

## Academic Affairs Committee

### Agenda

**Meeting reference:** Academic Affairs 2020-21/02  
**Date:** Wednesday 11 November 2020 at 2:30pm  
**Location:** Online  
**Purpose:** Scheduled meeting

\* Denotes items for discussion/approval.

Members should contact the Clerk 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 02 September 2020		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
<b>6</b>	<b>Student Experience</b>			
6.1	HISA Perth Update	HISA Perth	Student President	Paper 2
<b>7</b>	<b>Curriculum</b>			
7.1	Student Completion & Progression - update		Associate Principal	Verbal
7.2	Student Recruitment - update		Head of Student Experience	Verbal
7.3	National Student Survey 2020 – Perth College Overview	Head of Quality	Associate Principal	Paper 3
7.4	Digital Poverty	Associate Principal	Associate Principal	Paper 4

<b>8</b>	<b>Risk, Compliance &amp; Performance</b>			
*8.1	Risk Register – Academic Affairs Committee	Clerk	Clerk	Paper 5
*8.2	Balanced Scorecard Update	Project & Planning Officer	Clerk	Paper 6
<b>9</b>	<b>Policies &amp; Procedures</b>			
*9.1	Addressing Racism – update		Independent Board Member	Verbal
10	<b>Committee Minutes</b> (for noting)			
10.1	Scholarship & Research Committee <ul style="list-style-type: none"> <li>21 October 2020</li> </ul>			Paper 7
11	Date and time of next meeting <ul style="list-style-type: none"> <li>03 February 2021</li> </ul>		Clerk	
*12	Review of Meeting (to include check against Terms of Reference)		Chair	Paper 8

# Academic Affairs Committee

## DRAFT Minutes

**Meeting reference:** Academic Affairs 2020-21/01

**Date and time:** Wednesday 02 September 2020 at 2.30pm

**Location:** Online

**Members present:** Margaret Cook, Principal (Chair from Item 6.3)  
Andrew Comrie, Board Member (Chair Items 1-6.2)  
Ann Irvine, Board Member  
Alex Wilson, Student Board Member  
Cameron Murray, HISA Perth VP Education & Engagement  
Veronica Lynch, Vice Principal (External)  
Catherine Etri, Associate Principal (Curriculum)  
Deborah Lalley, Head of Student Experience  
David Gourley, Head of Learning & Teaching Enhancement  
Robert Boyd, Teaching Staff Member on the Committee (until Item 7.4)

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

**Apologies:** Sheena Devlin, Board Member  
Martin Price, Chair of Scholarship Research Committee  
Lorenz Cairns, Depute Principal (Academic)

**Chair:** **Margaret Cook**

**Minute Taker:** Ian McCartney

**Quorum:** 7

Summary of Current Action Items			
Ref	Action	Responsibility	Time Line
6.2	<b>Student Surveys – National Student Survey</b> Additional Perth-focused analysis to be made available.	Head of Student Experience	Next meeting
6.2	<b>Student Surveys – National Student Survey</b> Areas of review would be circulated to Committee.	Associate Principal	Next meeting
8.1	<b>Risk Register</b> Amendments to be made to Risk Items 8 & 10	Clerk	October Board
9.1	<b>Addressing Racism</b> SLWG brief to be circulated to Committee members	Clerk	ASAP

Summary of Historic Action Items			
Ref	Action	Responsibility	Time Line
	<b>Matters Arising from 19 February 2020</b> <u>Ref 6.2 - Student Surveys: Induction Early Experience Survey 2019-20</u> Head of Student Experience to look into whether Q10 can be reviewed.	Head of Student Experience	When available from UHI
	<b>Matters Arising from 19 February 2020</b> <u>Ref 9.1 – Safeguarding Policy</u> UHI Common Policy and Nursery local context to be added before publishing.	Principal	ASAP
	<b>Matters Arising from 06 May 2020</b> <u>Ref 8.2 – Balanced Scorecard</u> Sector benchmark rates and internal tolerance levels to be added	Clerk	October Board

## Minutes:

Item		Action
1.	<b>Welcome and Apologies</b>  The Chair welcomed everyone to the meeting and noted presence of Observers. 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 19 February 2020</b>  Committee noted re Item 9.2 that Vice Principal had been added to membership of Scholarship & Research Strategy.  Other than this addition, the minutes were approved as an accurate record.	
5.	<b>Matters Arising from Previous Minutes</b>	
	<b><u>Matters Arising from 19 February 2020</u></b>  <u>Ref 6.2 - Student Surveys: Induction Early Experience Survey 2019-20</u> <b>Action:</b> Head of Student Experience to look into whether Q10 can be reviewed.  <b>Action Update:</b> Same questions used across UHI Partnership therefore has to be reviewed at UHI level. Process under way, updates when available.  <u>Ref 9.1 - Safeguarding Policy</u> <b>Action:</b> Reviewed Policy be circulated to Committee members to allow Chair's Action to be progressed.	Head of Student Experience
	<b>Action Update:</b> UHI Common Policy and Nursery local context to be added before publishing.	Principal
	<b><u>Matters Arising from 06 May 2020</u></b>  <u>Ref 6.2 – Student Destinations</u> <b>Action:</b> Head of Student Experience to investigate percentage of the student population comprised the 94% who progressed internally and	

	<p>whether this was increasing or decreasing.</p> <p><b>Action Update:</b> Head of Student Experience reported that previous progression rates were in high-80's%</p> <p><u>Ref 8.2 – Balanced Scorecard</u></p> <p><b>Action:</b> Sector benchmark rates and internal tolerance levels to be added</p> <p><b>Action Update:</b> Project &amp; Planning Officer currently reviewing, to be discussed at next Board meeting.</p> <p><u>Ref 8.3 – Risk Register</u></p> <p><b>Action 1:</b> Risk Areas referencing student recruitment should be revised given likely impacts of COVID-19.</p> <p><b>Action Update:</b> Completed and submitted to July Board.</p> <p><b>Action 2:</b> Risk 8 be updated to include “active ongoing engagement with research organisations”.</p> <p><b>Action Update:</b> Completed and submitted to July Board.</p>	<p>Complete</p> <p>Clerk</p> <p>Complete</p> <p>Complete</p>
<b>6.</b>	<b>Student Experience</b>	
<b>6.1</b>	<p><b>HISA Perth Update</b></p> <p>HISA Perth President introduced Paper 2 and highlighted the main points for Committee, in particular amended arrangements for Freshers Week under COVID restrictions, with no face-to-face activities planned; liaison with PATs for induction sessions; and plans for online delivery of Class Rep Training.</p> <p>Board Member enquired as to next steps re Partnership Project. HISA Perth President advised that an action plan was being prepared which would then be discussed at Student Engagement Group before being tabled for approval at Engagement Committee.</p>	
<b>6.2</b>	<p><b>Student Surveys: National Student Survey</b></p> <p>Head of Student Experience presented Paper 3, noting that the timings of the survey had broadly coincided with COVID therefore responses were impacted (although response numbers were not significantly affected), and that the survey was conducted with final year HE students only.</p>	

	<p>Head of Student Experience highlighted the key outcomes for Committee:</p> <ul style="list-style-type: none"> <li>• UHI below both Scottish and UK averages</li> <li>• UHI response rate 72% from 80% previous year</li> <li>• Q27 (overall satisfaction) down 2.3% from previous year (although still within UHI's own benchmark)</li> <li>• Improvements were made in 12 of 27 question areas</li> </ul> <p>Additional Perth-focused analysis was being conducted and would be made available.</p> <p>Head of Student Experience advised that some deeper digging would be required at course level to assess impacts.</p> <p>Associate Principal outlined next steps for review, including sharing of good practice at CASE. Areas of review would be circulated to Committee.</p>	<p>Head of Student Experience</p> <p>Associate Principal</p>
<b>6.3</b>	<p><b>Postgraduate Taught Experience Survey</b></p> <p>Head of Student Experience presented findings from the PTES (Paper 4), noting that the survey took place online during lockdown, and highlighting that main outcomes:</p> <ul style="list-style-type: none"> <li>• Satisfaction rates drops to 85% from 89% (still above Scottish average)</li> <li>• 13th in sector (from 57 institutions)</li> <li>• Small sample size skews results somewhat – response rate was 14%</li> </ul> <p>Associate Principal noted that further analysis is required particularly in those area where a drop-off in satisfaction occurred, with a focus on those courses that Perth College has overall responsibility for.</p>	
<b>7</b>	<b>Curriculum</b>	
<b>7.1</b>	<p><b>Student Completion &amp; Progress - update</b></p> <p>Associate Principal provided a verbal update given ongoing COVID situation, noting that reporting on results was well behind schedule, for example approximately 300 FE students were currently defined as deferred, albeit towards latter end of Exam Boards processes.</p> <p>Associate Principal noted complicated issues regarding Foundation Apprenticeships due to workplace elements not being completed due to restrictions, which meant this element was not translating to a record of qualification achievement.</p>	

