are also in the process of recruiting a new full time HISA Perth Staff Coordinator. Interviews will be held on the 20th February, with the Head of Student Experience at Perth College on the interview panel.

Class Reps

- Following advice from Education Scotland, the associations Students Representative Council will be run differently this year. We will be carrying out SRC Gatherings by curriculum area. In an effort to create a real 3 way communication between students, HISA, and the College

- We have had our first Class Rep Committee Gathering on the 26th and 27th December. A report was created and given to the reps on the outcome of that meeting.

- We have our next meetings planned for the 18th and 19th February.

- We are taking 5 class reps with us to HISA Con from the 29th to the 31st January , HISA's regional council held every year in Inverness, where we debate and vote on policies. This year students have the opportunity to create their own proposal ideas for policies and send them in, they will meet with other delegates from across the UHI Partnership as well. They will also be given the opportunities to question and hold their local student officers to account as well the regional officers, they will also be given the opportunity to question MSPs.

Student Finances

- We have been campaigning for Council Tax Exemptions during the summer for our progression students (eg: progression from HND to Degree). Access to water fountains and microwaves (installation, cleaning, management, policing, health & safety, etc.) are still high on the agenda. We are working with sodexo for more student friendly meal deals, & budgeting workshops (through GYST) to create a "sticky campus" and keep our members on campus with for longer - for a better education experience

Internationalisation

- The association will be launching an internationalisation strategy for HISA Perth to ensure that we have a more culturally diverse (+ freefrom & hot) food offerings on campus. This is to further cement our work with the collage, eg: with the languages and ESOL (+ AST) dept to create a buddy system and language cafes to aid our International members integrate into our community and give them an edge in employment - as we move into a more globalised world

Tea and a chat

- We are looking at creating a socialising space in the College which will allow students to interact with each other and help to tackle mental health.

- The first session took place on the 5th February.

Refreshers

- We will be providing a 'refreshers' day for students in the Union, similar to our HISA House Party. We will be providing a relaxing day for students and allow them to interact with each other and ourselves so that we can gather feedback on Semester 1 and look at what they would like to see for Semester 2.


Mental Health

- We are contacting various organisations throughout the city of Perth to offer students opportunities for extra support and also volunteer or work experience.

- We are also looking at hosting events in relation to Mental Health Awareness days, working alongside the college and the organisations we are contacting.

Clubs and Societies

- On 22nd January the Perth College Blizzards played a friendly against Fife College in basketball arranged between HISA Perth and Fife College Students Association.

- An Argentine Tango club is being started up by a student, commencing in February.

- We have 3 teams (men's basketball, women's football, men's football) entered in the Scottish Student Sport College National Finals, matches start in February.
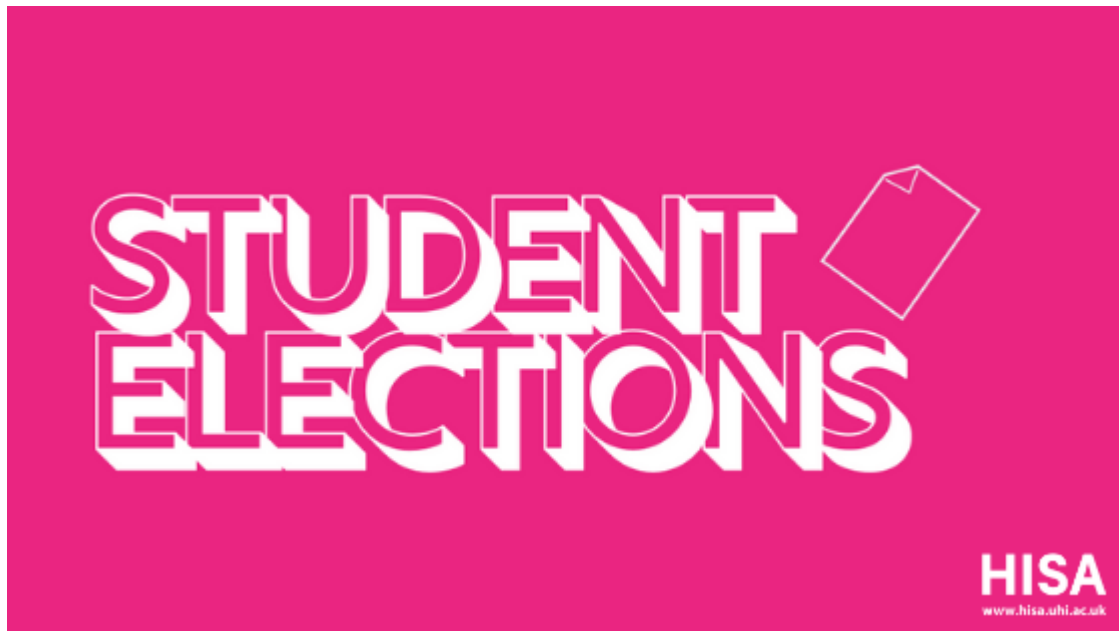
#HISAelects | Student Elections

- Each year we ask all Perth College students to choose three students who will become their Elected Executive representatives at the University. These three people, become the voice of Perth students for a year. They represent students in the rooms where major decisions are made by the College and University. They also help lead the Students' Association for the year, and become involved in making lasting changes to the way things are run at both the College, University, and in the Students' Association. Elected Executive Officers are paid to do this job. https://www.hisa.uhi.ac.uk/elections

- Last year we had the highest number of votes in the partnership (even higher than Inverness!) - this year we aim to bring the championship home again with an even bigger mandate from our constituency

Academic Affairs Committee

Paper for Consideration

Subject:	Early Student Experience Survey
Author:	Deborah Lally – Head of Student Experience
Date of paper:	22 January 2020
Date of meeting:	

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

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

Executive Summary:

We continue to utilise the JISC Online Survey tools to carry out surveys. This methodology invites students via email to participate in the survey and they follow a link discrete to them to do so. Whilst the survey is sector wide it is not part of a statutory return, therefore there is not data available at this level to benchmark against, however, the system we use is in partnership with our UHI colleagues enabling us to benchmark across the UHI accordingly.

A total of 2454 students were targeted with a response rate of 54% (1313). Information attached provides summary response rates for each sector area.

There were a total of 24 questions asked, with an overall satisfaction score of 95%.

The attached chart provides response rates to all the questions asked with a comparator against last academic year. In almost all questions, we have remained static or shown slight improvements.

Question	Year	Positive Response	Negative Response	Not Applicable
Q24. I am aware of the role of the Highlands and Islands Student Association (HISA)	2018-19	84%	16%	
	2019-20	86%	14%	
Q23. I know who my class Rep is	2018-19	82%	18%	
	2019-20	86%	14%	
Q22. I know how I can provide feedback to improve learning and teaching	2018-19	90%	10%	
	2019-20	90%	10%	
Q21. I know when my course assessments are due	2018-19	93%	7%	
	2019-20	95%	5%	
Q20. I am happy with the way my course is taught	2018-19	92%	8%	
	2019-20	93%	7%	
Q19. I feel I am on the right course	2018-19	97%	3%	
	2019-20	96%	4%	
Q18. I am treated fairly and equally by staff	2018-19	98%	2%	
	2019-20	97%	3%	
Q17. I know who my academic support contact (PDA, PAT, LDW) is and how to contact them	2018-19	91%	9%	
	2019-20	95%	5%	
Q16. I know how to access Brightspace (the learning environment)	2018-19	85%	10%	5%
	2019-20	86%	8%	6%
Q15. I know how to access the student portal, MyDay	2018-19	88%	9%	3%
	2019-20	88%	10%	2%
Q14. I know how to access the library facilities	2018-19	93%	5%	2%
	2019-20	94%	5%	1%
Q13. I know how to access Student Services	2018-19	91%	9%	
	2019-20	90%	10%	
Q12. My Course Handbook explains about the different ways I will be learning during my course	2018-19	90%	10%	
	2019-20	90%	10%	
Q11. My Course Handbook contains accurate information about the subjects within my course	2018-19	91%	7%	
	2019-20	92%	8%	
Q10. The fresher's activities provided me the opportunity to mix with other students	2018-19	55%	15%	30%
	2019-20	59%	15%	26%
Q9. I found induction a useful preparation for starting my course	2018-19	89%	11%	
	2019-20	89%	11%	
Q8. It was easy to enrol onto my course	2018-19	96%	4%	
	2019-20	96%	4%	
Q7. I was made to feel welcome during my first week	2018-19	97%	3%	
	2019-20	97%	3%	
Q6. The information I received before my course helped me prepare for college / university	2018-19	88%	12%	
	2019-20	88%	12%	
Q5. My funding application was dealt with effectively	2018-19	70%	16%	14%
	2019-20	71%	19%	10%
Q4. I was provided with clear information about the funding I could apply for	2018-19	82%	18%	
	2019-20	78%	19%	3%
Q3. Applying to my course was easy	2018-19	96%	4%	
	2019-20	95%	5%	
Q2. My initial enquiry provided me with the information I required to take the next step or apply for the course	2018-19	93%	4%	3%
	2019-20	94%	3%	3%
Q1. Overall, I'm satisfied with my student experience so far	2018-19	96%	4%	
	2019-20	95%	5%	

■ Positive Response ■ Negative Response ■ Not Applicable

Perth College UHI
Early Student Experience Survey (ESES) 2019-20

Response Rates by Sector Area

DIRECTORATE/SECTOR AREA/COURSE DETAILS	TARGET	RESPONSE	(%)
Overall Response Rates	**2454**	**1313**	**54%**
Applied Life Studies	**928**	**487**	**52%**
Beauty Therapy	*100*	*65*	*65%*
Early Education and Childcare	*281*	*164*	*58%*
Hairdressing	*55*	*40*	*73%*
Health and Social Care	*175*	*66*	*38%*
New Opportunities	*91*	*64*	*70%*
Social Sciences	*226*	*88*	*39%*
Business Management Computing Leisure	**556**	**383**	**69%**
Business and Accounting	*202*	*148*	*73%*
Computing	*79*	*53*	*67%*
Hospitality	*104*	*76*	*73%*
Management	*2*	*1*	*50%*
Sport and Fitness	*169*	*105*	*62%*
Creative and Cultural Industries	**408**	**219**	**54%**
Art and Creative Technology	*63*	*27*	*43%*
Audio and Sound Engineering	*111*	*82*	*74%*
Language School	*107*	*69*	*64%*
Music and Music Business	*127*	*41*	*32%*
Science Technology Engineering Maths	**562**	**224**	**40%**
Aircraft Engineering	*30*	*10*	*33%*
Automotive Engineering	*107*	*43*	*40%*
Construction	*201*	*92*	*46%*
Engineering	*142*	*46*	*32%*
Science	*82*	*33*	*40%*

Academic Affairs Committee

Paper for Consideration

Subject:	Student Funding
Author:	Scott Young – Student Funding Advisor
Date of paper:	29 January 2020
Date of meeting:	19 February 2020

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 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 2019/20.

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 Funding Report February 2020

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

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

The regional funding allocations for 2019/20, 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, although the increased funding for Care Experienced students has made this tighter than in previous years.

Childcare Funds

Spending on Childcare Funds is significantly up on 2018/19, but within budget, mainly due to the higher income scales we introduced and a greater number of students looking for childcare for more than one child. We should still be within budget after In-Year Redistribution and ESF funding are taken into account. The Scottish Government continues to offer subsidised childcare places (of up to 600 hours, increasing to 1200 hours from 2020) for all 3-5 year olds, which has helped reduce Childcare Fund expenditure. Our College Nursery receives government subsidies for this.

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

There have been some changes in policy for 2019/20, including a slight inflationary rate rise to bursary allowances and an ongoing focus on funding for Care Experienced students, who can get a Bursary of £202.50 per week.

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

Overall, the student funding situation is tighter than in previous years, due to an increase in the number of students receiving the Care Experienced Bursary, plus increases in childcare funding, but still looking to be within budget. This allows us to be able to offer the same funding as the majority of the Sector and having the funding allocations to be able to do so.

Changes to Perth College "Local Rules"

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

We have started to prioritise funding applicants for Care Experienced students and offer them one-to-one application assistance, in line with the Access and Inclusion Strategy.

SAAS Funding

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

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.

Number of Funding Applications Received

The number of funding applications to date for 2019/20 is broadly in line with the same time of year in 2018/19, but more has been spent on Bursary (mainly due to Care Experienced students) and childcare.

