

Academic Affairs Committee

DRAFT Agenda

Meeting reference: Academic Affairs 2020-21/01
Date: Wednesday 02 September 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.

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Conflict of Interest in any Agenda Item		Chair	
4	Minutes of the Meeting held on 06 May 2020		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Student Experience			
6.1	HISA Perth Update	HISA Perth	Student President	Paper 2
6.2	Student Surveys: National Student Survey	Quality Manager	Head of Student Experience	Paper 3
6.3	Postgraduate Taught Experience Survey	Quality Manager	Head of Student Experience	Paper 4
7	Curriculum			
*7.1	Student Completion & Progression - update		Associate Principal	Verbal
*7.2	SQA COVID Response		Head of Student Experience	Verbal

*7.3	Student Recruitment update		Head of Student Experience	Verbal
*7.4	COVID Restart Planning – guides, timetabling and approaches to teaching		Depute Principal	Verbal
*7.5	Operational Planning update		Depute Principal	Verbal
*7.6	Financial Impact of COVID & Future Implications		Vice Principal	Verbal
8	Performance Management			
*8.1	Risk Register – Academic Affairs Committee	Clerk	Clerk	Paper 5
9	Policies & Procedures			
*9.1	Addressing Racism – draft brief for SLWG		Independent Board Member	Verbal
10	Date and time of next meeting <ul style="list-style-type: none"> • 11 November 2020 	Clerk	Clerk	
*11	Review of Meeting (to include check against Terms of Reference)		Chair	Paper 6

Academic Affairs Committee

DRAFT Minutes

Meeting reference: Academic Affairs 2019-20/03

Date and time: Wednesday 06 May 2020 at 2.30pm

Location: Online

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

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

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

Observing: Alex Wilson, HISA Perth President-Elect
Cameron Murray, HISA Perth VPEE-Elect
Aimee Cuthbert, Students' Association Coordinator (HISA Perth)

Chair: **Margaret Cook**

Minute Taker: Ian McCartney

Quorum: 8

Summary of Action Items			
Ref	Action	Responsibility	Time Line
5	Matters Arising <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	Next Meeting
5	Matters Arising <u>Ref 9.1 – Safeguarding Policy</u> Chairs Action to finalise approval once contextual adjustments made, including those to reflect the increase on online learning due to COVID-19.	Chair/ Head of Student Experience	ASAP
6.2	Student Destinations Head of Student Experience to investigate percentage of the student population comprised the 94% who progressed internally and whether this was increasing or decreasing.	Head of Student Experience	Next Meeting
8.2	Balanced Scorecard Sector benchmark rates and internal tolerance levels to be added.	Clerk	ASAP
8.3	Risk Register Risk Areas referencing student recruitment should be revised given likely impacts of COVID-19.	Clerk	Next Meeting
8.3	Risk Register Risk 8 be updated to include “active ongoing engagement with research organisations”.	Clerk	Next Meeting

Minutes:

Item		Action
1.	Welcome and Apologies The Chair welcomed everyone to the meeting and noted presence of Observers. Apologies were noted.	
2.	Additions to the Agenda There were no additions to the agenda.	
3.	Declaration of Interest in any Agenda Item There were no declarations of a conflict of interest.	
4.	Minutes of Meeting held on 19 February 2020 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.	Matters Arising from Previous Minutes	
	<p><u>Ref 6.2 - Student Surveys: Induction Early Experience Survey 2019-20</u></p> <p>Action: Head of Student Experience to look into whether Q10 can be reviewed.</p> <p>Action Update: Head of Student Experience noted that any amendments to survey questions are required to go through the Survey Group. This is being taken forward and any progress will be reported back.</p> <p><u>Ref 7.2 - HISA Perth Update</u></p> <p>Action: Associate Principal (Curriculum) provided a brief verbal update Curriculum Review & Planning process, and noted that a fuller update would be circulated by email for the benefit of Board members.</p> <p>Action Update: On Agenda (Item 7.2)</p> <p><u>Ref 7.4 - Regional Outcome Agreement</u></p>	Head of Student Experience

	<p>Action: Depute Principal to provide progress reports by email when available.</p> <p>Action Update: On Agenda (Item 8.1)</p> <p><u>Ref 9.1 - Safeguarding Policy</u></p> <p>Action: Reviewed Policy be circulated to Committee members to allow Chair's Action to be progressed.</p> <p>Action Update: Head of Student Experience informed Committee that some confusion had surrounded this issue, related to whether the Policy had been fully approved. In summary, Policy needs to be reviewed in terms of contextualisation. It was AGREED that, once any contextual adjustments were made, including to any reflect the increase on online learning due to COVID-19, Chairs Action to finalise approval would be appropriate.</p> <p><u>Ref 11 - Risk Review</u></p> <p>Action: Clerk to update Risk Register to reflect changes to Risks 8, 10 and 11</p> <p>Action Update: Completed and on Agenda under Item 8.3</p>	Head of Student Experience/Chair
6.	Student Experience	
*6.1	<p>HISA Perth Update</p> <p>HISA Perth VP Education & Engagement summarised the key points of Paper 2, highlighting that supporting of Class Reps was now being provided online; that the new Students' Association Coordinator had taken up post; that Perth College reported the highest turnout in Student Elections across the Partnership; and that the OBI Awards were still going ahead, but now online.</p>	
6.2	<p>Student Destinations</p> <p>Head of Student Experience introduced Paper 3 on student destinations for information, which provided information as up to date as possible at this stage, noting that this area is a statutory return to SFC and incorporates information from strategic partners such as Student Development Scotland, however the final stage of the reporting process cannot be completed and it is unknown when this will be completed.</p> <p>Head of Student Experience highlighted the positive 89% response rate, and noted a progression within Perth College/UHI of 94%.</p>	

