

# Academic Affairs Committee

## DRAFT Agenda

**Meeting reference:** Academic Affairs 2019-20/03  
**Date:** Wednesday 06 May 2020 at 14:30  
**Location:** Online  
**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.

	<b>Agenda Items</b>	<b>Author</b>	<b>Led by</b>	<b>Paper</b>
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 19 February 2020		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
<b>6</b>	<b>Student Experience</b>			
*6.1	HISA Perth Update	Student President	Student President	Paper 2
6.2	Student Destinations	Head of Student Experience	Head of Student Experience	Paper 3
6.3	Student Funding Update	Head of Student Experience	Head of Student Experience	Paper 4
6.4	Student Support Update	Head of Student Experience	Head of Student Experience	Paper 5
<b>7</b>	<b>Curriculum</b>			
*7.1	Student Recruitment Update 2019/20 & Targets 2020/21	Head of Student Experience	Head of Student Experience	Paper 6
*7.2	Curriculum Review Planning Update	Associate Principal	Associate Principal	Verbal

<b>8</b>	<b>Performance Monitoring &amp; Compliance</b>			
*8.1	Regional Outcome Agreement - update		Depute Principal (Academic)	Verbal
*8.2	Balanced Scorecard	Project & Planning Officer	Clerk	Paper 7
*8.3	Risk Register – Academic Affairs	Clerk	Chair	Paper 8
<b>9</b>	<b>Committee Minutes</b> (for noting by Committee)			
9.1	Scholarship & Research Committee <ul style="list-style-type: none"> <li>20 April 2020</li> </ul>		Chair – Scholarship & Research Committee	Paper 9
10	Date and time of next meeting <ul style="list-style-type: none"> <li>tbc</li> </ul>		Clerk	
*11	Review of Meeting (Committee to check against Terms of Reference to ensure all competent business has been covered)		Chair	Paper 10

# Academic Affairs Committee

## DRAFT Minutes

**Meeting reference:** Academic Affairs 2019-20/02

**Date and time:** Wednesday 19 February 2020 at 2.30pm

**Location:** Room 019

**Members present:** Margaret Cook, Principal (Chair)  
Lorenz Cairns, Depute Principal (Academic)  
Veronica Lynch, Vice Principal (External)  
Catherine Etri, Associate Principal (Curriculum)  
Michaela Asisten, HISA Perth VP Education & Engagement  
Deborah Lalley, Head of Student Experience  
David Gourley, Head of Learning & Teaching Enhancement  
Robert Boyd, Teaching Staff Member on the Committee  
Martin Price, Chair of Research, Scholarship & Knowledge Exchange Committee

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

**Apologies:** Andrew Comrie, Board Member  
Sheena Devlin, Board Member  
Amy Studders, HISA Perth President

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

Summary of Action Items			
Ref	Action	Responsibility	Time Line
6.2	<b>Student Surveys: Induction Early Experience Survey 2019-20</b> Head of Student Experience to look into whether Q10 can be reviewed.	Head of Student Experience	Next Meeting
7.2	<b>HISA Perth Update</b> Associate Principal (Curriculum) provided a brief verbal update Curriculum Review & Planning process, and noted that a fuller update would be circulated by email for the benefit of Board members.	Principal/ Clerk	June 2020
7.4	<b>Regional Outcome Agreement</b> Depute Principal to provide progress reports by email when available.	Depute Principal	ASAP
9.1	<b>Safeguarding Policy</b> Reviewed Policy be circulated to Committee members to allow Chair's Action to be progressed.	Head of Student Experience	ASAP
11	<b>Risk Review</b> Clerk to update Risk Register to reflect changes to Risks 8, 10 and 11.	Clerk	March 2020

**Minutes:**

Item		Action
1.	<b>Welcome and Apologies</b>  The Chair welcomed everyone to the meeting. Apologies were noted.	
2.	<b>Additions to the Agenda</b>  There were no additions to the agenda.	
3.	<b>Declaration of Interest in any Agenda Item</b>  There were no declarations of a conflict of interest.	
4.	<b>Minutes of Meeting held on 20 November 2019</b>  The minutes were approved as an accurate record.	
5.	<b>Matters Arising from Previous Minutes</b>	
	<p><u>4 Minutes of Meeting Held on 8 May 2019</u></p> <p><b>Action:</b> Clerk to amend minutes re student staff members referred to in Item 13.1, did not include Mountain Studies staff.</p> <p><b>Action Update:</b> Completed</p> <p><u>6.1 HISA Perth Update</u></p> <p><b>Action 1:</b> Principal/Clerk to investigate working with Who Cares? Scotland a part of Board's development activities.</p> <p><b>Action Update:</b> Due to be completed by June 2020</p> <p><b>Action 2:</b> HISA to investigate whether there was an opportunity to do more for student residents over the Xmas period</p> <p><b>Action Update:</b> Not possible to achieve</p> <p><u>8.1 Balanced Scorecard</u></p> <p><b>Action:</b> Clerk to investigate incorporation of sector/UHI comparison within the Scorecard</p> <p><b>Action Update:</b> To be considered within wider Balanced Scorecard review</p>	

<b>6.</b>	<b>Student Experience</b>	
<b>*6.1</b>	<p><b>HISA Perth Update</b></p> <p>HISA Perth VP Education &amp; Engagement summarised the key points of Paper 2, highlighting the successful recruitment of a Communications Intern, the interview process for the vacant Co-Ordinator position, and the recent SRC/Class Rep Gathering event which had over 40 student reps attending in total over the 2 days.</p> <p>Head of Student Experience requested an update on the Council Tax Exemptions campaign. HISA Perth VP Education &amp; Engagement noted that no meaningful progress had been made. Associate Principal advised contacting one of the absent Board Members who had previously offered to help put HISA Perth in contact with key decision-makers at Perth &amp; Kinross Council.</p>	
<b>6.2</b>	<p><b>Student Surveys: Induction Early Experience Survey 2019-20</b></p> <p>Head of Student Experience introduced Paper 2 which provided results and analysis of the Induction Early Experience Survey conducted in October 2019, and highlighted the key points.</p> <p>Head of Student Experience noted awareness of reduced response rates (which was deemed partly to be caused by the migration to an online feedback system) and is working with Sector Development Directors to address this, as well as some of the key areas noted as performing below expectations.</p> <p>Head of Student Experience also noted that actions were in place to promote earlier applications for funding as this would go some way to alleviating some of the issues around students' early experiences at College.</p> <p>Associate Principal noted that process for electing and training Class Reps was slower than normal this year, and asked HISA Perth to consider making this a summer priority in future.</p> <p>Staff Member of the Committee noted that some key satisfaction questions (Q1, Q18-20) scored 90+%, and queried whether this information had been disseminated. Head of Student Experience noted that it had, but would be look to reissue if message wasn't being heard.</p> <p>HISA Perth VP Education &amp; Engagement queried whether Q10 could be reviewed. Head of Student Experience would look into whether this could be taken forward.</p>	Head of Student Experience

<b>6.3</b>	<b>Student Funding Update</b> <p>Head of Student Experience presented latest student funding update, as detailed in Paper 4, which had been prepared by the Student Funding Adviser.</p> <p>Head of Student Experience drew particular attention to the issues in monitoring numbers of care-experienced students, therefore making it difficult to predict if budgeted funds in this area fully adequate to cover actual amounts required,</p> <p>Head of Student Experience also advised the ESF funding for FE courses may be subject to change in 2020/21, which would likely require some realignment with regards to bursaries.</p>	
<b>6.4</b>	<b>Additional Counselling Funding</b> <p>Principal advised that Scottish Government funding of 80 counsellors split across University and College sectors had been announced, noting that the division of these resources within UHI had been the subject of some debate, but looked likely to settle on a Counselling Manager post hosted at Executive Office rather than additional resources being delivered to Perth College, prompting discussion on the potential preferred options on a local level should an alternative decision be reached</p> <p>A final decision on the matter was due to be made shortly by SFC.</p>	
<b>7</b>	<b>Curriculum</b>	
<b>7.1</b>	<b>Student Recruitment Update</b> <p>Head of Student Experience outlined latest Student Recruitment position per Paper 5, noting that College was around 700 credits below target, and indicated that core funding target had been met and that courses are planned for April to address shortfall in ESF.</p> <p>Head of Student Experience noted that HE recruitment was 72 FTE behind target, however this gap was expected to close following student recruitment in January, and additional distance learning students coming on stream.</p>	
<b>7.2</b>	<b>Curriculum Review Planning Update</b> <p>Associate Principal (Curriculum) provided a brief verbal update Curriculum Review &amp; Planning process, and noted that a fuller update would be circulated by email for the benefit of Board members.</p>	Associate Principal

7.3	<p><b>Learner Journey Strategy</b></p> <p>Associate Principal presented Paper 6, which provides a summary of the Perth &amp; Kinross Learner Journey Strategy 2019-22, which had been developed alongside Perth &amp; Kinross Council and Skills Development Scotland, and formed part of the College's EREP document.</p> <p>Associate Principal noted that the strategic priorities were aligned to national priorities, and that the approach to setting establishing principles to ensure partnership working was a new way of working in the region.</p> <p>Associate Principal advised that there was a willingness to agree a core common curriculum across the region, however this was still at an early stage, and the College will play a key part in this process, however significant work remains to be done in this regard.</p> <p>Chair asked whether money was available from the Council Learning Partnerships to take this strategy forward; Associate Principal indicated that this was being looked into.</p>	
7.4	<p><b>Regional Outcome Agreement Update</b></p> <p>Depute Principal provided a verbal update on the Regional Outcome Agreement, noting that a central narrative and hyperlinks had been provided for local input, with local engagement to be collated. Depute Principal would provide progress reports across a range of areas for circulation by email when available. Timescales were not clear, therefore work is being conducted at the earliest opportunity.</p> <p>Associate Principal advised that a paper was being pulled together from a student experience perspective to identify levels of work undertaken locally; although this work was primarily focused on the forthcoming HMI visit, it will link across to ROA issues.</p>	Depute Principal
7.5	<p><b>MA Electrical Installation Report</b></p> <p>Associate Principal table Paper 7 for information, noting a very positive report, with no areas for development re service delivery. 1 item noted for development was the low response rate for the SECTT survey, which is an ongoing problem for the College.</p> <p>Committee requested that Associate Principal pass on their congratulations to the team involved in such a positive report.</p>	