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

	2015/16	2016/17	2017/18	2018/19	2019/20 to date
Bursary	1,045	1,060	1,145	1029	1046
EMA*	533	352	374	332	330
FE Hardship	272	275	310	301	252
HE Hardship	289	250	245	275	225
Childcare	215	215	204	191	191
Totals	2,354	2,152	2,278	2,128	2044

*EMA students are also counted under the Bursary total.

Looking Forward to 2019/20 and Beyond

We receive funding through the ESF scheme, which should help us ensure we have sufficient funds to support students, but this has proven to be rather admin-intensive, due to UHI centralised control of the funds and evidence requirements. 2019/20 is likely to be the last year we can draw on ESF funding.

We have put in place systems to allow a better follow-up where students have either not applied for funding or applied late. We have an email that can be sent out automatically or manually for more control, reminding applicants that they still have evidence to supply for their funding application. We have also worked with UHI IT services to produce an email, which we can send out to students who have been accepted on a qualifying FE course and have not yet completed a Bursary application.

Running alongside this process, our Student Funding Assistant has been helping students who need one-to-one assistance with their online funding application. She has made appointments with over 100 students so far for Academic Year 2019/20, including many vulnerable and Care Experienced students, as well as students whose first language is not English.

In 2019/20, 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, although there has been no further word on this lately.

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

There have been some significant increases in funding available to Care Experienced students in both FE and HE. All eligible FE students will now receive a Bursary of £202.50 per week and HE students receive a Care Experienced Students Bursary of £8,100. The Funding Council has provided additional funding to cover the increased cost of this scheme for FE students but it is still hard to estimate the number of Care Experienced students we will get, thus placing great importance on the In-year Redistribution of funds by the Funding Council.

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

Academic Affairs Committee

Paper for Consideration

Subject:	Student Recruitment
Author:	Deborah Lally – Head of Student Experience
Date of paper:	11 February 2020
Date of meeting:	19 February 2020

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

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

Executive Summary:

Further Education

Overall our target is 24,855 credits, this is made up of 23,655 core and 1,200 ESF credits. To date, our current position is 24,157 credit (-698 from overall target). We have therefore met our core target and nearly half way of meeting our ESF target. We do have courses scheduled to run in April which will attract credits and if they come to fruition we will meet our target overall.

Higher Education
Our undergraduate target is 1967 FTE (excluding priority groups), to date our calculations are indicating a current position of 1895.7 FTE (-72 FTEs). We have recruited student in January and these are still to be included in our FTE count and we will continue to recruit students via distance learning, therefore we will be in the ball part of meeting our target.

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

Status of Papers   Open ✓   Closed ☐

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

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

The College may also be asked for information contained in minutes and papers about living individuals, under the terms of the Data Protection Act 1988.
Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988?   **Yes**   ☐   **No**   ✓

Perth College UHI

Committee	Academic Affairs Committee
Subject	Learner Journey Strategy
Date of Committee meeting	19/02/2020
Author	Catherine Etri, Associate Principal
Date paper prepared	11/02/2020
Executive summary of the paper	Paper outlines the draft Learner Journey Strategy developed for the Perth & Kinross region. Committee is invited to discuss the likely impact of this Strategy on Perth College UHI to inform future discussions.
Consultation How has consultation with partners been carried out?	Consultation has been undertaken with key strategic partners under the auspices of the work, which was led by Perth & Kinross Council
Action requested	☐ For information only ☒ For discussion ☐ For recommendation ☐ For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	

Perth College UHI

Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	
Equality and diversity Yes/ No If yes, please give details:	No
Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	No
Status (e.g. confidential/non confidential)	Non-Confidential
Freedom of information Can this paper be included in "open" business?*	Open Business

Perth College UHI

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

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

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

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

http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp and

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

PERTH AND KINROSS LEARNER JOURNEY STRATEGY 2019-22

Establishing Principle

That all partners are equal and are committed to common goals, we will work towards establishing a cultural change in the way that we engage in the collaborative development of programmes of learning in our community.

Goal

To ensure that the Senior Phase learning offer across Perth and Kinross embeds the schools college partnership curriculum which maximises the chances of positive destinations for all young people

National Priority 15-24 Learner Journey	National Priority Narrative	Our Ambitions
1. Information Advice and Support Making it easier for young people to understand their learning and career choices at the earliest stage and providing long-term person-centred support for the young people who need this most	We want young people to have access to greater levels of personal support particularly in terms of how they use the information available to them. We want to make improvements to the existing services and adapt them to meet this demand for a one-stop shop approach. As learners progress from school to college we also want much greater consistency in the experience of CIAG (Career Information Advice & Guidance) within college.	Our Ambitions: Information Advice & Support Develop strong and sustainable partnerships through engagement with specialist agencies to ensure they play a key role in helping our young people understand, value and navigate a route to success (Scottish Government, Education Scotland, SFC, SDS, Industry, Employers, Tertiary Education, ECS). In planning for key points of transition, all learners aged 15+ in Perth and Kinross will be guaranteed a minimum of 1 hour of targeted personal support in relation to pathways and their next steps using a Perth and Kinross framework to ensure consistency.

		Our offer will be available in a clear and accessible digital platform for all stakeholders.
2. Provision Broadening our approach to education and reframing our offer, doing more for those who get less out of the system and ensuring all young people have access of opportunity to develop the high-level work-based skills Scotland's economy needs.	We want a school curriculum that works for all young people. This is made possible through the full realisation of the Developing Young Workforce Programme (DYW), within the wider context of CfE. Aligned to this we also want a college curriculum with clear and purposeful pathways to work and higher-level study. In doing both of these things, we want to do much more for those who get the least out of the system. As part of the improved offer in school, we want to see greater co-creation of the curriculum by colleges, third sector organisations and business to deliver a more diverse and richer learning experience for all young people. Over time we would expect a planned and connected curriculum to start	The Perth and Kinross offer will be relevant, current and adaptable to economic needs and planned for appropriately, ensuring our economy has an appropriate and skilled workforce and which will help learners compete locally, regionally, nationally and globally by maximising achievement opportunities. All partners will work collaboratively to co-create a curriculum that will ensure seamless learner pathways that offer breadth of choice suitable for all our learners, enabling them to identify a clear learning journey through to employment via work-based learning, further and higher education as appropriate. Specifically, the co-created offer will take account of the diverse needs of learners from all backgrounds and all locations.

	within the Broad General Curriculum for all learners. Critically, we want to support schools to work more closely and earlier with other professionals, existing out-with the school environment, so that the curriculum offer is planned as part of a wider child support plan.	
3. Alignment Making the best use of our four-year degree to give greater learner flexibility for more learners to move from S5 to year one of a degree, more from S6 to year 2, and more from college into years 2 and 3 of a degree where appropriate	We want to see a better aligned system which provides genuine choice and enables smooth progression for learners.	Transparent and seamless articulation from school to college for all, from SCQF level 4 courses through to 4-year degree pathways and beyond. The provision of advanced entry into 4-year degree will be visible in the Perth and Kinross learner pathway.
4. Leadership Building Collective Leadership Across the Education Skills System	**We want a shared vision to enable a single system approach.** Our starting point is to understand why the system needs to change to be better for the learner, accept this and then establish the conditions for this to be realised. This raises questions as to how we support the system to do this.	Our vision will be enacted through a clear governance structure to provide clarity of leadership within the learner pathways development to include key stakeholders, and delineate groups at strategic and operational level, along with functions.

	In terms of governance we will need greater alignment in decision making. Aligning key stakeholders within a single vision, will be the beginning of establishing a shared culture, which then creates the conditions to address the capacity issues the system faces together	
5. Performance Knowing how well our education and skills system is performing	It is important that funding across the system helps young people make decisions based on what works for them and for the economy. Therefore, we need to act on the information we create and use that information to support learners to make more informed choices.	There will be a coherent approach towards evaluation of the learner journey involving key stakeholders based on critical key performance indicators and shared data.

Committee	Academic Affairs Committee
Subject	MA Electrical Installation Report
Date of Committee meeting	19/02/2020
Author	Catherine Etri, Associate Principal
Date paper prepared	11/02/2020
Executive summary of the paper	Paper provides a sub-contractor summary report on the review of training in Modern Apprenticeships in Electrical Installation undertaken by HM Inspectors
Consultation How has consultation with partners been carried out?	Click or tap here to enter text.
Action requested	☒ For information only ☐ For discussion ☐ For recommendation ☐ For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance	Click or tap here to enter text.

Perth College UHI

• National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	
Equality and diversity Yes/ No If yes, please give details:	No
Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	No
Status (e.g. confidential/non confidential)	Non-Confidential
Freedom of information Can this paper be included in "open" business?*	Open Business

Perth College UHI

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

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

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

Further guidance on application of the exclusions from Freedom of Information legislation is available via:
http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp
and
http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

Sub-contractor summary report on the review of training in Modern Apprenticeships in Electrical Installation by HM Inspectors

Perth College UHI

19 November 2019

Contents

1. Scottish Electrical Charitable Training Trust

The Scottish Electrical Charitable Training Trust (SECTT) was established in 1990 to manage the Scottish Joint Industry Board (SJIB) training schemes. SECTT run the only industry approved training scheme for electrical apprenticeships in Scotland.

The SJIB training schemes are designed to regulate the entry, conditions of service, training and education of all persons in the electrical contracting industry, with a particular focus on apprenticeships. SECTT manage the apprentices throughout their training from the first day at college to becoming a qualified electrician, and beyond. The Scottish schemes incorporate the Modern Apprenticeship (MA), which includes the Scottish Vocational Qualification (SVQ) SCQF level 7 in Electrical Installation.

SECTT are the major contract holder with funding from Skills Development Scotland (SDS) for the MA programmes. They sub-contract the off-the-job training within the programmes to 19 organisations across 21 locations in Scotland.

Perth College UHI is one of the sub-contractors.

2. Visit to the sub-contractor

Perth College UHI has its main campus in the city of Perth in the local authority of Perth and Kinross. Perth College UHI serves the needs of its local area as well as the wider Highlands and Islands Region and beyond.

Within the Tay Cities Deal, the college is working on key projects in engineering, aviation, creative industries, digital resilience and hospitality. The college provides a broad curriculum base with access to study at SCQF levels 2-12 in areas of local, regional and national need.

The review visit took place on 19 November 2019. A small team of reviewers visited the provider to observe off-the-job training, interview teaching staff and speak to apprentices and employers.

At the time of the review visit, there were 126 MA Electrical Installation apprentices in training with Perth College UHI.

3. Outcomes and impact

Areas of positive practice

- Achievement rates have been high for the MA group over the last three years – 95%, 90% and 100%. Both partial success and withdrawal rates from the programme are very low, sustained over the last three years.
- A number of apprentices enter competitions at a regional and national level. There are a number of examples of apprentices achieving success in SECTT and Electrotechnical Modern Apprenticeship Competitions.
- Apprentices are supported well to reach their objectives. The Programme Academic Tutor (PAT) and the Training Officer (TO) hold review meetings to monitor the progress of apprentices. End of block reviews are used effectively to monitor and review apprentice progress. Useful feedback is provided by the PAT and TO ensuring that apprentices reach their objectives.
- Perth College has a well-planned and comprehensive induction programme that meets the needs of new apprentices well. Almost all apprentices have met with the TO before they begin their college programme and apprentices feel that this helps when attending college for the first time.
- Apprentices gain the Electrotechnical Certification Scheme (ECS) card required to work on building sites during the induction period. SECTT work well with the college to offer the opportunity for students on the NC level 5 Electrical Programme the opportunity to gain the ECS card towards the completion of their programme. This is enabling students to gain practical work experience on construction sites.
- All staff are aware of current legislative frameworks for electrical installation which are reviewed regularly every three years. The TO meets regularly with the Electrical Contractors' Association of Scotland (SELECT) representative for the Tayside and general area. This ensures that relevant directives and regulations are shared effectively.
- The requirements of the awarding body and SJIB are being met. The most recent SQA External Verifier report indicated high levels of confidence with no recommendations or action required.
- The college has plans in place for a *Women into STEM* programme to promote female places in the pre apprenticeship programme.
- The college are taking action to raise awareness of mental health issues particularly in young males. Representatives from a local support group *Andy's Man Club* deliver presentations to apprentices. This support group is promoted well through posters being displayed and cards being issued to apprentices.
- Apprentices are able to access an e-portfolio *OneFile* to keep track of their progress. Apprentices are finding this very useful and easy to use, although it is too early to assess the impact on second year groups.
- The college plans the MA programme to the normal SECTT college block arrangements. However, there are a number of examples of the programme being adapted to meet the specific needs of learners.
- The college pre apprenticeship programme is meeting the needs of employers and is helping with recruitment. There are plans in place to introduce a more generic qualification at SCQF Level 4 with the aim of increasing applications overall to trade qualifications.
- College staff have embedded core skills well throughout the programme and a few apprentices have attended core skills classes in the college to help them achieve an appropriate level of core skills.