	<p>Teaching Staff Member asked what percentage of the student population was made up of this 94% who progressed internally and whether this was increasing or decreasing, as this would be an indicator as to how successful the College was in attracting new students. Head of Student Experience to investigate this matter.</p>	Head of Student Experience
6.3	<p>Student Funding Update</p> <p>Head of Student Experience presented latest student funding update, as detailed in Paper 4, for information, noting that the paper represented the current position with Bursaries, Educational Maintenance Allowance and Student Loans continuing to be paid out to students.</p> <p>In addition, where available funds were not being used for the original purpose due to COVID-19 (eg travel allowance and nursery costs), these have been repurposed and will be utilised as part of College discretionary funds, and this has been cleared to be used in non-traditional ways (eg International students, residences, IT resources).</p> <p>Head of Student Experience further noted that, although it was not permitted to interchange HE and FE funds, Scottish Government had allowed for funds to be transferred within UHI, which allowed for a greater flexibility across Partner Colleges.</p> <p>Chair recorded thanks to staff for the speedy reaction to a rapidly-changing environment to meet needs of students, and informed Committee that the College was actively supporting and encouraging students to come forward and access the funds made available. Chair clarified that the emergency funds was not all “new” money, as it includes repurposing of around £2m from 2020/21 funding</p> <p>Board Member asked whether there were any hardship themes emerging, Chair noted that, although over 100 laptops had been distributed to students, the main concern continued to be around digital poverty.</p>	
6.4	<p>Student Support Update</p> <p>Head of Student Experience presented Paper 5, which provided information on current key issues affecting student support. Head of Student Experience outlined that recent focus had been on reaching out to students who had not used service before, as well as providing links to external support agencies as the College continues to stay engaged with those students who were already receiving support.</p> <p>Service levels continue to be monitored to ensure that, should</p>	

	<p>Support Services experience a surge in demand, an effective response can be provided. This includes online provision of counselling services, with 2 Counsellors trained in this mode of delivery.</p> <p>Initiatives such as Mental Health Week will continue online, and the College has launched DigiPals to tackle issues around isolation for students.</p> <p>Committee commended the Student Support team in their response to change methods of support so quickly.</p>	
7	Curriculum	
7.1	<p>Student Recruitment Update 2019/20 & Targets 2020/21</p> <p>Head of Student Experience outlined latest Student Recruitment position per Paper 6, noting that College had been broadly on track prior to COVID-19 restrictions; a recruitment drive for hands-on teaching areas planned for April 2020 had to be cancelled.</p> <p>Head of Student Experience noted that College FE core targets have been met but UHI targets had not been and will now be unlikely to do so, meaning College will be unlikely to receive ESF funding. Clarification required as to whether any ESF funds received will be subject to clawback.</p> <p>HE targets are close to targets, although currently running just below.</p> <p>Board Member queried whether any lobbying is taking place within sector re ESF shortfall due to circumstances. Principal noted the Colleges Scotland were pursuing the matter, as it is a huge issue across the sector.</p> <p>Head of Student Experience noted that target planning for 2020/21 has commenced – overall targets are set by SFC and these are collectively worked through across Partnership. Target planning for 2020/21 will have COVID-linked caveats such as how new Academic Year may be impacted and structured, how many students choose to stay on at school, impacts of social distancing, potential restrictions on travel and Residences, etc. There will also be Partnership factors feeding into process as well as local issues.</p>	
7.2	<p>Curriculum Review Planning Update</p> <p>Associate Principal (Curriculum) provided a brief verbal update on Curriculum Review & Planning process, that Sector Development Directors had produced papers on impacts in each area, and</p>	