<b>8</b>	<b>Performance Monitoring</b>	
<b>8.1</b>	<p><b>Student Retention &amp; Attainment Report 2018-19</b>  <b>SFC Benchmark Report on KPIs</b></p> <p>Head of Student Experience presented Paper 8 advising that all charts were published online by SFC for all stakeholders, with the commentary contextualised for Perth College.</p> <p>Head of Student Experience highlighted key areas of Report, noting in particular that the College was still performing above SCQF sector average, albeit the gap has closed slightly, and that schools/college partnerships showed considerable increase in performance.</p> <p>Head of Student Experience further noted that College showed poor performance related to Higher provision, and reasons for this were being examined. It was also noted that the Gender Gap had widened at College, likely due to provision of “traditionally” female courses. Head of Student Experience advised Committee that a Sector Development Managers meeting was due to be held shortly to explore these issues further.</p>	
<b>8.2</b>	<p><b>Balanced Scorecard Update</b></p> <p>Clerk presented Paper 9, which presented a mixed picture re attainment of Student Activity Measure 7 and 8.</p> <p>Head of Student Experience informed Committee that shortfall in achieving Care Experienced student target is likely to be down to non-disclosure at registration, with steps being taken within the Student Support Team to try to address this. HISA Perth VP asked about specific numbers of Care Experienced students at Perth College; Head of Student Experience advised that around 35 students had disclosed, however it was estimated that around 60 Care Experienced students attended College.</p> <p>Head of Student Experience advised that Baseline A for Measure 7 will need to be revised due to contraction of sector, as SFC targets were used for funding purposes.</p>	
<b>9</b>	<b>Strategies, Policies &amp; Procedures</b>	
<b>9.1</b>	<p><b>Safeguarding Policy – Update</b></p> <p>Head of Student Experience noted that a Safeguarding Policy had been presented to Academic Affairs Committee last May, the Policy being passed in principle for Chair’s Action, pending specific actions</p>	

	<p>required to provide specific Perth context to the single policy environment.</p> <p>Head of Student Experience informed Committee that, while the policy had slipped down the priority list, a new group had been formed to revisit the matter, and asked Committee that the reviewed policy be circulated to Committee members to allow Chair's Action to be progressed. This approach was <b>APPROVED</b>.</p>	Head of Student Experience
<b>9.2</b>	<p><b>Scholarship &amp; Research Strategy</b></p> <p>Chair of Scholarship &amp; Research Committee presented the Scholarship &amp; Research Strategy (Paper 10) for approval, noting the change of name from Research &amp; Knowledge Exchange Strategy, the removal of Strategic Aim 4, and the extension of the Strategy to 2021 to fit in with the College's strategy cycle.</p> <p>Subject to amendments to the footers within the policy relating to titles and timescales, the Scholarship &amp; Research Strategy was <b>APPROVED</b>.</p>	
<b>9.3</b>	<p><b>Digital Skills Strategy</b></p> <p>Head of Learning &amp; Teaching Enhancement presented the Digital Skills Strategy (Paper 11) for approval, summarising the key points.</p> <p>Depute Principal commended the work done on this Strategy, and noted that single-page layout was very user-friendly and this format should be looked at for future strategy documents.</p> <p>The Digital Skills Strategy was <b>APPROVED</b>.</p>	
<b>10</b>	<p><b>Standing Committee Minutes</b></p> <p>The minutes for the following meetings were received and noted:</p> <ul style="list-style-type: none"> <li>Scholarship &amp; Research Committee, 13 January 2020</li> </ul>	
<b>11</b>	<p><b>Risk Review</b></p> <p>Clerk presented Paper 13 for discussion, with Committee asked to review current Risks within the scope of the meeting and to consider other areas of Risk.</p> <p>Whilst the risk scores were considered appropriate, amendments and additions were recommended to Risks 8, 10 and 11. Clerk to update Risk Register accordingly, prior to presentation at Board meeting in March.</p>	Clerk

12	<b>Date of Next meeting</b> <ul style="list-style-type: none"> <li>• 06 May 2020 at 2.30pm</li> </ul>	
13	<b>Review of Meeting</b> <p>The Committee agreed the meeting had covered its Terms of Reference.</p>	

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

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

### **Status of Minutes – Open ☒**

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

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

The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 1998. It is important that fact, rather than opinion, is recorded.

Do the minutes contain items which may be contentious under the terms of the Data Protection Act 1998?      **Yes** ☐      **No** ☒

## Perth College UHI

Paper No. 2

<b>Committee</b>	Academic Affairs Committee
<b>Subject</b>	HISA Perth update
<b>Date of Committee meeting</b>	06/05/20
<b>Author</b>	HISA Perth
<b>Date paper prepared</b>	29/04/2020
<b>Executive summary of the paper</b>	This paper provides an update on the current work being undertaken by HISA Perth
<b>Consultation</b> How has consultation with partners been carried out?	N/A
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	No
<b>Risk implications</b> (If yes, please provide details)	No Click or tap here to enter text.
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with:	Click or tap here to enter text.

## Perth College UHI

<ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	
<p><b><u>Equality and diversity</u></b></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	No
<p><b>Island communities</b></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><b>No</b></p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><b><u>Data Protection</u></b></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><b>Status</b> (e.g. confidential/non confidential)</p>	Non-Confidential
<p><b>Freedom of information</b></p> <p>Can this paper be included in “open” business?*</p>	Yes

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

## 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](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

## **HISA Perth Update 29.4.20**

### **Operational**

The HISA Perth team have been transitioning to working from home since campus closed. The HISA Perth Team are now fully operational online with working hours remaining the same. We are currently working on how to engage with our students online so we can continue to support them during this challenging time.

The new Students' Association Coordinator at HISA Perth came into post on 13<sup>th</sup> April. They will be a full-time member of staff there to support the student officers and to implement plans to make HISA Perth an even more effective partner to Perth College UHI.

Since being in post, the Students' Association Coordinator has met with members of the Senior Management Team and Corporate Management Team to discuss future plans for HISA Perth and Perth College UHI's effective partnership. The Students' Association Coordinator is also currently reviewing the existing and ongoing activities of HISA Perth that will contribute to the Annual Review of HISA Perth that will be sent to Board of Management's June meeting.

### **Class Reps/SRC**

Since the college has closed, HISA Perth's Vice President Education and Engagement has maintained regular contact with class reps via email and social media, encouraging them to ask for support and to get feedback from the students they represent.

HISA Perth was able to host an online SRC meeting on 22<sup>nd</sup> April that saw around 30 representatives in attendance, despite initial technical issues. Class reps were encouraged to submit questions prior to and during the meeting. Questions from reps focusing around funding, SQA clarification, student residents, VLE software, printing credit and mental health support. These questions will be followed up by HISA Perth and feedback will be given to class reps.

An online Q&A with Perth College UHI's Senior Management Team will be taking place on 29<sup>th</sup> April where all class reps have been asked to provide questions from themselves or the wider student body for SMT to respond to. This meeting has yet to take place as this update is being written so a full update will be provided at the next meeting.

### **Clubs and Societies**

Despite the logistical challenges of COVID-19, some clubs based at Perth College UHI are continuing to run meetings online with support from HISA Perth's Vice President Activities and Welfare. The Archaeology and History society, Book Club, ESOL Club and the LGBT Club are all meeting on a weekly basis and providing a great opportunity for students to socialise under lockdown.

HISA Perth is also offering a drop-in session on 7<sup>th</sup> May alongside HISA's Activities Team to offer further support guidance to clubs and societies in order for them to continue to run as well as making plans for academic year 2020/2021.

This year we had three HISA Perth teams playing in the Scottish Student Sport College National Finals. This was a fantastic opportunity for our sports clubs to excel in a sport they love, to play against other teams and to represent Perth college and HISA with pride. They did a great job and we



are very proud of all they have achieved. We are grateful to all staff at the ASW for their help with setting up equipment for matches.

Before lockdown commences, we were able to see some of our sports clubs compete in matches.

- Women's football (won: 3-2) club won against Edinburgh College & Basketball match (lost: 41-56) in Perth against Edinburgh College
- Perth mens football club lost against Fife college(16-1).
- Perth mens basketball team(Perth Blizzards) played and won a friendly match against Fife in January.

### **Student Support amid COVID-19**

HISA Perth are an active participant in college COVID-19 meetings ensuring that we are all working together to provide support to students. We are working with Marketing to get important information out to students through college and HISA Perth channels and we are supporting students during these times by responding to any feedback and sharing this promptly with relevant staff to come to a solution.

### **Student Engagement**

With the challenges presented around student engagement during lockdown, HISA Perth have come up with some ways to offer opportunities for our students to engage with us in a social and academic setting. We have been utilising our social media platforms to start discussions, gather feedback from and reach out to our students as well as using it as a platform for information and humour.

Tea and a Chat was an initiative launched in February that provides an opportunity for students to socialise, talk about issues and have fun with other students. These took place weekly on campus that we have now moved online and are facilitating via Webex Teams. Students continue to attend and enjoying the sessions, with the number of attendees increasing week on week.

