

Academic Affairs Committee

Agenda

Meeting reference: Academic Affairs 2019-20/01
Date: Wednesday 20 November 2019 at 14.30 hours
Location: Room 019
Purpose: Scheduled meeting

* Denotes items for discussion.

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

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Conflict of Interest in any Agenda Item		Chair	
4	Minutes of the Meeting held on 8 May 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: Student Satisfaction and Engagement Survey	Head of Student Experience	Head of Student Experience	Paper 3
*6.3	Student Surveys: National Student Survey	Head of Student Experience	Head of Student Experience	Paper 4
*6.4	Additional Counselling Funding		Principal	Verbal
7	Curriculum			
*7.1	Student Recruitment	Head of Student Experience	Head of Student Experience	Paper 5
*7.2	Curriculum Review Planning Update	Associate Principal	Associate Principal	Paper 6

*7.3	Self-Evaluation Review Process	Associate Principal	Associate Principal	Paper 7
8	Performance Monitoring			
*8.1	Balanced Scorecard Update	Clerk	Principal	Paper 8
9	Standing Committees			
9.1	Scholarship & Research Committee – 11 October 2019	Chair of SRC	Chair of SRC	Paper 10
10	Date and time of next meeting • 19 February 2020	Secretary	Secretary	
*11	Review of Meeting (to include check against Terms of Reference)			Paper 9

Academic Affairs Committee

Minutes

Meeting reference: Session 2018/19, Meeting 3 of 3
Date and time: Wednesday 8 May 2019 at 2.30pm
Location: Room 19, Brahan

Present:

Andrew Comrie, Board of Management	Catherine Etri, Associate Principal (Academic)
Sheena Devlin, Board of Management	Deborah Lally, Head of Student Experience
Prince Honeysett, President HISA Perth	David Gourley, Head of Learning and Teaching Enhancement
Lorenz Cairns, Depute Principal (Academic)	Veronica Lynch, Vice Principal (External)
Rob Boyd, Teaching Staff Member on the Committee	Martin Price, Chair of Research, Scholarship and Knowledge Exchange Committee
	Penny Davis, Interim Board Secretary

Minute Taker: Penny Davis
Quorum: 3, including the Chair or Vice-Chair

Minutes

1 Welcome and Apologies

In the absence of the Principal, the Depute Principal welcomed members and those in attendance, noting that this was Sheena Devlin's first attendance at a meeting of the Committee.

Apologies had been received from Margaret Cook, Harold Gillespie and Declan Gaughan.

2 Additions to the Agenda

There were no additions to the agenda.

3 Declaration of Conflict of Interest in any Agenda Item

There were no declarations of a conflict of interest.

4 Minutes of Meeting held on 12 February 2019

The minutes were approved as an accurate record.

Action

5 Actions Arising from Previous Minutes

Members were provided with the following updates on actions from the last meeting:

- The Student Induction and Early Experience Survey had been deferred to the next meeting of the Committee.
- A Workforce Planning report would come to the next meeting of the Committee.
- Staff would check that the necessary corrections had been made to the Academic Appeals Policy and would confirm to the next meeting of the Committee.

HISA Perth

Head of
HR/OD

Depute
Principal

All other actions from the previous meeting were addressed on the agenda.

6 Service Head Presentation

6.1 Student Engagement

The Head of Student Experience delivered a presentation on the work of the Student Experience directorate during the past nine months and priorities going forward.

The presentation covered activity undertaken by: Student Services, Student Records; Quality; Curriculum Administration; Learning Centres; and Residences.

Recent/current activity included:

- a student services one-stop-shop being in place from September 2018
- the evaluative report and enhancement plan
- publication of FE KPIs, which was a statutory requirement
- CPP – ESOL in the community
- a paperless admissions project, in partnership with UHI
- renewal of the SYHA contract for student residences
- the establishment of a Student Engagement Group
- consultation on learning centre closures
- other reviews and Scottish Government initiatives

The Committee was advised that the College had received the highest grading for its ESOL provision from Cambridge assessors.

In response to a question about alignment with the Student Engagement Framework, the Head of Student Experience advised the Committee that Perth College was positively engaged with SPARQS and that the Framework was part of the remit of the new Student Engagement Group.

Provision in remote and rural areas was discussed and it was agreed that a report would be brought to a future meeting of the Committee to review arrangements in the light of the closure of learning centres.

Head of
Student
Experience

Four members of staff were now qualified Scottish Mental Health Instructors, and the possibility of extending training to students was discussed. It was agreed that this should be taken forward with HISA.

Head of
Student
Experience
/HISA
Perth

The Committee was advised by senior staff and the Student President that good feedback had been received from students on the accessibility and effectiveness of student support mechanisms.

7 Student Experience

7.1 HISA Perth College Update including Student Elections

The Student President presented a report on HISA Perth activities including the Association's work with the College Quality Department to improve engagement and representation, the OBI awards, the SRC decision to launch a 'fund our future' campaign towards ending the lecturers' strike, and the visit of a local MP.

There had been improved Perth College engagement in nominations and voting at the recent HISA elections and the following had been elected to HISA Perth offices for 2019-20:

- President: Amy Studders
- Vice President (Activity & Welfare): Debbie Das Chaudhury
- Vice President (Education & Engagement): Michaela Asisten

7.2 Student Destinations 2017-18

The Head of Student Experience presented a report on FE student destinations noting that HE destination data, which was processed through UHI, was not yet available.

The proportion of known destinations was 88%, out of a total of 821 qualifiers. 84% of those contacted had entered a positive destination, which represented an increase of 0.7% on the previous year.

Statistics, generally, were consistent with previous years and with the available sector data. (2017-18 sector data would be available around September 2019.)

It was reported that the majority of positive destinations related to internal progression.

One Member suggested that it might be helpful for the Committee to see a more detailed report on student destinations in the context of ensuring effective funding and marketing strategies.

7.3 Subject Reviews 2018-19

The Head of Student Experience provided a verbal report, advising the Committee that the College had received positive results in the 2018-19 reviews: eight commendations and four recommendations for further development.

A link to the full report would be shared with Members on request.

7.4 Perth College UHI: Student Services Annual Report 2016-17

The Head of Student Experience introduced an annual report covering activity in all areas of Student Services.

The Committee was advised that teams were being encouraged to look more at the impact of statistics and changes, and that this shift in focus would be reflected in future reports.

Safeguarding had been included in the report at the Committee's request.

In response to a question about a reduction in the number of PLSPs (Personal Learning Support Plans), the Head of Student Experience explained that, rather than a reduction in support, this reflected improved staff training and changes in the way that students were supported as a result of the Access and Inclusion Strategy, which had widened access to support.

The Committee was advised that a review of services had identified a significant administrative element in service provision, and that the timing of the report at this point in the year allowed for data to be fed into the departmental planning cycle.

With reference to the admissions statistics provided, the Committee sought assurance that the time between application and interview was not impacting on enrolment. Members were advised that this was kept under review and applicants should not have to wait long for interview, however, the head of Student Experience would confirm the position at the next meeting of the Committee.

The relatively high number of needs assessments carried out at Perth College was explained to be as a result of the College being a needs assessment centre, undertaking a greater proportion of this activity than other colleges.

Staff training was discussed, and the need to ensure that Personal Academic Tutors were adequately trained to support students with mental health needs.

7.5 Student Funding Update

Head of
Student
Experience

This item was deferred to later in the meeting, and reviewed alongside item 9.2, Student Numbers.

8 Strategic Planning

8.1 Regional Outcome Agreement

The Vice Principal (External) introduced a final draft of the Regional Outcome Agreement, which took account of feedback from Academic Partners and the SFC. The final version would be submitted to the SFC at the end of May.

Comments or questions were invited from the Committee.

The Committee discussed the fact that the lack of disaggregated targets specific to Perth College (besides credit targets, which were apportioned) made it difficult for the agreement to function as a strategic plan at college level. The College's contribution to overall outcomes would need to be clear in order for the College to plan and assess its performance effectively in the regional context.

9 Curriculum

9.1 Curriculum Review/Planning Update

The Depute Principal informed the Committee that curriculum review planning would commence in August.

9.2 Student Numbers (2017-18 and 2018-19)

The Head of Student Experience provided an overview of Bursary, EMA, FE/HE Hardship and Childcare funding for Members' information.

The Committee was advised that Perth College had slightly exceeded its core target, however, while staff were working hard to improve the situation, the College currently expected to meet only 25% of its ESF target.

The Committee was informed that ESF funding across the region was dependent on the achievement of the overall regional target. Perth and one other Academic Partner were expected not to meet their ESF target, resulting in a risk of clawback of ESF funds by the SFC.

The Committee discussed reasons for the shortfall, including the increased number of pupils staying on at school and the changing economic environment.

Medium to long term solutions were discussed, including:

- CPD

- upskilling and reskilling opportunities
- expanding provision, including leisure provision, to meet demand for part-time and evening courses
- aligning programmes to meet funding criteria
- exploring niche areas
- becoming more responsive to the changing environment.

The Head of Student Experience confirmed that engagement structures were in place, including CPPs, to take forward discussions with Councils, SDS and other relevant bodies.

10 Engagement

10.1 Tay Cities Deal Update

The Vice Principal (External) provided a verbal report to the Committee, advising Members that an outline business case for an £8.1m project was under development.

The initial business case had been submitted to the programme management office of the City Deal, and early indications had been positive.