	<p>highlighting some of the main impacts across a range of courses.</p> <p>Teaching Staff Member asked whether there was any increase in networking of HNs across Perth cohorts. Associate Principal noted that elements could be delivered this way but there was a need to ensure the same experience therefore there were potential difficulties within face-to-face elements which were being worked on.</p> <p>Teaching Staff Member queried impacts on staffing due to changes in working practices brought about by COVID-19. Associate Principal advised that there may well be an impact on part-time staffing due to staffing model being based on numbers of students, however this has yet to be discussed with staff.</p> <p>HISA Perth VP Education & Engagement asked about the appropriateness of learning spaces post-COVID. Associate Principal advised that timetabling and accommodation were being looked at, and noted that a number of UHI courses are networked which can cause issues that Perth College cannot directly fix.</p>	
8	Performance Monitoring	
8.1	<p>Regional Outcome Agreement - Update</p> <p>Depute Principal provided a verbal update on the latest iteration of the Regional Outcome Agreement, noting that due to COVID-19 there had been a relaxation of the deadline for input until June 2020.</p> <p>Depute Principal advised that the majority of Perth College responses were near completion, with the exception being developing young workforce, which was only at first draft phase.</p> <p>Board Member asked whether Board would have sight of final document before submission. Depute Principal noted that the hyperlinks were ready and able to be viewed should this be desired.</p>	
8.2	<p>Balanced Scorecard</p> <p>Clerk presented Paper 7, which presented a mixed picture around rates of retention.</p> <p>Head of Student Experience informed Committee that, while over the years the College has been fairly successful in retention, last year did see drops in retention, particularly in areas of increasing complexity for student support. However, it should be noted that, while it is disappointing that retention rates have dropped against target, Perth College is still performing ahead of the Sector.</p>	

	<p>Board Member noted that the report did not show the Sector benchmark rates or internal tolerance levels which makes comparative analysis difficult and has the potential to lull the College into a false sense of security. Clerk advised that this area was due to be addressed within the review of the Balanced Scorecard currently being undertaken.</p>	Clerk
8.3	<p>Risk Register – Academic Affairs</p> <p>Clerk presented Paper 8 for review by Committee.</p> <p>Board Member noted the lack of reference to COVID-19 within the document. Clerk advised that a new Risk Area had been added to the full Register and would be scheduled for review by Audit/Board during this meeting cycle.</p> <p>Board Member suggested that the Risk Areas referencing student recruitment should be revised given likely impacts of COVID-19.</p> <p>Chair of Scholarship Research Committee requested that actions in Risk 8 be updated to include “active ongoing engagement with research organisations”.</p>	<p>Clerk</p> <p>Clerk</p>
9	<p>Committee Minutes</p> <p>Committee received and noted minutes of Scholarship & Research Committee dated 20 April 2020,</p> <p>Chair of Scholarship Research Committee noted that contributions to REF are proceeding well, however REF itself is delayed which may have some impact on future income.</p>	
10	<p>Date of Next meeting</p> <p>Meeting date tbc, pending Board approval of the full Committee Schedule for 2020/21</p>	
13	<p>Review of Meeting</p> <p>The Committee agreed the meeting had covered its Terms of Reference.</p>	

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

Committee	Academic Affairs Committee
Subject	HISA Perth Update
Date of Committee meeting	02/09/2020
Author	HISA Perth
Date paper prepared	20/08/2020
Executive summary of the paper	This paper summarises the recent activities for HISA Perth
Consultation How has consultation with partners been carried out?	n/a
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes /No
Risk implications (If yes, please provide details)	Yes /No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	n/a

Perth College UHI

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

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

Perth College UHI

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

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

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

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

and

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

HISA Perth Update

1st July – 20th August 2020

New Team

On Wednesday 1st July the new HISA Perth officer team took office. They will be in their roles until 30th June. The new officers details are as stated below:

- HISA Perth President – Alex Wilson
- HISA Vice President of Activities and Welfare – Michaela Asisten
- HISA Vice President of Education and Engagement - Cameron Murray

Induction

The new HISA Perth officer team have received significant training and induction meetings since starting their roles. They have attended Executive Training with the rest of the local and regional HISA officers, sparqs That's Quality, NUS Scotland's Lead and Change and sparqs Train the Trainer as a team.

They have also had induction meetings with all of the Senior Management Team, Corporate Management Team, Sector Development Directors, Student Engagement Staff, Clerk and Chair of Board of Management and Education Scotland.

The team have also received specific skills training around IT, working from home, time management and governance to name a few

Partnership Project

Consultation on the Perth Partnership Project closed on 17th July and received 98 responses from students across Perth College UHI.

Based on the top three most voted for themes – Mental Health, IT Resources/Materials and Employment/Student Opportunities - HISA Perth will now create an action plan with support from the Head of Student Experience to take to Student Engagement Group for implementing and to embed into regular reporting for the committee.

Freshers 2020

Planning for Freshers 2020 is underway with HISA Perth hosting activity completely online in light of the COVID-19 situation. This will take place from Monday 7th September until Friday 11th September. A range of activities are planned including music bingo, an online raffle and regular live sessions on social media that will be hosted on a range of online platforms. Information will also be shared daily on our social media focusing on different themes – New to Perth, Help Available & Stretching Your Budget, Get Involved and Local Culture.

The full line up will be announced on Friday 21st August and promoted up until Freshers' Week commences.



HISA Perth are also creating input for inductions for academic staff and PATs to share with new students, including the officer of HISA Perth joining a classroom via video conference.