- Apprentices are well informed about the potential for progression through their apprenticeship, the Final Integrated Competence Assessment end test and possible opportunities available to them. This is covered well through the SECTT induction and in conversations with college staff. Apprentices are prepared well to meet the standards set by SECTT.

Areas for development

- The number of female apprentices on the programme has been very low over the previous 3 years and there is currently only one female apprentice on the programme.
- There is a low engagement level from employers responding on Block reports on *OneFile* (40%).
- Apprentices are unaware of the core skills they are developing.

4. Service delivery

Areas of positive practice

- College staff plan the MA programme well to meet the needs of apprentices and employers.
- Apprentices have access to the full range of services available at Perth College. Workshops are bright and spacious and are well laid out with a high standard of equipment and resources.
- All apprentices are knowledgeable about their programme and feel well supported. All apprentices were engaged in their learning and felt that overall it was relevant to the work place.
- All apprentices discuss their progress and agree objectives through regular progress reviews carried out by the TO. Full details of progress reviews are recorded on *OneFile* and apprentices are accessing this regularly. Apprentices feel that this meets their needs well.
- Teaching staff plan lessons well and link appropriately to previous learning. Staff use good examples to link theory to working practices and career options and relevance in the future. Staff use a range of resource including ICT well and the use of the *OneFile* is highly efficient and is helping to keep apprentices on track.
- There are high quality relationships between apprentices, lecturers and the TO. Apprentices regard staff as knowledgeable and helpful in their delivery. Apprentices work well individually and in groups to support each other and help in problem solving.
- The TO arranges for the Unite representative to attend the college to meet apprentices as part of the induction process to further support links to the industry.
- Apprentices are confident that they will achieve their MA qualification within the appropriate timescale. They are well informed about the requirements of the qualification and the delivery schedule.
- The TO visits apprentices in the training centre very regularly and carries out workplace visits to assess apprentices in line with the requirements of the qualification and to carry out progress reviews to satisfy the SECTT contract requirements. Apprentices feel well supported by these arrangements.
- There are formal arrangements in place in the college for quality assurance and enhancement of the MA programme using *How Good Is Our College?* as the framework for self-evaluation. The curriculum team engages well in self-evaluation as part of this

process. Examples of changes being made as a result of self-evaluation includes the pre apprenticeship programme being adapted to better engage learners.

- Apprentices make their voices heard by contributing to the evaluation of the programme in a number of ways. Each group of apprentices has elected a class representative who meets with the PAT. "*You said, we did*" posters are used effectively to communicate to apprentices about changes that have been made as a result of their feedback. Apprentices are also aware of and contribute to the SECTT survey.
- The TO meets with Tayside SELECT representation on a regular basis to ensure that the MA programme continues to meet local employer needs. The TO also meets with the Unite union representative regularly to ensure that the MA programme is informed by wider industry needs.

Areas for development

- None identified

5. Leadership and quality culture

Areas of positive practice

- The college has an effective class representative system in place and apprentices have a nominated class representative who meets with the PAT to feed back any concerns or suggestions from the class group.
- Staff hold regular course team meetings to discuss course issues as part of the college quality assurance/enhancement processes. There are a number of examples of changes being made as a result of self-evaluation for example, changes to induction – now spread over five weeks.
- College staff have recently introduced the use of *OneFile* to capture information relating to apprentices' progress, feedback, e-portfolio and general monitoring. This is beginning to have a positive impact. Apprentices welcome the convenience of *OneFile*, particularly the ability to access it via their smartphones.

Areas for development

- There is a low response rate to SECTT survey.

6.   What happens next?

This report will contribute to the evidence base being developed to support the review of SECTT as a provider of MA apprenticeship programmes in electrical installation.

Margaret Rose Livingstone
HM Inspector

Academic Affairs Committee

Paper for Consideration

Subject:	Student Retention and Attainment Report/SFC Benchmark Report on KPIs
Author:	Deborah Lally – Head of Student Experience
Date of paper:	11 February 2020
Date of meeting:	19 February 2020

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 attached contains Further Education Performance Indicators. The report also illustrates our position against the College sector.

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
FE Performance Indicators - 2018-19

Introduction

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

SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Professional Development Award	Doctoral Degree	Professional Apprenticeship
11			Professional Development Award	Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship, Professional Apprenticeship, SVQ
10			Professional Development Award	Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship, Professional Apprenticeship
9			Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship, Technical Apprenticeship, SVQ
8		Higher National Diploma, Advanced Diploma	Professional Development Award	Diploma of Higher Education	Higher Apprenticeship, Technical Apprenticeship, SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate, Advanced Certificate	Professional Development Award	Certificate of Higher Education	Modern Apprenticeship, SVQ
6	Higher, Awards, Skills for Work Higher	National Certificate	Professional Development Award		Modern Apprenticeship, Foundation Apprenticeship, SVQ
			National Progression Award		
5	National 5, Awards, Skills for Work National 5	National Certificate	National Progression Award		Modern Apprenticeship, SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award		SVQ
3	National 3, Awards, Skills for Work National 3	National Certificate	National Progression Award		
2	National 2, Awards	National Certificate	National Progression Award		
1	National 1, Awards				

The purpose of the indicators is to not only inform stakeholders about our performance, it helps us to evaluate our performance over time and benchmark against other colleges. We can then support each other by ways of sharing good practice to ensure continuous improvement that enhance our learners' experiences..

Our aim is to provide a coherent further education curriculum that offers seamless progression from the school senior phase years and on to local, regional and national higher education opportunities and rewarding employment and careers. Our curriculum will be of a high quality, aligned to stakeholder and employer's needs and progressive in its context and modes of delivery, effectively supporting all learners as they strive to achieve their potential.

Deborah Lally – Head of Student Experience
Perth College UHI   January 2020

Perth College
FE Performance Indicators - 2018-19

The following charts and commentary will give an oversight as to the performance of further education learners in 2018-19, trend information and also a position relative to the sector.

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

Contents

Perth College
FE Performance Indicators - 2018-19

How to interpret the charts

The chart below shows the actual 'sector' results for full-time FE learners in 2017-18 and 2018-19. Similar charts will be used throughout this document.

The 'green' bar shows the percentage of learners who have completed their course successfully. The 'orange' bar shows the percentage of learners who have completed their course with partial success; and the 'pink' bar shows the percentage of learners who withdrew from their studies. As well as percentages, the charts will also display the number of learners represented.
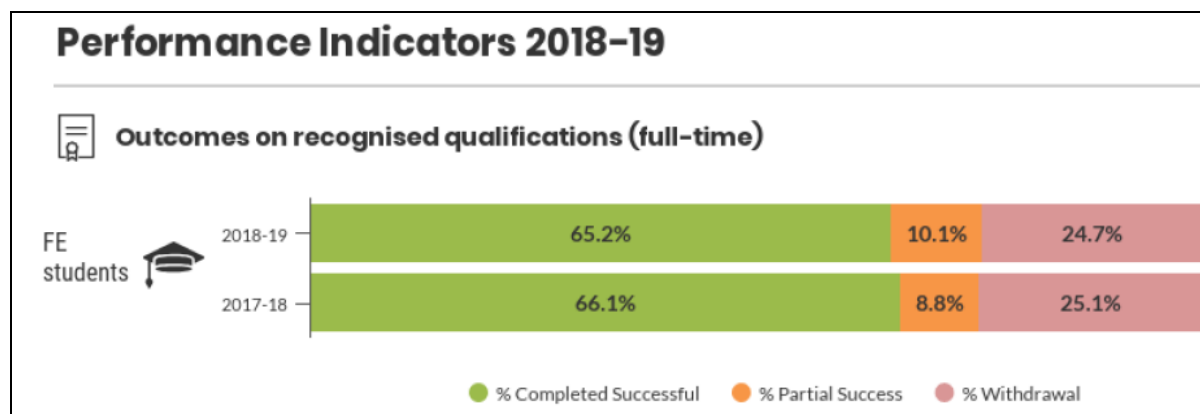
Further information on the publication, understanding and calculation of these PIs including sector level data and other college data can be found at http://www.sfc.ac.uk/publications-statistics/statistical-publications/2020/SFCST022020.aspx

Full-Time Further Education

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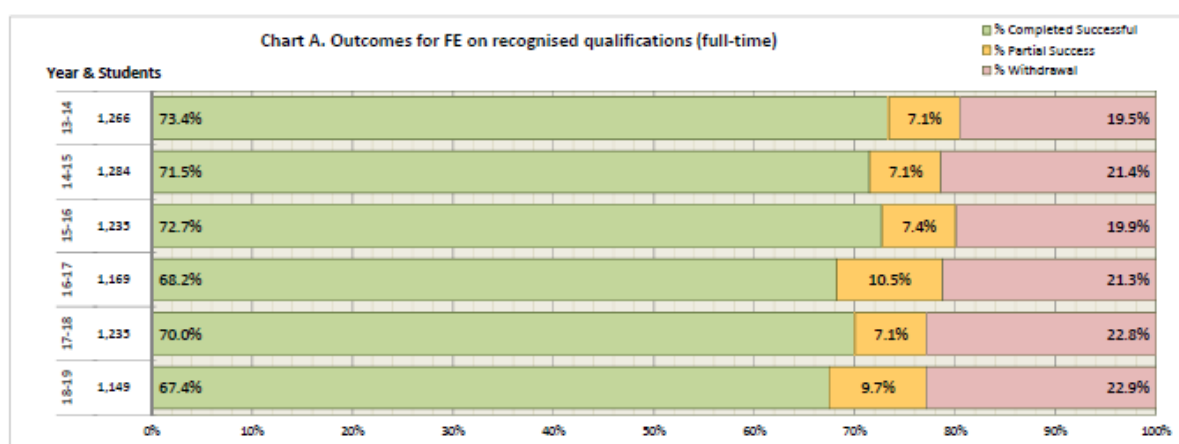

Chart 1

67.4% of our full-time further education learners successfully completed their course which is 2.6 percentage points (pp) lower than 2017-18.

Deborah Lally – Head of Student Experience
Perth College UHI   January 2020

Perth College
FE Performance Indicators - 2018-19

Success by SCQF Level can be illustrated in the Table 1 below:

SCQF Level	Completed Successfully	Aged Under 18	Aged 18-20	Aged 21-24	Aged 25-40	Aged 41+
Level 1, 2 3 and 4	84.9%	82.5%	90.6%	83.3%	70.6%	88.9%
Level 5	66.1%	58.9%	56.7%	66.7%	82.7%	72.3%
Level 6	62.9%	67.4%	57.1%	47.8%	70.8%	64.9%
TOTAL	67.4%	65.4%	63.8%	61.3%	77.6%	71.0%

Table 1

Subject areas performing well include Skills for Lifelong Learning (92.6%); ESOL (84.5%); Construction (79.0%); Engineering (75.4%); Hospitality (74.1%); Sport (74.1%); Music (72.7%); Childcare (72.2%); and Automotive Engineering (71.4%).

Those who had declared a disability have been more successful (69.0%) than those who did not by 2.2 percentage points.

Males (69.6%) tend to be more successful than females (65.9%) by 3.7 percentage points. In comparison to last academic year the gap has widened between the genders with 70.9% of males being successful last year and 68.8% of females being successful last year.

We have courses at Level 5 and Level 6 that include Highers and National 5's. Most learners will take between 4 to 6 subjects in any one year. Success is measured on those who achieve all their Highers and/or National 5's. It is known that learners who undertake these courses tend to drop some subjects towards the end of the programme; in particular if they have received conditional/ unconditional offers to progress their studies at college or university and therefore do not necessarily require to achieve all subjects, they then decide to only concentrate on what is required for progressing to further study and withdraw from others.

We analyse the reason for all our learner withdrawals. There are varying reasons for learners withdrawing from their course, predominant reasons being health related (14.4%), other personal reasons (26.6%) or employment (18.5%). The latter we view as a positive destination.