The business case, which included the generation of 320 additional aircraft-related places, would be presented to the Board in June.

11 Performance Monitoring

11.1/ 11.2 Balanced Scorecard 2018-19/Balanced Scorecard Review

The Depute Principal introduced a report on the current review of the College's performance management reporting system, outlining the approach that would be taken to developing a new Balanced Scorecard.

Members noted the report and discussed the strategic planning context including the optimum time period for a strategic plan.

11.3 Red Button Report

The Depute Principal introduced the Red Button Report for Q1-3 2018-19, for information. The report showed a representative sample of student concerns raised and how these were being resolved.

It was noted that Red Button activity feeds into the College's formal complaints and investigation reporting systems.

12 Policies and Procedures

12.1 Safeguarding Policy

Further to the Board's decision not to approve the policy at its last meeting, the Committee was provided with a policy context paper

and safeguarding summary, together with the revised Safeguarding Policy.

It was noted, with reference to the Committee's terms of reference, that the Committee had authority to approve the policy.

Members discussed the policy and supporting documents and concluded that there remained areas where the policy was not sufficiently clear. In particular, Members felt that staff responsibilities should be better delineated in section 7 of the policy, and that a list of linked policies should be provided.

It was agreed that the committee would consider and, if appropriate, approve further revisions by e-mail correspondence outwith the meeting. The decision could then be confirmed at the next meeting of the Committee.

Head of
Student
Experience
/Secretary

13 Scholarship and Research

13.1 Scholarship and Research Strategy 2017-2020

The Chair of the Scholarship and Research Committee presented the strategy document for the Committee's approval, drawing Members' attention to the emphasis on scholarship in the revised strategy.

Members discussed the strategy and how the College could encourage staff and foster a dynamic research and scholarship environment, noting that the Research Excellence Framework required staff to be 0.2FTE dedicated to research, and recognising the challenges of fulfilling teaching requirements.

There were currently six Perth College staff engaged in relevant research, for the period leading up to early 2021, when arrangements would be reviewed.

The Committee approved the revised Scholarship and Research Strategy.

13.2 Meeting of Scholarship and Research Committee 17 April 2019

The Committee noted the minutes of the last meeting of the Scholarship and Research Committee.

14 Remit and Role of Committee

The Committee confirmed that the business of the meeting had reflected its terms of reference.

Members recognised the scale of the work involved in preparing the reports provided to the Committee and asked that their thanks be recorded in the minutes and communicated to staff.

15 Date and time of next meeting

A schedule of meeting dates for 2019-20 would be brought to the June meeting of the Board.

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

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

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

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

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

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

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

Yes ☐ No ☒

Perth College UHI

Paper No. 2

Committee	Academic Affairs Committee
Subject	HISA Perth Update
Date of Committee meeting	20/11/2019
Author	Amy Studders, HISA Perth President
Date paper prepared	14/11/2019
Executive summary of the paper	This paper summarises recent relevant activities within HISA Perth
Consultation How has consultation with partners been carried out?	Click or tap here to enter text.
Action requested	<input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes / No
Risk implications (If yes, please provide details)	Yes / No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	

Perth College UHI

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

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

Perth College UHI

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

For how long must the paper be withheld? 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

To: Academic Affair Committee, 20 November 2019

Operational changes

- HISA Perth have moved into our new home in the Union building. We are still working on the final touches to fully migrate into the new space and make it the most welcoming, and approachable organisation for 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?

Class Rep Training

- We included more **interactive** training sessions was a good shift from previous years. Feedback indicates that the trainings were well received and our reps were more engaged with the training (**an example of how a better partnership process generates a greater impact*). The help from the colleges engagement team is appreciated.

SRC changes

- Dates Tuesday 26th and Wednesday 27th
- 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

Rep Conference

- The event was postponed due to staff capacity. We want to bring a **professional and high level conference** that the college and students are **proud to be a part of** and get the most out of it - *Be the best in UHI and used as an example for others to follow*

GYST

- This first event of its kind, focussed on real **issues that affects students identity, mental health, welfare, hate crime, bullying, security**, etc. Attendance has been a hit and miss because of assignments however there has been lessons learnt here which are reflected in our internal processes as we move forward

Student finances - small things that puts the pound back in students pocket

- 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

General Election

- **Educational** campaigns for students on the importance of exercising their **democratic rights** and **civic responsibility**

Ps: we also welcome any thoughts/ideas/advice for us to consider/co-create from members of the committee so we can better serve the community and college through our members

Academic Affairs Committee

Paper 3

Paper for Consideration

Subject: Student Satisfaction and Engagement Survey (SSES) 2018-19
Author: Deborah Lally – Head of Student Experience
Date of paper: 14 November 2019
Date of meeting: 20 November 2019

Action requested of committee:

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

Cost implications:

(Tick as appropriate) Yes: ☒ No: ☐

Executive Summary:

This year, working in partnership with our UHI colleagues, we changed the methodology for the survey, moving away from paper to electronic methods through JISC Online Surveys. We are then able to not only benchmark the first set of 10 questions set by SFC but we can benchmark against all the other questions that were used across the UHI partnership.

A total of 2621 student were targeted with a response rate of 46% (1205), a decrease of 7% in comparison to the previous year. The sector response rate being 43%

An overall satisfaction score of 91% has put the College 0.5% above the Scottish average.

As per the NSS survey, the College will learn from the student feedback to ensure we continue to enhance the student experience.

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

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

Response rates:

Our target audience is both Further Education and Higher Education, however we do exclude those students who will be surveyed via the National Student Survey (NSS).

SSES Response Rates 18/19					
Sector Area	Total Students Targeted	Total Responses Received	Response Rate %	Satisfaction* %	Satisfaction Weighted Average %
Aeronautical Engineering	60	29	48%	72%	41%
Audio Engineering & Theatre	180	85	47%	92%	63%
Automotive Engineering	76	47	62%	100%	50%
Beauty Therapy	114	61	54%	98%	63%
Built Environment	162	42	26%	92%	66%
Business & Accounting	347	161	46%	100%	73%
Computing	102	52	51%	94%	67%
Creative Industries	95	27	28%	88%	59%
Early Education & Childcare	97	54	56%	85%	56%
ESOL	125	83	66%	96%	69%
Food Studies & Hospitality	120	71	59%	99%	75%
Hairdressing	57	33	58%	89%	66%
Health & Social Care	129	38	29%	94%	74%
Humanities & Social Science	188	68	36%	82%	53%
Mechanical & Electrical Engineering	167	60	36%	85%	54%
Music & Music Business	204	55	27%	88%	56%
Science Technology	58	19	33%	84%	54%
SLLE	143	91	64%	97%	86%
Sport & Fitness	197	129	65%	95%	67%

Curriculum Area	Total Students Targeted	Total Responses Received	Response Rate %	Satisfaction* %	Satisfaction Weighted Average %
Applied Life Studies	728	345	47%	92%	69%
Business, Mgt, Comp & Leisure	766	413	54%	93%	66%
Cultural and Creative Industries	604	250	41%	92%	64%
Science, Tech, Eng and Maths	523	197	38%	91%	58%

Results:

Question	Satisfaction (%)
1. Overall, I am satisfied with my college experience.	91%
2. Staff regularly discuss my progress with me.	85%
3. Staff encourage students to take responsibility for their learning.	96%
4. I am able to influence learning on my course.	88%
5. I receive useful feedback which informs my future learning.	88%

6. The way I'm taught helps me learn.	87%
7. My time at college has helped me develop knowledge and skills for the workplace.	92%
8. I believe student suggestions are taken seriously.	81%
9. I believe all students at the college are treated equally and fairly by staff.	87%
10. The College Students' Association influences change for the better.	84%
11. I know who my class rep is.	91%
12. I know what the role of my class rep is.	86%
13. I feel part of a community of staff and students.	83%
14. I am happy with the way my course is taught.	85%
15. I have had the right opportunities to work with other students as part of my course.	92%
16. I feel this has been the right course for me.	91%
17. Assessment requirements were made clear to me in advance.	89%
18. Feedback on my work has been within the agreed timeframe.	87%
19. I have received sufficient advice and guidance in relation to my course.	90%
20. I have been able to contact teaching staff about my learning when I need to.	93%
21. I have had reviews with my PAT/main course tutor/centre staff/Learning Development Worker to discuss my progress.	87%
22. Overall, the course has run smoothly throughout the year.	80%
23. The timetable works efficiently for me.	90%
24. Any changes in the course or teaching have been communicated effectively.	87%
25. I have been able to access IT resources when I need to.	93%
26. The IT resources and facilities provided have supported my learning.	93%
27. I know where to access help and support to use IT resources.	91%
28. The library resources (e.g. books, online services) have supported my learning.	86%

29. I had suitable access to study space.	92%
30. The College helps me stay safe online.	88%
31. I have regular opportunities to review and update my digital skills.	80%
32. My course provides me with the right digital skills for my career.	87%

Academic Affairs Committee

Paper 4

Paper for Consideration

Subject: National Student Survey (NSS)
Author: Deborah Lally – Head of Student Experience
Date of paper: 14 November 2019
Date of meeting: 20 November 2019

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 NSS is a Higher Education survey that is carried out annually and is aimed at final year HND and degree students. The objective of the survey is to measure student satisfaction within the learning experience and environment.