Planning our Year

HISA Perth student officers and HISA Perth staff have begun discussions on the organisation's plan of work for academic year 2020/2021. This will consist of individual officer objectives linked to their manifesto, team objectives, an operational plan of work and a list of events that will take place.

HISA Perth have prepared an indicative plan of work to share with this committee so more information can be found in this paper. A final plan of work will aim to be ready for September and be taken to the first SRC meeting for class reps to ratify the officer's plan of work for the year.

Returning to Campus

HISA Perth have been working in partnership with the college in preparing for students and staff returning to campus, contributing to the staff and student guides that have been created, having membership on the various short life working groups attributed to this line of work and contributing to discussions around communicating with students in the run up to returning to campus.

Facebook Group

Following discussions from the previous officer team, HISA Perth and the Marketing Team have set up a Welcome to Perth College UHI 20/21 Student group on Facebook from new and returning students to join in order to find out more information about the college, finding other students on their course and to ask any questions they have. Students are accepted onto the group after answering set questions about their student status, what they are studying and how they found out about the group as well as agreeing to the rules of the group that are linked to the Student Code of Conduct. The Marketing Team and HISA Perth are monitoring the group daily using a rota split between both teams and content has been created by HISA Perth with contributions from the Marketing Team. As of 10am on 20th August we currently have 188 members.

Student Hardship Fund

HISA Perth have been working with the college's Development Officer and Student Engagement Staff around the development of a new student hardship fund for students who have been negatively impacted by COVID-19. This fund would offer support in terms of buying food, paying utility bills, paying rent and helping purchasing IT equipment on a loan basis. The application form is currently being created along with those who will be deciding on how the fund will be distributed.

Class Rep Training

HISA Perth have been having weekly meetings with the Quality Team looking at developing the Class Rep Training for this academic year for delivery online in a live and pre-recorded

way. The work Perth will be doing will also be available for other APs to replicate which we shall share at the UHI Class Rep Group.



Perth College UHI

Paper No.3

Committee	Academic Affairs Committee
Subject	National Student Survey 2020
Date of Committee meeting	02/09/2020
Author	Jessica Borley
Date paper prepared	20/08/2020
Executive summary of the paper	<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 UHI results:</p> <ul style="list-style-type: none"> • The UHI response rate decreased by 8% compared to 2019 (80%) with 734 of 1018 targeted students responding to the survey (72%). • Overall satisfaction for the University has decreased by 2.27% from 2019 results to 82.22%. This is at the University's benchmark for this question and is below the Scottish sector average of 85.04%. • Scores for the University have increased for 12 of the 27 questions within the survey • The university is also performing above the Scottish sector for the following question scales: Learning Opportunities, Assessment & Feedback, Academic Support and Student Voice. <p>The following Executive Summary has been produced for Perth College results:</p> <ul style="list-style-type: none"> • 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. • Scores for the college have increased for 8 of the 27 questions within the survey • The college is performing above the UHI level in the following question scales: Assessment and Feedback, Academic Support, Organisation and Management, Student Voice.

Perth College UHI

	Further analysis 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, PC Sector Manager and PC Quality Manager.
Consultation How has consultation with partners been carried out?	National survey administered by Ipsis Mori
Action requested	<input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes/ No
Risk implications (If yes, please provide details)	Yes/ No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	Student experience / National Student Survey
<u>Equality and diversity</u>	Yes/ No

Perth College UHI

Yes/ No If yes, please give details:	Demographical information is available on request from UHI
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	Yes/ No If yes, please give details: Click or tap here to enter text.
<u>Data Protection</u> Does this activity/ proposal require a Data Protection Impact Assessment?	Yes/ No Click or tap here to enter text.
Status (e.g. confidential/non confidential)	Non Confidential
Freedom of information Can this paper be included in "open" business?*	Yes/ 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] NSS data analysed to this level is not published	<input checked="" type="checkbox"/>

Perth College UHI

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

University of the Highlands & Islands

National Student Survey results 2020

1 About the survey

The National Student Survey (NSS) is a UK-wide survey of final year undergraduate students, conducted annually by Ipsos MORI. The core survey consists of 27 multiple-choice items divided into themed 'scales' covering different aspects of the student experience. Students are asked to indicate the extent to which they agree or disagree with various statements using a 5-point Likert scale (Definitely Agree/ Mostly Agree/ Neither/Mostly Disagree/ Definitely Disagree). Except for response rates, where percentages are cited within this report, they refer to the percentage of students selecting 'Definitely Agree' or 'Mostly Agree' for the individual NSS items, or for all items within a scale.

2 Executive summary

- The response rate decreased by 8% compared to 2019 (80%) with **734 of 1018** targeted students responding to the survey (**72%**).
- Overall satisfaction for the University has **decreased by 2.27%** from 2019 results to **82.22%**. This is at the University's benchmark for this question and is below the Scottish sector average of 85.04%.
- Scores for the University have **increased for 12 of the 27 questions** within the survey
- The university is also performing **above the Scottish sector** for the following question scales: Learning Opportunities, Assessment & Feedback, Academic Support and Student Voice.