We have many links with employers who, after a period of work placement activity, may offer the learners employment, for the College this means that the learner will withdraw from their full-time studies, however many return the following year to continue their studies on a part-time basis. Overall our withdrawal rate is 1.8 pp lower than the sector.

21.5% of learners who did not complete their studies had either secured employment and/or transferred onto alternative courses of which 39.7% were female and 60.3% were male. 40% of learners withdrawing to take up employment were from the STEM (Science, Technology, Engineering and Maths) sector areas.

Deborah Lally – Head of Student Experience
Perth College UHI   January 2020

Perth College
FE Performance Indicators - 2018-19

Table 2 below illustrates our position against the sector, we continue to perform at a higher level than that of the sector as a whole:

Academic Year	Sector Level	Perth College UHI	(+/-) Difference
2012-13	65.5%	69.3%	3.8 pp
2013-14	65.9%	73.4%	7.5 pp
2014-15	64.0%	71.5%	7.5 pp
2015-16	65.5%	72.7%	7.2 pp
2016-17	65.3%	68.2%	2.9 pp
2017-18	66.1%	70.0%	3.9 pp
2018-19	65.2%	67.4%	2.2 pp

Table 2

Part Time Further Education

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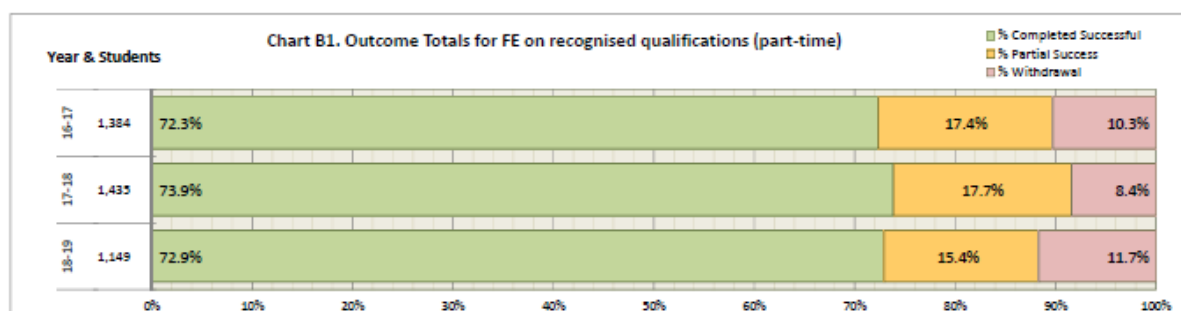

Chart 2

Overall we have seen a slight decline by 1% to 72.9% for part-time further education learners who have successfully achievement their qualification.

Almost all learners who study vocational qualifications through their employers including apprenticeships and those undertaking CPD (continual professional development) tend to be more successful than other part-time learners, with high success rates in Construction (95.2%); Engineering (94.2%); Automotive Engineering (93.0%); Hospitality (87.5%); Hairdressing (94.4%); Health and Social Care (79.0%).

We continue to see an increase in the provision we offer via the School/College partnership with ongoing increases in success rates, this year 70.6% of learners successfully completing their studies. This is a 2.8 pp increase in comparison to last year (2017-18) and a 15.7 pp increase in comparison to 2016-17.

Conversely there are poor success rates for those learners who study national qualifications (e.g. Highers, National 5's). We offer face to face teaching and in some subject areas we also offer distance learning. 31.6% of the part-time learners who withdraw give their reason for withdrawing as personal, again this is impacted by conditional and unconditional offers for future higher education level study.

Deborah Lally – Head of Student Experience
Perth College UHI   January 2020

Part-time Further Education (further breakdown)

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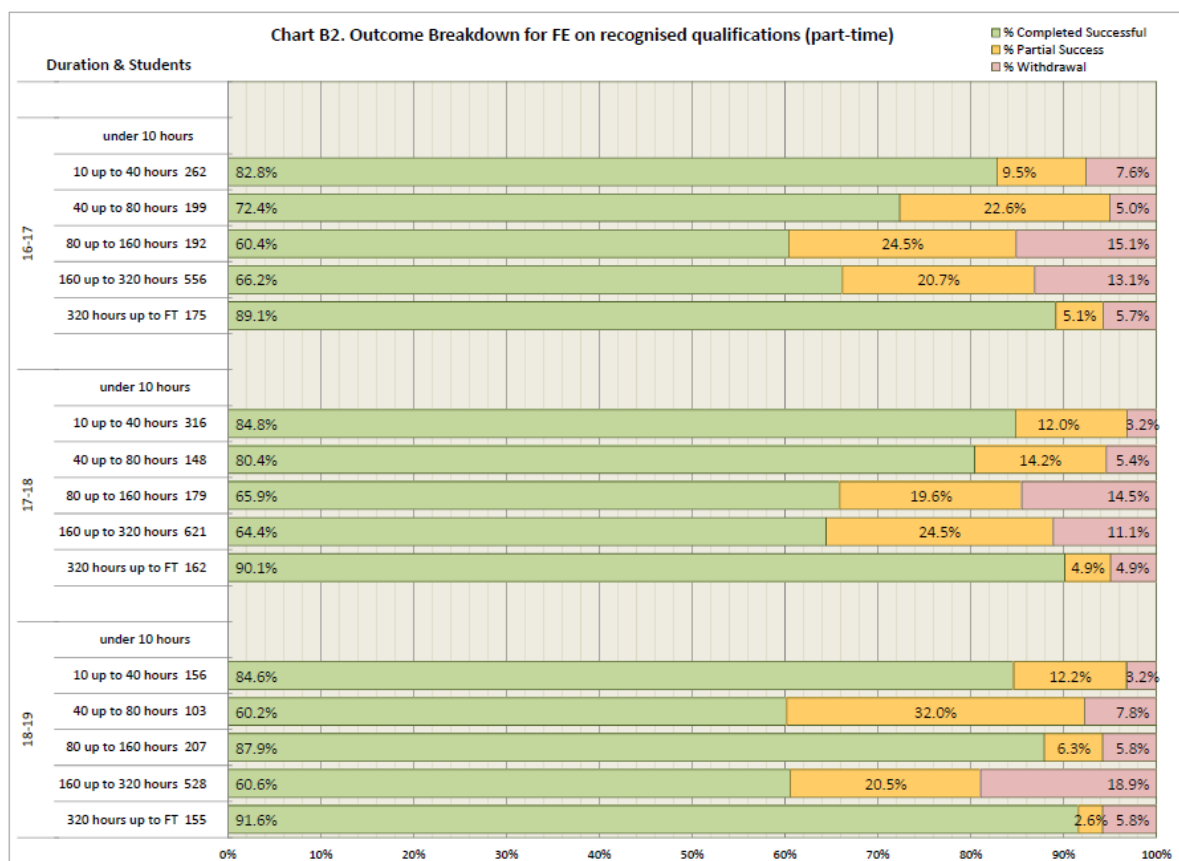

Chart B2. Outcome Breakdown for FE on recognised qualifications (part-time)

Duration & Students

% Completed Successful
% Partial Success
% Withdrawal

16-17

under 10 hours			
10 up to 40 hours	262	82.8%	9.5%	7.6%
40 up to 80 hours	199	72.4%	22.6%	5.0%
80 up to 160 hours	192	60.4%	24.5%	15.1%
160 up to 320 hours	556	66.2%	20.7%	13.1%
320 hours up to FT	175	89.1%	5.1%	5.7%

17-18

under 10 hours			
10 up to 40 hours	316	84.8%	12.0%	3.2%
40 up to 80 hours	148	80.4%	14.2%	5.4%
80 up to 160 hours	179	65.9%	19.6%	14.5%
160 up to 320 hours	621	64.4%	24.5%	11.1%
320 hours up to FT	162	90.1%	4.9%	4.9%

18-19

under 10 hours			
10 up to 40 hours	156	84.6%	12.2%	3.2%
40 up to 80 hours	103	60.2%	32.0%	7.8%
80 up to 160 hours	207	87.9%	6.3%	5.8%
160 up to 320 hours	528	60.6%	20.5%	18.9%
320 hours up to FT	155	91.6%	2.6%	5.8%

Chart 3

Category 10 up to 40 hours includes SVQ work based assessed courses. Work based assessed refers to a range of observational and face to face contact time with an assessor while the learner is based in the work place. Learners who study qualifications via this route are learning through work.

Learners who have not been successful in the previous year, may come back the following year to re-take a subject, many of these learners are categorised in the 40 up to 80 hours.

Other courses offered in this category (40-80 hours) comprise of open access IT courses. Open access refers to learners who choose to study at home, however, the College also provides facilities and resources on campus to assist them with their studies. As there is no face to face teaching element to this format, learners require to have high levels of motivation and need to adopt a structured approach to this type of study method.

It is positive to note that our learners in the category of 80 up to 160 hours, in comparison to last academic year, has increased by 22% to 87.9%. 42% of our learners in this category are from our school/college partnerships, and include courses in hospitality, childcare, hairdressing, music and

sport, with a success rate of 82.9%. And 42% are from our Skills for Life, Learning and Employment who offer programmes in adult literacies, with a success rate of 95.3%.

The attainment rate for other provision offered in this category (160-320) is 81.7%. Courses include NPA (National Progressing Awards); SFW (Skills for Work); Foundation Apprenticeships; SVQs in Engineering including Automotive Engineering.

The category 320 hours up to FT (full-time), provision includes January start full-time courses that run for 6 months, the majority of these courses are generally in construction trades (e.g. SVQ's in Construction; Electrical Installation and Automotive Engineering), PDA (Professional Development Awards) and other short full-time courses.

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

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

Chart C: Level of achievement for students funded by the SFC completing an FE course of 160 hours or more who did not achieve 'full' success (An overview of the 'Partial Success' group above)

- Number of students who complete their course without gaining any units / credits
- Number of students completing their course achieving up to 25% of planned units
- Number of students completing their course achieving 25 to 50% of planned units
- Number of students completing their course achieving 50 to 75% of planned units
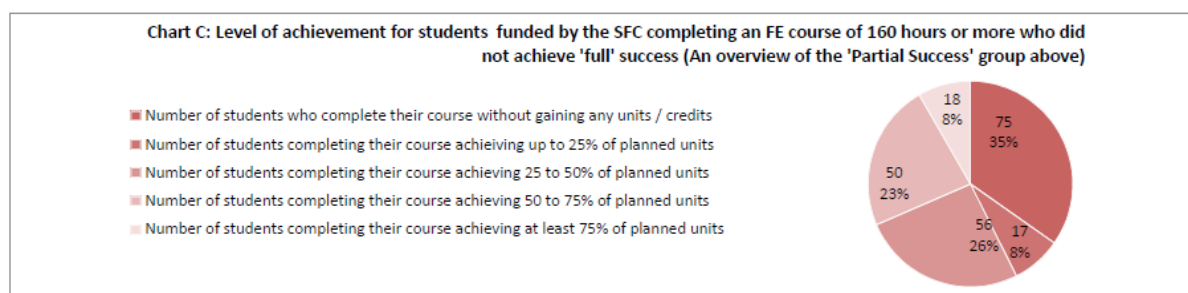- Number of students completing their course achieving at least 75% of planned units

Chart 4

It is worth noting that the change to SQA National Qualifications (e.g. Higher and National 5's), there is no recognition for individual unit/component achievement. This will have a bearing on the category above that describes 'number of learners who complete their course without gaining any units/credits.