An overall satisfaction score of 84.49% for the University of the Highlands and Islands. Here at Perth College UHI, we had an overall satisfaction score of 85% a decrease by 3% in comparison to last academic year.

The College will learn from the student feedback to ensure we continue to enhance the student experience.

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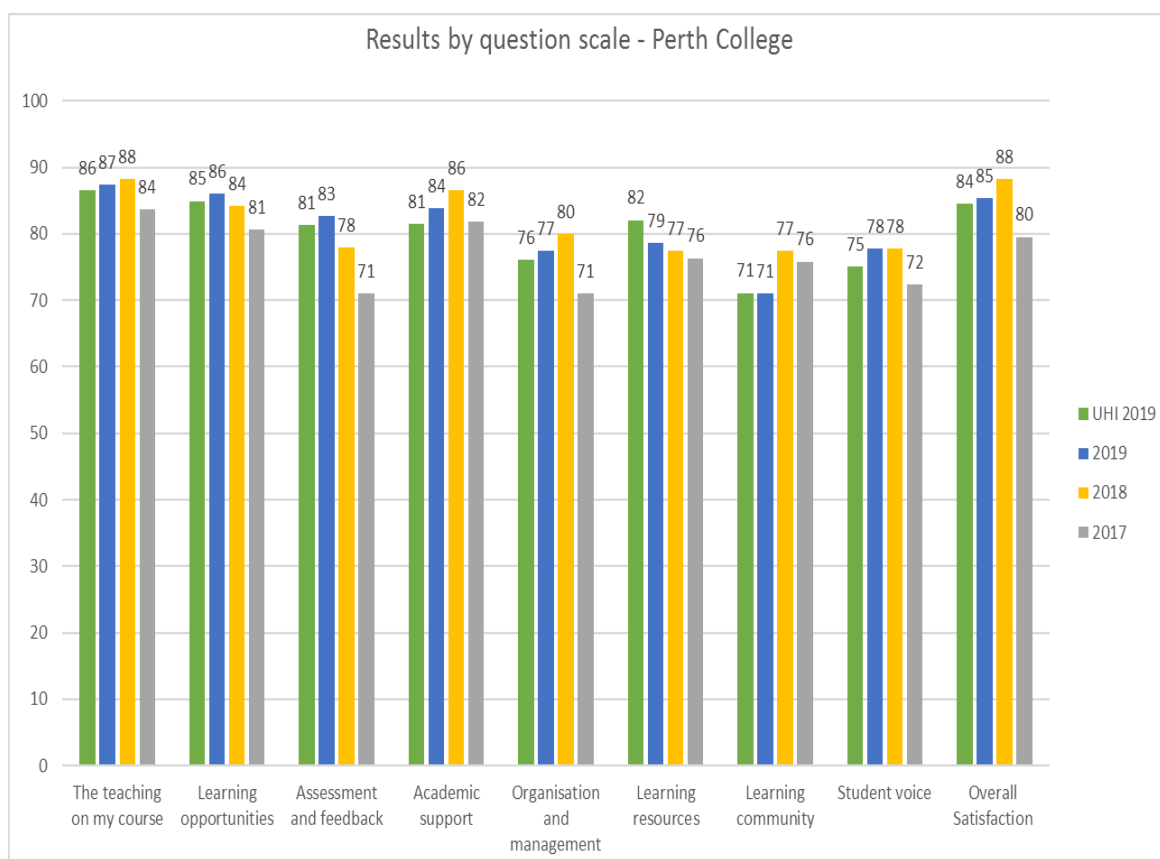
Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988? **Yes** ☐ **No** ☒

Response rates:

By Academic Partner	2019 NSS sample	2019 no of responses	2019 response rate
Argyll College UHI	11	9	82%
Highland Theological College UHI	29	27	93%
Inverness College UHI	244	200	82%
Lewis Castle College UHI	38	30	79%
Moray College UHI	103	89	86%
North Highland College UHI	54	36	67%
Orkney College UHI	11	9	82%
Perth College UHI	289	219	76%
Sabhal Mòr Ostaig UHI	20	14	70%
SAMS UHI	24	22	92%
Shetland College UHI	10	9	90%
West Highland College UHI	32	28	88%
Total	865	692	80%

In comparison to last year, the response rate for the entire UHI decreased by 3% In comparison to last year, the response rate for Perth decreased by 4%

There are 27 questions in total which are categorised into themes. The table below illustrates the results by these themes:



The table below illustrates the UHI position with the rest of Scotland and UK with regards to 'Overall, I am satisfied with the quality of my course'. This is a key measure of the survey and shows that 84% of the respondents agreed with this statement against a benchmark of 84%.

Institution	2019	Benchmark 2019	+/-	2018	2017
University of St Andrews	95	86	+	94	94
University of Dundee	90	84	+	88	90
Robert Gordon University	89	83	+	85	86
University of Abertay Dundee	87	83		79	84
University of Aberdeen	87	85		86	87
University of Strathclyde	86	84		84	87
University of Glasgow	86	85		88	89
Heriot-Watt University	85	83		81	83
University of the Highlands and Islands	84	84		85	79
University of the West of Scotland	84	83		85	83
Scottish HEI Average	84			83	85
UK HEI Average	84			83	84
University of Stirling	83	84		84	86
Queen Margaret University	82	83		82	77
Glasgow Caledonian University	81	82		81	81
Edinburgh Napier University	79	82	-	74	80
University of Edinburgh	78	85	-	77	83
Royal Conservatoire of Scotland	73	80		77	0
SRUC	72	84	-	70	77
Glasgow School of Art	69	80	-	67	71
Ballet West	62	73			

The nature of our programmes including networked delivery recognised and established a UHI wide process that supports action planning, initiated by meetings with Faculty Deans, programme teams and other key individuals from academic partners to take forward accordingly.

Academic Affairs Committee

Paper 5

Paper for Consideration

Subject: Student Recruitment
Author: Deborah Lally – Head of Student Experience
Date of paper: 14 November 2019
Date of meeting: 20 November 2019

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 first quarterly statutory return to SFC indicates a current position of 23,654. Part-time courses continue to recruit throughout the year and the College will be monitoring closely and taking action accordingly to meet any potential shortfall. However there is a risk of not being able to draw down ESF credits.

Higher Education

Our undergraduate target is 2013 FTE, to date our calculations are indicating a current position of 1911 FTE. We will continue to recruit part-time and will most likely surpass 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** ✓

Further Education

Academic Year	Core Credit Target	ESF Credit Target	Total Target	Credits 1 st Quarter	(+/-) Diff Total Target	End of Year Position	(+/-) Diff Total Target
2015-16	23,781	1,224	25,005	25,814	809	26,005	1,000
2016-17	23,867	1,200	25,067	23,044	-2,023	25,368	301
2017-18	23,781	1,200	24,981	25,229	248	26,161	1,180
2018-19	23,655	1,200	24,855	22,237	-2,618	24,675	-180
2019-20	23,655	1,200	24,855	23,654	-1,201		

From the table above you can see that over the years, our funding at this same time has fluctuated. Although we are in a better position than last year, there are continuing factors impacting on our recruitment. We continue to see a decline in full-time, and the Flexible Workforce Development Fund (FWDF), whilst brings in funding via another stream, the enrolments in the past would have attracted credit funding. Other factors would include the shift in funding from SFC to SDS for foundation apprenticeships.

To be able to draw the overall target, we need to reach our core target initially. We are confident that this will be reached, however we are at risk of not being in a position to reach the ESF credit target, where we may only be able to drawn down a certain percentage.

We are closely monitoring and tracking our position, taking appropriate action to focus on us meeting our overall credit target.

Higher Education

Category	Target	To Date	(+/- Diff)
Undergraduate – Fundable	2013	1949	-64
Postgraduate - Fundable	40	44	4
International (of which taught in county – China)	126	141 117	15
RUK	7	10	3

We will continue to recruit to part-time provision via distance learning and January intakes, therefore we are very optimistic that we will reach our undergraduate target. We have already surpassed our postgraduate target.

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Paper No 6

Committee	Engagement Committee
Subject	Curriculum Review Planning Update
Date of Committee meeting	20/11/2019
Author	Catherine Etri, Associate Principal-Curriculum
Date paper prepared	15/11/2019
Executive summary of the paper	
Consultation How has consultation with partners been carried out?	Click or tap here to enter text.
Action requested	<input checked="" type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	Links to the college Evaluative Report and Enhancement Plan 2019-21

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

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

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

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

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

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

and

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

Curriculum Review & Curriculum Planning Process

The following information has been compiled to assist you carry out an informed curriculum review. It is not mandatory that you use every resource provided but rather the most appropriate your area.

Guiding Principles:

1. Fundamental to the Curriculum Review

- a) labour market intelligence (LMI)
- b) key local drivers i.e. HIE & SE priorities
- c) national drivers - DYW strategy, SFC Access and Inclusion Strategy, Gender Action Plan, Learner Journey Review report and the Scottish Government's Industry strategies
- d) International drivers
- e) Student mobility out and into region including competitor analysis
- f) Financial constraints

2. External factors

A number of external factors are difficult to control; however, it is vital that we understand the key overarching issues that face our region and sector when considering change.

What we know:

- FE Funding is declining in real terms
- FE applications and enrolments are continuing to decline in number
- Schools are keeping young people longer so it is a priority to focus on the offering to the senior phase
- Low unemployment levels in the Perth area
- Imbalance between qualification levels versus qualifications required by employers.
- Other universities are lowering their entry criteria which may have an impact on our HE enrolments at both HN and degree level

3. Creation of a Timeline

It is important to create a timeline with review points that is communicated to all staff and that staff are fully engaged and own the review.