3 Results for item 27, Overall Satisfaction

3.1. Scottish HEIs

Institution	2020	Benchmark	2019	2018
University of St Andrews	93	85	95	94
Robert Gordon University	90	82	89	85
Abertay University	89	82	87	79
University of Dundee	88	84	90	88
University of Glasgow	87	85	86	88
University of Stirling	87	83	83	84
University of Aberdeen	87	84	87	86
University of Strathclyde	86	83	86	84
Edinburgh Napier University	86	81	79	74
Royal Conservatoire of Scotland	86	80	73	77
Glasgow Caledonian University	85	81	81	81
Scottish HEI Average	85		84	83
University of the West of Scotland	85	82	84	85
Heriot-Watt University	84	83	85	81
UK HEI Average	84		84	83
Queen Margaret University	83	81	82	82
University of the Highlands and Islands	82	82	84	85
University of Edinburgh	78	84	78	77
SRUC	72	85	72	70
Glasgow School of Art	58	79	69	67

Table 1: NSS results by Scottish Higher Education Institution 2018-20: % agree for question 27: overall satisfaction.

3.2. By academic partner

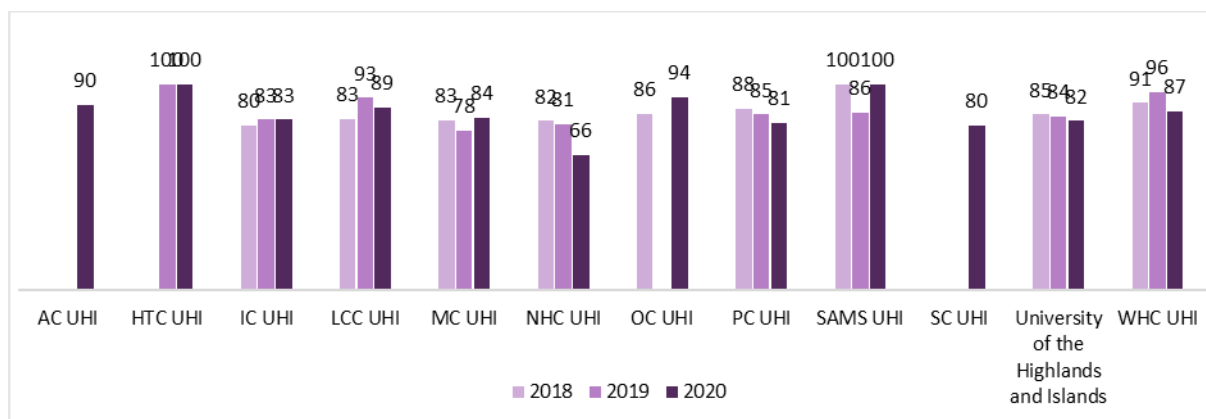


Figure 1: NSS results by academic partner 2018-2020: % agree for question 27: overall satisfaction.¹

3.3. By subject network

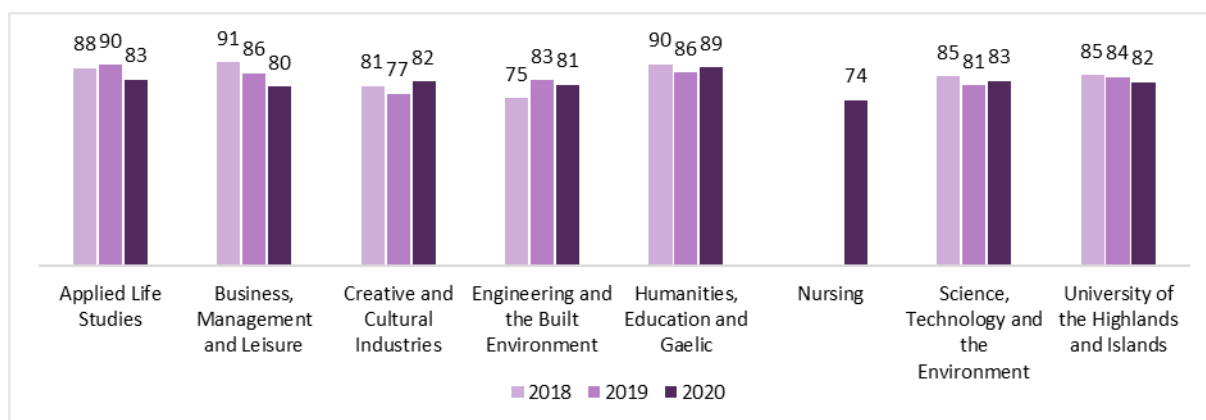


Figure 2: NSS results by subject network 2018-2020: % agree for question 27: overall satisfaction

¹ 2020 results are not included for Sabhal Mòr Ostaig UHI as the number of responses at this partner fell below the ten required for data publication. There were no students at NAFC UHI within the NSS pool for 2020.