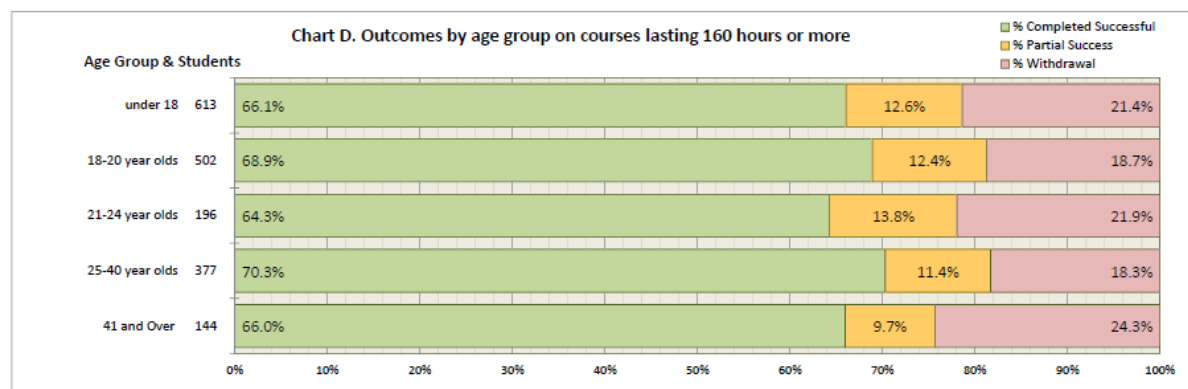**Chart 5** illustrates enrolments by age group at Perth College UHI:

Chart D. Outcomes by age group on courses lasting 160 hours or more

Legend: % Completed Successful, % Partial Success, % Withdrawal

Age Group & Students	% Completed Successful	% Partial Success	% Withdrawal
under 18 613	66.1%	12.6%	21.4%
18-20 year olds 502	68.9%	12.4%	18.7%
21-24 year olds 196	64.3%	13.8%	21.9%
25-40 year olds 377	70.3%	11.4%	18.3%
41 and Over 144	66.0%	9.7%	24.3%

Chart 5

Perth College
FE Performance Indicators - 2018-19

Table 3 below splits age group by mode of study.

Mode of Study	Completed Successfully	Aged Under 18	Aged 18-20	Aged 21-24	Aged 25-40	Aged 41+
Full-time	67.4%	65.4%	63.8%	61.3%	77.6%	71.0%
Part-time (>=160 hrs)	66.9%	66.3%	80.6%	67.0%	57.4%	56.9%

Table 3

There is a noticeable difference between modes of study and those aged 18 and over:

Those aged 18 up to 24: part-time learners are more successful than full-time learners. Those who study vocational qualifications as part of their apprenticeship tend to be even more successful as they are motivated by the possibility of gaining successful employment.

Those aged 25+: full-time learners are more successful than part-time learners. Highers and National 5's tend to be an area where there is least success – aligning with previous comments.

Table 4 below illustrates how we are performing against the sector:

Age Group	Sector Level	Perth College UHI	(+/-) Difference
Under 18	61.5%	66.1%	4.6 pp
18-20 year olds	69.4%	68.9%	-0.5 pp
21-24 year olds	70.6%	64.3%	-6.3 pp
25-40 year olds	72.7%	70.3%	-2.4 pp
41 and over	72.7%	66.0%	-6.7 pp

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

Table 4

Deborah Lally – Head of Student Experience
Perth College UHI   January 2020

Perth College
FE Performance Indicators - 2018-19

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

Chart E. FE Outcomes by ES subject group on courses lasting 160 hours or more

Legend: % Completed Successful, % Partial Success, % Withdrawal

Subjects & Students

Subject	% Completed Successful	% Partial Success	% Withdrawal
Special Programmes 163	91.4%	2.5%	6.1%
Languages and ESOL 108	85.2%	2.8%	12.0%
Construction 178	83.7%	2.8%	13.5%
Engineering 306	83.7%	3.3%	13.1%
Sport and Leisure 58	72.4%	10.3%	17.2%
Hospitality and tourism 74	67.6%	12.2%	20.3%
Business, Management and Administration 87	65.5%	12.6%	21.8%
Hairdressing, Beauty and Complementary Therapies 177	59.9%	11.3%	28.8%
Care 254	57.9%	19.3%	22.8%
Media 112	46.4%	19.6%	33.9%
Social subjects 87	35.6%	23.0%	41.4%
Science 117	25.6%	43.6%	30.8%

Chart 6

Social subjects and Science are predominantly areas that deliver Highers and National 5's.

In comparison to the sector, areas where we are more successful include: Special Programmes (15.1 pp better); Sport and Leisure (10.1 pp better); Engineering (9.8 pp better); Construction (8.1 pp better); Languages and ESOL (8.1 pp better); Business, Management and Administration (3.3 pp better); Hospitality and Tourism (2.4 pp better).

We also offer provision in the areas of Art and Design and Computing and ICT, however our numbers are not substantial enough to be included in this publication, nor to be compared with the sector.

Deborah Lally – Head of Student Experience
Perth College UHI   January 2020

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

Chart 7. Outcomes by level and gender on courses lasting 160 hours or more

- % Completed Successful
- % Partial Success
- % Withdrawal

Gender & Students

	% Completed Successful	% Partial Success	% Withdrawal
FE Females 946	61.9%	14.6%	23.5%
FE Males 877	73.7%	9.5%	16.9%
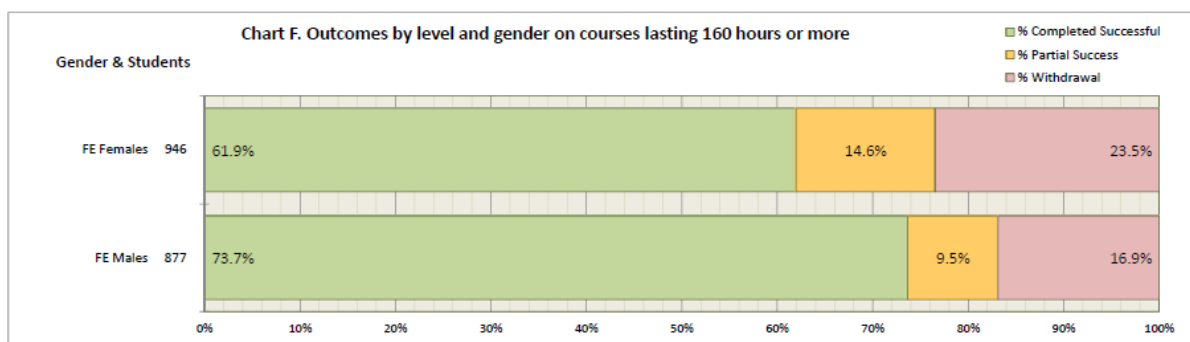
Chart 7

Table 5 below illustrates how we are performing against the sector:

Age Group	Sector Level	Perth College UHI	(+/-) Difference
Female	65.7%	61.9%	-3.8 pp
Male	69.4%	73.7%	4.3 pp

Table 5

Male learners achieve at a higher level overall than female learners in both full-time and part-time courses. We have seen a slight increase in males being successful by 0.9 pp. Males who study full-time tend to be less successful (69.6%) than males who study part-time (79.2%). High success for males, particularly apprenticeships, in areas such as Automotive Engineering, Electrical Engineering and Construction continues to be a key factor.

There has been a decline in female learner success, falling from 67.0% to 61.9%. Female learners who study full-time have been more successful (65.9%) than those who study part-time (55.2%). The qualifications where success is low for this group relates to Highers and National 5's and this is influenced by the learners being offered future progression which does not require completion of their current courses of study.

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

Chart G. Outcomes by key group on courses lasting 160 hours or more

- % Completed Successful
- % Partial Success
- % Withdrawal

Key Groups & Students

	% Completed Successful	% Partial Success	% Withdrawal
All enrolments over 160 hours 1,832	67.5%	12.2%	20.3%
10% Most deprived postcode areas 132	67.4%	14.4%	18.2%
20% Most deprived postcode areas 289	70.2%	10.7%	19.0%
Fees paid by employer			
Ethnic minority 91	64.8%	19.8%	15.4%
Disability 584	65.8%	12.3%	21.9%
Year of study greater than first year 174	93.1%	1.1%	5.7%
Care Experienced			

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

Chart 8

Deborah Lally – Head of Student Experience
Perth College UHI   January 2020

Perth College
FE Performance Indicators - 2018-19

Learners disclosing mental health illness, or a learning disability such as dyslexia or those with multiple disabilities tend to be less successful (61.8%) than learners who have other disabilities (78.6%) (e.g. visual impairment, hearing impairment, mobility impairment).

We encourage all learners who disclose a disability to meet with our Student Services Team, and to disclose at an early stage, this guarantees that where support is required, it is put in place as soon as possible, this ensures that there is fairness and equity for all our learners.

The chart does not provide information about learners who do have financial support from their employer, nor does it show those learners who have disclosed that they have a care experienced background, the numbers are not significant enough in either category to be published, or to be compared with the sector.

Table 6 below illustrations our performance against the sector:

Key Group	Sector Level	Perth College UHI	(+/-) Difference
All enrolments over 160 hours	68.7%	67.5%	-1.2 pp
10% most deprived postcode areas	65.6%	67.4%	1.8 pp
20% most deprived postcode areas	66.0%	70.2%	4.2 pp
Ethnic minority	69.9%	64.8%	-5.1 pp
Disability	65.5%	65.8%	0.3 pp
Year of study greater than first year	81.2%	93.1%	11.9 pp

*NOTE: Sector Level also includes higher education as well as further education
Table 6

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

Chart H. Credit targets and achieved (core plus ESF where applicable)
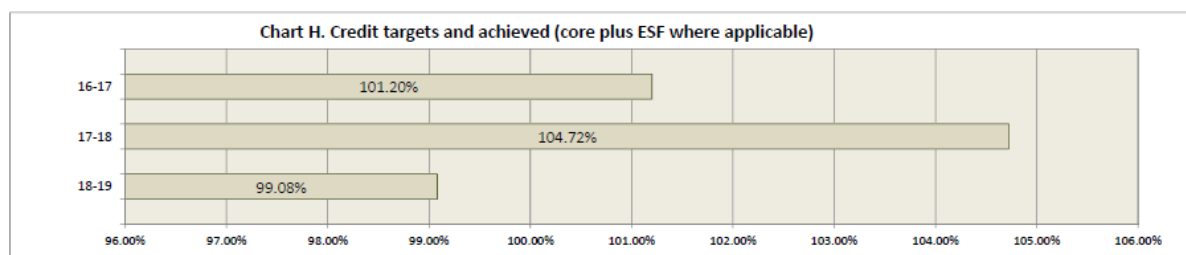
Chart 9

As mentioned previously, we obtain our funding for Further Education from the Scottish Funding Council through the UHI as a Regional Strategic Body. We work with our UHI Academic Partners to ensure regional delivery of appropriate curriculum. Our target is made up of core target and ESF (European Social Fund) target. Whilst we achieved our core target, we missed out slightly by 0.92% of achieving our ESF target.

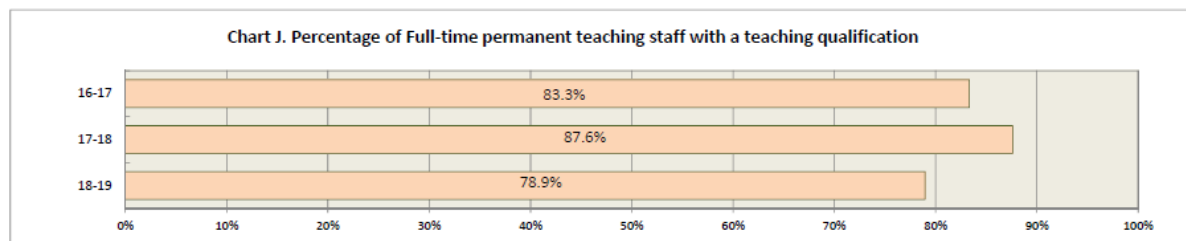**Chart 10** illustrates percentage of full-time permanent staff with a teaching qualification

Chart J. Percentage of Full-time permanent teaching staff with a teaching qualification

Chart 10

Deborah Lally – Head of Student Experience
Perth College UHI   January 2020

Perth College
FE Performance Indicators - 2018-19

The sector position for 2018-19 in relation to full-time permanent staff with a teaching qualification is 86.0%, we currently have 78.9% of staff with a teaching qualification, this has been impacted by the increase in staff who have been permanised as a result of the national working practices agreement. A number of staff are currently undertaking teaching qualifications which will be completed in 2020. Additionally, we have a number of staff that have completed preliminary qualifications and should commence their teaching qualification in 2020.

End of Report.

Deborah Lally – Head of Student Experience
Perth College UHI   January 2020

Committee	Academic Affairs Committee
Subject	Balanced Scorecard
Date of Committee meeting	19/02/2020
Author	Kirsty Campbell, Project & Planning Officer
Date paper prepared	12/02/2020
Executive summary of the paper	The attached paper is the Balanced Scorecard, aligned with the aims and measures for the strategic plan Vision 2021, outlining where possible, the final measures for AY 2018-19. The data is presented in 2 parts: Part One - is a summary of the measures in a simple table layout with measures of current performance categorised as Red (worsening), Amber (stable) and Green (improving) Part 2 – Provides more detailed analysis and insight with a trendline giving a pictorial representation of data over the past 3 years. **The following points are to be noted:** This revised design for the Balanced Scorecard is a work in progress and work will continue with SMT and business owners to identify and include tolerances and sector averages where possible. Work is due to begin Autumn 2020 on the College's next Strategic Plan.
Consultation How has consultation with partners been carried out?	The Head of Student Experience was consulted and provided the data for these measures.