Task	Owner	Completion Date
Announcement of Impending Curriculum Review at staff briefings	Associate Principal	September 2019
Stage 1: Sector Analysis & Identified modifications/gaps		
Outline of process and information to inform the review	Associate Principal	October 2019
Preparation for target setting	SDD/SM/SL	w/c 4 November
Data set available from Deborah Lally (Trend information based on targets and actuals)	SDD/SM/SL	w/c 11 November
Curriculum area review focused meeting	SDDs SMs & SLs and Team	Before 20 November 2019
20 November Targets submitted to Deborah Lally on template spreadsheet by SDDs (already completed by SMs with support from SLs and wider curriculum teams).	SDDs/SMs/SLs	20 November 2019
Stage 2: Proposed curriculum changes		
Agree updated titles and/or gaps within the curriculum area. Recommendations discussion	SDDs/SMs/SLs	December/January 2020
Stage 3: Approval Documentation		
Complete and submit internal documentation to introduce and/or retire curriculum and submit to Quality	Teams	February 2020
Complete new framework documentation	Teams	February 2020
Stage 4: Sector Impact Assessment & Decisions		
Sector Impact Assessment	SDDs/SMs	February 2020
Review meeting regarding recommendations & Impact with Management	SDDs/SMs SMT	February/March 2020
Finalise 20/21 Curriculum Portfolio Decisions	SDDs/SMs/SLs/Team	End of March 2020

Stage 1 and 2

The key information required enables an informed analysis of our present curriculum as well as identifying emerging gaps. It is important that this is based on a three-year trend analysis.

Key Information	
<ul style="list-style-type: none">• Demand	<ul style="list-style-type: none">• Enquiries• Applications received• Enrolments• Conversion rates: Offers v. enrolments• Commercial Activity• MA
<ul style="list-style-type: none">• Success	<ul style="list-style-type: none">• Retention• Attainment – success and partial success• Comparison against national benchmarks• Equalities data• Student Satisfaction levels• NSS• SSES• Destination Data
<ul style="list-style-type: none">• Progression	<ul style="list-style-type: none">• Progression internally between levels in both FE and HE• Progression to employment from FE and HE• Progression FE to HE courses(internally and externally)• Progression HN to degree (internally and externally)
<ul style="list-style-type: none">• Sustainability	<ul style="list-style-type: none">• Actual credits achieved per course• HE FTE per course• Microram and JACs Codes per module• Income generated from MA• Income generated from commercial activity

Occupational area/industry specific external factors to investigate:
<ul style="list-style-type: none">• How Good is Your College?• Economic forecast – Skills Investment Plans, Regional Skills Assessments etc.• Inward investment plans and associated training requirements• Scottish/UK Government priorities• Knowledge, skills and qualifications required by employers locally, regionally and nationally.• Awarding body options• STEM Strategy• Apprenticeship impact on FT courses in vocational areas• SDS• QAA

Unknowns but on the horizon:

- Impact of devolved Welfare Reform – Fair Start Scotland Employability Service.
- Brexit
- Regional Outcome Agreement

Scottish Government strategic and policy objectives to consider:

- Opportunities for All and Putting Learners at the Centre, by increasing participation in education and training for 16-19 and 20-24 year olds.
- Widening participation and progression in tertiary education.
- Delivering curriculum incorporating specialist and essential skills which lead to employment, assisting learners to get a job, get a better job or getting a career.
- Delivering graduate attributes
- Cognisance of Industry 4.0 and the digital skills strategy
- Providing positive destinations for schools leavers, in liaison with key partners.
- Cognisance of the 4 capacities in Curriculum for Excellence
- Providing progression opportunities and articulation for learners from vocational and access courses to degree and postgraduate qualifications.
- Promoting equality of opportunity including fostering inclusive approaches to meeting the needs of those with additional learning requirements.

Consider all of the above factors and understanding what they tell us and how they will impact on specific curriculum areas and the College as a whole. The basis of the review are the keys messages from How Good Is your College? Section 2.2

The analysis for the curriculum area should be based around the key topics:

- a. Regional
- b. National
- c. International
- d. Sector
- e. Employers and stakeholders
- f. Government priorities on the curriculum area
- g. Knowledge, skills and qualifications required by employers locally, regionally and nationally.
- h. **All** awarding body options (i.e. consider other awarding bodies other than those used at the moment)

Links for relevant information:

Scotland's Economic Strategy

<https://www.gov.scot/Publications/2015/03/8171/0>

Investing in our people and our infrastructure in a sustainable way;

Fostering a culture of **innovation** and research and development;

Promoting **inclusive growth** and creating opportunity through a fair and inclusive jobs market and regional cohesion; and

Promoting Scotland on the [international](#) stage to boost our trade and investment, influence and networks.

Economic Action Plan 2018-20

<https://economicactionplan.mygov.scot/>

Scotland's policy on young people, training and employment

<https://beta.gov.scot/policies/young-people-training-employment/>

15-24 Learner Journey Review

<https://beta.gov.scot/publications/15-24-learner-journey-review-9781788518741/pages/2/>

Skills Investment Plans (SIPs)

<https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/skills-investment-plans/>

Regional Skills Assessments (RSAs)

<https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/regional-skills-assessments/>

Regional Outcome Agreement 2019 UHI

http://www.sfc.ac.uk/web/FILES/outcome-agreements-1920/UHI_Outcome_Agreement_2019-20.pdf

Curriculum Review: Stage 1 – Sector Analysis

Using the key information complete an informed analysis of our present curriculum as well as identifying emerging gaps. It is important that this is based on a three-year trend analysis of KPIs but also addresses the following questions:

- a. What are the regional priorities for your industry sector?
- b. What is the National, and where appropriate the International picture for your industry sector?
- c. What is the International picture for your industry sector?
- d. What are the current defining attributes of your industry sector? (Key Jobs? Working structure?)
- e. Who are the Key Employers and/ or stakeholders within your industry and what are they identifying as the recent or emerging developments?
- f. What are the Government priorities for your curriculum area?
- g. What Knowledge, skills and qualifications are required by employers locally, regionally and nationally? Are there any skills gaps that the curriculum could address?
- h. What awarding body options are available within this sector and would it benefit the student experience or industry relevance of our curriculum to consider alternatives?

Curriculum Review: Stage 1 – Summary of Identified issues or gaps

Programme identified for review	Selection Rationale

Identified Sector Gaps	Proposed Curriculum solution

Curriculum Review: Stage 2 - Summary of proposed course level change & impact

Identified Course/ Programme	Recommendations	Impact of Implementation

Curriculum Review: Stage 3 – Approval Documentation

Internal Approval Documentation submitted to Quality

Curriculum Review: Stage 4 - Sector Impact assessment

What does all of the information tell us? Before any changes are implemented there requires to be a risk analysis taken of the impact upon the overall sector curriculum if the recommendations are implemented.

Course/ Programme	Retirement; Redesign or Introduction Rationale	Impact Assessment for Sector

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Paper No 7

Committee	Engagement Committee
Subject	Self-Evaluation Review Process
Date of Committee meeting	20/11/2019
Author	Catherine Etri, Associate Principal-Curriculum
Date paper prepared	15/11/2019
Executive summary of the paper	
Consultation How has consultation with partners been carried out?	Click or tap here to enter text.
Action requested	<input checked="" type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	Links to the college Evaluative Report and Enhancement Plan 2019-21

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

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

Currently CCMs take place twice in the academic year, with one at the end of semester one and the other towards the end of semester 2. These meetings normally include

- The course team members which may be cross faculty, however generally only the “owner” team participate
- Student representatives are invited but only attend on an ad hoc basis
- Employer representative who generally are unable to attend during

This process does not allow for in semester changes to be made to the student experience and are reactive as opposed to proactive, hence to move to a **Continuous in Year Course Review Process**.

Continuous in Year Course Review Process

There has been a wide-ranging consultation on the proposal to change the current process, which has included HISA, student representatives from 2018/19, lecturing staff, SMs, SDDs and Quality staff.

Most groups agree that the CCMs are out of date and do not add any value to the improvement processes in year.

All curriculum staff consulted agree that while the staff team meetings meet the needs of identifying issues and associated improvement actions, the CCM only captures this detail at a very late point in each semester. Teams will continue to have bi-weekly team meetings and discuss a broad range of issues that affect the student experience. **Action plans should be updated with SMART change objectives. These objectives should be reviewed at each subsequent meeting and it is important that the impact of the change be evaluated.**

The aim of the change in the process, is to increase the potential to quickly implement improvements to the student experience that the current student groups will benefit from.

Student focus groups

A student consultation forum will be an integral part of this process, therefore each sector area will hold **student focus groups**, with a minimum of one per semester (preferably mid semester) per sector area, these will include student reps and other interested students. As above action plans should be updated with SMART change

objectives. These objectives should be reviewed at each subsequent meeting and the student voice should form the evaluation of the impact of any changes. These focus groups will:

- Ensure that the students are involved in the creation and improvement of their learning experience
- Give students a more substantial voice and influence
- Be managed by course teams at a local level, through eg the class rep system
- Formulate an action plan to formally record this consultation and ongoing evaluation
- Meetings will be arranged by PATs with themes/topics for discussion depending on time of year eg induction/settling in process
- Surveys eg Early student experience feedback in Semester 1

The intelligence and action gathered will be fed back to SMs and SDDs, who will then bring any emerging common themes from the focus groups to CASE for further discussion and cross-curricular action.