<p><b>7.2</b></p>	<p><b>SQA COVID Response</b></p> <p>Associate Principal provided Committee with a verbal update on current situation regarding SQA, noting that all changes relating to 2020 examinations had now been closed off and focus was on future years.</p> <p>Associate Principal advised that SQA were returning to unit-by-unit assessments, which will likely have an impact come Semester 2 re evidence of performance criteria. Options were being pursued with SQA.</p> <p>HISA Perth President asked about changes to mitigating circumstances processes due to COVID. Associate Principal noted that College modules were allowed to be carried forward, but a decision had still to be made by UHI re carrying additional units forward, and that it seemed unlikely that continuous deferrals will be allowed.</p> <p>HISA VPPE enquired about communications with students over changes. Associate Principal noted that academic staff were still lacking clarity on whether proposed changes were final agreements, eg SQA are stating no change, but this may move due to ongoing lobbying. Communications will be sorted as soon as position is clarified.</p>	
<p><b>7.3</b></p>	<p><b>Student Recruitment Update</b></p> <p>Head of Student Experience provided an outline of current student recruitment numbers, noting that definitive numbers were not available at this stage.</p> <p>HE students were undergoing induction this week, so confirmed numbers will be available soon.</p> <p>COVID delayed the FE start date with a revised induction dates w/c 7<sup>th</sup> September. Indications are that overall student numbers are likely to have fallen, but not by as much as expected.</p> <p>Head of Student Experience advised that SFC is looking at provision of support for short-term courses, so additional opportunities may arise in this area, however the challenge will be to free up staff resources.</p>	
<p><b>7.4</b></p>	<p><b>COVID Restart Planning</b></p> <p>Associate Principal summarised preparations for the restart of teaching, noting that all changes had been fully risk assessed, with staff undertaking return to work questionnaires and high risk staff not being approved to return to campus.</p>	



	<p>Registration processes will be in place onsite, linked to government trace and protect systems, and face coverings will be required.</p> <p>Isolation rooms have been created on campus, and other measures put in place to promote social distancing, such as free parking and one-way systems.</p> <p>HISA VPPEE asked how the College would monitor numbers of students on campus each day. Associate Principal noted that measures were in place to ensure key staff have all the required data and induction times were being staggered to limit numbers.</p> <p>Board Member enquired as to how the College is monitoring those who have left campus. Associate Principal advised that an entry and exit system using QR codes for each building was in use.</p>	
<b>7.5</b>	<p><b>Operational Planning update</b></p> <p>Associate Principal advised that Operational Planning processes had proceeded online with regards to staffing, budget and capital requirements, with additional budgetary meetings arranged as required.</p> <p>A transition survey had been conducted with academic teams, MIS and student support staff to gain feedback from students re issues of digital poverty. Around 2,000 student had responded, resulting in around 600 notifying issues accessing equipment and/or broadband.</p> <p>Principal noted that £5m of Scottish Government funding had been made available, which would translate as only 50 laptops for Perth College against the figure of 600 affected students, therefore there is a budgetary challenge. A Development Trust campaign had raised another £8k, which had been utilised for RUK and International students not included in the government funding.</p>	
<b>7.6</b>	<p><b>Financial Impact of COVID &amp; Future Implications</b></p> <p>Vice Principal advised Committee that the Budget prepared for the Board meeting in June projects a deficit of £1.9m, assuming no penalties would be applied for under-recruitment of student numbers.</p> <p>Certain mitigating options had been agreed by Board, and work continues with national bodies around additional funding areas, including potential focus on micro-businesses and increase in Workforce Development Funding for colleges, however there is clearly a challenge across the sector.</p>	

<b>8</b>	<b>Performance Monitoring</b>	
<b>8.1</b>	<b>Risk Register – Academic Affairs</b>  Clerk presented Paper 5 for review by Committee. The following amendments were agreed: <ul style="list-style-type: none"> <li>• Risk 8 – Committee Member noted that REF had been delayed – announcements were expected late 2021, therefore funding likely to feed through in 2022. Risk to be updated to reflect this.</li> <li>• Risk 10 – Reference to Partnership Agreement to be amended to Partnership Project.</li> <li>• Risk 10 – Mitigations to note involvement of Student Experience Committee.</li> </ul>	Clerk  Clerk  Clerk
<b>9</b>	<b>Policies &amp; Procedures</b>	
<b>9.1</b>	<b>Addressing Racism</b>  Board Member presented Item 9.1, noting that a brief for the proposed Short Life Working Group (SLWG) had been drafted, a discussion with Principal and HISA Perth President was still to take place before issuing.  Board Member briefed Committee on the processes and approximate timescales for the SLWG, with an Action Plan due to be presented to the December Board meeting. Membership and meeting dates of the SLWG was still tbc.  Following agreement at Engagement Committee, the proposals would also be tabled at the next meeting of EDIT Committee on 17 September for their involvement.  The brief would be circulated to Committee members once completed.	          Clerk
<b>10</b>	<b>Date of Next meeting</b>  Wednesday 11 November 2020 @ 2:30pm	
<b>11</b>	<b>Review of Meeting</b>  The Committee agreed the meeting had covered its Terms of Reference.	

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

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

### **Status of Minutes – Open ☒**

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

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

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

<b>Committee</b>	Academic Affairs Committee
<b>Subject</b>	HISA Perth – Plan of Work 2020-21
<b>Date of Committee meeting</b>	11/11/2020
<b>Author</b>	HISA Perth
<b>Date paper prepared</b>	03.11/2020
<b>Executive summary of the paper</b>	<p>This paper provides an abridged version of team and operational objectives for HISA Perth during academic year 2020/21, focusing on learning and teaching.</p> <p>A full version of the Plan of Work is regularly updated at Engagement Committee and the Board of Management.</p>

## Perth College UHI

<b>Consultation</b> How has consultation with partners been carried out?	n/a
<b>Action requested</b>	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	<del>Yes</del> /No
<b>Risk implications</b> (If yes, please provide details)	<del>Yes</del> /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>	n/a
<u><b>Equality and diversity</b></u> Yes/ No If yes, please give details:	<del>Yes</del> / No

## Perth College UHI

<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)?	<del>Yes</del> / No If yes, please give details: Click or tap here to enter text.
<b><u>Data Protection</u></b> Does this activity/ proposal require a Data Protection Impact Assessment?	<del>Yes</del> /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?	<del>Yes</del> /No

\* 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 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 Plan of Work 2020-2021 – Update for Academic Affairs

### Introduction

Below is an abridged version of the team and operational objectives for HISA Perth during academic year 2020/21 that focus on learning and teaching.

A full version of the Plan of Work is shared and regularly updated on at Engagement Committee and Board of Management.

<b>Individual Objectives – Vice President Education and Engagement</b>							
<b>Workstream</b>	<b>Output</b>	<b>Dates</b>	<b>Impact on Students</b>	<b>Indicator</b>	<b>Target</b>	<b>To Date</b>	<b>Notes</b>
<b>Virtual Learning Environments</b>	Support for students in using VLEs	Sept-Feb	Students have the resources necessary to successfully engage with their studies	Support resources created and shared with students	1	1	Brightspace support drop – in sessions and support for new equipment such as laptops from the college shared via email
				Face to face support provided to students face to face and online	1	8	Face to face drop ins on Tuesdays and Thursdays in Webster IT Suite - commenced 15 <sup>th</sup> Sept. In discussions re online support
				Number of students accessing support	100	63	Students attending face to face in September and October
	VLE subject audit	Sept-June		Class reps identifying issues with their subject VLE	1		Will be taken to first SRC

				Feedback passed onto relevant departments and subject leaders	1		
<b>Engaging with HISA Perth</b>	Promotion of engagement with HISA	Sept-June	Students will develop new skills and have wider opportunities for development outwith their course	Opportunities shared to class reps through SRC to share with fellow students	1		Will be taken to first SRC
				Promotional campaign showing different ways to engage with HISA	1		Date tbc Information shared during Freshers and on website
				Number of students engaging with HISA Perth (excluding class reps)	10	2	2 contacted about setting up and club/society
	Increasing opportunities for engagement	Sept-June	Identify meetings and committees that students can attend/help make decisions	1			
			Training and support given to these students	1			
			Number of students attending meetings and committees	10			
	Closing the feedback look	Sept-June	Promotional campaign on how change is made/what is done with their feedback	1		Date tbc	
			Creation of space online and on campus updating students on changes being made/in progress	1			
<b>Working and studying online</b>	Supporting students	Sept-June	Students can successfully engage in online learning	Promotional campaign sharing tips on studying and working from home	1		
				Number of students sharing tips	20		
<b>Opportunities for student engagement</b>	Working in partnership with students	Sept-June	More opportunities to improve the student experience and	Identify sectors/subject areas that have engagement elements to their course	1		Once class rep training has been complete this can begin to be implemented to the class reps to



			affect positive change				feedback to and from the students.
				Project with students on improving engagement with HISA Perth	1		
	Regular opportunities for feedback	Sept-June		Regular feedback captured from students online	1		Informal feedback gathered via social media
				Regular feedback opportunities shared on HISA Perth platforms	1		
<b>Links to HISA Strategic Plan 2020-2023</b>  1.2 UHI will be recognised for the quality of its students' experience and for their achievement.  2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representative system region wide that takes into account all learning modes and demographics  4.3 To develop employability prospects for all students  7.1 All members know who HISA are, the opportunities, and services it offers and how HISA can help them 7.2 Members know their role in HISA and feel like they have a stake in their community 7.3 Members are aware of the causes and consequences of student issues and problems							

### Team Objectives

Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
<b>Class Reps</b>	Recruitment of reps	Oct 20	Student experience is improved through change suggested and led by students	Increase in number of courses having at least one class representative	60%		Currently at 200 reps. Working in partnership with Quality to identify gaps and support PATS in recruitment.