Perth College UHI

Action requested	☒ For information only ☒ For discussion ☐ For recommendation ☐ For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	The Balanced Scorecard KPI's stems directly from the Perth College UHI Strategic Plan 2016-21.
Equality and diversity Yes/ No If yes, please give details:	No
Island communities	No

Perth College UHI

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

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

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

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

Perth College UHI

Further guidance on application of the exclusions from Freedom of Information legislation is available via:
http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp
and
http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

Strategic Plan Targets and KPIs: Progress Report 2018-19

1. Summary of Performance Status (Red, Amber, Green)

Key: KPI performance status

Improving	↑
Maintaining	↔
Worsening	↓

Key: Target performance status

Target achieved	🟩 (green)
Target progress maintained	🟨 (amber)
Target missed	🟥 (red)

Measure	Key Performance Indicator or Target	Performance
	Students and Staff Achieving their Potential	
	Student Activity Measures	

7	Meet published FTE recruitment targets for:
	  a) HE
	  b) FE
		🟥 ↓ (HE) 🟩 ↑ (FE)

8	a) Recruitment of students to FE courses:
	  i. SIMD20
	  ii. Care experienced
	  iii. Minority Ethnicity
	  iv. Disability
		🟩 ↑
		🟥 ↓
		🟩 ↑
		🟩 ↑

	b) Number of courses with a gender ratio >3:1	🟨 ↔

	FE Attainment
	a) Proportion of students attained for courses over 160 hours (inc. FT)
	  i. Overall
	  ii. SIMD20
	  iii. Care experienced
	  iv. Minority Ethnicity
	  v. Disability
	  vi. Gender
		🟨 ↔
		🟨 ↔
		🟩 ↑
		🟥 ↓
		🟨 ↔
		🟨 ↔

	b) Proportion of students attained for FT FE courses	🟥 ↓

Section 2:   Detail of Performance by Measure

Detail of performance: Measure 7

Student Activity Measures				
Measure	**Key Performance Indicator or Target**	**Performance**		**Trend**
7	Meet published FTE recruitment targets for: a) FE b) HE	⬆ (green)	⬇ (red)	(upward curve) (downward curve)

Baseline: a) 26010   b) 1885.9

Target: a) 23887   b) 1975

Detail of performance: Measure 8

Measure	Key Performance Indicator or Target	Performance	Trend
	Track progress towards ensuring widening access analysis of data		
8	Recruitment of student to FE courses: i. SIMD20 ii. Care Experienced iii. Minority Ethnicity iv. Disability	⬆ (green) ⬇ (red) ⬆ (green) ⬆ (green)	(rising line) (peak curve) (rising line) (rising line)
	Number of courses with a gender ratio of greater than 3:1 (75/25 split)	↔ (amber)	(rising line)

Baseline:
(Enrolments/
Credits)   a) i. 347/3108 ii. 63/737   iii. 441/4461   iv. 945/6536

         b) 33

Target: a) Improve on previous year's performance
         b) decrease in number of courses

2

Detail of performance: Measure 9

Measure	Key Performance Indicator or Target	Performance	Trend

9	FE Attainment
	a) Proportion of students attained in courses over 160hours (inc. FT)
	  i. Overall
	  ii. SIMD20
	  iii. Care experienced
	  iv. Minority Ethnicity
	  v. Disability
	  vi. Gender
		↔ / ↔ / ↑ / ↓ / ↔ / ↔	(trend lines)

	b) Proportion of FT FE students attained for courses over 160 hours (inc. FT)	↓	(trend line)

Baseline: a) i. 72.5%   ii. 71.4%   iii. 47.9%   iv. 86.5%   v. 69.2%
vi. F 67.8% M 76.8%

b) 72.7%

Target: a) Improve on previous year's performance
b) decrease in number of courses

Scholarship and Research Committee (SRC)

Draft Minutes

Meeting reference: 2 of 3 in AY 2019-20
Date: 13 January 2020 at 1500
Location: Room 019, Perth College UHI

Present: Martin Price (Chair), Rob Boyd, Lorenz Cairns, , Kathleen Connor, Margaret Cook, Andrew Comrie, Stewart Fraser, David Gourley, Katy Lees, Gareth McKenna (on behalf of Veronica Lynch), Patrick O'Donnell, Michael Rayner, Alex Sanmark, Neil Simco (by VC), Keith Smyth

Apologies: Eleanor Brown, Declan Gaughan, Veronica Lynch, Sharon McGuire

Minutes: Angela Paterson

No.	Minutes	Action
1.	**Welcome, apologies & membership** Martin Price welcomed everyone to the meeting; apologies noted as above. **Membership update** • Declan Gaughan has not attended recent meetings and subsequently confirmed he is no longer a Board Member. **Action:** A Comrie to take forward to the Board to nominate a replacement • Sharon McGuire to step down from committee as Perth College no longer involved in the Innovation Fund project she was leading. • Add Stewart Fraser to represent Sector Managers, replacing Sharon McGuire. • As the VP Engagement is mentioned within the Strategy Plan but not on the Committee, it was proposed that we ask Academic Affairs Committee to include the post of VP Engagement as a member of the committee. This was agreed; to be taken to the next meeting of Academic Affairs Committee.	AC MP
2	**Minutes of the previous meeting held on 11 October 2019** Minutes approved	
3	**Update on actions and matters arising** Item 12 Postgraduate Research Fee Review: M Rayner reported that the PGR Fees Review Panel were seeking to take an efficient and effective route ensuring that the PGR fees review element that relates to international fees is picked up and addressed through the International review, and the Panel hopes to get comments and feedback from that process, to inform our own needs, in due course. The International review is progressing quite slowly and the Panel had not yet been fed back any guidance and thoughts. If the Panel do not hear back from the International Review process, they will have to take an approach that	

Scholarship and Research Committee (SRC)

No.	Minutes	Action
	maintains the current fee process for international PGR students for the immediate future.	
4	**Scholarship and Research Strategy & Enabling Plan 2017-2020** Document circulated in advance with track changes. It was suggested at the last meeting that this should tie in with the overall Perth College Strategic Plan, which will be reviewed and renewed in 2021. The committee to seek approval from Academic Affairs Committee to extend the Scholarship and Research Strategy & Enabling Plan for another year, to align with the college overall plan and strategy. **Action: M Price** **Enabling Plan** L Cairns, D Gourley, P O'Donnell and M Price recently met and made minor adjustments to the enabling plan. The document was discussed in detail and the following noted: Aim 2.2 Encourage international and national conference attendances/ presentations and record these Aim 2.3 Exploit opportunities offered by the Tay Cities Deal and Perth City Development Plan to further develop research and KE: relates to the SDD for STEM Aim 2.4 Change 'Innovation Research Fund and Innovation Vouchers' to 'Innovation'Funding' Aim 3.6 Excellence awards for staff: D Gourley confirmed to be discussed w/c 13/1/20 Encourage scholarship and research, including action research, that focus on enhancing curriculum design, delivery and assessment: add in 'and evidence in Curriculum Review' 'PGT' provision should be amended to 'postgraduate provision (taught and research)'. Aim 3.7: N Simco confirmed that REF census date is 31 July 2020. Aim 5.2 Annual professional reviews – K Lees confirmed these should be completed before the Easter break (30/3/20) The entire document should be reviewed at the first meeting of the next academic year (in October 2020).	MP

Scholarship and Research Committee (SRC)

No.	Minutes	Action
5	**Strategy for Research after 2021 (Sector Managers' discussion)** Stewart Fraser confirmed there was no update as yet. Over the next week, the sub group will be formed; S Fraser to meet with P O'Donnell shortly. Ongoing agenda item and for sector managers to discuss. M Cook confirmed that early career researchers' information had come in earlier in the week. This is central to how we develop going forward and Sector Managers should take this into account. The Sector Managers' group should develop terms of reference and a plan in terms of how they propose to take work forward/outputs. This should inform and line up with the next Strategy document and it was suggested specific actions should be drawn up for the next academic year, to inform budget setting. **Action:** S Fraser to take forward	SF
6	**Research & Scholarship Coordinator Update (including REF-related activity in Perth College UHI)** Patrick O'Donnell's report was circulated in advance and is appended to the minutes (Appendix 1). In addition the following was reported: - Kristin Fabian had a paper accepted in December 2019 - Kyle Smith has submitted his paper on Evolution of Humanities' in the University to peer review Journal as part of the REF outputs for education - Training for early career researchers: online module to be developed which is likely to be follow two stages, informed by the early career CPD Patrick did at Dundee University. N Simco to take a paper to UHI RKEC in February and is looking at building an online module into this. This is important from the REF point of view; there is more we should do around training/professional support for early career researchers. There is already an extensive amount of support available locally in Academic Partners and this should be available to share across the partnership. - M Rayner reported that Roxane Andersen, ERI is working with audio engineering/peatland areas and this may be something colleagues at Perth (Nick Green/Andrew Wardle) could also link into. - Creation of a Flow chart to help guide early career researchers on how to secure support for research: the flowchart aims to give overall view of the pathways to the different support dynamics associated with research and was circulated in advance and discussed. It was suggested that a panel at Perth College could review the flowchart and give feedback to P O'Donnell. It was agreed the flowchart is useful in principle and is a work in progress; P O'Donnell to engage with sector managers in this process. It was suggested he should also talk to other academic partners about their processes.	

Scholarship and Research Committee (SRC)

No.	Minutes	Action
	• M Cook reported that the operational planning process would start shortly. If the committee felt there was a need for a very small pump priming fund, this could be raised, eg around £10k. • M Price noted it was the SRC that suggested the research line in the Perth College budget was focussed on six people, to enable publications for REF 2021, and this will finish this academic year. For next year's planning, the use of such funding needs to be reconsidered. **Action:** Lorenz to ensure this is taken forward. • Patrick highlighted the automotive team have been involved with the Green Kit Car project and are keen to carry out some action research on this – the aim would be to explore how the Kit Car project encourages enthusiasm for STEM. A poster has been created by the automotive team outlining the research aims and this will be used when seeking funding. Poster available in the library.	LC
7	**College Research Update** Centre for Mountain Studies update: • SHAPE project finishes in April 2020; final conference in Finland in early February; approx. 70 delegates from all over Europe. • Horizon 2020 'MountainValues' project bid unsuccessful; however, it was marked as excellent. • Working on another proposal to be submitted in February to develop a European mountain research strategy • Proposal submitted to Scottish Land Commission on young people and land reform • Organising conference on 1 & 2 September 2020 for CMS' 20th anniversary 'Challenging Upland Futures' to be held at Perth Theatre. Funding proposal for venue costs submitted to Perth & Kinross Council. Hoping to have young people involved and a proposal may be submitted to the Macaulay Development Trust. **Action:** G McKenna agreed to look at other funding possibilities relating to young people. Engineering research: Staffis Tingas has been successful in a funding application; University of the West of Scotland are the lead on this interdisciplinary research. Alex Sanmark has successfully applied to hold a series of workshops for the Royal Society of Edinburgh, together with a large conference at the end of next year to be held in Perth for approx. 100 delegates. N Simco mentioned the ISFIRE2020 international education conference, which will be held at Perth College on 5 – 7 August 2020, led by Morag Redford: https://www.uhi.ac.uk/en/isfire2020/	GMcK

Scholarship and Research Committee (SRC)

No.	Minutes	Action
	M Price confirmed the PhD project with two South African universities has been funded; this will be the first UHI-wide doctoral training programme with overseas partners. UHI will provide supervisors for students from the two universities. The project is fully funded, and will facilitate visits for our colleagues to South Africa to further develop research of their own, hopefully building up potential for collaborations. More details will be announced soon via UHI.	
9.	**REF Update** N Simco provided an update on the REF: • Draft environment statements produced for every unit of assessment; will go to further scrutiny panel meetings in April and September 2020. • 17 impact case studies across 7 units of assessment. These are in advanced stages of being developed and will be looked in detail at the panel scrutiny event in spring. An external consultant has reviewed them and they are progressing well. The health area struggling to identify a 3rd case study but this is being worked on. • Staff scoping: cohort of approx 110 FTE staff to be included in the REF; up from 68.7 in 2014. • Currently in the middle of the process of inviting staff to declare special circumstances that have affected their ability to produce research outputs (eg illness, maternity, early career researchers). Individuals have to submit proposals and to be deemed to be in or out of scope; number of applications lower than expected • Outputs to be submitted must be published by the end of November 2020. There will be a systematic process to see which outputs will be submitted; diversity will be part of the selection. • Research income done over the REF period is being analysed by unit, and will be used to inform the environment statements. • UHI has submitted a small unit exception for engineering; this can be done if there are <5 FTE staff.	
11	**Research Clusters update** M Rayner provided an update, including: • Ongoing work to develop the role and activities of the clusters; all building momentum and moving in the right direction • Ruination and Decay cluster event took place; excellent event and well attended. Externals to UHI also attended and were impressed with the conference and the research range and depth. It is hoped other clusters will follow suit. • SILK: Lindsay Blair, new cluster chair, came to the research student conference to promote the work and activities of this cluster and promote opportunities to engage colleagues. SILK has produced an operational plan which includes five key areas.	