Employer representation

Most areas have valuable employer links and contacts that have been built up over the years, these will include, work placements and or specialist employer forums.

If any sector area is not currently meeting with employers and absorbing relevant data to inform improvements to the course content and student experience, then they **must** commence this process through an employer focus group or other appropriate means.

Again, the action plan will formally record this consultation, change objective and ongoing evaluation.

Joined up processes

Self Evaluation →Curriculum Review

The self-evaluation process in November will also be linked to all of this and will take the form of an 8-box grid of questions based on “How Good is our College”.

The data gathered relating to these 8 questions will also inform the Curriculum Review.

Curriculum Review → Operational Planning

All of this intelligence as well as the Economic Drivers etc will set the scene for the Curriculum Review, nothing should be done in isolation, everything should be linked.

The Curriculum Review and any associated actions will then form the basis for the operational planning process.

Committee	Academic Affairs Committee
Subject	Balanced Scorecard
Date of Committee meeting	20/11/2019
Author	Kirsty Campbell, Project & Planning Officer
Date paper prepared	13/11/2019
Executive summary of the paper	<p>The attached paper is the Balanced Scorecard, aligned with the aims and measures for the strategic plan Vision 2021, outlining where possible, the final measures for AY 2018-19.</p> <p>The KPIs represented remain the same as previous years. SMT took the decision that the KPIs should stay the same for the remainder of the period covered by the college's current strategic plan 2016-21 with a view to carrying out a fuller review of the balanced scorecard and it's measures as part of the work for the next strategic plan.</p> <p>The presentation of the data follows on from the proposal recommendations presented to SMT, the Board and its Committees earlier this calendar year and is based upon Design Proposal One.</p> <p>The data is presented in 2 parts:</p> <p>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)</p> <p>Part 2 – Provide more detailed analysis and insight with a trendline giving a pictorial representation of data over the past 3 years.</p> <p>The following points are to be noted:</p>

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	<p>The new design for the Balanced Scorecard should be seen as a work in progress and feedback from Senior Management and the Board will continue to feed into the final version of the revised Balanced Scorecard. This is also expected to form part of the work due to begin on the College's next Strategic Plan.</p> <p>It has not been possible to build in tolerances for the measures at this time however, the final version of the revised Balanced Scorecard will look to include tolerance levels.</p> <p>Where it has not been possible to give an indication of Sector Averages, work will continue with the business owners of the data on how best to identify and capture these figures to allow for benchmarking/comparison.</p>
Consultation How has consultation with partners been carried out?	<p>Click or tap here to enter text.</p> <p>For measure 3 and 11 the HR Interim Lead was consulted</p> <p>For measures 4 and 6 the Quality Manager was consulted</p>
Action requested	<p><input checked="" type="checkbox"/> For information only</p> <p><input checked="" type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For recommendation</p> <p><input type="checkbox"/> For approval</p>
Resource implications (If yes, please provide details)	<p>No</p>
Risk implications (If yes, please provide details)	<p>No</p> <p>Click or tap here to enter text.</p>

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

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

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

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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		
3	Staff	
	a) Number of staff days spent on CPD/year (average per head)	↑
	b) Percentage of permanent staff with TQFE or equivalent	↓
	c) Number of staff: presenting papers of conferences number of publications	↑ ↓
Student Satisfaction		
4	Track FE and HE Student Satisfaction through national student surveys	
	The proportion of students overall satisfied with college experience in: a) Student Satisfaction and Engagement Survey	↓
	b) National Student Survey	↑
6	Proportion of Students that agree or mostly agree with the statements from the End of Year Student Survey Outcomes(SSSES):	↑
	a) Course / Achievement	
	i. I feel this is the right course for me (prev. The course was what I expected)	↔
	ii. I feel this is the right course for me (prev. I am achieving what I set out to do)	↔
	b) Destination	
	i. My time at college has helped me develop knowledge and skills for the workplace (prev. I am aware what I can do after my course)	↔
	ii. I have received sufficient advice and guidance in relation to my course (prev. I feel prepared to take my next steps)	↔
	c) College	
	i. Overall I am satisfied with my college experience (prev. I would recommend the College to a friend)	↓

	Sustainability	
11	Staff rates of: a) Turnover b) Sickness absence	<div>↑</div> <div>↓</div>

Section 2: Detail of Performance by Measure

Detail of Performance: Measure 3

Students and Staff Achieving their Potential			
Measure	Key Performance Indicator or Target	Performance	Trend
3	Staff		
	a) Number of staff days spent on CPD/year (average per head)		
	b) Percentage of permanent staff with TQFE or equivalent		
	c) Number of staff:		
	presenting papers of conferences		
	number of publications		

Baseline: a) 5.3 days b) 84% c) 19 and 8

Target: a) 6.5 days b) and c) improve on previous year's performance

Trend:
a) Improvement from previous year; improved performance overall
b) Marked decrease from previous year and overall, please see notes
c) Decrease from previous year; performance maintained overall


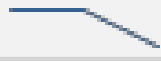


Tolerance: tbc
(+/-)

Sector Average: tbc
(+/-)

Note on performance

- a) This figure represents the 3rd consecutive year where there has been an improvement from the previous year. The target number of staff days spent on CPD/year fell short of target by 1.7, work will continue on in 2019/20 to improve the figure and meet target.
- b) This figure represents the third consecutive year where there has been an improvement from the previous year. The target number of staff days spent on CPD/year fell short of target by 1.7, work will continue on in 2019/20 to improve the figure and meet target.
- d) Values for 2018-19 are indicative of progress and are accurate up to August 2019, based on data received from the college's Research Co-ordinator and from the PURE database. The college have identified 6 staff with significant responsibility for research who are expected to have a research output that will be eligible for the Research Excellence Framework (REF) 2021.

Detail of performance: Measure 4

Measure	Key Performance Indicator or Target	Performance	Trend
4	Track FE and HE Student Satisfaction through national student surveys		
	The proportion of students overall satisfied with college experience in: a) Student Satisfaction and Engagement Survey		
	b) National Student Survey		

Baseline: a) 93% b) 76%

Target: Improve on previous year's performance

Trend: a) Decrease from previous year; slight decrease overall
b) Decrease from previous year; improved overall

Tolerance: tbc (+/-)





Sector Average: a) b) +1.00%
(+/-)

Note on performance

- a) An overall satisfaction rate of 91% was achieved. The response rate was 46%; this was a drop from 64% from the Early Student Experience Survey (ESES). This is a concern since the same methodology was used for both surveys and lower feedback rates give less information for identifying actions to improve performance; the College will look to ways to improve the response rate. The overall satisfaction level was also a drop from 97% from ESES.
- b) The 85% overall satisfaction rating was a 3% decrease from 2018 however the benchmark for the institution overall has been achieved with a 9% increase from the baseline. The College also sits above the Scottish and UK average of 84%. The response rate was 80%

The overall UHI response rate was 83% and overall satisfaction rate 85%

Detail of Performance: Measure 6

Measure	Key Performance Indicator or Target	Performance	Trend
6a	Proportion of Students that agree or mostly agree with the statements from the End of Year Student Survey Outcomes(SSES): a) Course / Achievement		
	i. I feel this is the right course for me (prev.The course was what I expected) ii. I feel this is the right course for me (prev. I am achieving what I set out to do)		





Baseline: i) 84% ii) 91%

Target: i and ii) Improve on previous year

Trend: i) Improved on previous year and overall
ii) Maintained from previous year and overall

Tolerance: tbc
(+/-)

Sector Average: (+/-)

Measure	Key Performance Indicator or Target	Performance	Trend
6b	b) Destination i. My time at college has helped me develop knowledge and skills for the workplace (prev. I am aware what I can do after my course)		
	ii. I have received sufficient advice and guidance in relation to my course (prev. I feel prepared to take my next steps)		

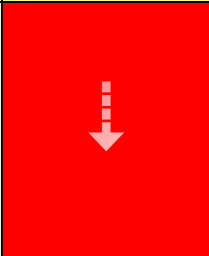
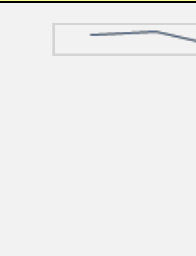
Baseline: i 92% ii 91%

Target: Improve on previous year

Trend: i. and ii. Maintaining from previous year and overall

Tolerance: tbc percentage point (+/-) previous 3-year average

Sector Average: (+/-)

Measure	Key Performance Indicator or Target	Performance	Trend
6c	Proportion of Students that agree or mostly agree with the statements from the End of Year Student Survey Outcomes(SSSES): c) College i. Overall I am satisfied with my college experience (prev. I would recommend the College to a friend)		

Baseline: 92%

Target: Improve on previous year

Trend: Slight decrease from previous year; maintaining overall

Tolerance: tbc percentage point (+/-) previous 3-year average

Sector Average: (+/-)

Note on performance for measure 6

This year the SSSES (previously Annual Student Survey) was issued to students electronically through JISC Online Surveys (using Bristol Online Surveys (BOS): this had previously been issued as a paper version. The use of electronic survey was first used as a methodology for the Early Student Experience Survey (ESES) in October 2018.