							Calculating expected number of reps
	Class Rep Training	June 21		Design and deliver class rep training in partnership with Quality Team	5	2	Training adapted to being completely online Training held 22/10 & 29/11 Rest throughout November split by sector/subjects
				Increase number of class reps being trained	68%	13.27%	2 training session held – 30 reps trained (percentage based on current reps had)
	SRC Meetings	June 21		Review format of SRC meetings	1		2 meetings to be held to increase student participation/attendance in Semester 1
				Regular meetings to be held	6		First meeting to be held 11 and 12 November

### Operational Plan

Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
<b>ESES</b>	Improve participation	Oct 20	Changes are made to the early student experience based on student feedback	More students take part in ESES	54%		Opened 19/10, promoting on HISA Perth channels
	Improve score	Oct 20		Increase in awareness of HISA from 2019-2020	86%		
<b>Elections</b>	Local positions filled	Feb 20	Effective student representation decided by students for students	All HISA Perth positions to have a candidate	3 (per position)		
	Turnout	Mar 20		Increase on voter turnout from 2019-2020	9%		
	Number of candidates	Feb 20		Increase in number of candidates	13		
<b>National Student Survey</b>	Improve participation	June 21	Student experience improved for HE students	More students take part in NSS	80%		
	Improve score	June 21		Increase Q26 score from 2019-2020	53%		
<b>SSES</b>	Improve participation	March 21	Changes are made to the overall student experience based on student feedback	More students take part in SSES	46%		
	Improve score	March 21		Increase in HISA Perth specific questions from previous year	84%		
<b>OBI Awards</b>	Review nominations process	Jan 21	Best practice of staff and students is shared to all at Perth College UHI	Nominations process reviewed and made easier to understand	1		
	Review Nomination Form	Jan 21		Nomination form updated and made easier to navigate	1		

	Nominations from every sector	Mar 21		Each sector area has nominations in every category	1		
	Nomination numbers	Mar 21		Increase in nomination numbers in 2019-2020	200		
	Celebration of awards	May 21		Awards ceremony takes place	1		
				Wider promotion of winners	1		
<b>HISA awards</b>	Nominations numbers	June 21	Best practice of staff and students is shared to all at Perth College UHI	Increase in nomination numbers in 2019-2020	50		
<b>Casework</b>	Student queries	June 21	Students will receive impartial advice and support	Monitoring and recording of casework queries	1		Casework procedure currently being finalised by HISA
				Promotion of HISA Perth as support for conduct/disciplinary cases	1		Promotion during inductions. Promotional plan being developed
<b>Link to HISA Strategic Plan 2020-2023</b>	<p>1.2 UHI will be recognised for the quality of its students’ experience and for their achievement</p> <p>2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representative system region wide that takes into account all learning modes and demographics</p> <p>2.2 HISA digital democracy will be sector leading, accessible to all its members and have real impact</p> <p>2.4 HISA’s officer structure will be advanced, effective and reflect the needs of its students, UHI and the Partners</p> <p>3.1 HISA becomes the place that students and academics alike recognise as providing independent appropriate and quality support advice on academic and welfare issues</p> <p>3.3 Throughout UHI, officers, volunteers and representatives will work in partnership with academics and the wider staff community to solve</p>						

	problems and provide an evidence base to drive policy change 6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community
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## Perth College UHI

Paper No. 3

<b>Committee</b>	Academic Affairs Committee
<b>Subject</b>	National Student Survey 2020
<b>Date of Committee meeting</b>	11/11/2020
<b>Author</b>	Jessica Borley, Quality Manager
<b>Date paper prepared</b>	30/10/2020
<b>Executive summary of the paper</b>	<p>The NSS is open between January – April and so although it was kept open through lockdown it was not felt to have been greatly compromised by this.</p> <p>The following Executive Summary has been produced for Perth College results:</p> <ul style="list-style-type: none"> <li>• Overall satisfaction decreased by 4% from 2019 results to 81%, this continues the downward trajectory of overall satisfaction over the last 3 years having been 88% in 2018.</li> <li>• Scores for the college have increased for 8 of the 27 questions within the survey</li> <li>• The college is performing above the UHI level in the following question scales: Assessment and Feedback, Academic Support, Organisation and Management, Student Voice.</li> </ul> <p>The presented report provides analysis using, where possible, trend data for those programmes where data was made available by Ipsos Mori.</p>
<b>Consultation</b> How has consultation with partners been carried out?	National survey administered by Ipsos Mori
<b>Action requested</b>	<input checked="" type="checkbox"/> For information only <input 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)	<b>Yes/ No</b>
<b>Risk implications</b> (If yes, please provide details)	<b>Yes/ No</b> 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>	Student experience / National Student Survey
<u><b>Equality and diversity</b></u> Yes/ No If yes, please give details:	<b>Yes/ No</b> Demographical information is available on request from UHI
<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)?	<b>Yes/ No</b> If yes, please give details: Click or tap here to enter text.

## Perth College UHI

<p><b><u>Data Protection</u></b></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><b>Status</b> (e.g. confidential/non confidential)</p>	<p>Non Confidential</p>
<p><b>Freedom of information</b></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.

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] NSS data analysed to this level is not published	<input checked="" type="checkbox"/>

For how long must the paper be withheld? forever

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)



# National Student Survey Perth College UHI Overview Report 2020

*Survey administered by Ipsis Mori*

## 1. Executive Summary

The NSS is open between January – April each year and although this touched upon the first month of the COVID-19 pandemic lockdown it is not felt to have been greatly compromised by this.

We had more students engage in the survey this year (213) which is a positive trajectory over the past 3 years (2019: 219, 2018:196). Of the 50 HE programmes, only 11 programmes had 10 or more students and were able to be included in the survey, of those only 6 had response levels of 10 or higher that could be published and data made available to UHI.

The overall satisfaction decreased by 4% from 2019 results to 81%, this continues the downward trajectory of overall satisfaction over the last 3 years, having been 88% in 2018. The current College satisfaction is 1% lower than UHI overall satisfaction rate of 82%.

The satisfaction scores for the college have however increased for 8 of the 27 questions within the survey, and for 3 of the sections overall: Learning Community, Student Voice, and HISA awareness.

Further evaluation of will be completed at a programme level by UHI and relevant action planning taken forward by the team to report back to an NSS action group consisting of the UHI Dean of Faculty, UHI Subject Network Leader, PC Sector Development Director, Perth College Sector Manager and Perth College Quality Manager.

## 2. Results Overview

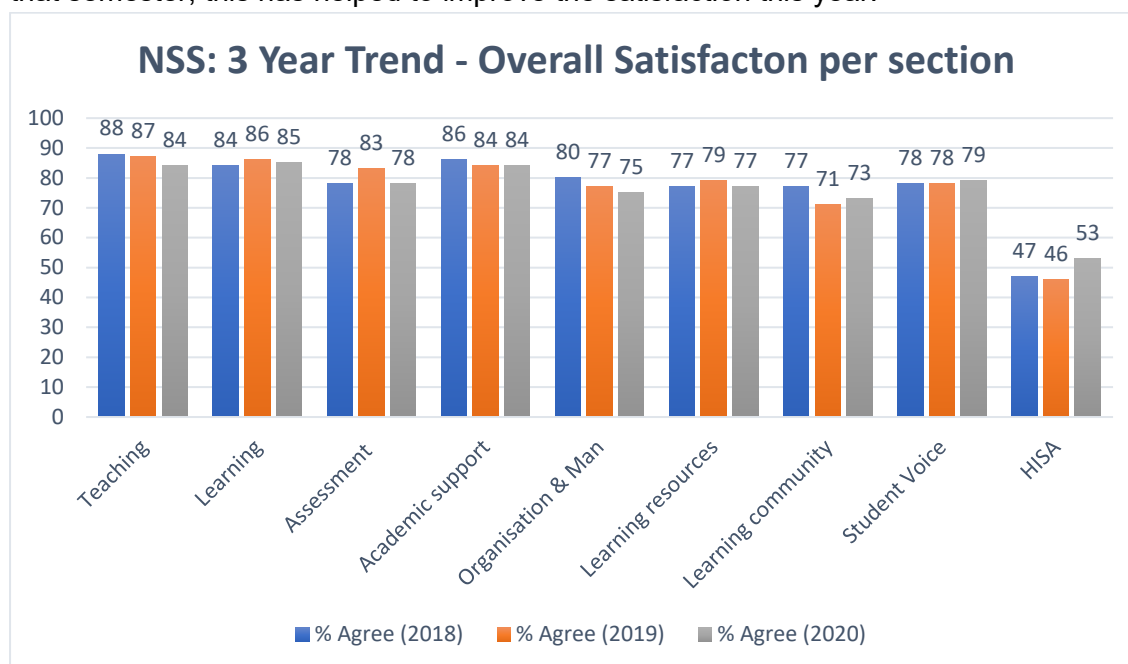
Of the 50 Higher Education courses delivered by Perth College UHI only 11 could be included in the NSS survey as the others had lower than 10 students registered. Ipsos Mori unfortunately only release data for analysis where a response of 10+ has been received. Only 6 programmes had sufficient numbers to provide a published response for us to analyse locally. Appendix A provides a full list of the programmes and total number of students registered.