We have also launched Accountability Study Sessions, taking place twice a week for students who are struggling with staying motivated and focused under lockdown. At the beginning of the meeting the group say three things they hope to achieve during the study session and then at the end we report back to the group to see if we have achieved our study goals. Numbers for these are steady at present and those who attend find the sessions highly beneficial.

### **Student Elections**

The election for the next student officer team at HISA Perth took place on [dates] that coincided with the election of other HISA representatives across all UHI's academic partners. HISA Perth had 13 candidates standing for the 3 positions available and the following candidates were elected:

- Perth President - Alex Wilson
- Vice President Education and Engagement - Cameron Murray
- Vice President Activities and Wellbeing - Michaela Asisten (current Vice President Education and Engagement)

The total number of students who voted at Perth College UHI was 545 students (9.97% turnout) which was HISA Perth's largest turnout and the biggest turnout for elections from any of the Academic Partners within UHI and the HISA network.

### **OBI Awards**

The OBI Awards closed on Friday 17<sup>th</sup> April and we were able to receive 180 nominations. Due to the limits placed on HISA Perth by COVID-19, we were unable to engage students face to face as the awards launched as the college closed, meaning that paper nominations were unable to be completed alongside the online form. Paper nominations have accounted for a significant number of nominations in the past so this attributes to the decrease in nomination numbers from academic year 2019/2020.

HISA Perth will now be sorting through the nominations and making plans on how to deliver the awards online.

# Academic Affairs Committee

## Paper for Consideration

**Subject:** Student Destinations 2018-19  
**Author:** Lesley Sutherland – Student Records Manager  
**Date of paper:** 5 May 2020  
**Date of meeting:** 6 May 2020

### Action requested of committee:

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

### Cost implications:

(Tick as appropriate) Yes: ☒ No: ☐

### Executive Summary:

The college leavers destination survey is an annual SFC statutory return and therefore only includes further education for Colleges within the Highlands and Islands region.

Out of the 730 qualifiers, we received a response rate of 89%, (1pp increase from last year). With 85.5% entering into a positive destination (1.5pp increase from last year).

There may be further updates re: destinations from SFC when they do a last troll of data sharing with other interested parties (e.g. SDS), to capture those where their destination is unknown. However, due to the current situation, this may be postponed with other tasks being prioritised.

Attached is a top level summary of destination data, course level data will be produced and distributed to the sector areas accordingly.

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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** ☒

## Introduction

College leaver destinations is an annual Scottish Funding Council (SFC) statutory return. For UHI and other HEI associated colleges, HE leaver destinations are collected and returned to SFC via the Destinations of Leavers from Higher Education (DHLE) and reported through the Higher Education Statistics Agency (HESA). Therefore for Perth College UHI, this return only includes our FE full-time students.

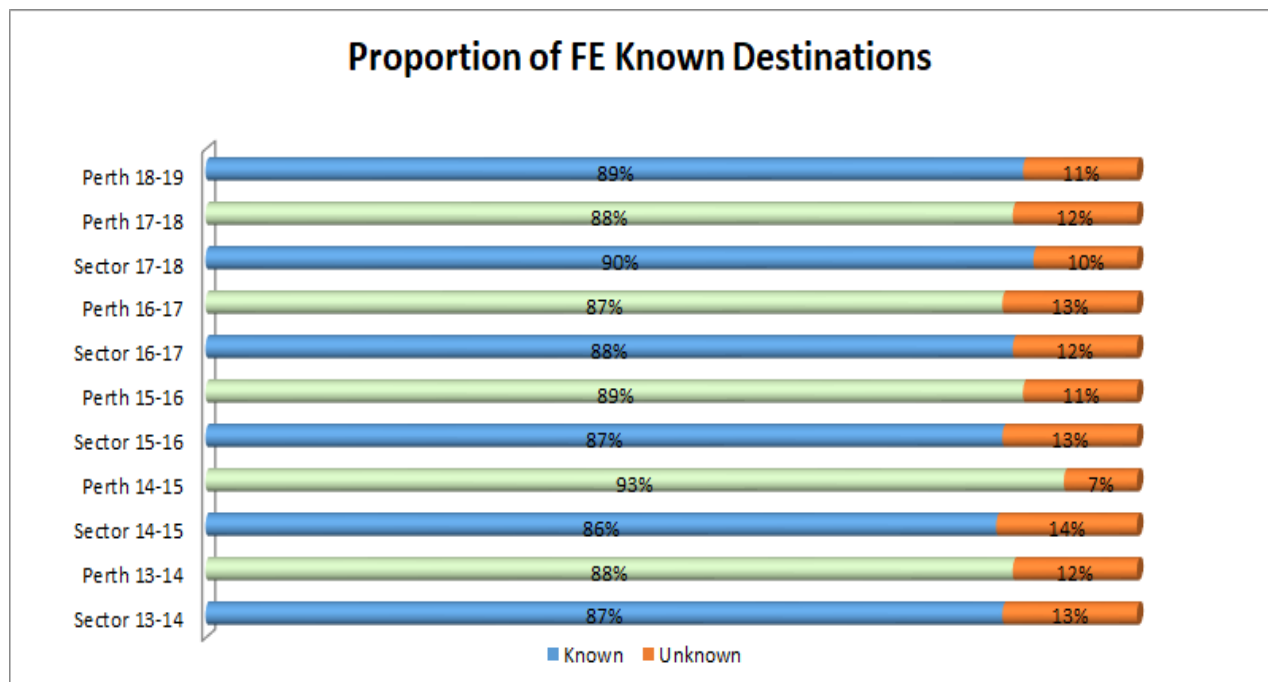
## Capturing of Destination Information including Data Sharing/Linkage

SFC have developed data linkages with Skills Development Scotland (SDS) and the Student Awards Agency for Scotland (SAAS). SFC also have information from the current academic year FES statutory returns. Destination information from these sources is then shared with us.

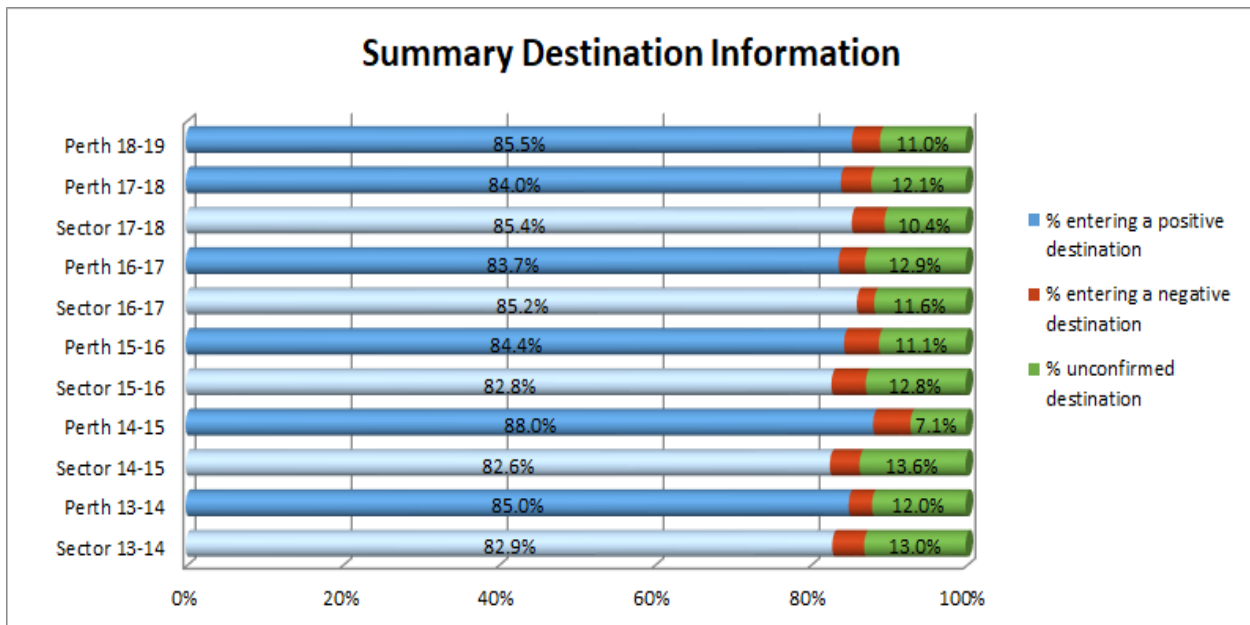
Various methodologies have been carried out at the College over the years to capture student destination information including email and postal questionnaires. The methodology where we have better results is through telephone contact. The data is indicative only until validated by SFC.