The move to online surveys is a UHI initiative to introduce a single regional approach to sampling methodology and capturing specific qualitative data to enable benchmarking. As such the same question set was used by all Academic Partners, although it is to be noted that the first 10 questions are set by the Scottish Funding Council and a return is made to them for the FE data. The number of questions used in the survey was reduced from 50 used in previous years to 33. Each AP has the option of adding an additional 6 questions but Perth College chose not to use this facility in the first year of change of methodology.

A total of 2621 students were targeted and a total of 1205 students completed the survey, giving an overall response rate of 46%. This is a decrease of 7% on the 2017/18, which was 53%. This is also much lower than the response rate for the Early Student Experience Survey carried out in October 2018, using the same methodology, which received an overall response rate of 64%.

The SSES response rate for 2018-19 can be broken down to level/mode:

FE overall 56% - FE FT 59% FE PT 32%





HE overall 37% - HE FT 44% HE PT 19% HE DL 7%

It is to be noted that the Student Funding Council target response rate was 50%. UHI response target for the SSES, which was endorsed by SMT, was set at 60%. Whilst this was 7% higher than achieved in 2017/18 based on the ESES response rate it was thought a reasonable target to aim for. It is disappointing therefore to see that a large proportion of response rates fell below the agreed SFC target and that very few achieved the agreed Perth College target. We acknowledge that this is the first year that the SSES has been issued electronically to the students however as stated the same methodology used in the ESES gave a more favourable response rate. It is determined that mitigation for poor results may be due to the timing of the release of the survey which spanned the 2 weeks either side of the Easter break, and the recent ASOS although this is speculative as there is no firm evidence of this.

The overall student satisfaction is 91%, which is a combined figure of students that agree and strongly agree. However viewed as a weighted average to take into account students who disagreed and apportioning a different weighting to that of strongly agree and agree the overall satisfaction is reduced to 64%. The same satisfaction question was asked in the Early Student Experience Survey and received an overall student satisfaction of 97%, with a weighted average of 70%. The overall satisfaction figure from the 2017/18 SSES however was 95% overall and 76% weighted average. So there has been a 12% decrease in the overall satisfaction figure from last year, and a 6% decrease from the early experience survey. A course by course comparison analysis of the ESES vs SSES will be completed and available for the next CMT meeting.

The change of methodology also provided the option of using service level satisfactions questions and 9 service level satisfaction questions specific to the Student Experience Department at Perth College were used.

Detail of Performance: Measure 11

Sustainability			
Measure	Key Performance Indicator or Target	Performance	Trend
11	Staff rates of:		
	a) Turnover		
	b) Absence		

Baseline: a) 15.4% b) 9.2 days (avg. per employee)

Target: a) Improve on previous year and maintain staff turnover (%) below national average (20.5%)
b) Improve on previous year by reducing the no. of days of staff absence

Trend: a) increase from previous year; maintaining overall
b) 65% decrease from previous year; significant improvement overall

Tolerance: tbc percentage point (+/-) previous 3-year average

Sector Average: (+/-)

Note on performance for measure 11

- a) Staff turnover continues to be maintained below the national average; 2018-19 saw a slight increase of 3% from the previous year.
- b) The number of days staff spent on sick leave reduced by almost two-thirds in 2018-19, it decreased by 9.5 days (on average) compared to the previous year and is a decrease of 4.2 days from the baseline.

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

Draft Minutes

Present: Martin Price (Chair), Rob Boyd, Lorenz Cairns, Margaret Cook, Kathleen Connor, Andrew Comrie, Stewart Fraser (on behalf of Eleanor Brown) David Gourley, Katy Harrington, Sharon McGuire, Patrick O'Donnell, Michael Rayner, Neil Simco

Minutes: Angela Paterson

1

Scholarship and Research Committee (SRC)

No.	Minutes	Action
	<p>Exploit opportunities offered by the Tay Cities Deal and Perth City Development Plan to further develop research and KE:</p> <ul style="list-style-type: none"> research component linked to a potential engineering research bid (Aviation Academy) in the Tay Cities deal; update will be available by the next meeting. <p>3.6: Introduce 'excellence awards' for staff, to celebrate success in linking research activities with teaching and curriculum enhancement:</p> <ul style="list-style-type: none"> David Gourley to discuss with HISA to tie in with the current OBI (Outstanding, Best and Inspiring) Awards, rather than a separate awards ceremony. Awards for Digital Technology also being considered. <p>3.7: Enhance our contribution to the Research Excellence Framework, strengthening our reputation and raising our local, national and international profile:</p> <ul style="list-style-type: none"> Patrick and others are dealing with this. <p>5.5: Ensure the annual professional review includes research and scholarship performance measures, goals and targets and facilitates realistic career trajectories and development plans for early-career and mid-career researchers that fully recognise their needs and aspirations:</p> <ul style="list-style-type: none"> Professional Review Process now includes research and scholarship measures. Process to be put in place to collect this information and link to the mentoring process so that staff get the necessary support. Patrick to work on this. <p>Neil Simco observed that the strategy had a good balance; it was driven through Perth College UHI but also draws on resources from wider partnerships. The research clusters are now well established across the partnership but we need to ensure clarity about the links with scholarship.</p> <p>Michael Rayner reported the development of the next strategy plans would be critical for research. National PGR student survey results are now published and UHI have performed exceptionally well, being in the top quartile for most indicators, including first in the UK for STEM for student experience. However, UHI is in the bottom quartile for research culture, so building up the environment and engagement with PGR students has to go hand in hand with the strategy plans.</p> <p>As the strategy runs to 2020, the committee need to start thinking about the next one which will tie in to UHI's strategy as well as the next Perth College strategic plan. It was suggested it might be possible to make a case at the Academic Affairs Committee to extend the current strategy.</p>	<p>DG</p> <p>POD</p>

Scholarship and Research Committee (SRC)

No.	Minutes	Action
5	<p>Strategy for Research after 2021 (Sector Managers' discussion)</p> <p>Sharon McGuire reported that Sector Managers had met and agreed they wanted input to this post-2020. The following areas want to have active input and should be targeted:</p> <ul style="list-style-type: none"> • Sport and Fitness • Language School • Applied Life Studies (all areas) • Business, Computing and Management • Creative Industries/Music and Audio • Science and Engineering • Motor Vehicle <p>A separate group to be set up to look at this action under 2.3 (identify and act on opportunities to increase research and development activity that adds value and supports a high skills economy). The group to discuss potential themes and identify collaboration across sectors; could also include the knowledge exchange/transfer.</p> <p>Scholarship may be more important for some of the above areas, there may be individuals who want to do pedagogy research, and the group should be mindful of that.</p> <p>Action: Sector Managers to set up a working group, agree an appropriate Chair (to be a member of the SRC and the group then reports to the SRC) and report to next meeting.</p>	SMcG
6	<p>Research & Scholarship Coordinator Update (including REF-related activity in Perth College UHI)</p> <p>Patrick O'Donnell's report was circulated in advance and is appended to the minutes (Appendix 1). In addition the following was reported:</p> <ul style="list-style-type: none"> • Sarah Wright, UHI Grants and Contracts Officer had presented at the last Staff Conference and we may invite her down again to talk to Managers specifically. • Potential research collaboration activities: Gair Dunlop, Duncan of Jordanstone College of Art & Design would like UHI to be involved in a research project he is developing (the research theme: human interaction with landscapes). Patrick and Ros Bryce, Centre for Mountain Studies, had met with him to look at the bid in early July. Gair has secured funding for a field trip to explore potential case studies. Patrick highlighted that this can be an opportunity for creative industries at Perth to collaborate with Gair and University of Dundee. • Research Funding bid on FE Governance: Stirling University successfully secured funding (research lead - Professor Kate Watson). Patrick had a 	

Scholarship and Research Committee (SRC)

No.	Minutes	Action
	<p>meeting with Kate at Stirling to discuss her project and research on FE. The discussions were encouraging in that Kate felt FE was a rich field to explore and suggested that it may be possible that UHI can still explore research opportunities on FE Governance. Kate kindly suggested that Patrick meet her co-researcher at Stirling to explore other areas. Patrick will report on this at the next meeting.</p> <ul style="list-style-type: none"> • SafePod Network (SPN) for research activities: Kathleen Connor to visit the SafePod at St Andrews University • Perth College webpage now set up for 'Our Research Community'. Patrick added all the Perth College REF people to the Researcher Community webpage and one or two others who have an up-to-date research profile. The research community is designed to give an overall snapshot of the range of research activities unfolding at Perth and can be a first point of reference for staff looking for research collaborations or advice on particular research themes/ areas. • Patrick stated that he is working on a research engagement flowchart that will communicate the different support process for research within Perth College and UHI. The flowchart will show the different pathways and should complement the professional review and research and scholarship template. The flowchart will be an important step in providing transparent systems for research support. The flowchart will be available for discussion at the next meeting. • Patrick highlighted that he had some discussions with Dave Stewart regarding conducting research on gender disparity within engineering. Once the research questions and aims are developed Patrick will approach Sarah Wright to see if funding could be available. <p>Neil Simco reported an increase in UHI's bids for various funds, research & KE grants, etc which is very encouraging and has brought in a lot of activity and projects, not just research projects. The 'Pre Award Update' paper by Scott Rhynas, Finance Manager, is attached to the minutes (Appendix 2). This paper provides a summary of grant application activity and trends for the Academic Year 2018/19.</p>	
7	<p>College Balanced Scorecard – RSKE measure</p> <p>Paper 3 was circulated in advance. Margaret Cook reported that good feedback had been received about the new format.</p> <p>Whilst the number of publications has decreased, there may well be an increase in the quality of the papers published. The wording for this indicator could be changed to reflect this better; it is up for discussion as to what could be changed to make it more meaningful.</p>	