An action is being taken forward to include programmes with less than 10 students within the College's own Student Satisfaction and Experience Survey rather than the NSS to ensure the student voice is gathered from all programmes of study.

## 3. College Overall Satisfaction

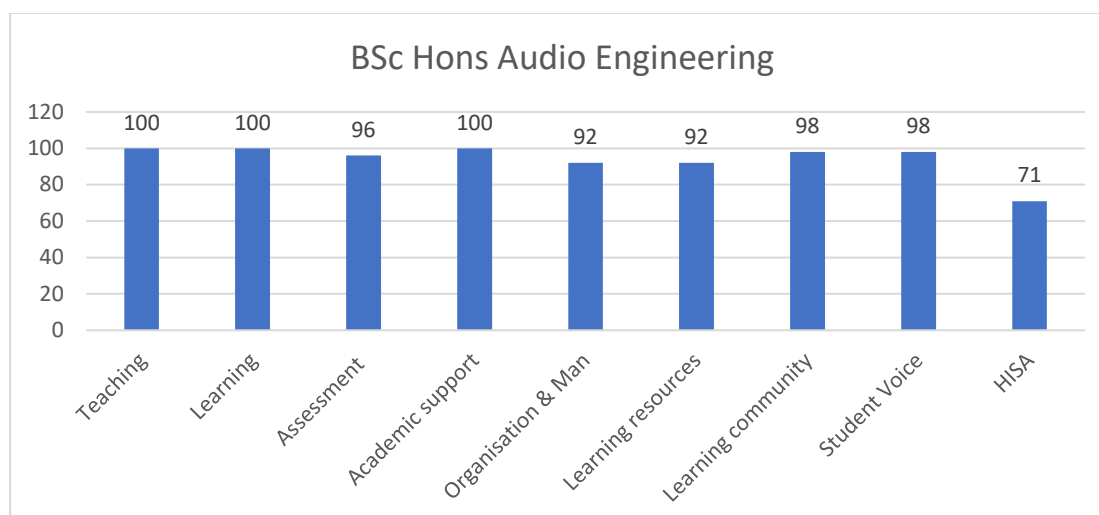
The following graphs provide a 3-year trend of overall satisfaction for each section. These figures are taken from all students that responded, including where an overall programme figure was less than 10 students. The question relating to a student's awareness of HISA has been continuously low over the past three years but HISA Perth undertook a lot of work in Semester 1 of 2019-20 to raise awareness by visiting a large number of classes during

induction and in keeping in touch with class reps and engaging students in events throughout that semester, this has helped to improve the satisfaction this year.

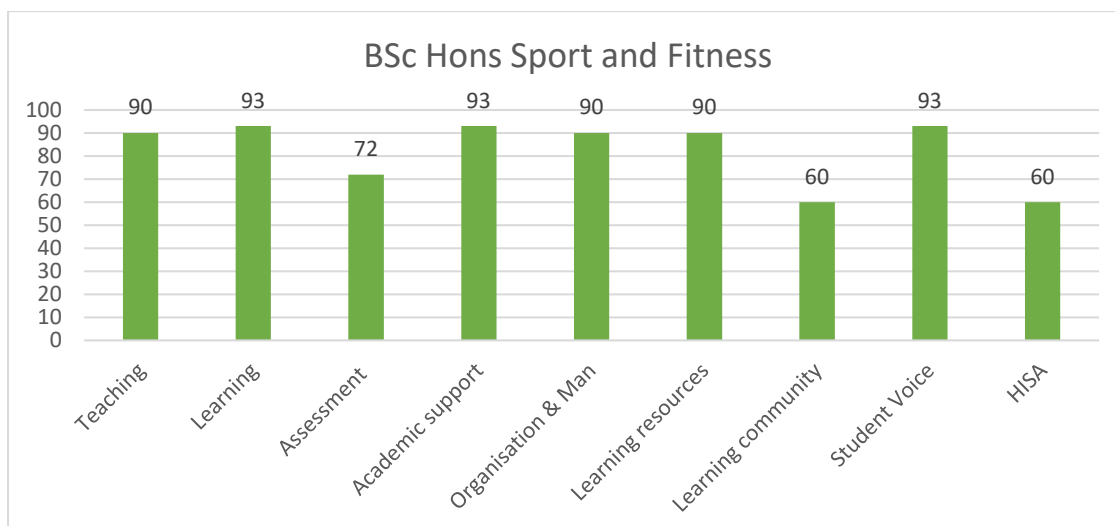


#### 4. Programme Satisfaction

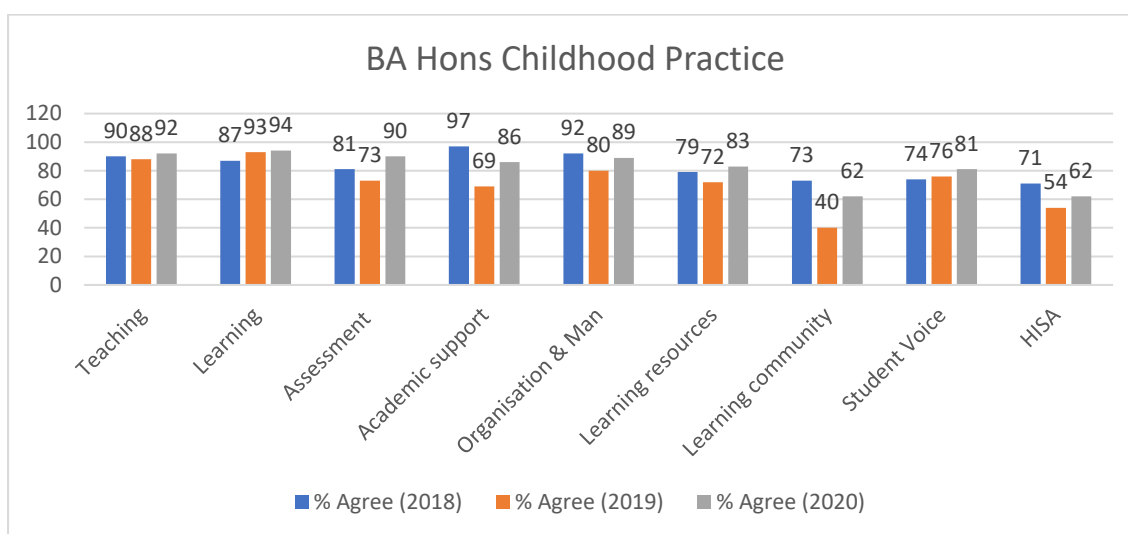
4.1 Results for BSc Hons Audio Engineering, the data is only available for this year but show an excellent satisfaction level overall.



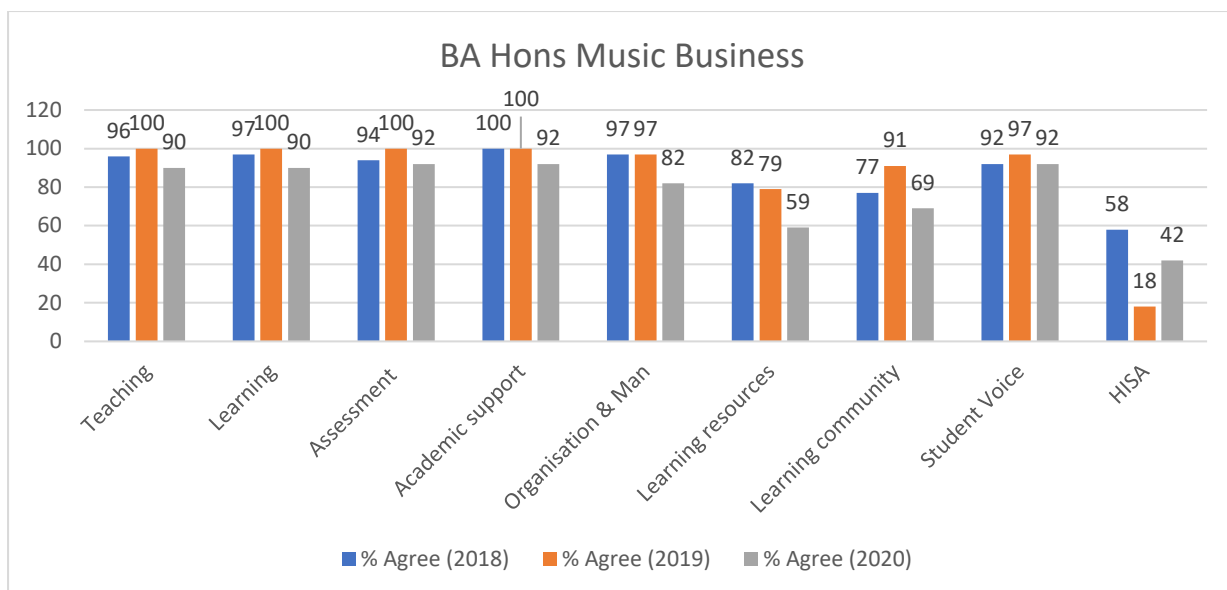
4.2 BSc Hons Sport and Fitness results are only available for this year. Overall for 6 of the sections there is an excellent satisfaction level. The sections for Assessment and Feedback and Learning Community however are below the College and UHI averages and the team will be evaluating upon these and action planning throughout the year to improve the student experience in these areas. It is notable that although not a high % the student satisfaction of HISA was above the College average.