Scholarship and Research Committee (SRC)

No.	Minutes	Action
	• MESE: looking at engineering and computing, as relatively new areas, led by Ben Wilson. R Boyd mentioned MESE submitted a bid for a small conference to be held in June for researchers/computing area, at taught and perhaps MRES level. • Health: health research innovation part of this and they have a programme of seminars running on a regular basis	
12	**SFC Innovation Funds** Gareth McKenna gave an update on behalf of Veronica Lynch: • Submitted 2 bids as lead, were in 3 others; 2 of these (Edinburgh led Automotive renewables bid £25k and the West College Scotland led Industry 4.0 £250k) bids were successful; level of involvement/funding to be confirmed. The original plan by SFC was to have these projects completed by March 2020, however as the announcements have only just been made, it will be July for completion. • Jen Brickwood's team submitted two research bids. In the area of Hydrogen renewables, the Research Council bid for £180k was successful but the Climate Emergency bid of £250k was unsuccessful. • Currently 49 Development Trust scholarships, which are more focussed on work placements than knowledge transfer per se. We need to be targeting a re-focus of that activity towards a greater level of student projects focussing on Innovation. • Through CBP, we have Innovation on the agenda to discuss with SDDs how this can be increased. For example J Brickwood implementing an industry project within every Engineering student's studies. C Margiotti's creative design teams have likewise. The progression would be for us to start to target projects with industry partners that have a potential new product or process innovation for that business and then we can start to generate Innovation Vouchers and get these funded through SFC. The conversation will also need to allow for our staff contracts not being conducive to this type of activity unless remitted time is provided. We need to find a way to make this work. • P O'Donnell to meet with the universities of Stirling and Glasgow colleagues to progress discussions over collaborative funding bids. • In an international context, progressing a number of opportunities, all of which are early stages but with potential. In particular: • Hunan Institute of Engineering are hosting a UHI/HIE research conference end March/early April on the subject of renewables. This work has been done by Lin Shen to support the work of UHI in the areas of renewables research.	

Scholarship and Research Committee (SRC)

No.	Minutes	Action
	• Lin Shen has supported Prof Andrew Rae to generate research projects with Zhengzhou University of Aeronautics where we will start to deliver BEng Aircraft Engineering. She has also supported A Rae with a potential research project with Changsha University of Science and Technology (CUST) and another with Central South University, both of which were visited by M Cook in November 2018. A Rae also visited HIE during the visit and will build on this work within the UHI HIE Research Conference in March/April 20. • In early stage discussions with potential partners in India about collaborative research opportunities in Learning and Teaching. • Innovation training, G McKenna looking at working with a company in America to teach innovation; will have an outcome in the next couple of months, may be some commercial items	
13	**AOCB** Scholarship development activities: • K Smyth confirmed plans underway for scholarship across the University; mentoring scheme now expanded. • Heather Fotheringham taking on the role of UHI Scholarship Development coordinator	
14	**Date of next meeting** To be arranged around Easter (prior to Academic Affairs meeting on 6 May)	

Scholarship and Research Committee (SRC)

Appendix 1: Research Coordinator Update. 13 January 2020

Keith Smyth: visited Perth on the 25 November for group meeting and individual one-to-one discussions with the education REF staff. Next scheduled meetings will take place Jan 2020. A number of the education REF staff will be presenting their research at the UHI University Learning and Teaching Conference on the 22nd and 23rd Jan 2020.

Training for early career researchers: A meeting was held on 18 December to explore and advance training for early career researchers. In attendance: Neil Simco, Michael Rayner, Melanie Smith, Nikki Yoxhall, Sarah Wright, Kathleen Connor and Patrick ODonnell. There was a consensus that a new online module be developed to support early career researchers.

CAIRN Journal: There is an opportunity to including CAIRN for REF environmental statement for Education.

Research opportunities/collaborations:
Paper (for journal publication) 'Analysis of Evolving Graduate/Transferable Skills in Aircraft Engineering Education' has been produced, UHI in Collaboration with the University of the West of Scotland. Research aim to inform curriculum development.

Opportunity to co-author book chapter with Neil Taylor (Dean of Social Work and Education, University of Dundee) Book chapter on international teacher training for STEM has been accepted and will go ahead 2020.

Nick Green (Audio Engineering and Theatre Arts) Andrew Wardle (Audio engineering) are interested in research that utilize archaeocoustics, auralisation and reproduction of spaces.

Ronnie Goodman (Popular Music) – is keen to publish from his PhD
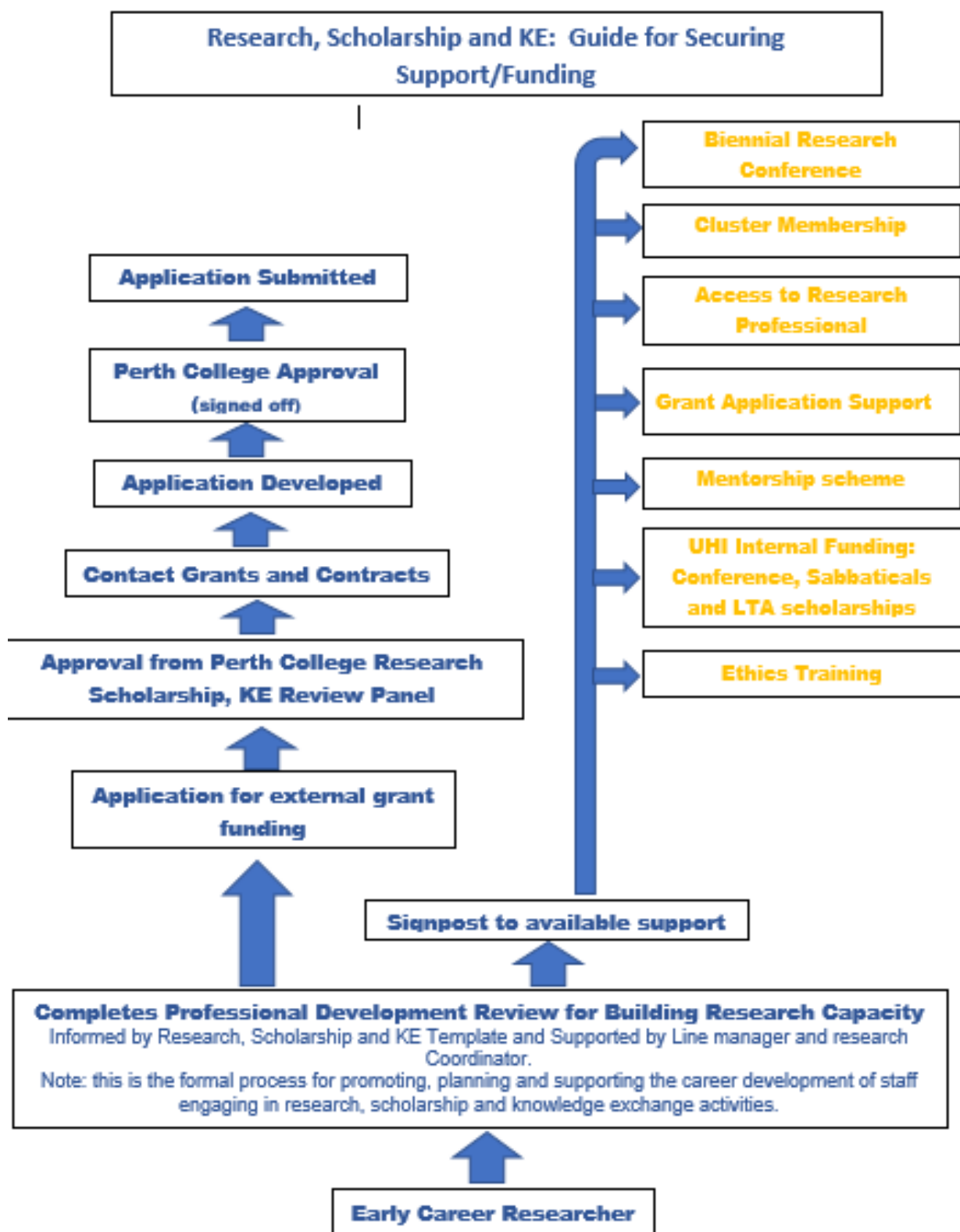
Research on FE Governance: Mark Murphy, Co-Director of the Robert Own Centre, University of Glasgow has been in contact regarding a possible avenue to explore funding for this theme.

Expanding Research Support – library research linkages
Kathleen Connor and Patrick have been invited to Dundee and St Andrews to discuss library research linkages. This will also include further discussions on the SafePod Network (SPN) for research activities. The SafePod provides a secure connection to a Data Centre for a researcher to view and analyse their project data sets.

Creation of a Flow chart to help guide early career researchers on how to secure support for research: for discussion

Scholarship and Research Committee (SRC)

Research, Scholarship and KE: Guide for Securing Support/Funding

Application Submitted

↑

Perth College Approval (signed off)

↑

Application Developed

↑

Contact Grants and Contracts

↑

Approval from Perth College Research Scholarship, KE Review Panel

↑

Application for external grant funding

↑

Biennial Research Conference

Cluster Membership

Access to Research Professional

Grant Application Support

Mentorship scheme

UHI Internal Funding: Conference, Sabbaticals and LTA scholarships

Ethics Training

Signpost to available support

↑

Completes Professional Development Review for Building Research Capacity
Informed by Research, Scholarship and KE Template and Supported by Line manager and research Coordinator.
Note: this is the formal process for promoting, planning and supporting the career development of staff engaging in research, scholarship and knowledge exchange activities.