Scholarship and Research Committee (SRC)

No.	Minutes	Action
	<p>It was noted that the scorecard identified 6 staff with significant responsibility for research; however, this should be 10 as there are 4 Research staff members in the Centre for Mountain Studies (CMS).</p>	
8.	<p>Universities Innovation Fund (UIF) (Neil Simco)</p> <p>It was noted that the Agenda item should read Universities Innovation Fund, not UHI Research Innovation Fund.</p> <p>Neil Simco reported that the UIF is the key national fund which has replaced the KTP; it is a 3-year pilot scheme. Neil has been involved in a national review of the innovation funds with the SFC; the UIF is seen as something that has real value for the sector, and it is unlikely that it will end up completely different from the pilot. There are 2 elements to the Fund: a platform grant to fund core staff and lead/administer the UIF; and a flat grant across the Universities. There is a sense that the platform grant will continue; a proposal will be going out to the sector for consultation in January 2020.</p> <p>There are currently 7 Knowledge Exchange groups in UHI. The current Energy Innovation Hub manager has resigned to take up a new post and a call for expression of interest has gone out. An advert for a new Energy Knowledge Exchange Coordinator has now been advertised</p> <p>The current part-time Sport & Wellbeing KE post holder at Perth College is taking up a new role and this KE role will now be aligned with the Health KE Sector Group.</p> <p>Creative Economy KE Group: stakeholder events have been held and 2 innovation vouchers have recently been awarded to Shetland College UHI, the first creative economy vouchers awarded to the University. The current chair has demitted and Prof Keith McIntyre will be taking this up on an interim basis.</p> <p>Margaret Cook reported that colleges tend to have better relationships with SMEs and the College Innovation Fund was £500K this year. Perth College had submitted a number of bids this year, together with other colleges.</p> <p>Michael Rayner reported that resources could be available through the Moray City Deal for a hub to be developed from there, which could be a physical space for a business enterprise; the whole partnership could benefit from this.</p> <p>Neil Simco reported that there is a big rise in interdisciplinary research; major research projects and initiatives are increasingly interdisciplinary and it is important that we reflect this across UHI and adopt this approach. He had recently attended a meeting of KE & Research Cluster Chairs and while the 4 research clusters were already interdisciplinary, they are not connected enough to the KE Sector Groups. UHI are looking at ways to strengthen links with KE Groups and interdisciplinary clusters.</p>	

Scholarship and Research Committee (SRC)

No.	Minutes	Action
	<p>Action: SFC Innovation Funds to be added as an Agenda item for the next meeting, to be led by Veronica Lynch. Include as a standing item at relevant times of the year and invite Veronica to the next meeting (<i>Appointment & email sent to VL 29/10/19</i>)</p>	AP
9.	<p>REF Update (Neil Simco) Neil reported that UHI's REF Code of Practice had been submitted on time and had been approved subject to one minor clarification about how UHI communicates with staff on leave; the response has now been submitted.</p> <p>This autumn, there will be a staff scoping exercise to identify the definitive cohort of UHI staff to be submitted for REF 2021. At least one unit will be audited; job descriptions, workload allocations, etc will be looked at. We need to know now about special circumstances that need to be taken into account, eg maternity, sickness. No special circumstances forms have been received yet, but this will be open until February 2020. It is important that staff identify themselves, rather than managers doing this.</p> <p>Impact case studies: 17 case studies across all units. An external consultant will be looking at these and providing feedback. A further scrutiny event will be held in February 2020. Martin Price noted that one impact case study is being prepared by Andy Ruck, CMS. He has been collecting possible case studies on how estates and communities can work together.</p> <p>There is some budget available to collect evidence of impact.</p> <p>Environment statements: these are now being drafted by all units, for submission by the end of October. Neil has drafted the institutional (UHI) statement. A scrutiny day will be held in November to a look at all statements.</p> <p>An exception to be prepared for one unit, Engineering. This is a very small cohort of staff and they are not ready to submit.</p> <p>UHI has to send the 'intention to submit' return to the REF team by 6 December in terms of number of people, case studies, etc. A lot of work still has to be done but the process is on track.</p>	
10	<p>Developing capability in scholarship (N Simco) Neil discussed Paper 4 (PC19/20-24) which had been circulated in advance of the meeting and approved by the Partnership Council. The next step is to progress the implementation of the paper.</p> <p>Lorenz reported that in principle, Perth College UHI broadly supports this initiative. However, some issues are not sufficiently clear or detailed. In particular, it would be desirable to have more information on the following:</p> <ul style="list-style-type: none"> • who the Development of Scholarship Coordinator (DSC) would report to, and how he/she would work with the LTA (<i>report to Keith Smyth</i>) 	

Scholarship and Research Committee (SRC)

No.	Minutes	Action
	<ul style="list-style-type: none"> • how to ensure effective coordination and synergies between the activities of the DSC and the Research Cluster coordinators; in particular, do the latter have a role with regard to scholarship? <i>(this was a key part of the debate last year and in general there is a sense that research clusters are primarily for people who are already active in research or coming into that space; however, keen not to have barriers)</i> • how the activities of scholarship development mentors would be coordinated with those of other types of mentors (ALPINE, LTA teaching and enhancement, research) <i>(to be nested within the LTA which is well established)</i> • the actual budget associated with the proposed post and activities: 10k for staff costs is mentioned (but presumably does not include on-costs); would the 3k for travel and subsistence be only for the DSC or also for others, e.g., from APs travelling to events; how would the costs associated with events be covered; is the budget for the online resource to come from the existing EDU budget? <i>(the £10K is in addition to what is in the paper)</i> • anticipated impacts, with clear targets <i>(needs to be teased out)</i> 	
11	<p>Research Clusters update (Michael Rayner)</p> <p>There had been discussions last year about the scope of activities, how they can be better placed to be more inclusive and how that should be done; we are now at a point where we want to see how that develops and grows. As some clusters have had recent changes in leadership, there is an element of leaders finding their feet. There are resources to facilitate meetings a couple of times a year. It is hoped the clusters will become much more visible to more people.</p> <p>A HARC conference on Ruination & Decay will be held in Inverness on 11 & 12 December 2019. View the full programme and book</p> <p>A seminar series to be announced shortly.</p>	
12	<p>AOCB</p> <p>Staff/student Research Conference (Michael Rayner)</p> <p>Due to the REF timing, the next conference will now be held in June 2021, possibly at Moray College. Staff should be encouraged to attend.</p> <p>Centre for Mountain Studies update (Martin Price)</p> <ul style="list-style-type: none"> • Currently involved in 2 large projects: <ul style="list-style-type: none"> ◦ SHAPE (Sustainable Heritage Areas: Partnerships for Ecotourism), final conference to be held in February 2020 and project finishes April 2020. ◦ SIMRA (Social Innovation in Marginalised Rural Areas), finishes April 2020 • Proposal submitted to Horizon 2020: 'Mountain Values' project 	

Scholarship and Research Committee (SRC)

No.	Minutes	Action
	<ul style="list-style-type: none"> • Andy Ruck writing a book chapter on the North Coast 500 in the context of ecotourism • For CMS' 20th anniversary, a forum on 'Challenging Upland Futures' will be held on 1 & 2 September 2020 at Perth Theatre. • Andrew Comrie mentioned there may be grants available through Creative Scotland if a performance element was included. <p>Action: Martin/Andrew to discuss ideas.</p> <p>Postgraduate Research Fee Review (Michael Rayner) Review to be carried out to include looking at international fees as well as students' expectations. Margaret Cook requested this should also include international scholarships.</p> <p>Survey: What Do You Think About Staff Development and Training for Research and Advanced Scholarship? Michael Rayner, together with Susan Brooks (Oxford Brookes University) and Alison Mitchell (Independent Researcher), are conducting a research study with support from Vitae. This independent study explores the experiences of academic staff at all career stages who are (or who have been) engaged in research and advanced scholarship, in respect of the staff development and training they have received. Access the survey here</p>	MP/AC
13	<p>Date of next meeting Arrange for late January (3 weeks prior to Academic Affairs Committee) – <i>scheduled for 13/1/20</i></p> <p>College Research update to be included on Agenda for future meetings (after Research & Scholarship Coordinator update)</p>	AP AP

Research & Scholarship Coordinator Update, 02-10-19

Keith Smyth had group meeting and one-to-one meetings with the education REF staff on 26 Aug. Next scheduled meetings will take place Oct, Nov and Dec.

Nuria Camps has now secured the necessary ethical/legal safeguards to use Socrative digital technology for her REF research activities.

Melanie Smith, UHI Research Mentoring Coordinator, presented at the June Staff Conference.

Sarah Wright, UHI Grants and Contracts Officer, presented at the Aug Staff Conference,

Support for early career researchers: Patrick attended 2 researcher development sessions at University of Dundee (in April and May). The CPD focus was on developing research bids.

The sessions provided useful insights and signposts with respects to informing early career researcher development at Perth/UHI. The research training also provided an opportunity for networking (see below).