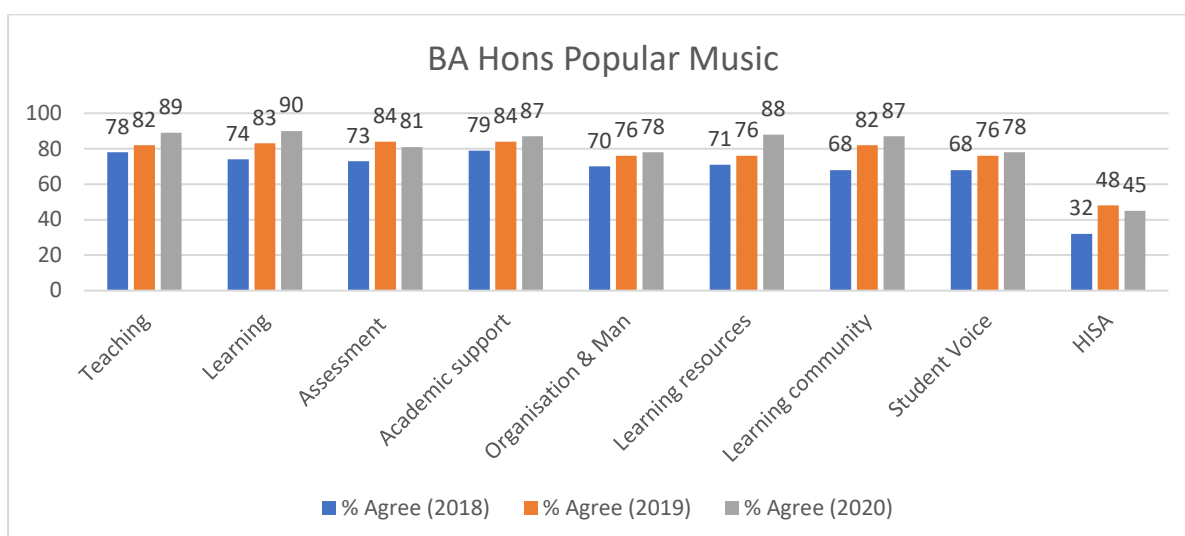
4.3 A 3-year trend for BA Hons Childhood Practice shows that the programme had disappointing results in 2019. The Team evaluated this and action planned to improve the student experience. It can be seen that this work paid off as there has been an overall increase in results this year. Student satisfaction of their feeling part of a learning community and awareness of HISA needs further work to continue the upward trajectory and the team are working with the student group, through the class reps to understand the issues associate with these areas.



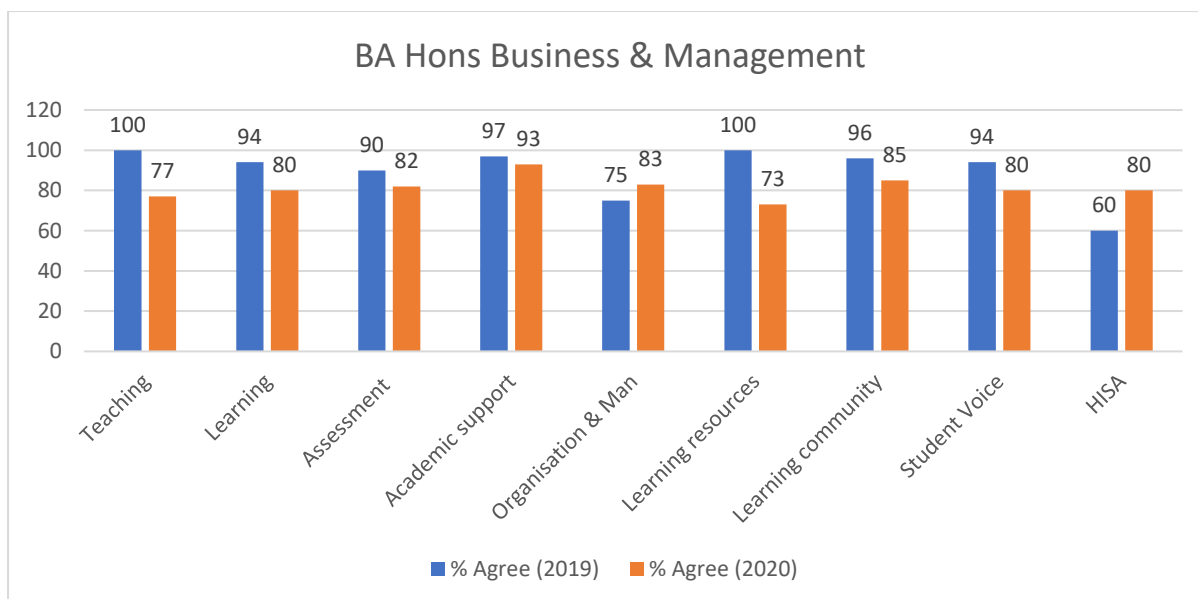
4.4 A 3-year trend for overall satisfaction for BA Hons Music Business shows a decline in satisfaction last year. For the first 3 section averages this can be viewed not decreasing dramatically, however for Organisation and Management, Learning Resources and Learning Community sections the drop is worryingly large. The increase of 24% for the awareness of HISA can be related directly back to the HISA Perth Officers working with the team to promote awareness to the students. The team will be evaluating across all sections but particularly action planning to improve student satisfaction for the 3 areas noted above.



4.5 The trend analysis for BA Hons Popular Music shows that there has been an overall increase in results for all sections, except for the student awareness of HISA which remains significantly low with results falling well below the College average and decreasing slightly from last years' increase. The team will be evaluating all sections and action planning to maintain and improve upon the overall satisfaction of all sections.



4.6 There was only data available for 2 years for the BA Hons Business and Management. The data shows that there has been a reduction across all areas, except Organisation and Management. The team will be evaluating this area as part of their action planning.



## 5. Forward Action Planning

5.1 Teams will evaluate the survey outcomes and action plan to improve the student experience, where relevant. In particular HISA Perth will work with PATs and class reps where the data identifies low awareness of the student association.

5.2 Quality Department will include those course with numbers <10 in the SSES to ensure the student voice is gathered.

# National Student Survey Perth College UHI Overview Report 2020

## Appendix A: NSS Question Set

NSS Question Set
<b>The teaching on my course</b>
1. Staff are good at explaining things.
2. Staff have made the subject interesting.
3. The course is intellectually stimulating.
4. My course has challenged me to achieve my best work.
<b>Learning opportunities</b>
5. My course has provided me with opportunities to explore ideas or concepts in depth.
6. My course has provided me with opportunities to bring information and ideas together from different topics.
7. My course has provided me with opportunities to apply what I have learnt.
<b>Assessment and feedback</b>
8. The criteria used in marking have been clear in advance.
9. Marking and assessment has been fair.
10. Feedback on my work has been timely.
11. I have received helpful comments on my work.
<b>Academic support</b>
12. I have been able to contact staff when I needed to.
13. I have received sufficient advice and guidance in relation to my course.
14. Good advice was available when I needed to make study choices on my course.
<b>Organisation and management</b>
15. The course is well organised and running smoothly.
16. The timetable works efficiently for me.
17. Any changes in the course or teaching have been communicated effectively.
<b>Learning resources</b>
18. The IT resources and facilities provided have supported my learning well.
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.
<b>Learning community</b>
21. I feel part of a community of staff and students.
22. I have had the right opportunities to work with other students as part of my course.
<b>Student Voice</b>
23. I have had the right opportunities to provide feedback on my course.
24. Staff value students' views and opinions about the course.
25. It is clear how students' feedback on the course has been acted on.
<b>The students' union (association or guild) effectively represents students' academic interests.</b>
26. The students' union (association or guild) effectively represents students' academic interests.
27. Overall, I am satisfied with the quality of the course.

## **APPENDIX A: HE PROGRAMMES DELIVERED IN 2019-20**

### **PROGRAMMES WITH 10+ STUDENTS, INCLUDED IN SURVEY**

Popular Music  
Audio Engineering BScH  
Music Business / BAH  
Business and Management BA (Hons)  
Person-Centred Counselling and Psychotherapy / DHE  
Sociology and Criminology BAH  
Sport and Fitness BSH  
Visual Communication and Design / BAH  
Aircraft Engineering  
Child & Youth Studies  
Computing BSH

### **PROGRAMMES WITH LESS THAN 10 STUDENTS, NOT INCLUDED IN SURVEY**

Business  
Accounting and Finance / BAH  
Childhood Practice / BAH  
Contemporary Art and Contextualised Practice BAH  
History BAH  
Visual Communication HND  
Applied Science / BScH  
Coaching and Developing Sport / HND  
Hospitality Management / BAH  
Literature BA (Hons)  
Sports Therapy HND  
Archaeology BAH  
Beauty Therapy  
Computer Science / HND  
Engineering Systems HND  
Mechanical Engineering BEng  
Social Sciences BA (Hons)  
Accounting  
Administration and Information Technology  
Archaeology and Environmental Studies BScH  
Electrical and Electronic Engineering BEng  
Hospitality Management  
Professional Cookery HND  
History and Archaeology BAH  
History and Politics BAH  
Musical Theatre HND  
Philosophy, Politics and Economics / BAH  
Psychology / BScHons  
Technical Theatre and Production Arts / HND  
Business and Management (with HR Management) BA (Hons)