3.4. By programme

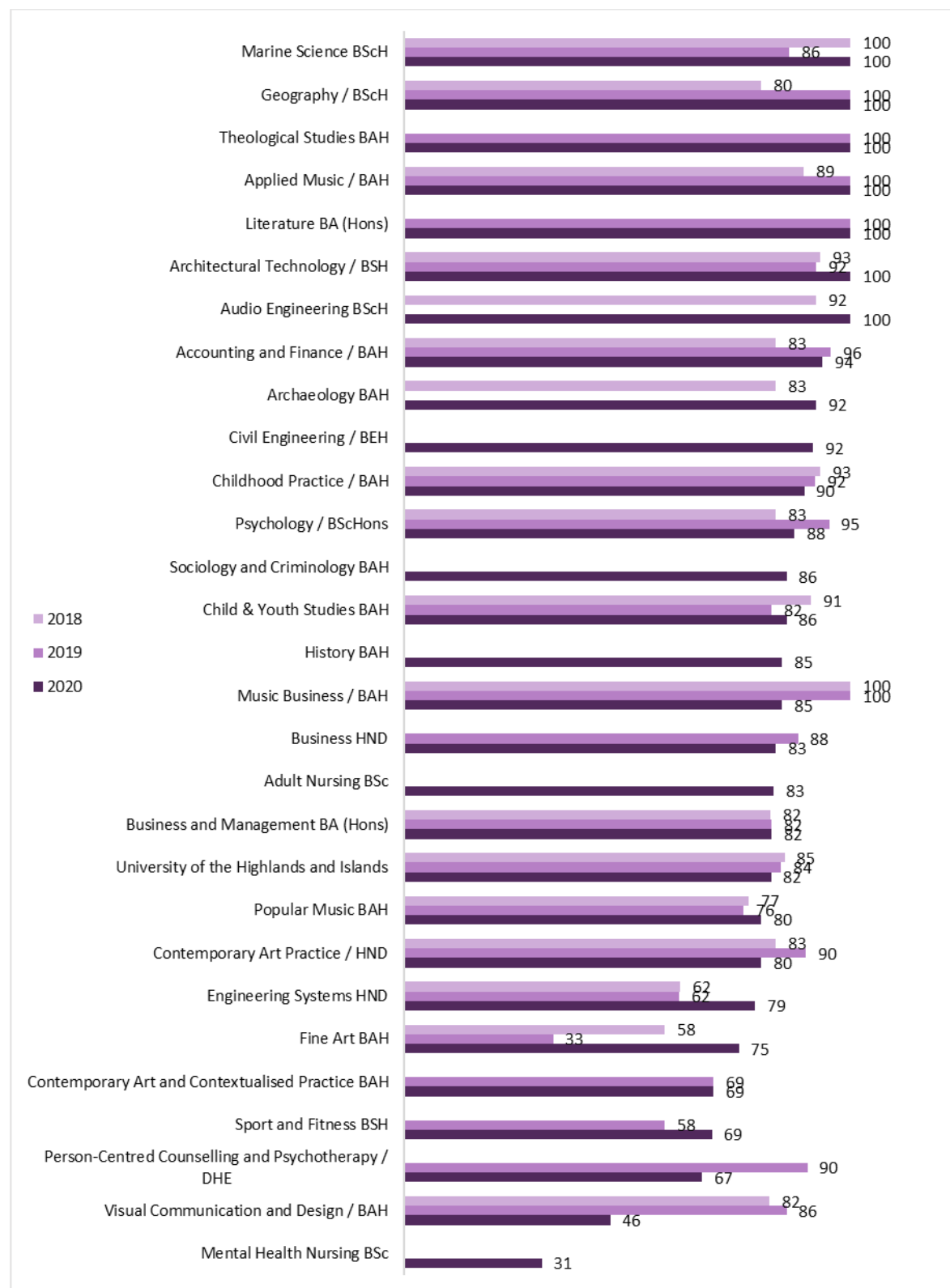


Figure 3: NSS results by programme 2018-2020: % agree for question 27: overall satisfaction. Results are only available for programmes with > 10 respondents.