## The Outcome

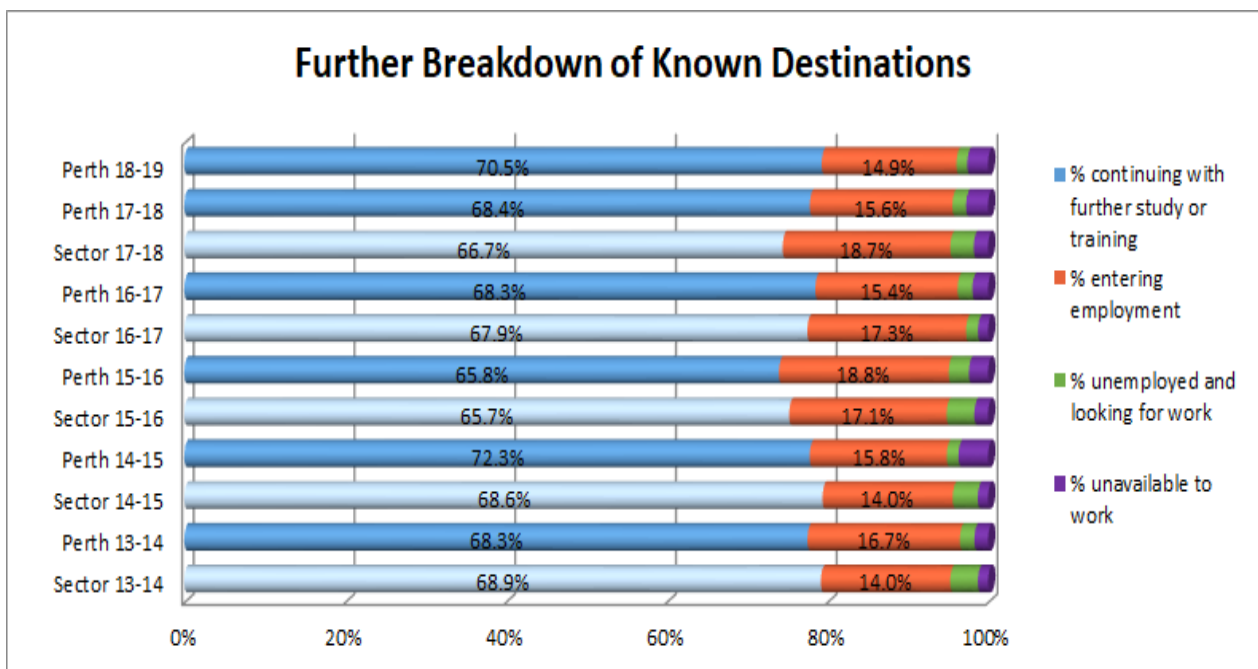
Out of 730 qualifiers the proportion of known destinations is 650 (89%). The chart below illustrates the proportion of known destinations. The difference between the green bars and blue bars is College and Sector. With exception to 2014-15, the capturing of known destinations across the sector is not greatly different for the College.



The chart below illustrates a summary of destination information. For those entering a positive destination, we have seen an increase of 1.5%. The chart also illustrates a 1.1% decrease in those where we have been unable to make contact to confirm their destination.



The chart below illustrates a further breakdown of destinations. Of the 515 students known to be continuing with further study, 484 have a study destination of Perth College UHI which equates to 94.0% of the number progressing to further study or 66.3% of the total number of qualifiers.



Course level destination information will be distributed to the sector areas within the College when it becomes available.

# Academic Affairs Committee

Paper 4

## Paper for Consideration

**Subject:** Student Funding Update 2019-20  
**Author:** Deborah Lally – Head of Student Experience  
**Date of paper:** 30 April 2020  
**Date of meeting:** 6 May 2020

### Action requested of committee:

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

### Cost implications:

(Tick as appropriate) Yes: ☒ No: ☐

### Executive Summary:

SFC, SLC, UHI and the College have reacted positively to the COVID 19 situation. Bursaries, Educational Maintenance Allowance and Student Loans continue to be paid out to our students. Where funds are not getting used (i.e. Travel allowance and nursery costs), these have been repurposed and will be utilised as part of our discretionary funds.

Whilst it has been confirmed by SFC that we are unable to use FE and HE discretionary funds interchangeably, we can transfer FE funds between the partnership in the same way that currently happens with HE. Students applying for these funds can include those who would not normally be eligible (e.g. International Students) and will support costs towards accommodation, IT equipment etc.,).

Total Funds Available Across the UHI	Perth specifically
HE Funds c £112,000	c £25,000
FE Funds c £300,000	C £100,000

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 ☒

# Academic Affairs Committee

Paper 5

## Paper for Consideration

**Subject:** Student Support 2019-20  
**Author:** Deborah Lally – Head of Student Experience  
**Date of paper:** 30 April 2020  
**Date of meeting:** 6 May 2020

### Action requested of committee:

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

### Cost implications:

(Tick as appropriate) Yes: ☒ No: ☐

### Executive Summary:

Under the current circumstances, both the Student Support Team and Additional Support Team have proactively altered their processes and how they engage with students to ensure we can continue to support students as best as we can. The BACP (British Association of Counsellor Practitioners) has relaxed their rules surrounding online counselling, allowing all Counsellors where they are not qualified to do online can do so under these exceptional circumstances.

We have engaged with various media tools (e.g. emails, facebook, webpage) to provide students with our details should they need to contact us, as well as providing links to external support agencies. We continue to stay engaged with those students who were already receiving support. We have seen a slight increase from current students who want to use these services/support mechanisms. We continue to monitor our services and should we experience a surge in demand, we can hopefully respond effectively.

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**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** ☒

# Academic Affairs Committee

Paper 6

## Paper for Consideration

**Subject:** Student Recruitment Update 2019-20 and Student Targets 2020-21  
**Author:** Deborah Lally – Head of Student Experience  
**Date of paper:** 30 April 2020  
**Date of meeting:** 6 May 2020

### Action requested of committee:

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

### Cost implications:

(Tick as appropriate) Yes: ✓ No:

## Executive Summary:

### Student Recruitment 2019-20

Due to the current unprecedented situation, we have been unable to take forward April recruitment. For FE, the College has met core target and only met some ESF target, For HE, although not far off target, it will not be possible to meet our target. Although SFC have said there will be no 'core' clawback due the current situation, it is not clear with regards to ESF which will impact us both at FE and HE level.

### Student Targets 2020-21

Curriculum planning and setting targets was completed for 2020-21 in December 2020. HE targets being approved latterly at the UHI Partnership Planning Council on 29 April 2020. Due to the current unprecedented situation, curriculum will have to be reviewed and discussions are starting to take place accordingly.

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

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

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

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

The College may also be asked for information contained in minutes and papers about living individuals, under the terms of the Data Protection Act 1988.

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



## Student Recruitment 2019-20

Due to the current unprecedented situation, we have been unable to take forward April recruitment. For FE, the College has met core target and only met some ESF target, For HE, although not far off target, it will not be possible to meet our target. Although SFC have said there will be no 'core' clawback due the current situation, it is not clear with regards to ESF which will impact us both at FE and HE level. To be able to draw down ESF funding, we must collectively as a region meet separately our overall core targets at FE and HE level. Table 1 illustrates the UHI position by partner with regards to our FE funded position and Table 2 illustrates the UHI position by partner with regards to our HE funded position.

Academic Partner	Overall Credit Position (Core + ESF)				
	Core Credit Target	ESF Credit Target	Total Credit Target (Core + ESF)	Total Credits Delivered to Date (Core + ESF)	Shortfall/Surplus
Argyll	6,582	134	6,716	7,101	385
Inverness	28,915	296	29,211	27,856	-1,355
Lews	5,348	0	5,348	3,854	-1,494
Moray	18,807	0	18,807	17,376	-1,431
NHC	12,335	155	12,490	11,713	-777
Orkney	3,603	145	3,748	3,660	-88
Perth	23,655	1,200	24,855	24,365	-490
Shetland	4,309	0	4,309	4,058	-251
WHC	6,828	270	7,098	7,006	-92
Regional Total	110,382	2,200	112,582	106,988	-5,594

**Table 1**

HE Funded Position	Total FTEs	Total Heads	ESR estimate	2019/20 PPF target	
Argyll College UHI	196.3	284	194	201	97.93%
Highland Theological College UHI	72.6	115	72	71	101.82%
Inverness College UHI	1,519.6	1,960	1,541	1,604	94.75%
Lews Castle College UHI	241.8	318	249	246	98.25%
Moray College UHI	854.9	1,054	873	980	87.21%
NAFC Marine Centre UHI	26.5	71	28	26	103.90%
North Highland College UHI	356.1	530	361	400	89.00%
Orkney College UHI	117.9	201	112	137	85.82%
Perth College UHI	1,912.9	2,363	1,970	1,967	97.25%
Sabhal Mòr Ostaig UHI	91.6	143	102	101	90.66%
S.A.M.S. UHI	95.5	115	97	100	95.98%
Shetland College UHI	106.2	201	103	109	97.42%
West Highland College UHI	228.6	273	226	244	93.80%
<b>UHI total</b>	<b>5,820.5</b>	<b>7,663</b>	<b>5,927</b>	<b>6,185</b>	

**Table 2**

## Student Targets 2020-21

Curriculum planning and setting targets was completed for 2020-21 in December 2020. HE targets being approved latterly at the UHI Partnership Planning Council on 29 April 2020. Due to the current unprecedented situation, curriculum will have to be reviewed and discussions are starting to take place accordingly.

SFC dictate funding targets for the sector. The funding is then channelled through the UHI, with PPF (Partnership Planning Forum) approving targets submitted by each individual partner for HE, and FERB (FE Regional Board) not approving as such but discussions and agreements for FE targets at partner level.

The target submitted for HE was approved at PPF on 29 April 2020 and is illustrated below:

Academic Partner	Totals (FTE's)				
	2019-20 PPF target	2019-20 ESR	2019-20 ESR to target variance	2020-21 PPF (Jan 2019)	2020-21 PPF target to 2019- 20 ESR variance
Argyll College UHI	200.5	194.2	-6.3	195.3	1.1
Highland Theological College UHI	71.3	72.2	0.9	71.3	-0.9
Inverness College UHI	1603.9	1541.4	-62.5	1490.7	-50.7
Lews Castle College UHI	246.1	249.4	3.3	259.9	10.4
Moray College UHI	980.3	872.7	-107.6	888.2	15.5
NAFC Marine Centre UHI	25.5	27.9	2.4	24.3	-3.6
North Highland College UHI	400.1	361.0	-39.1	371.4	10.4
Orkney College UHI	137.4	111.5	-25.9	140.8	29.3
Perth College UHI	1967.0	1969.7	2.7	1992.1	22.4
Scottish Association for Marine Science UHI	99.5	96.7	-2.8	100.0	3.3
Sabhal Mor Ostaig UHI	101.5	102.4	0.9	89.9	-12.5
Shetland College UHI	109.3	102.6	-6.7	105.3	2.7
West Highland College UHI	243.7	225.5	-18.2	277.1	51.6
<b>Total</b>	<b>6186.0</b>	<b>5927.1</b>	<b>-258.9</b>	<b>6006.2</b>	<b>79.1</b>

There are no outcomes yet from FERB on the distribution of FE targets for next academic year, however we have planned our curriculum in line with the target we had for last academic year.