Computing (Software) BSH  
Contemporary Art Practice / HND  
Energy Engineering BEngH  
Health and Social Studies  
History and Literature BAH  
Psychological Studies / BScHons  
Scottish History BAH  
Sociology and Politics BAH

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Sports Management / BAH



## Perth College UHI

Paper No. 4

<b>Committee</b>	Academic Affairs Committee
<b>Subject</b>	Digital Poverty
<b>Date of Committee meeting</b>	11/11/2020
<b>Author</b>	Catherine Etri, Associate Principal
<b>Date paper prepared</b>	21/10/2020
<b>Executive summary of the paper</b>	This paper provides a summary of Perth College's response to meeting the needs of students experiencing Digital Poverty.
<b>Consultation</b> How has consultation with partners been carried out?	N/A
<b>Action requested</b>	<input checked="" type="checkbox"/> For information <input 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? Permanently

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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)

## **Perth College response to meeting the needs of students experiencing Digital Poverty**

Discussion took place at academic curriculum meetings within Perth College UHI in late May 2020 about student transitions and student needs in the light of COVID-19. This was in anticipation of what student IT requirements would potentially look like for the academic year 2020-21. After facing a variety of IT issues in the spring of 2020, we acknowledged that we are likely to find ourselves supporting more students than ever before in the future. To find ways to overcome this unprecedented challenge a SLWG was formed to take this discussion forward.

Members of the group from curriculum and student services that dealt directly with students and the learning experience came together to share insights and reflections on how best to anticipate the landscape of the demands students could make on college IT resources in 2020-21. The group met and together designed, implemented and analysed a survey that would collect information from prospective students who had accepted a place on their chosen course.

The initial decision to contact these individuals by telephone proved less successful than expected and a move to sending out an online survey carried out. The response was immediate and effective for garnering relevant data.

On analysing the data, the expected requirement was beyond the capacity of the college to manage the IT demands on both laptops and equipment to assist in accessing the internet. The Senior Management Team agreed to the purchase of equipment to manage the anticipated demand and processes were developed and put in place to administer the preparation and distribution of the resources to the students. A simple yet effective set of criterion ensured the identification and selection of the most vulnerable students to receive the first batches of laptops. Equitably distributed between the four curriculum directorates.

In carrying out this project, we acknowledged that most students' progress hinged on the distribution of resources for a blended learning approach to curriculum delivery.

We encountered several hurdles to achieving our goals not least in the challenge of collecting and analysing survey data however, the group expertise overcame those barriers and the information gained shared in order to shape the support offered to students. We can now provide evidence to other interested parties as to the value of the project and its effect on the learning experience of the student community. In doing so we have recognised the importance of effective transitions into college as well as those progressing onto new levels of study.

**758 students were identified on the Digital Poverty Survey who require access to ICT. The College will also require to make an allowance for the students who were unable to complete the survey due to lack of digital access, as well as a number of students who will join the College in January 2021 who may have limited or no access to digital equipment or connectivity.**

### Breakdown of actions:

136	HP student laptops purchased from OP Planning requests
80	HP student laptops purchased from budget allocated for desktop and laptop replacements in ICT Op Planning Request
500	HP student laptops purchased in line with Digital Poverty Survey
<b>716</b>	Available for distribution
50	HP student laptops on order from UHI Scot Gov funding (not yet received)
<b>766</b>	<b>HP student laptop devices procured in total by end of 2020</b>
30	<b>Mi-Fi wireless broadband devices and SIM cards</b> have been purchased to provide students with online access

The Scottish Gov devices funded through UHI, will hopefully be with us by the end of November. This is extremely late in terms of student start dates in September and the College has therefore had to invest in this equipment directly to ensure that students can access classes and complete assessments.

In addition, 30 students identified in their response to the survey that they had no access to wifi (mainly those from rural areas of Perthshire).

The College has also submitted an application to Connecting Scotland for 311 mobile devices for specific student groups in need of access to equipment and broadband connectivity. These are broken down as follows:

- Families with children (including pregnant women): 135
- Care leavers: 98
- Other vulnerable people: 78

A decision on whether this application has been approved will be known by early November 2020. This award will enable a device to be issued to those students with no requirement to return these devices. This will allow the College owned mobile devices to be distributed to a wider group of students.

The College's Development Trust has raised £11,000 funds to support student hardship and some of these donations have focussed specifically to address digital poverty. Further funding is being targeted which may assist in offsetting some of the investment that the College has required to make in this area.

The College WEEE Centre which recycles computers and mobile devices for sale to students at a lower price has also allocated all its available equipment to students managed through this central process. Work to refurbish older equipment for student's use continues with the WEEE Centre Co-ordinator working directly with the ICT Team to maximise the resources dedicated to this activity.

<b>Committee</b>	Academic Affairs Committee
<b>Subject</b>	Risk Review – Academic Affairs Committee
<b>Date of Committee meeting</b>	11/11/2020
<b>Author</b>	Ian McCartney, Clerk to the Board of Management
<b>Date paper prepared</b>	04/11/2020
<b>Executive summary of the paper</b>	<p><b>Board of Management agreed at the meeting of 08 October 2020 that each sub-Committee closely consider the Risk scores allocated within the Risk Register.</b></p> <p>This paper provides 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 Engagement Committee</li> </ul> <p>All new updates within the document have been highlighted in <b>red</b>. Items in individual Risk Areas linked to COVID-19 are highlighted in <b>blue</b>.</p> <p>There have been minor amendments/additions to actions in Risk References 2, 6, 8, 10, 11, 19 &amp; 20.</p> <p>Following discussion at F&amp;GP and Audit Committees and input from Internal and External Auditors, Risk 27 (re Deferred Income) has been <b>removed</b> from the Register.</p>
<b>Consultation</b> How has consultation with partners been carried out?	<p>Members of SMT have ownership of the risks within the register and have been consulted on Committee allocation.</p> <p>SMT and Clerk have reviewed the Register in line with request of the Board of Management October 2020.</p>

## Perth College UHI

<b>Action requested</b>	<input checked="" type="checkbox"/> For information <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)	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.
<u><b>Equality and diversity</b></u> Yes/ No If yes, please give details:	No
<u><b>Data Protection</b></u> Does this activity/ proposal require a Data Protection Impact Assessment?	No
<b>Status</b> (e.g. confidential/non confidential)	Non-Confidential

**Perth College UHI**

<b>Freedom of information</b> Can this paper be included in “open” business?*	Open Business
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## Perth College UHI

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

Its disclosure would substantially prejudice a programme of research	<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.

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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: November 2020**

CURRENT ACTION PLAN

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	Actions to minimise risk TO DO	Action Owner	Completion Date
2 *	Active	Working in partnership to meet the needs of our local economy and beyond.	<p>Non-achievement of numbers.</p> <p>Low allocation of funded Student Numbers from the region.</p> <p>Adverse impact of Regional funding and allocation</p> <p>Low allocation of funded student numbers from the region</p> <p><b>Academic Affairs</b></p>	<ul style="list-style-type: none"> <li>• Lack of marketing focus</li> <li>• Intra regional competition</li> <li>• Curriculum offered does not meet demand</li> <li>• Slow conversion of application to acceptance</li> <li>• Impact of school profile and jobs market</li> <li>• Likely impacts of Brexit, <b>eg ESIF, reduction in FTE funding</b></li> </ul> <p><b>COVID-19</b></p>	<ul style="list-style-type: none"> <li>• Financial.</li> <li>• Reputation.</li> <li>• National appetite for increased funded numbers.</li> <li>• Reduction in EU students.</li> </ul> <p><b>Lack of clarity re student progression</b></p>	Depute Principal Academic/ Vice Principal External/ Associate Principal	4	4	16	<ul style="list-style-type: none"> <li>• <del>Review curriculum to ensure it is up to date and fit for purpose and relevant for the identified market</del> Curriculum Review completed.</li> <li>• Maintaining engagement with applicants.</li> <li>• Well informed with strong/robust evidence/business case for local demand.</li> <li>• Strong representation on PPF for FE and HE and on the Regional <del>FE</del> Strategy-Committee.</li> <li>• Clear understanding and management of criteria within the ROA.</li> <li>• Endorsement of Community Planning Partnership.</li> <li>• Liaise with adjoining regions, colleges and providers for out of region provision.</li> <li>• Strategic discussions with PKC Education Department on Schools/College volume.</li> <li>• Ensure student numbers align to strategic plans.</li> <li>• <del>Identify courses with highest EU student cohorts.</del> (moved to Current Action)</li> <li>• Effective marketing plan in place.</li> <li>• Student Number Planning using more robust data</li> <li>• EREP Action Plan Implementation – <b>in suspension due to COVID</b></li> </ul>	16	↔	<ul style="list-style-type: none"> <li>• Revised Marketing Strategy</li> <li>• Curriculum Review - completed</li> <li>• Involvement with Tay Cities Deal</li> <li>• Implementation of effective messaging system</li> <li>• Identify courses with highest EU student cohorts.</li> <li>• Learner Journey Strategic Group implementation</li> </ul>	<p>Depute Principal Academic/ Vice Principal External</p> <p>Vice Principal External</p> <p>Associate Principal</p> <p>Associate Principal</p> <p>Associate Principal</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Dec 20</p> <p>Dec 20</p> <p>Dec 20</p>