4 Results for all items

4.1. Results by question scale

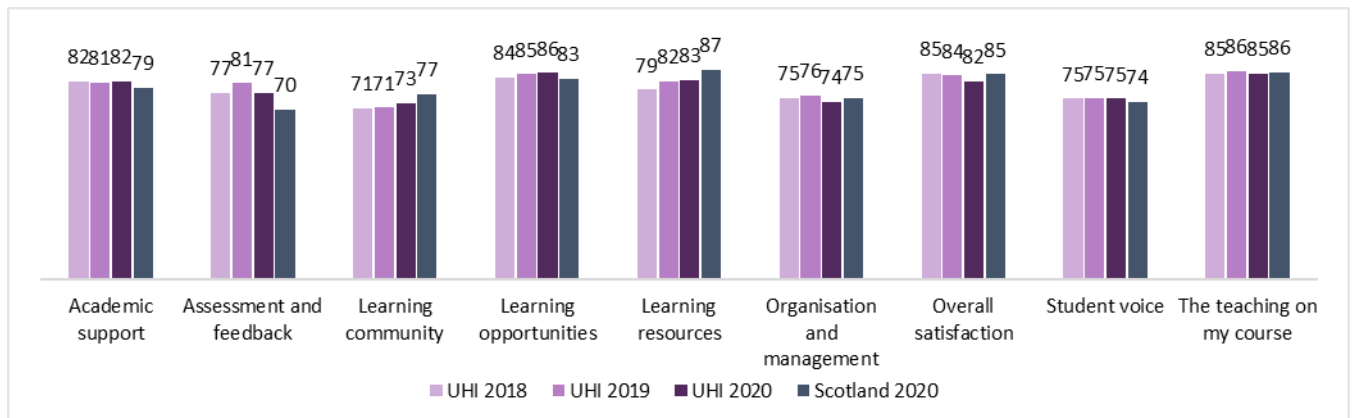


Figure 4: NSS results by question scale: % agree for UHI 2018-2020, and Scotland 2020

4.2. Results by individual item

NSS Item	UHI 2018	UHI 2019	UHI 2020	Scotland 2020
A00 The teaching on my course	85.1	86.5	85.4	85.8
A01 Staff are good at explaining things	88.6	89.1	90.2	90.1
A02 Staff have made the subject interesting	84.6	86.4	83.9	84.3
A03 The course is intellectually stimulating	85.7	86.6	84.9	86.8
A04 My course has challenged me to achieve my best work	81.5	84.1	83.0	82.1
B00 Learning opportunities	83.8	84.9	85.6	83.2
B05 My course has provided me with opportunities to explore ideas or concepts in depth	83.6	88.7	86.8	84.7
B06 My course has provided me with opportunities to bring information and ideas together from different topics	87.7	85.8	88.5	85.0
B07 My course has provided me with opportunities to apply what I have learnt	80.1	80.2	81.6	79.9
C00 Assessment and feedback	77.4	81.3	77.2	70.3
C08 The criteria used in marking have been clear in advance	77.7	80.1	74.6	71.5
C09 Marking and assessment has been fair	81.4	84.9	79.1	73.8
C10 Feedback on my work has been timely	71.8	76.0	73.1	65.6
C11 I have received helpful comments on my work	78.7	84.1	82.0	70.5
D00 Academic support	82.2	81.5	82.1	79.2
D12 I have been able to contact staff when I needed to	87.0	87.1	88.4	87.1
D13 I have received sufficient advice and guidance in relation to my course	81.2	82.2	81.3	77.9
D14 Good advice was available when I needed to make study choices on my course	78.2	74.6	76.1	72.5
E00 Organisation and management	75.2	76.1	73.7	75.2
E15 The course is well organised and running smoothly	65.1	69.9	64.3	67.9
E16 The timetable works efficiently for me	82.8	81.5	82.4	80.3
E17 Any changes in the course or teaching have been communicated effectively	77.5	77.3	74.5	77.5
F00 Learning resources	78.6	82.1	82.5	86.9
F18 The IT resources and facilities provided have supported my learning well	78.4	81.1	80.7	84.2
F19 The library resources (e.g. books, online services and learning spaces) have supported my learning well	78.2	82.2	82.2	88.2
F20 I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	79.9	83.5	85.1	88.5
G00 Learning community	70.9	71.1	73.1	76.8
G21 I feel part of a community of staff and students	66.8	67.0	68.0	67.7
G22 I have had the right opportunities to work with other students as part of my course	75.7	76.3	78.4	86.1
H00 Student voice	74.8	75.1	74.9	73.7
H23 I have had the right opportunities to provide feedback on my course	86.3	86.8	88.1	88.0
H24 Staff value students' views and opinions about the course	77.1	79.9	78.9	75.7
H25 It is clear how students' feedback on the course has been acted on	60.7	58.5	57.4	57.3
H26 The students' union (association or guild) effectively represents students' academic interests	47.0	45.4	49.0	54.5
I00 Overall satisfaction	85.3	84.5	82.2	85.0

Table 2: 2020 NSS results. % agree by individual item

Perth College UHI

Paper No. 4

Committee	Academic Affairs Committee
Subject	Postgraduate Taught Experience Survey (PTES) 2020
Date of Committee meeting	02/09/2020
Author	Jessica Borley
Date paper prepared	20/08/2020
Executive summary of the paper	<p>PTES took place entirely within the lockdown period this year, so the results may be viewed as an indication of satisfaction with the new methods of delivery that we are now using.</p> <p>UHI overall satisfaction rate has dropped from 89% to 85%. However, this is still ahead of the Scottish average (78%), and we remain 13th overall out of 57 participating institutions across the UK.</p> <p>Perth College overall satisfaction rate dropped from 84.6% in 2019 to 63.6%. Further analysis to drill down to programme level and student qualitative comments will be done and taken forward by the college Sector Development Director, Sector Manager and Quality Manager.</p>
Consultation How has consultation with partners been carried out?	National survey administered by Ipsis Mori
Action requested	<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

Resource implications (If yes, please provide details)	Yes/ No
Risk implications (If yes, please provide details)	Yes/ No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	Student experience / National Student Survey
<u>Equality and diversity</u> Yes/ No If yes, please give details:	Yes/ No Demographical information is available on request from UHI
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	Yes/ No If yes, please give details: Click or tap here to enter text.