Potential research collaboration activities: Gair Dunlop, Senior Lecture (Teaching and Research), [Contemporary Art Practice](#) Duncan of Jordanstone College of Art & Design, is developing a funding bid on how oil rig decommissioning in Scotland is shaping our landscapes and impacting on local communities. The themes are discursive using film and covers 3 case-studies: Dundee Docks, Aberdeen Docks and Kishorn Port and Drydocks.

Gair visited Perth in June to give a talk to members of the sound engineering and music team about REF outputs in the Arts.

Potential Research Collaboration on STEM: Patrick had 2 meetings with Neil Taylor (Dean of Social Work and Education, University of Dundee) to discuss a funded research proposal on STEM. Neil has invited Patrick to co-author book chapter on international teacher training for STEM.

Update of existing collaboration activities: Patrick was involved in developing a research funding bid on FE Governance with Mark Murphy, Co-Director of the Robert Own Centre, University of Glasgow. However, Stirling University successfully secured a 900K funded bid on a similar theme. As a result, this bid will not be viable as it was felt that the Robert Own and Perth College, UHI bid would be unlikely to secure funding.

CAIRN: had a stand at the CDN Exp (June)

Expanding Research Support – library research linkages

The University of Dundee has secured Economic and Social Research Council (ESRC) funding to create and manage a new SafePod Network (SPN) for research activities. Patrick and Kathleen Connor are in talks with Dundee Library Research Support Team with a view of having Perth College and UHI staff use this facility. The SafePod provides a secure connection to a Data Centre for a researcher to view and analyse their project data sets.

University of the Highlands and Islands

Committee	Programme and Project Board (PPB)
Subject	Pre Award Update
Action requested	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Brief summary of the paper	This paper provides a summary of grant application activity and trends for the Academic Year 2018/19.
Resource implications (If yes, please provide details)	Integral part of paper
Risk implications (If yes, please provide details)	N/a
Date paper prepared	30 th September 2019
Date of committee meeting	7 th October 2019
Author	Scott Rhynas, Finance Manager
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information. 	Governance & Management – Strategic Aim 5 Finance & Infrastructure – Strategic Aim – 6
<u>Equality and diversity</u> Does this activity/ proposal require an Equality Impact Assessment?	No

<u>Data Protection</u> Does this activity/ proposal require a Data Protection Impact Assessment?	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
Status (e.g. confidential)	No
Freedom of information Can this paper be included in "open" business? *	Yes
Consultation How has consultation with partners been carried out?	N/A

Contents

- 1. Grant Application Trends**
- 2. Analysis of Current Applications-in-Progress**
- 3. Analysis of Applications to EU Funders**
- 4. Grant Award Trends**

1. Grant Application Trends

The Table below gives an overview of grant application activity for the University over the last four Academic Years.

	Bid Developing	Submitted awaiting outcome	Withdrawn	Not Submitted	Awarded	Unsuccessful	Total	% Outcome Unknown	% Success	% Not Submitted
2015/16	3	0	4	19	74	57	157	0%	56%	12%
2016/17	1	0	2	24	69	72	168	0%	49%	14%
2017/18	5	7	2	41	96	70	221	4%	58%	19%
2018/19	48	73	0	25	64	31	241	43%	67%	10%

At the end of July 2019, 241 **new applications** were supported by the G&C team – a growth of +9% on the previous year. 43% are still awaiting an outcome. Of those submitted, a success rate of 67% has been achieved to date.

40% of new applications come from the School of Health & Wellbeing, 32% from Academic Partner Research staff and 28% from Other.

On average, UHI are the Lead Applicant in c.65-70% of applications. Of the new bids submitted to date, 88% are part of a competitive process.

The table below gives an overview of new applications in 2018/19 by Research Cluster and Application Category.

	Academic Research	GCRF	PhD Studentship	Consultancy	Knowledge Exchange	Other	Grand Total
Health	55	1	4	14	5	16	95
H&A	10	3	7	1	2	3	26
MESE	26	2	8		7	4	47
SILK	15	1	1	2	5	11	35
Sub-Total	106	7	20	17	19	34	203
Non Research	1	1		4		32	38
Total Applications	107	8	20	21	19	66	241

2. Analysis of Current Applications-in-Progress

There are currently 57 bids 'developing' (of which 39 started in 18/19) and 80 bids 'submitted awaiting an outcome' – 137 'bids-in-progress' in total.

The majority of bids are either from Academic Partner research staff or the School of Health & Wellbeing - combined, c.80%.

An analysis by HESA funder type is given below –

	Bid Developing	Submitted			Total
		Bid Submitted	Award Expected	Awarded - Processing	
Research Councils	14	16	1	1	32
UK Cent Govt, Local Auth, Hospitals/Health	19	8	5	6	38
EU govt	5	7	1	0	13
Charities	9	15	3	2	29
Industry, Commerce & Public Corporations	4	2	1	0	7
Other	6	7	4	1	18
Total	57	55	15	10	137

The estimated value of applications-in-progress is c.£8.7m, with Charities and Research Council bids accounting for £6.0m.

Bids Developing

Of the 57 bids that are 'developing', 27 are from the Health research cluster, 19 from APs' and 11 from other departments. The other departments, include 2 applications for apprenticeships and a large application to UKRI for the Strength in Places fund which is led by UHI.

40% of these applications are to Research Councils and Charities, with only 6 falling into the 'high' risk category (income >£250k).

We lead on approximately 75% of all current 'developing' bids.

Bids to note – Strength in Places EO1 £50k (UHI Lead c.£50m), 2 x SDS Apprenticeships (c.£5.3m), 3 bids from WHC to EU funders (NPA), NERC (Jan 2020 call) from IC.

Submitted awaiting an outcome

Of the 81 bids submitted but still awaiting an outcome, 27 are from the Health research cluster, 40 from APs' and 14 from other departments. We have received sufficient positive funder feedback on 26 of these bids to suggest we will be awarded the grant.

The table below gives a summary of submitted bids and estimated grant values.

	Bid Submitted		Award Expected		Awarded - Processing	
	No.	£Grant	No.	£Grant	No.	£Grant
AP Projects	27	£3,035,550	4	£62,840	9	£360,709
Health & Wellbeing	19	£4,053,162	8	£129,853	0	£0
Other	9	£725,065	4	£3,600	1	£36,800
	55	£7,813,776	16	£196,293	10	£397,509

Notable recent submissions include –

- An application to the Leverhulme Trust for £1 Million by Roxane Andersen (ERI)
- An application to the Wellcome Trust by Elizabeth Ellis (Health) for £221k
- An application to NC3R by Mary Doherty for a PhD studentship £90k
- An application by Gill Hubbard (nursing) for £152k to the health foundation
- Of the awards expected and processing: Six are for Super PhD studentships which will be based at the APs, One is a NERC urgency grant awarded to Roxane Andersen (this award received an excellent score by the review panel of the funder) and one is for rural Health and Wellbeing funded by TEC and led by NHS Highland.

3. Analysis of Applications to EU Funders

The table below gives an overview of current 'submitted' applications to EU funders', by program.

There are currently 8 'live' applications awaiting a response.

Partner	Erasmus		H2020		Other		Total	
	No.	€ Value	No.	€ Value	No.	€ Value	No.	€ Value
WHC	2	€ 381,071			1	£410,368	3	£791,439
AC	1	€ 384,316					1	£384,316
OC	1	€ 26,063					1	£26,063
EO	1	€ 43,808	1	tbc	1	£55,743	3	£99,551
	5	€ 835,258	1	tbc	2	€ 466,111	8	€ 1,301,369

4. Grant Award Trends

There have been **66 successful grant awards** received in AY 2018/19 to date – 80 submissions are still awaiting an outcome.

The Table below gives an overview of the awards, and their financial impact.

		Awarded Current Year 2018-19			
	No of Projects	Income	Existing Staff Recovery	Cash Contribution	UHI In Kind Contribution
AP Projects	4	466,735	0	6,600	0
Health & Wellbeing	29	1,864,884	356,427	111,945	117,457
Other	33	9,607,898	1,799,192	(53,849)	22,321
	66	11,939,517	2,155,619	64,696	139,778

School of Health & Wellbeing:

29 awards to date worth £1.8M.

Main awards – 2 awards for Phil Whitfield worth £300k (£85k cash contribution) – sample testing for a BBSRC funded collaboration with University of Aberdeen and Stirling.

Two ESIF awards for Sarah-Anne Munoz worth £100k, £23k cash contribution

One award from Sir Halley Stewart Trust for Leah Macaden £60k.

One award for Jun Wei for £1.2M which relates to legacy funding for schizophrenia research

Other:

33 awards to date worth £9.6m.

Main awards - £3.3 Million Foundation Apprenticeships 2019-2021, two awards for modern apprenticeships for £1.1Million and £1.3 Million, £640k for graduate apprenticeships.

£1.3 Million from the SFC for the Longman Road site demolition and disposal.

£260k from SFC Research and Innovation allocation (UIF).

£197k from life changes Trust for Siun Carden (SC) Care Experienced Young People Programme.

£187k from SFC for Access to sanitary products.

£180k from SDS for STEM PGDE bursaries.

£175k from SFC for the UHI integration project.

£126k from SG to develop a new Home Economics UGT course.

£150k from SSE for the second phase of CREST (£50k cash match from UHI).

£252k for a KTP project with national Trust for Scotland.