However, it is worth noting that due to the current situation, we are carrying out a review of all of our curriculum should the situation continue including social distancing measures. The outcome of this as well as guidance from SFC will inform us if our funded targets for 2020-21 will be impacted.

## Perth College UHI

Paper No. 7

<b>Committee</b>	Academic Affairs
<b>Subject</b>	Balanced Scorecard
<b>Date of Committee meeting</b>	06/05/2020
<b>Author</b>	Kirsty Campbell, Project & Planning Officer
<b>Date paper prepared</b>	29/04/2020
<b>Executive summary of the paper</b>	<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 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><b>The following points on the layout are to be noted:</b></p> <p>Further work on improving the quality of data, including the provision of metrics has been identified as an action in the college Audit Action Plan.</p>
<b>Consultation</b> How has consultation with partners been carried out?	<p>Click or tap here to enter text.</p> <p>The Head of Student Experience provided the data and any commentary for measures 1, 2 and 9.</p> <p>The Head of Business Development provided the data and commentary for measure 13.</p>
<b>Action requested</b>	<input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion

## Perth College UHI

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

## Perth College UHI

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

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

Its disclosure would substantially prejudice a programme of research	<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.

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

and

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

# Strategic Plan Targets and KPIs: Progress Report 2018-19

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


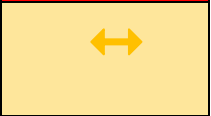
Key: KPI performance status

Improving	↑
Maintaining	↔
Worsening	↓

Key: Target performance status



Target achieved	Green
Target progress maintained	Amber
Target missed	Red

Measure	Key Performance Indicator or Target	Performance
	<b>Students and Staff Achieving their Potential</b>	
1	a) Number of FT programmes that offer opportunities for work experience of equivalent to one unit or more	↔
	b) Number of students undertaking apprenticeships (total): a) SDS-funded b) Non-SDS Funded	↔
	c) Number of Vocational qualifications delivered to senior phase students	↑
2	Students moving onto positive destinations (including progressors) i. HE ii. FE	↑
9	FE Retention a) Students in courses over 160hours (inc. FT) i. Overall ii. SIMD20 iii. Care experienced iv. Minority Ethnicity v. Disability vi. Gender	↓ ↑ ↑ ↓ ↓ ↓
	b) FT FE students	↔
	FE Attainment a) Proportion of students attained for courses over 160 hours (inc. FT) i. Overall ii. SIMD20 iii. Care experienced iv. Minority Ethnicity v. Disability vi. Gender	↔ ↔ ↑ ↓ ↔ ↔

	b) Proportion of students attained for FT FE courses	
13	Number of businesses that engage with Perth College UHI	

## Section 2: Detail of Performance by Measure

### Detail of Performance: Measure 1a

Students and Staff Achieving their Potential			
Measure	Key Performance Indicator or Target	Performance	Trend
1	<b>Students and Staff Achieving their Potential</b>		
	a) Number of FT programmes that offer opportunities for work experience of equivalent to one unit or more		

**Baseline:** 20

**Target:** Improve on previous year's performance

**Trend:** Maintaining improved performance from previous year

**Tolerance:** tbc  
(+/-)

**Sector Average:** tbc  
(+/-)



### Note on performance

The number of FT programmes remains stable from 2017-18, which is reflected in no change to the number of courses offering work experience equivalent to 1 unit or more.

The college wide curriculum review currently underway will be an opportunity to review and where applicable increase the number of courses offering work experience as part of the programme.



**Detail of Performance: Measure 1b**

Students and Staff Achieving their Potential			
Measure	Key Performance Indicator or Target	Performance	Trend
1b	a) Number of students undertaking apprenticeships (total): i. SDS-funded ii. Non-SDS funded		

**Baseline:** a) 348 i. 145 ii. 203

**Target:** Improve on previous year's performance

**Trend:** Maintaining performance from 2017-18; overall downward trend from baseline

**Tolerance:** tbc  
(+/-)

**Sector Average:** tbc  
(+/-)

**Note on performance**

**The number of SDS (Skills Development Scotland) Funded Apprenticeships 2018-19:**

124 SDS funded Modern Apprenticeships

In addition, 46 Foundation Apprenticeships started in 2018


**The number of non-SDS funding apprenticeships (per subject area) 2018-19:**

43 Construction and Joinery  
62 Automotive Engineering  
23 Electrical

**Total number of apprenticeships 2018-19:**  
298

**Total number of apprenticeships 2017-18:**  
299

**Detail of Performance: Measure 1c**

Students and Staff Achieving their Potential			
Measure	Key Performance Indicator or Target	Performance	Trend
1	c) Number of Vocational qualifications delivered to senior phase students		

**Baseline:** 75

**Target:** Improve on previous year's performance

**Trend:** Continued increase the number of senior phase pupils enrolled on vocational qualifications

**Tolerance:** tbc  
(+/-)


**Sector Average:** tbc  
(+/-)

**Note on performance**

This figure represents the 3rd consecutive year on year improvement in the number of senior phase pupils enrolled on vocational qualifications with 214 pupils enrolled for 2018-19 and increase from 165 pupils in 2017-18.

This increase reflects the parallel growth in the number of Foundation Apprenticeship programmes offered by the college.

**Detail of Performance: Measure 2**

Students and Staff Achieving their Potential			
Measure	Key Performance Indicator or Target	Performance	Trend
2	Students moving onto positive destinations (including progressors)		
	I. HE II. FE		

**Baseline:** 84.4%

**Target:** Improve on previous year's performance

**Trend:** Maintaining with slight overall improvement year on year  
**16-17:** 84% **17-18:** 84.4% **18-19:** 85.5%

**Tolerance:** tbc  
(+/-)

**Sector Average:** tbc  
(+/-)

**Note on performance**

**Detail of performance: Measure 9**

Measure	Key Performance Indicator or Target	Performance	Trend
	<b>Track retention and attainment of all full and part-time funded college programmes</b>		
9	<b>FE Retention</b>		
	a) Proportion of students retained in courses over 160hours (inc. FT)		
	i. Overall		
	ii. SIMD20		
	iii. Care experienced		
	iv. Minority Ethnicity		
	v. Disability		
	vi. Gender (F) (M)		
	b) Proportion of FT FE students attained for courses over 160 hours (inc. FT)		

**Baseline:** a) i. 83.6% ii. 84.7% iii. 47.9% iv. 62.5% v. 89.9%  
vi. F 80.3% M 86.6%

b) 80.1%

**Target:** a) Improve on previous year's performance  
b) Improve on previous year's performance

**Trend:** Slight decrease from previous year overall with improvement in 2 key areas: SIMD20 and care experienced

**Tolerance:** tbc

**Sector Average:** (+/-) tbc

**Detail of performance: Measure 9**

Measure	Key Performance Indicator or Target	Performance	Trend
	<b>Track retention and attainment of all full and part-time funded college programmes</b>		
9	FE Attainment		
	c) Proportion of students attained in courses over 160hours (inc. FT)		
	i. Overall		
	ii. SIMD20		
	iii. Care experienced		
	iv. Minority Ethnicity		
	v. Disability		
	vi. Gender		
	d) Proportion of FT FE students attained for courses over 160 hours (inc. FT)		

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

b) 72.7%

**Target:** a) Improve on previous year's performance  
b) Improve on previous year's performance

**Trend:** Maintaining overall with marked improvement in key area: care experienced and year on year decrease in figures for day 1 attainment for FT FE courses

**Tolerance:** tbc

**Sector Average:** (+/-) tbc

### Detail of Performance: Measure 13

Sustainability			
Measure	Key Performance Indicator or Target	Performance	Trend
13	Number of businesses that engage with Perth College UHI		
	Number of businesses on Contact Database recorded as having an interaction with Perth College UHI	↔	

**Baseline:** n/a (new criteria in place for 2018/19)

**Target:** Improve on previous year's performance

**Trend:** n/a (new mechanism for measuring for 2018/19)

**Tolerance:** tbc  
(+/-)

**Sector Average:** tbc  
(+/-)

### Note on performance

Figures are based on number of business contacts we have within Business Development Team. The figure of 300 is the number of contacts for both National Training Programme Manager and Business Link Manager.

The Development Trust also has database of individuals we communicate with when fundraising for various projects. These have not been included in the figures.

The ownership of other business contacts will sit with the curriculum and therefore at this time, these numbers have also not been included in the figures. However, we are looking to develop "sector business development plans" over the coming months, this should give Business Development, and the curriculum greater alignment in the number of business contacts as a whole interact with Perth College UHI.