↑

Early Career Researcher

Perth College UHI

Committee	Academic Affairs Committee
Subject	Risk Review – Engagement Committee
Date of Committee meeting	19/02/2020
Author	Ian McCartney, Clerk to the Board of Management
Date paper prepared	12/02/2020
Executive summary of the paper	Board of Management agreed at the meeting of 18/12/19 to Risk being discussed at each sub-Committee meeting to ensure risks were owned and discussed at the appropriate level. This paper provides Engagement Committee with an opportunity to scrutinise and assess those Strategic Risks determined to be within the Committee's purview. Committee members are asked to: i) Discuss the appropriateness of each Risk for the Committee; ii) Consider the accuracy of the level of Risk and actions recorded; iii) Consider any additional areas of Risk not identified within the current Register.
Consultation How has consultation with partners been carried out?	Members of SMT have ownership of the risks within the register and have been consulted on Committee allocation.
Action requested	☐ For information only ☒ For discussion ☐ For recommendation ☐ For approval

Perth College UHI

Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	Without continual review of the risk register there are potential implications that strategic objectives are not met.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	The Strategic risk register is the core risk management tool used within Perth College UHI.
Equality and diversity Yes/ No If yes, please give details:	No
Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	No
Status (e.g. confidential/non confidential)	Non-Confidential
Freedom of information Can this paper be included in "open" business?*	Open Business

Perth College UHI

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

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

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

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

http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp and

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

All items in red are where updates were made during the last edition of the risk register

Ref	Risk Status	Strategic Category	Risk Description & Primary Sub-Committee	Causes	Impacts/ Evidence	Owner	Likeli-hood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend	ACTION PLAN Actions to minimise risk TO DO	Action Owner	Completion Date
2 *	Active	Working in partnership to meet the needs of our local economy and beyond.	Non-achievement of numbers. Low allocation of funded Student Numbers from the region. Adverse impact of Regional funding and allocation **Academic Affairs**	• Lack of marketing focus • Intra regional competition • Curriculum offered does not meet demand • Slow conversion of application to acceptance • Impact of school profile and jobs market •BREXIT	• Financial. • Reputation. • National appetite for increased funded numbers. •Reduction in EU students.	Depute Principal Academic/ Vice Principal External/ **Associate Principal**	4	3	12	• Review curriculum to ensure it is up to date and fit for purpose and relevant for the identified market. • Maintaining engagement with applicants. • Well informed with strong/robust evidence/business case for local demand. • Strong representation on PPF for FE and HE and on the Regional FE Committee. • Clear understanding and management of criteria within the ROA. • Endorsement of Community Planning Partnership. • Liaise with adjoining regions, colleges and providers for out of region provision. • Strategic discussions with PKC Education Department on Schools/College volume. •Ensure student numbers align to strategic plans. • Identify courses with highest EU student cohorts. • Effective marketing plan in place. • Student Number Planning using more robust data • EREP Action Plan Implementation	9 (3,3)	↔	•Model and analyse impact of trends and updates. • Revised Marketing Strategy • Curriculum Review •Involvement with Tay Cities Deal	Depute Principal Academic/ Vice Principal External Depute Principal Academic Vice Principal External	Ongoing Review again Mar 19 Ongoing Starting 5/19 Completion 1/20 Ongoing
8 *	Active	Developing a successful and sustainable organisation. UHI Common Risk	Research outputs are sub-standard. **Academic Affairs**	• Lack of experience and reputation •Insufficient staff time available • Not explicit in staff Partnership Contract. • Funding methodology	• Inability to identify and agree appropriate projects • Research strategy not clear	Principal	4	3	12	• Review of R&KE strategy. • Develop relationships with wider UHI colleagues. • Prioritise R&KE where appropriate for REF income. • Investigate SFC Innovation Funding and maximise • Work with University SMT, Research Clusters and PKC • Tay Cities Deal developments. • Effective and purposeful operation of R&KE Committee and links to UHI structures.	9	↔	• Link with KE specialists in UHI. •.Vision 2021 and City Development Plan implementation.	Principal	Ongoing

Ref	Risk Status	Strategic Category	Risk Description & Primary Sub-Committee	Causes	Impacts/ Evidence	Owner	Likeli-hood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend	Actions to minimise risk TO DO	Action Owner	Completion Date
													ACTION PLAN		
10 *	Active	Inspiring and supporting our students to achieve their potential. Providing a progressive curriculum which meets economic and social needs and aspirations. UHI Common Risk	Academic quality is sub standard **Academic Affairs**	• Insufficient tracking of student. • Poor understanding of student requirements. • Product not fit for purpose. • Poor delivery. • Insufficient support for students. • Mis-selling of courses/provision..	• Loss of students. • Loss of earnings. • Adverse PR and poor reputation. • Poor future recruitment. • Poor achievement and retention.	Depute Principal Academic/ Associate Principal	3	3	9	• Student tracking programme and reviews by Student Advisers. • Heightened student focus on internal communication and training evidenced by the BRAG reporting system. • Managing student expectations. • Active listening to student voice and acting on evidenced by feedback to students. •Act on Student Survey outcomes evidenced by action planning with quality reviews. • Ensure regular/ constructive formative assessment feedback to students/ customers. • Implement Complaints Procedure in line with new legislation and refresh training. • ASW opportunities roll out. • Student Partnership Agreement • NSS Action Plans implemented for courses with poor results. • Appointment of Head of Student Experience. • Self-evaluation process redesigned. • Working with HISA to conduct student focus groups. • A Student Experience Committee has been convened • Ensure findings are reported on with regards to the complaints procedure and actions identified and followed up on • Quality review process redesigned (course KPIs by exception) • Identification of protected characteristics and KPIs • Student Support Review • Revamp website with regards to the services available to support learning	3 (1,3)	↓	• Complaints Review • Student funding at Regional and National level.	Depute Principal Academic (All)	Ongoing

Ref	Risk Status	Strategic Category	Risk Description & Primary Sub-Committee	Causes	Impacts/ Evidence	Owner	Likeli-hood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend	ACTION PLAN Actions to minimise risk TO DO	Action Owner	Completion Date
11 *	Active	Providing a progressive curriculum which meets economic and social needs and aspirations. UHI Common Risk	Regional curriculum plan and delivery not aligned to local demand. **Academic Affairs**	• Fragmented ownership. • Lack of planning. • Over ambitious change in delivery methodology. • Wrong blend between online and face to face. • ESIF changes.	• Lose students. • Financial risk through reallocation. • Students choose another provider. • Poor retention and achievement. • Disputed ownership/ responsibility for failings.	Associate Principal	3	3	9	• Influence/engage with development. • Meetings arranged with UHI Deans. • Keep in touch/listen to student views. • Active engagement in SMCT, QAEC and PPF. • UHI to commission research on impact of changed delivery methodologies. • Work with UHI, SDS and local stakeholders to enhance demand analysis. • Regional Outcome Agreement development and implementation. • Depute now sits on SMCT. • Vice Principal now sits on EPSC. • Associate Principal now sits on PPF.	6 (2,3)	↔	• Proactively engage in implementation of UHI Strategic Plan. • Keep abreast of ESIF developments. • Tertiary working groups. • Curriculum Review	SMT Depute Principal Academic	Ongoing July 19 July 19 Starting 5/19 Completion 1/20
19	Active	UHI Common Risk	College does not achieve allocated HE student number targets **Academic Affairs**	Failure to recruit sufficient students due to various factors such as: over ambitious PPF target, poor marketing, curriculum gaps, poor NNS results etc.	Reduction of college income from UHI, regional student number target at risk resulting in possible claw back to SFC from UHI in year or reduction in future years grant.	Depute Principal Academic/ Associate Principal	5	3	15	•Review curriculum to ensure robust and up to date. •Continue close partnership working within UHI. •Ongoing dialogue with PPF and academic partners. •Plan, monitor and review student numbers/applications.	9 (3,3)	↔	• Curriculum Review	Depute Principal Academic	Ongoing
20	Active	UHI Common Risk	College does not achieve allocated FE Credit targets. **Academic Affairs**	Failure to recruit sufficient students due to various factors such as: over ambitious target, curriculum gaps, ineffective marketing and engagement with local schools/ employers.	Reduction of college income from UHI, regional student number target at risk resulting in possible claw back to SFC from UHI in year or reduction in future years grant.	Depute Principal Academic/ Associate Principal	5	3	15	•Review curriculum to ensure robust and up to date. •Develop external partnerships with schools. DYW and employers. •Plan, monitor and review student numbers/applications.	9 (3,3)	↔			

Note: Risks 4, 5, 7, 8, 10, 12, 15, 19-24 are UHI Common Risks.

LIKELIHOOD CRITERIA   TIMESCALE 3 YEARS

Score	Descriptor	Probability
5 - Almost Certain	More than likely – the event is anticipated to occur	>80%
4- Likely	Fairly likely – the event will probably occur	61-80%
3 - Possible	Possible – the event is expected to occur at some time	31-60%
2 - Unlikely	Unlikely – the event could occur at some time	10-30%
1 - Very Rare	Remote – the event may only occur in exceptional circumstances	<10%

IMPACT CRITERIA   TIMESCALE 3 YEARS

Score	Descriptor	Financial	Operational	Reputational (need to link to communications process for incident management)
5 - Catastrophic	A **disaster** with the potential to lead to: • loss of a major UHI partner • loss of major funding stream	> £500,000 or lead to likely loss of key partner	• Likely loss of key partner, curriculum area or department • Litigation in progress • Severe student dissatisfaction • Serious quality issues/high failure rates/major delivery problems	• Incident or event that could result in potentially long term damage to UHI's reputation. Strategy needed to manage the incident. • Adverse national media coverage • Credibility in marketplace and with stakeholders significantly undermined.
4 - Major	A **critical** event which threatens to lead to: • **major** reduction in funding • **major** reduction in teaching/research capacity	£250,000 - £500,000 or lead to possible loss of partner	• Possible loss of partner and litigation threatened • Major deterioration in quality/pass rates/delivery • Student dissatisfaction	• Incident/event that could result in limited medium – short term damage to UHI's reputation at local/regional level. • Adverse local media coverage • Credibility in marketplace/with stakeholders is affected.
3 - Significant	A **Significant** event, such as financial/ operational difficulty in a department or academic partner which requires additional management effort to resolve.	£50,000 - £250,000	• General deterioration in quality/delivery but not persistent • Persistence of issue could lead to litigation • Students expressing concern	• An incident/event that could result in limited short term damage to UHI's reputation and limited to a local level. • Criticism in sector or local press • Credibility noted in sector only
2 - Minor	An **adverse** event that can be accommodated with some management effort.	£10,000 - £50,000	• Some quality/delivery issues occurring regularly • Raised by students but not considered major	• Low media profile • Problem commented upon but credibility unaffected
1 - Insignificant	An **adverse** event that can be accommodated through normal operating procedures.	<£10,000	• Quality/delivery issue considered one-off • Raised by students but action in hand	• No adverse publicity • Credibility unaffected and goes un noticed

Note: Select criteria most appropriate. Use highest score if more than one criterion applies.

RISK MAP (for Gross risk & residual risk)   **TIMESCALE 3 YEARS**

IMPACT					
5 - Catastrophic	5	10	15	20	25
4 - Major	4	8	12	16	20
3 - Significant	3	6	9	12	15
2 - Minor	2	4	6	8	10
1 - Insignificant	1	2	3	4	5
	1 -Very Rare	2 - Unlikely	3 - Possible	4 - Likely	5 - Almost Certain
	LIKELIHOOD				

Attention should also be paid to risks that are very rare or unlikely that could cause a catastrophic impact.

ACADEMIC AFFAIRS COMMITTEE

Membership

Principal – Chair
No fewer than 2 Representatives of the Board of Management (one to be Vice-Chair)
2 Academic Staff Representatives (Board Teaching staff representative plus one other nominated teaching staff representative)
2 Student Representatives nominated by HISA
Depute Principal (Academic)
Vice Principal (Engagement)
Associate Principal (Academic)
Chair of Scholarship and Research Committee
Head of Student Experience
Head of Learning and Teaching Enhancement

By invitation

Student Services Manager
Student Records Manager
Quality Manager

Quorum

The quorum shall be 6 including the Chair or Vice Chair and must include one Board of Management Member

Frequency of Meetings

Normally 3 times per academic session, and as required.

Terms of Reference

The Academic Affairs Committee is responsible for the overall quality and academic business of the College in respect of the student experience, teaching, research, and enterprise.

Within this overall remit the Academic Affairs Committee shall have the specific functions and responsibilities listed below:

1. To lead the review and development of the academic portfolio in line with the College's Strategic Plan to ensure it remains relevant in terms of Scottish Government policy and industry developments across all sectors of the economy and provide advice to the Board of Management as required.

2. To reflect on trends in education to encourage innovation and curriculum development and promote best practice in regard to the pedagogical environment to ensure that the College successfully serves the needs of

students and other stakeholders, and is preparing effectively to meet future needs.

3. To undertake a high level review of:

   - key aspects of academic performance, including student retention, progression, attainment and achievement;
   - performance on admissions, access and inclusion;
   - arrangements for articulation and partnership;
   - approaches to learning and teaching;
   - the volume and themes of student complaints, and their handling and outcomes.

4. To maintain an overview of academic quality assurance and outcomes by reviewing reports from the Quality Assessment Committee and other relevant internal and external sources including feedback and evaluation from student and stakeholder surveys.

5. To consider the implications of reports and updates from other relevant College and UHI Committees and, where appropriate, act to ensure the relevance and currency of the academic offer.

6. To prioritise and make recommendations in respect of work force planning and continuing professional development for academic staff.

7. To review and approve College's policies and strategies that relate directly to the student experience in terms of student induction and support, matters concerning student discipline and appeals.

8. To instigate any actions the Committee considers appropriate to maintain and enhance Perth College UHI as a centre of educational excellence.

9. To receive reports from the Scholarship and Research and Quality Assessment Committees.

Version control: Updated January 2019 to reflect name changes to the Scholarship and Research Committee and Board and SMT representation