[illegible]

[illegible]

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	Actions to minimise risk TO DO	Action Owner	Completion Date
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.  <b>COVID-19</b>	Reduction of 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.  <b>Financial impact of reduced student numbers</b>	Depute Principal Academic/ Associate Principal	5	4	20	<ul style="list-style-type: none"> <li>Review curriculum to ensure robust and up to date <b>complete</b></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>	20  (5,4)	↔	<ul style="list-style-type: none"> <li>Implementation of Curriculum Review</li> <li><b>UHI Curriculum Review</b></li> </ul>	Depute Principal Academic  <b>UHI</b>	<b>Ongoing Complete</b>  March 2021
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.  <b>COVID-19</b>	Reduction of 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.  <b>Financial impact of reduced student numbers</b>  <b>Potential for specific courses to be paused/ Discontinued</b>	Depute Principal Academic/ Associate Principal	5	4	20	<ul style="list-style-type: none"> <li>Review curriculum to ensure robust and up to date <b>complete</b></li> <li>Develop external partnerships with schools. DYW and employers – <b>Associate Principal sits on DYW Strategy Group.</b></li> <li>Plan, monitor and review student numbers/applications.</li> </ul>	20  (5,4)	↔	<ul style="list-style-type: none"> <li>Implementation of Curriculum Review</li> <li><b>Continue progress made with partnerships developed through Learner Journey Strategy Group</b></li> <li><b>Focus marketing activities on p/t FE courses</b></li> <li><b>Ensure curriculum meets demand linked to increased unemployment rates</b></li> </ul>	Depute Principal Academic  <b>Associate Principal</b>	<b>Ongoing Complete</b>  Ongoing  Jan 2021  Jan 2021

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.

<b>Committee</b>	Academic Affairs Committee
<b>Subject</b>	Balanced Scorecard
<b>Date of Committee meeting</b>	11/11/2020
<b>Author</b>	Kirsty Campbell, Project & Planning Officer
<b>Date paper prepared</b>	03/11/2020
<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 4 years.</p> <p><b>The following additions have been made for 2019/20 in response to the recommendations made to the College by the External Auditors that metrics should be provided:</b></p> <p><b>Part One</b></p> <ul style="list-style-type: none"> <li>A column has been added to the master table giving the metrics for 2019/20</li> </ul> <p><b>Part 2</b></p> <ul style="list-style-type: none"> <li>The 2019/20 and 2018/19 metrics have been given, indicated by 'Actual 2019/20' and Actual 2018/19'</li> </ul>



## Perth College UHI

	<ul style="list-style-type: none"> <li>The +/- difference in the metric figure from the previous academic year has been provided.</li> </ul> <p>The measures presented in this paper mainly indicate a maintaining or improving data trend.</p> <p>Measure 13 Number of Employers the College engages with indicated an improving trend with actions identified for stimulating growth and ensuring accurate recording of data/improved record keeping.</p>
<b>Consultation</b> How has consultation with partners been carried out?	<p>Click or tap here to enter text.</p> <p>For measure 11 the Head of HROD was consulted</p>
<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 <p>Click or tap here to enter text.</p>
<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</li> </ul>	The Balanced Scorecard KPI's stems directly from the Perth College UHI Strategic Plan 2016-21.

## Perth College UHI

provide further information	
<b><u>Equality and diversity</u></b> 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.
<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	<input type="checkbox"/>	Its disclosure would constitute a breach of confidence actionable in court	<input type="checkbox"/>

## Perth College UHI

person or organisation			
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)

# Strategic Plan Targets and KPIs: Progress Report 2019-20

## 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
No 2019/20 data available	Red

Measure	Key Performance Indicator or Target	Metric 2019/20	Performance
	<b>Sustainability</b>		
13	Number of businesses that engage with Perth College UHI	351	↑

## Section 2: Detail of Performance by Measure

### 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 (from 2018/19)

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

**Actual  
2019-20:** 351

**Actual  
2018-19:** 300

**Percentage  
difference  
(+/-):** +17%

**Trend:** Improving with actions identified to stimulate growth and ensure accurate recording of data

### Note on performance for measure 13

The current number of identified business partners is approximately 351 based on current response from college managers. Details/numbers from 3 academic departments still require to be added which should take the number towards 400-600 approximately. Numbers have been realigned to remove any risk of duplication.

Once all contacts are collated centrally, analysis will be carried out on the types of engagement we have with these partners/companies. Gathering the enhanced data will allow us the Business Engagement Team to develop greater strategic partnerships with companies and also share more relevant data with internal departments and colleagues. This will lead to a meaningful CRM (Customer Relationship Management) system and an enhanced culture of college wide collaboration for all business relationships, opportunities and outcomes.

## Perth College UHI

Paper No. 7

<b>Committee</b>	Academic Affairs Committee
<b>Subject</b>	Committee Minutes
<b>Date of Committee meeting</b>	11/11/2020
<b>Author</b>	Angela Paterson, Centre for Mountain Studies
<b>Date paper prepared</b>	26/10/2020
<b>Executive summary of the paper</b>	<p>The following (draft) committee minutes are presented for noting:</p> <ul style="list-style-type: none"> <li>Scholarship &amp; Research Committee, 21 October 2020</li> </ul>
<b>Consultation</b> How has consultation with partners been carried out?	n/a
<b>Action requested</b>	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	<del>Yes</del> / No     
<b>Risk implications</b> (If yes, please provide details)	<del>Yes</del> / No Click or tap here to enter text.
<b>Link with strategy</b>	n/a

## Perth College UHI

<p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <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>	<p><del>Yes</del>/ No</p>
<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><del>Yes</del>/ No</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><del>Yes</del>/ No</p> <p>Click or tap here to enter text.</p>
<p><b>Status</b> (e.g. confidential/non confidential)</p>	<p>Non Confidential</p>
<p><b>Freedom of information</b></p> <p>Can this paper be included in “open” business?*</p>	<p>Yes/<del>No</del></p>

## Perth College UHI

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

Its disclosure would substantially prejudice a programme of research	<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.

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# Perth College Scholarship and Research Committee (SRC)

## Draft Minutes

**Meeting reference:** 1 of 3 in AY 2020-21  
**Date:** 21 October at 1000  
**Location:** By Webex

**Present:** Martin Price (Chair), Robert Boyd, Kathleen Connor, Margaret Cook, Stewart Fraser, David Gourley, Katy Lees, Veronica Lynch, Patrick O'Donnell, Michael Rayner, Keith Smyth

**Apologies:** Eleanor Brown, Lorenz Cairns, Andrew Comrie, Alex Sanmark, Neil Simco

**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 20 April 2020</b> Minutes approved	
3	<b>Update on actions and matters arising</b> <ul style="list-style-type: none"><li>a. Membership: replacement for D Gaughan. No new Board representative from Academic staff has been appointed yet, hope to have resolved by the next meeting.</li><li>b. Central research fund through operational planning process: M Cook reported that funding is incredibly tight at moment and it is difficult to see how we can identify specific funding for this at present.</li><li>c. PhD project with South African Universities. M Price/M Rayner very much currently involved in this. Ten studentships are available; the first group of prospective students has been chosen, and a second group are now under consideration. Once the successful applicants are confirmed, UHI staff will be contacted to ask them to become co-supervisors. There is now a very good Coordinator based in South Africa who is helping with the process.</li><li>d. Challenging Uplands Futures Forum: was scheduled for 1 &amp; 2 September 2020, postponed to 19 &amp; 20 January 2021; decision to be taken soon as to whether going ahead or to postpone until later in 2021. However, special issue of the Royal Scottish Geographical Society (RSGS) Newsletter, the <a href="#">Geographer</a>, with the presentations that were planned for the conference, has been published in paper format and will be available online from November 2020. CMS are grateful to the Scottish Consortium for Rural Research (SCRR) who covered the costs of our contribution to this newsletter.</li></ul>	

## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
4	<p><b>Strategy for Research after 2021 (Sector Managers' discussion): Paper 4</b></p> <p>Terms of reference for the Sector Managers Research Sub-Group were circulated and the Committee agreed to accept this document. A full meeting of the group has not yet been held.</p> <p>S Fraser reported that as he was stepping aside from the Sector Manager's role, a new Sector Manager would take over this sub-group and would be a member on the SRC Committee. M Price thanked S Fraser for putting together the Terms of Reference and for his contributions to the committee.</p> <p><b>Action:</b> Ronnie Dewar to be approached as had expressed an interest in this role.</p>	AP
5	<p><b>Research &amp; Scholarship Coordinator Update (including REF-related activity in Perth College UHI): Paper 2</b></p> <p>Patrick O'Donnell's report and flowchart were circulated in advance; in addition, the following was reported:</p> <p><b>Research collaboration with Mark Murphy, Robert Owen Centre, University of Glasgow:</b> this had been delayed but a meeting now arranged for 26/10/2020 to explore again.</p> <p><b>Gair Dunlop, Duncan of Jordanstone:</b> bid no longer being pursued as Gair does not think it would be successful.</p> <p><b>Bassam Rakshani, UWS:</b> currently working on a bid which P O'Donnell has been looking at; a contact of P O'Donnell also looking at the bid and in an ideal scenario they may also come on board.</p> <p><b>CAIRN Journal:</b> waiting on foreword to be written; all articles now in, including some from the UHI partnership. CAIRN does not yet have a home; it would be advantageous if it was in Perth, as a central area.</p> <p><b>Early Career Researcher Flowchart:</b> P O'Donnell looked at comments, made some changes and simplified the chart. Comments from the committee included:</p> <ul style="list-style-type: none"> <li>Perth College approval needs to be included in an earlier stage of the process, including a financial assessment. P O'Donnell indicated the Professional Review process is comprehensive and the cost and finances would be covered there. <b>Action:</b> V Lynch/P O'Donnell to discuss in more detail.</li> </ul>	VL/ POD

## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
	<ul style="list-style-type: none"> <li>Feeding in through the Curriculum Planning Group to raise awareness of research opportunities that are being identified through the college and enable some cross-college working might also enhance the bids</li> <li>Review Panel: no panel at the moment but it was agreed this should consist of 4 people – Chair of SRC, Research and Scholarship Coordinator, Finance representative and a Sector Development Director. The panel would report back to the SRC</li> <li><b>Action:</b> Catherine Etri to identify SDD representative, V Lynch to identify a Finance representative</li> </ul> <p><b>Prof Review:</b> K Lees reported that the professional review process for academic staff across all of UHI is currently being reviewed in light of General Teaching Council for Scotland (GTCS) requirements that all academic staff go through a registration process; P O'Donnell's input would be appreciated on this.</p> <p><b>Action:</b> K Lees/P O'Donnell to discuss.</p>	<p>AP/CE &amp; VL</p> <p>KL/POD</p>
6	<p><b>College Research Update</b></p> <p><b>M Price CMS update</b> Strategic projects relating to COVID-19 impacts in the Highlands &amp; Islands: 14 proposals submitted, 4 approved, 2 include Perth College:</p> <ul style="list-style-type: none"> <li>Community-determined change-scapes of recovery: Case studies across the Highlands and Islands of the impact of and strategies for recovery from the COVID19 pandemic – PIs Vicky Johnson (IC) and Ros Bryce (PC) – APs involved – PC/IC/ OC/WHC/NHC. Value £100K</li> <li>Developing Post COVID resilience capacity for families – PI Malcolm Clark – APs involved MC/PC/OC/AC. Value £20K. Action: M Cook to confirm the PC contact for this project</li> </ul> <p>Evaluation of the Cairngorms Volunteer Programme project, commissioned by Cairngorms National Park Authority, has now started and is being led by Andy Ruck, to be completed by the end of the year.</p> <p>SCITOUR, large collaborative project on scientific tourism funded by the Northern Periphery &amp; Arctic programme continues with CMS working with WHC and partners right across the northern periphery. There has been a lot of interest from practitioners, tourism sector and also from the policy side. Andy Ruck has had interest from the Scottish Government who want to talk about the project. Project to continue to 2022, possibly to 2023.</p>	MC

## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
7	<p><b>REF Update (N Simco) Paper 3</b></p> <p>In N Simco's absence, M Rayner provided an update:</p> <ul style="list-style-type: none"> <li>• Census date for staff being in post was 31 July; now concentrating on contributions from members of staff who were in post in July and the contributions they are making to the submission.</li> <li>• Special Circumstances: all cases which were presented were approved which has a beneficial impact on us in terms of the numbers of outputs required</li> <li>• Impact Case Studies and Environment statements: slightly extended times now given due to COVID. Most have come along really well since the last review with the potential for a good and strong suite of submissions.</li> <li>• Crucial deadline at end of December 2020 for items to be in the public domain; it is critical that those do appear and there are no gaps in this coverage.</li> <li>• Recently announced that there will be a review of the REF taking place, with the next one named as REF2027.</li> <li>• This needs to be looked at in context with the SFC review of higher and further education; all of us need to be watchful of how research in institutions in Scotland will be framed as we move ahead, we need to be ready to take advantage of positive things coming out of this.</li> <li>• Important that colleagues do not lose heart to getting to the final point where we try and get as many points as we can as the results will be with us for 5/6 years.</li> <li>• M Cook mentioned that there are real risks because of the <a href="#">Muscatelli Report</a> and we will have to work really hard to persuade SFC that universities that are not research-intensive are important. A further consideration is how much the regional perspective will be emphasized, as that is always a challenge for Perth College, i.e. located in Tayside, not the Highlands &amp; Islands.</li> <li>• Universities have to respond proactively and positively to this review/report to shift the SFC mindset and potentially that of government too.</li> </ul> <p>K Smyth update on the Education Unit of Assessment (UoA):</p> <ul style="list-style-type: none"> <li>• Making good progress but this has been impacted by COVID19 particularly in the case of education &amp; allied health sciences submissions as researchers tend to be practitioners in these areas and they have been at the frontline.</li> <li>• Environment statement: latest version well received internally, all involved in the UoA had a meeting a couple of weeks ago and are looking at final additions/tweaks.</li> <li>• In relation to outputs, across the whole UoA some papers have come through and others might be published before the end of December. An important point to make is that, whatever the result of the education areas first submission, everyone has played a really important part in the whole</li> </ul>	

## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
	<p>submission and the work done across the unit of access during COVID has been significant.</p> <p>M Price update on the Area Studies UoA:</p> <ul style="list-style-type: none"> <li>Outputs looking good, a few possible 4-star ones, and solid impact case studies; optimistic that we will score quite well for all aspects.</li> </ul>	
8	<p><b>Research Clusters Update – M Rayner</b></p> <ul style="list-style-type: none"> <li>A proposal has been presented for closer association/working between the HARC and SILK clusters and there are differing views on this. The new Vice Chancellor may have different views about UHI schools/structures so it may make sense to wait and see where things go and once we have a clearer understanding and therefore consider changes later in this academic year or early next one.</li> <li>There have been issues with trying to plan ahead for conferences in light of COVID. A joint HARC/SILK conference was planned for autumn 2021 but this may now coincide with the main staff/student conference to be held at Moray College. We need to be very pragmatic about planning and exposure to risk (as well as accommodation available); first decisions will need to be made by early Spring 2021.</li> <li>Studentship Graduate School for the Arts &amp; Humanities: clusters are involved more significantly this year in the development of proposals for studentships; we need to put forward the strongest cases we can and clusters have an important role to play in this</li> <li>R Boyd: A computing conference is scheduled for January 2021; any advice that the Learning and Teaching Academy could provide on organising online conferences would be appreciated.  <b>Action:</b> K Smyth agreed to discuss with R Boyd - while they don't have the capacity to help with the organisation they would be happy to share knowledge re protocols, etiquettes, joining instructions, guidance on technology, etc.</li> <li>R Boyd: through the Computing Steering Group, Malcolm Clark and Ben Wilson, as head of the MESE cluster, are trying to develop a digital hub across UHI. <b>Action:</b> R Boyd to check that this information is circulated again to all clusters.</li> </ul>	<p>KS/RB</p> <p>RB</p>

## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
9	<p><b>SFC Innovation Funds</b></p> <p>V Lynch provided an update:</p> <ul style="list-style-type: none"> <li>Projects under the SFC Innovation Funds were approved in January 2020 and had been put on hold due to COVID, but are now going ahead. Perth College are involved in 2 of those projects as partners.</li> <li>Industry 4.0 is led by West College Scotland and is a critical engineering project; Perth/UHI will be delivering some online events, hopefully in January 2021. These will target engineering companies to increase their awareness of industry 4.0 to get them to engage more with colleges.</li> <li>The second project in which Perth is a partner is on automotive low energy vehicles led by Edinburgh College. This will focus on sustainable transportation; yet to get clarify what our involvement will be.</li> <li>As previously reported, Hunan Institute of Engineering (HIE) were to host a UHI/HIE research conference on the subject of renewables but this was postponed due to COVID19. This is now pencilled in to take place as an online conference on 27 November 2020; event being coordinated by Stuart Gibb and Lin Shen.</li> </ul> <p><b>Action:</b> V Lynch to forward details of the conference to R Boyd</p> <p><b>Action:</b> R Boyd to ask Stuart Gibb to invite Alasdair Bachell, CMS PhD student to this event.</p>	VL RB
10	<p><b>Selection of New SRC Chair – M Cook</b></p> <p>With M Price retiring on 31 January 2021, a new Chair of the SRC to be appointed. It was confirmed that Ros Bryce has been appointed as the new Director of the Centre for Mountain Studies with effect from 1 February 2021 and it was proposed that Ros takes over the role of the SRC Chair – this was approved unanimously by the Committee.</p> <p>M Cook took the opportunity to thank M Price for all his amazing work in Chairing this committee, as well as in the wider context of research and scholarship within Perth College.</p>	
11	<p><b>AOCB</b></p> <p><b>Revalidation Event:</b> M Rayner reported that November 2020 will be a busy month for engineering activities as a revalidation event (extension of a revalidated area) is being held on 16 November which will involve Perth College as well as external colleagues.</p>	
12	<p><b>Date of next meeting</b></p> <p>To be scheduled for Mid-January 2021</p>	AP

## **ACADEMIC AFFAIRS COMMITTEE**

### **Membership**

Principal – Chair

No fewer than 2 Representatives of the Board of Management (one to be Vice-Chair)

2 Academic Staff Representatives (Board Teaching staff representative plus one other nominated teaching staff representative)

2 Student Representatives nominated by HISA Perth

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 7 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.