<b>Committee</b>	Academic Affairs Committee
<b>Subject</b>	Risk Review – Academic Affairs Committee
<b>Date of Committee meeting</b>	06/05/2020
<b>Author</b>	Ian McCartney, Clerk to the Board of Management
<b>Date paper prepared</b>	29/04/2020
<b>Executive summary of the paper</b>	<p>Board of Management agreed at the meeting of 18/12/19 to Risk being discussed at each sub-Committee meeting to ensure risks were owned and discussed at the appropriate level.</p> <p>This paper provides Academic Affairs Committee with an opportunity to scrutinise and assess those Strategic Risks determined to be within the Committee's purview.</p> <p>Committee members are asked to:</p> <ul style="list-style-type: none"> <li>i) Discuss the appropriateness of each Risk for the Committee;</li> <li>ii) Review the currency of the Action Plan</li> <li>iii) Consider any additional areas of Risk not identified within the current Register, in particular any considerations related to COVID-19 impacting on areas related to the remit of Academic Affairs Committee</li> </ul>
<b>Consultation</b> How has consultation with partners been carried out?	Members of SMT have ownership of the risks within the register and have been consulted on Committee allocation.
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval

## Perth College UHI

<b>Resource implications</b> (If yes, please provide details)	No
<b>Risk implications</b> (If yes, please provide details)	Without continual review of the risk register there are potential implications that strategic objectives are not met.
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	The Strategic risk register is the core risk management tool used within Perth College UHI.
<b><u>Equality and diversity</u></b> Yes/ No If yes, please give details:	No
<b><u>Data Protection</u></b> Does this activity/ proposal require a Data Protection Impact Assessment?	No
<b>Status</b> (e.g. confidential/non confidential)	Non-Confidential
<b>Freedom of information</b> Can this paper be included in “open” business?	Open Business



## Perth College UHI

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

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and

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

**DATE: Mar 2020**

[illegible]

Ref	Risk Status	Strategic Category	Risk Description & Primary Sub-Committee	Causes	Impacts/ Evidence	Owner	Likeli- hood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend	CURRENT ACTION PLAN		
													Actions to minimise risk TO DO	Action Owner	Completion Date
10 *	Active	<p>Inspiring and supporting our students to achieve their potential.</p> <p>Providing a progressive curriculum which meets economic and social needs and aspirations.</p> <p>UHI Common Risk</p>	<p>Academic quality is sub standard</p> <p><b>Academic Affairs</b></p>	<ul style="list-style-type: none"> <li>• Insufficient tracking of student.</li> <li>• Poor understanding of student requirements.</li> <li>• Product not fit for purpose.</li> <li>• Poor delivery.</li> <li>• Insufficient support for students.</li> <li>• Mis-selling of courses/provision</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of students.</li> <li>• Loss of earnings.</li> <li>• Adverse PR and poor reputation.</li> <li>• Poor future recruitment.</li> <li>• Poor achievement and retention.</li> </ul>	Depute Principal Academic/ Associate Principal	3	3	9	<ul style="list-style-type: none"> <li>• Student tracking programme and reviews by Student Advisers.</li> <li>• Heightened student focus on internal communication and training evidenced by the BRAG reporting system.</li> <li>• Managing student expectations.</li> <li>• Active listening to student voice and acting on evidenced by feedback to students.</li> <li>• Act on Student Survey outcomes evidenced by action planning with quality reviews.</li> <li>• Ensure regular/ constructive formative assessment feedback to students/ customers.</li> <li>• Implement Complaints Procedure in line with new legislation and refresh training.</li> <li>• ASW opportunities roll out.</li> <li>• Student Partnership Agreement</li> <li>• NSS Action Plans implemented for courses with poor results.</li> <li>• Appointment of Head of Student Experience.</li> <li>• Self-evaluation process redesigned.</li> <li>• Working with HISA to conduct student focus groups.</li> <li>• A Student Experience Committee has been convened</li> <li>• Ensure findings are reported on with regards to the complaints procedure and actions identified and followed up on</li> <li>• Quality review process redesigned (course KPIs by exception)</li> <li>• Identification of protected characteristics and KPIs</li> <li>• Student Support Review</li> <li>• Revamp website with regards to the services available to support learning</li> </ul>	<p>3</p> <p>(1,3)</p>	↔	<ul style="list-style-type: none"> <li>• Complaints Review</li> <li>• Student funding at Regional and National level.</li> </ul>	Depute Principal Academic (All)	Ongoing

Ref	Risk Status	Strategic Category	Risk Description & Primary Sub-Committee	Causes	Impacts/ Evidence	Owner	Likelihood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend	CURRENT ACTION PLAN		
													Actions to minimise risk TO DO	Action Owner	Completion Date
11*	Active	Providing a progressive curriculum which meets economic and social needs and aspirations.  UHI Common Risk	Regional curriculum plan and delivery not aligned to local demand.  <b>Academic Affairs</b>	<ul style="list-style-type: none"> <li>Fragmented ownership.</li> <li>Lack of planning.</li> <li>Over ambitious change in delivery methodology.</li> <li>Wrong blend between online and face to face.</li> <li>ESIF changes.</li> <li>Not fully within gift of PC UHI, need others/UHI to contribute</li> </ul>	<ul style="list-style-type: none"> <li>Lose students.</li> <li>Financial risk through reallocation.</li> <li>Students choose another provider.</li> <li>Poor retention and achievement.</li> <li>Disputed ownership/ responsibility for failings.</li> </ul>	Associate Principal	3	3	9	<ul style="list-style-type: none"> <li>Influence/engage with development.</li> <li>Meetings arranged with UHI Deans &amp; subject network leaders</li> <li>Keep in touch/listen to student views.</li> <li>Active engagement in SMCT, QAEC and PPF.</li> <li>UHI to commission research on impact of changed delivery methodologies.</li> <li>Work with UHI, SDS and local stakeholders to enhance demand analysis.</li> <li>Regional Outcome Agreement development and implementation.</li> <li>Depute now sits on SMCT.</li> <li>Vice Principal now sits on EPSC.</li> <li>Associate Principal now sits on PPF.</li> <li>Curriculum Review under way</li> <li>In liaison with PKC re Learner Strategy</li> </ul>	6  (2,3)	↔	<ul style="list-style-type: none"> <li>Proactively engage in implementation of UHI Strategic Plan.</li> <li>Keep abreast of ESIF developments.</li> <li>Tertiary working groups.</li> <li>Curriculum Review</li> </ul>	SMT   Depute Principal Academic	Ongoing  July 19  July 19  Starting 5/19 Completion 1/20
19	Active	UHI Common Risk	College does not achieve allocated HE student number targets  <b>Academic Affairs</b>	Failure to recruit sufficient students due to various factors such as: over ambitious PPF target, poor marketing, curriculum gaps, poor NNS results etc.	Reduction of college income from UHI, regional student number target at risk resulting in possible claw back to SFC from UHI in year or reduction in future years grant.	Depute Principal Academic/ Associate Principal	5	3	15	<ul style="list-style-type: none"> <li>Review curriculum to ensure robust and up to date.</li> <li>Continue close partnership working within UHI.</li> <li>Ongoing dialogue with PPF and academic partners.</li> <li>Plan, monitor and review student numbers/applications.</li> </ul>	9  (3,3)	↔	Curriculum Review	Depute Principal Academic	Ongoing
20	Active	UHI Common Risk	College does not achieve allocated FE Credit targets.  <b>Academic Affairs</b>	Failure to recruit sufficient students due to various factors such as: over ambitious target, curriculum gaps, ineffective marketing and engagement with local schools/ employers.	Reduction of college income from UHI, regional student number target at risk resulting in possible claw back to SFC from UHI in year or reduction in future years grant.	Depute Principal Academic/ Associate Principal	5	3	15	<ul style="list-style-type: none"> <li>Review curriculum to ensure robust and up to date.</li> <li>Develop external partnerships with schools. DYW and employers.</li> <li>Plan, monitor and review student numbers/applications.</li> </ul>	9  (3,3)	↔			

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

**LIKELIHOOD CRITERIA**      **TIMESCALE 3 YEARS**

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

**IMPACT CRITERIA**      **TIMESCALE 3 YEARS**

Score	Descriptor	Financial	Operational	Reputational (need to link to communications process for incident management)
<b>5 - Catastrophic</b>	A <b>disaster</b> with the potential to lead to: <ul style="list-style-type: none"> <li>loss of a major UHI partner</li> <li>loss of major funding stream</li> </ul>	> £500,000 or lead to likely loss of key partner	<ul style="list-style-type: none"> <li>Likely loss of key partner, curriculum area or department</li> <li>Litigation in progress</li> <li>Severe student dissatisfaction</li> <li>Serious quality issues/high failure rates/major delivery problems</li> </ul>	<ul style="list-style-type: none"> <li>Incident or event that could result in potentially long term damage to UHI's reputation. Strategy needed to manage the incident.</li> <li>Adverse national media coverage</li> <li>Credibility in marketplace and with stakeholders significantly undermined.</li> </ul>
<b>4 - Major</b>	A <b>critical</b> event which threatens to lead to: <ul style="list-style-type: none"> <li><b>major</b> reduction in funding</li> <li><b>major</b> reduction in teaching/research capacity</li> </ul>	£250,000 - £500,000 or lead to possible loss of partner	<ul style="list-style-type: none"> <li>Possible loss of partner and litigation threatened</li> <li>Major deterioration in quality/pass rates/delivery</li> <li>Student dissatisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Incident/event that could result in limited medium – short term damage to UHI's reputation at local/regional level.</li> <li>Adverse local media coverage</li> <li>Credibility in marketplace/with stakeholders is affected.</li> </ul>
<b>3 - Significant</b>	A <b>Significant</b> event, such as financial/ operational difficulty in a department or academic partner which requires additional management effort to resolve.	£50,000 - £250,000	<ul style="list-style-type: none"> <li>General deterioration in quality/delivery but not persistent</li> <li>Persistence of issue could lead to litigation</li> <li>Students expressing concern</li> </ul>	<ul style="list-style-type: none"> <li>An incident/event that could result in limited short term damage to UHI's reputation and limited to a local level.</li> <li>Criticism in sector or local press</li> <li>Credibility noted in sector only</li> </ul>
<b>2 - Minor</b>	An <b>adverse</b> event that can be accommodated with some management effort.	£10,000 - £50,000	<ul style="list-style-type: none"> <li>Some quality/delivery issues occurring regularly</li> <li>Raised by students but not considered major</li> </ul>	<ul style="list-style-type: none"> <li>Low media profile</li> <li>Problem commented upon but credibility unaffected</li> </ul>
<b>1 - Insignificant</b>	An <b>adverse</b> event that can be accommodated through normal operating procedures.	<£10,000	<ul style="list-style-type: none"> <li>Quality/delivery issue considered one-off</li> <li>Raised by students but action in hand</li> </ul>	<ul style="list-style-type: none"> <li>No adverse publicity</li> <li>Credibility unaffected and goes un noticed</li> </ul>

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

RISK MAP (for Gross risk & residual risk)

TIMESCALE 3 YEARS

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

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

# Perth College Scholarship and Research Committee (SRC)

## Draft Minutes

**Meeting reference:** 3 of 3 in AY 2019-20  
**Date:** 20 April 2020 at 1400  
**Location:** By VC

**Present:** Martin Price (Chair), Robert Boyd, Margaret Cook, Andrew Comrie, Stewart Fraser, Katy Lees, Patrick O'Donnell, Michael Rayner, Neil Simco

**Apologies:** Eleanor Brown, Lorenz Cairns, Kathleen Connor, David Gourley, Veronica Lynch, Alex Sanmark, Keith Smyth

**Minutes:** Angela Paterson

No.	Minutes	Action
1	<b>Welcome, apologies &amp; membership</b> M Price welcomed everyone to the meeting; apologies noted as above.	
2	<b>Minutes of the previous meeting held on 13 January 2020</b> Minutes approved	
3	<b>Update on actions and matters arising</b> <ol style="list-style-type: none"><li>1. Membership: replacement for Declan Gaughan raised but no replacement nominated yet. <b>Action:</b> A Comrie to update before next meeting</li><li>2. Academic Affairs Committee approved VP Engagement to be added as an SRC committee member, as a change to the terms of reference and membership.</li><li>3. Scholarship and Research Strategy &amp; Enabling Plan 2017-2020: Academic Affairs Committee approved an extension for another year, to 2021, to align with the College overall plan and strategy.</li><li>4. Operational planning/small pump priming fund for research: M Cook confirmed the operational planning process had just started and the financial paperwork was due to go out this week. This will include a line in SMT budgets for a central research fund, although for this year and the next few years, it is unlikely to be a significant sum of money. N Simco fully endorsed this point and appreciates the importance that Perth College UHI is committed to keeping research going wherever possible, recognising the financial constraints. He confirmed a small increase in HE Funding from the Funding Council in terms of research for next year – REF money particularly and UIF - those income streams will still be there but the situation will be very demanding.</li><li>5. <a href="#">ISFIRE</a> international education conference postponed to 4-6 August 2021.</li><li>6. PhD Project with South African universities: M Rayner and M Price to join the first steering group meeting on 23 April 2020.</li></ol>	AC

## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
4	<p><b>Strategy for Research after 2021 (Sector Managers' discussion)</b>  S Fraser confirmed a draft terms of reference is currently out for discussion and some feedback has been received. It is hoped to hold a meeting in the first or second week of May to finalise the details and the document will then be passed on to M Price.</p> <p>Stewart has already met with Patrick O'Donnell and Sharon McGuire and there are approx. seven others interested in being involved in the group.  <b>Action:</b> An update will be available prior to the next meeting.</p>	SF
5	<p><b>Research &amp; Scholarship Coordinator Update (including REF-related activity in Perth College UHI)</b>  Patrick O'Donnell's report and flowchart were circulated in advance and included at Appendix 1. In addition the following was reported:</p> <p><b>REF update</b>  Staff are all progressing although at different stages: at the time of meeting the following was reported:</p> <p>Kyle Smith submitted two papers to journals, however both have been rejected and he is currently focusing on developing one paper and submitting to different journal.</p> <p>Kirstin Fabian - identified a number of papers for the REF (6) and is currently writing for publications</p> <p>Nuria Camps - finalising a paper on 'Informal learning as a catalyst for teaching practice based on e-learning' and working on a conceptual paper on e-learning/teaching for submission to a journal. Nuria is also working on ethics approval for a project on learner's psychological empowerment</p> <p>Sean McLaughlin has completed a book chapter and is working on a second chapter together with a paper.</p> <p>Steven Timoney - had a paper published (which is included in the REF) and working on a second paper. Steven also completed a research project with Alex Sanmark on Viking Heritage Tourism in Scotland (report is available on Pure). There are plans for more collaborative work with Alex on Pictish heritage.</p> <p>Patrick O'Donnell – is collaborating with a colleague from University of Dundee. The paper on university libraries was initially projected to be published early February but due to structural and focus issues was postponed. The paper has been edited with the aim of producing two papers. It is envisaged that one will be submitted to a journal soon – in time for the REF. Patrick is also editing a paper with colleagues from UWS and working on a research bid with Glasgow university.</p>	



## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
	<p>M Price added that Andy Ruck, Centre for Mountain Studies, will be submitting under the unit of assessment for education; he is working on two papers at the moment and it is hoped they may get published in time for the REF.</p> <p><b>Creation of Flowchart to help guide early career researchers (ECRs) on how to secure support for research:</b> comments included:</p> <ul style="list-style-type: none"> <li>• flowchart is good and really helpful in terms of how ECRs make their way through the system.</li> <li>• we need to identify these ECRs and also encourage individuals to identify themselves. Managers need have discussions with them as early as possible in their careers, to ensure individuals are aware of these opportunities and facilities so that they can be given time for research.</li> <li>• flowchart is currently all one-directional and it would be worth considering arrows that connect the right and left sides (e.g. for grant application). There should be a commentary about the actions related to each box and how people access the different resources.</li> <li>• suggest 3rd box from the bottom needs to include Perth College UHI approval. Feedback needs to include more detail on what will be required to progress a concept. This would include: line manager and SMT, related to request for remitted time; Finance approved costing for the project to be undertaken; and a discussion/ approval at Curriculum Business Planning and SMT.</li> </ul> <p><b>Action All:</b> send any additional comments directly to P O'Donnell.</p> <p><b>Action:</b> M Price and P O'Donnell to finalise the document, including links, etc for the next SRC meeting.</p>	<p>All</p> <p>MP/ POD</p>
6	<p><b>College Research Update</b></p> <p>Centre for Mountain Studies update:</p> <ul style="list-style-type: none"> <li>• CMS' two large projects, SHAPE and SIMRA, finish in April 2020. The final SHAPE conference in Finland brought in over 70 delegates from all over Europe.</li> <li>• Proposal for the development of a European mountain research strategy has now been submitted for Horizon 2020.</li> <li>• Proposal submitted to Scottish Land Commission on young people and land reform was not successful.</li> <li>• Submitted expressions of interest for two more projects in relation to innovation funding but not yet heard back.</li> <li>• Optimistic that the Challenging Upland Futures forum on 1 &amp; 2 September 2020 will still go ahead as planned.</li> </ul>	

## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
	<ul style="list-style-type: none"> <li>Alongside this forum, a special issue of the RSGS newsletter 'The Geographer' is planned. If the forum is postponed, we will suggest to RSGS that this newsletter goes ahead for publication as planned.</li> <li>1 August 2020 will be the 20<sup>th</sup> Anniversary for the Centre for Mountain Studies.</li> </ul> <p>Staffis Tingas, Engineering is leaving Perth College UHI for Edinburgh Napier University and unfortunately the funding he secured will be moving with him. This work was due to start in early summer.</p>	
7	<p><b>REF Update (N Simco))</b></p> <ul style="list-style-type: none"> <li>Following on from the last meeting, a small unit exemption for engineering has been approved by the national REF team</li> <li>In terms of the impact of COVID-19, at this stage, we have been advised that the census date of 31 July 2020 remains. The REF submission date of 27 November will be postponed. N Simco is attending meetings on 20 &amp; 21 April where this will be discussed. In Scotland, the preference would be for a shorter rather than longer extension as we are at a late stage in the cycle. The consensus in Scotland is that we are hoping for a delay of no more than 6 months, ideally 3-4 months. This will give enough time for work to progress, particularly on case studies where there has been a gap where people have not been able to corroborate evidence and secure outputs where outputs have not been able to be published.</li> <li>Internally, staff scoping has been completed and letters sent to those who are in scope and those were deemed not to be in scope; this will be followed through with further correspondence. In terms of staff scoping, we will be writing out to Principals next month to capture anyone who has recently joined the institution or has left, to ensure we have the right people.</li> <li>An impact case study scrutiny event was held at the end of March. Significant progress has been made on the vast majority of case studies and there is now a particular focus on a small number of case studies where enhancement is desirable.</li> <li>There will be a scrutiny event at the end of April for the environment statements associated with each of the Units of Assessment and the overall Institutional Level Environment Statement.</li> <li>In the light of the delay to the submission date for the REF – as a direct result of COVID19 - the output selection panels will be delayed from September to the end of November/beginning of December 2020.</li> </ul> <p>In answer to a question asking if it would be too late to include someone Perth College are potentially employing to be included in the REF, N Simco</p>	

## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
	confirmed that they can be included, as long as they are in post on or before 31 July 2020, the current date for the census.	
8	<p><b>Research Clusters update (M Rayner)</b></p> <ul style="list-style-type: none"> <li>• Due to the current situation, there are few new developments. HARC and SILK have been planning a lot of joint events/ seminars which are still being held. Promotion of the clusters is currently on hold.</li> <li>• Health Cluster: visit by the Chair of the REF panel for unit of assessment 3 for Inverness had to be cancelled, due to COVID-19 situation. Virtual visit will be arranged; no date confirmed yet.</li> <li>• Activities still ongoing within clusters as far as they are able to during these difficult circumstances.</li> <li>• N Simco confirmed MESE was similar to the other clusters. Seminar series continuing.</li> <li>• UHI is re-engaging with the system for the research and early career mentoring scheme that had been based on SUMAC, so there will be continuing support for colleagues aligned to the mentoring scheme and the support mechanisms for that will continue.</li> </ul> <p>M Price thanked those involved with the Ethical Review process for the speed with which recent applications for postgraduate students had been approved; many students are having to revise their research at this time.</p> <p>There are now calls open for COVID-19 research and as these will be very time bound, quick ethical approval for proposals responding to these will be critical.</p>	
9	<p><b>SFC Innovation Funds</b> Report submitted by V Lynch:</p> <ul style="list-style-type: none"> <li>• Innovation Funds SFC - two of the bids in which Perth College UHI are partners (Edinburgh led Automotive renewables bid £25k and the West College Scotland led Industry 4.0 £250k) are all on hold as a result of the COVID19. SFC have not yet indicated if and when these will be able to be funded beyond the lockdown until they have clarity on how much financial support Colleges and Universities will require as a result of the pandemic. Scottish Government may choose to withdraw this funding in full in light of other priorities at this time. Further clarity may be available by the next meeting.</li> <li>• Jen Brickwood's Engineering Team's successful research bid in the area of Hydrogen renewables will no longer happen due to the member of staff having now been offered a research contract at Edinburgh Napier</li> </ul>	

## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
	<p>University.</p> <ul style="list-style-type: none"> <li>Currently 49 Development Trust scholarships are on hold. These were more focussed on work placements than knowledge transfer and were at different stages in their development prior to the lockdown. An update on this will be able to be given at the next meeting. For future years, we will target some of that activity towards a greater level of student projects focussing on Innovation.</li> <li>Through CBP, we have Innovation on the agenda to discuss with SDDs how this can be increased which is ongoing. This work will have been impacted by the COVID19 but the full implications of this is not yet clear.</li> <li>In an international context, continuing to progress discussions on a number of opportunities, all of which are early stages but with potential. In particular: <ul style="list-style-type: none"> <li>Hunan Institute of Engineering will host a UHI/HIE research conference due at end March/early April on the subject of renewables. This work has been done by Lin Shen to support the work of UHI in the areas of renewables research. This has been postponed due to COVID19. This will be rescheduled until later in the year or Spring 2021 dependent upon travel restrictions and staff willingness to travel.</li> <li>Lin Shen's work to support Prof Andrew Rae to generate research projects with Zhengzhou University of Aeronautics where we will start to deliver BEng Aircraft Engineering and with a potential research project with Changsha University of Science and Technology (CUST) and another with Central South University will likely be further developed by Professor A Rae also once the UHI HIE Research Conference takes place.</li> <li>In early stage discussions with potential partners in India about collaborative research opportunities in Learning and Teaching.</li> <li>Innovation training, G McKenna progressing work with a company in US to teach innovation. Company visited Perth in February and held collaboration discussions.</li> </ul> </li> </ul>	
10	<b>AOCB</b> None	
11	<b>Date of next meeting</b> To be arranged for September/October 2020	AP

## Perth College Scholarship and Research Committee (SRC)

### Appendix 1: Research Coordinator Update, Period January – 20 April 2020

**Perth College REF staff update:** A number of the education REF staff presented their research at the UHI University Learning and Teaching Conference on 22 and 23 January 2020. It was an opportunity to both meet with Keith Smyth to discuss REF outputs and share their research ideas/interests with other researchers within the UHI partnership.

**Research outputs from non-REF staff:** Frances Whittet (Lecturer Health and Social Care) has published an article from her master's dissertation - Health and Wellbeing of the Online Lecturer: a phenomenological study, Jan 2020 in International Journal of Health Promotion and Education. Frances is keen to study for a PhD.

**Sectors managers group for research:** Patrick had a meeting with Stewart Fraser and Sharron McGuire (12 Feb) regarding the setting up of a sectors managers group for research. To kick start the initiative it was agreed that Patrick create the terms of references for this group. The terms of references are out for discussion within the group.

**Early career research training:** Patrick met up with Dr Emma Warbrick, Research Development Officer at the Centre for Research and Innovation. The meeting underscored that an online module would be an appropriate way forward for the UHI. The module could be supplemented by interactive workshops aiming to help develop research ideas/proposals. The workshop could take a 'structured critical friend approach' similar to that used by Dundee University.

**Research Collaboration:** Dr Mark Murphy: Co-Director of the Robert Owen Centre, University of Glasgow has contacted Patrick inviting Perth College and UHI to be involved in research on FE learner opportunities. Since January Patrick has had 2 meetings with Mark to develop a funding bid (Nuffield Trust).

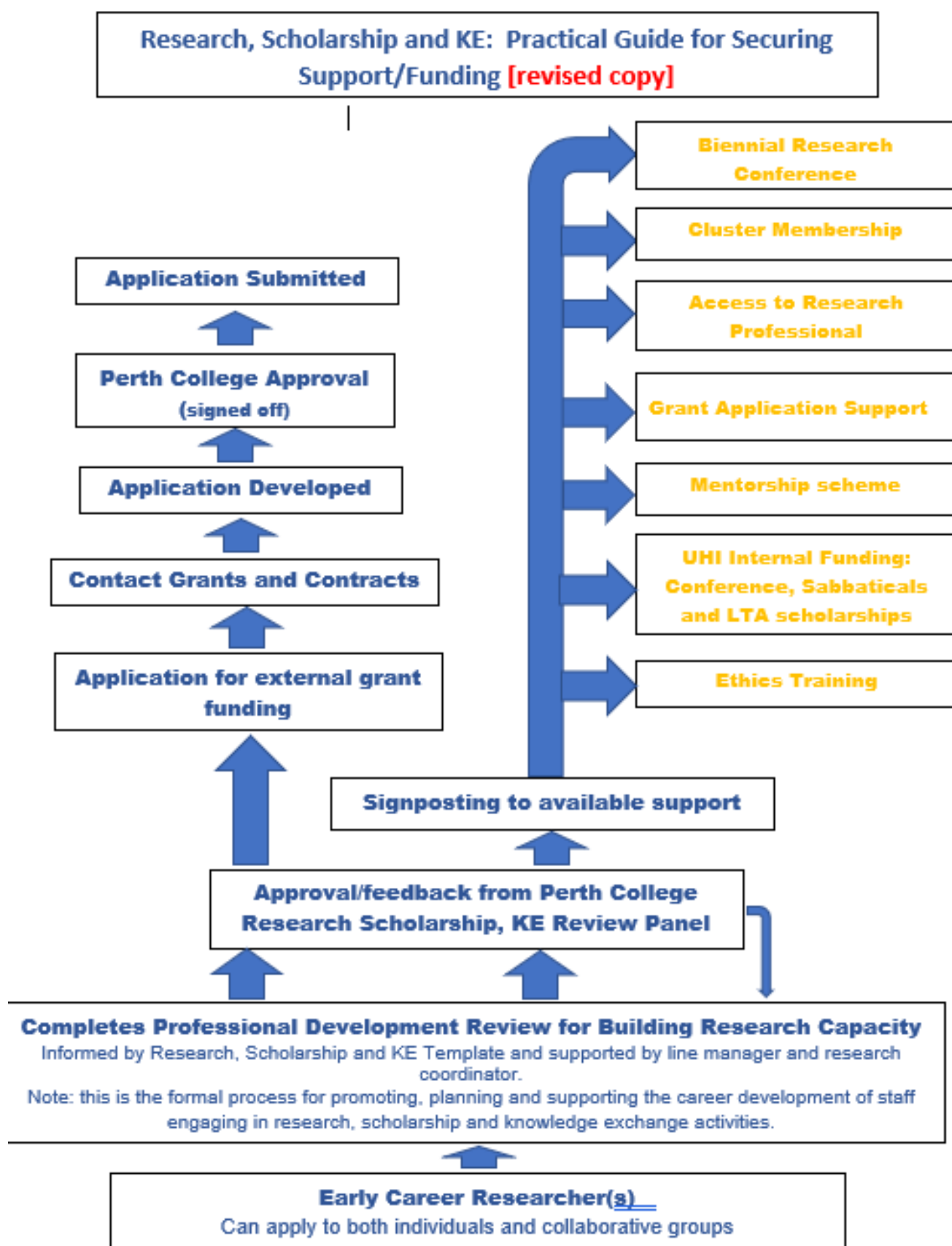
**CAIRN:** The first issue of the online journal is now at the Media Studies Department at the University of Stirling to get formatted for online publishing.

**Perth College Research Opportunities:** Nick Green (Audio Engineering and Theatre Arts) and Andrew Wardle (Audio engineering) are interested in research that utilize archaeoacoustics, auralisation and reproduction of spaces. It is anticipated that they will submit a proposal through Professional Review. Pursuing a lead from M Rayner, Patrick contacted Roxane Andersen, ERI who has been working on audio engineering/peatland areas. Unfortunately, at this time there are no collaborative opportunities that could involve Nick Green and Andrew Wardle. However, Roxane will let us know if any acoustic research opportunities do come up.

As reported in the last coordinator's update (Jan 2002) Patrick had initial discussions with two researchers from the James Hutton Institute (JHI) on Plant Bio-Acoustics which would have involved Andrew Wardle. Although the JHI researchers were agreeable to the notion of conducting a small-scale fieldwork study, it was decided that this was no longer a viable research proposal at this particular time. The main reason was linked to the cost of equipment.

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

## Perth College Scholarship and Research Committee (SRC)



**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