Perth College UHI

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

University of the Highlands and Islands

Postgraduate Taught Experience Survey 2020

Table of Contents

1.	Introduction	2
2.	Executive summary	2
3.	Summary of results by area and benchmarking	4
4.	Comparison of programmes and academic partners	8
5.	Table of all responses by category and question.....	10
6.	Analysis of free text comments	13
6.2	Quality of learning and teaching comments.....	13
6.3	Engagement comments	14
6.4	Assessment and feedback comments.....	15
6.5	Dissertation or major project comments.....	17
6.6	Organisation and management comments	18
6.7	Resources and services comments	19
6.8	Skills development comments	20
6.9	Overall positive comments	22
6.10	One thing that would most improve the course experience.....	23
6.11	The information provided to help you choose your course	26
7.	Conclusions and possible areas for development	27

1. Introduction

- 1.1 The Postgraduate Taught Experience Survey (PTES) is a national survey, co-ordinated by Advance HE, and run by the university using 'Online Surveys' software.
- 1.2 The survey was run by EO Student Services.
- 1.3 The survey ran from 13/04/20 until 05/06/20.
- 1.4 It is the opportunity for taught postgraduates to feedback their experiences on teaching and learning, and the most significant survey of taught postgraduates in the UK.
- 1.5 The survey is confidential, and the results are anonymised so that no individual can be identified during the reporting.

2. Executive summary

- 2.1 The overall satisfaction rate for UHI was **85%** while the average overall satisfaction rate for Scottish institutions was 78%.
- 2.2 In 2019 the overall satisfaction rate for UHI was **89%**, while the Scottish average was 80%.
- 2.3 The overall response rate for the survey at UHI was **14%** with a Scottish response rate of 19.6%.
- 2.4 Response rates have decreased from 2019 when it was 31.5% with a national response rate of 31%.
- 2.5 At UHI the survey took place entirely within the COVID-19 lockdown. In order to provide a reliable comparison, HEA have only analysed data gathered during lockdown.
- 2.6 When ranked, UHI placed **13th out of 57 participating institutions for overall satisfaction.**
- 2.7 In 2019 we ranked 10th out of 84 participating institutions (some did not participate this year due to COVID-19)
- 2.8 As in 2019, the statements with the **highest scores** were related to **teaching, assessment and information.**
- 2.9 Statements with the **lowest scores** related **to information, resources and skills development,** the latter two in common with 2019.
- 2.10 The university is still performing **above the Scottish average in all but one area,** which is resources.
- 2.11 **Resources** is also the only area we rank significantly lower than other institutions overall – being **50th out of 57 institutions UK wide.**

- 2.12 This year, for the first time, each student was sent a personal login removing the need to enter a username and password. This resulted in a significant reduction in survey access issues reported to us.

3. Summary of results by area and benchmarking

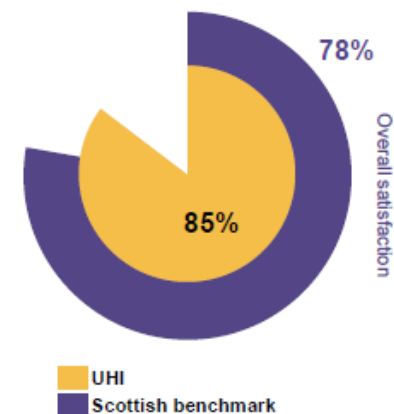
3.1 The University has received a higher overall satisfaction level than the Scottish average. UHI is also ahead of the Scottish average in all areas other than resources. In comparison to 2019 our overall satisfaction level has reduced from 89% to 85%, while the Scottish average reduced from 80% to 79%.

PTES 2020: UHI and the Scottish Benchmark

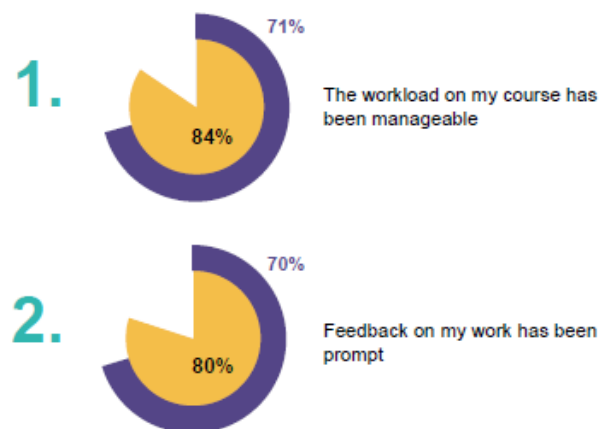
Overview

At UHI there were 117 respondents to PTES 2020. The overall satisfaction they had with their studies was 85%, this was 7% higher than the score for the Scottish arithmetic mean.

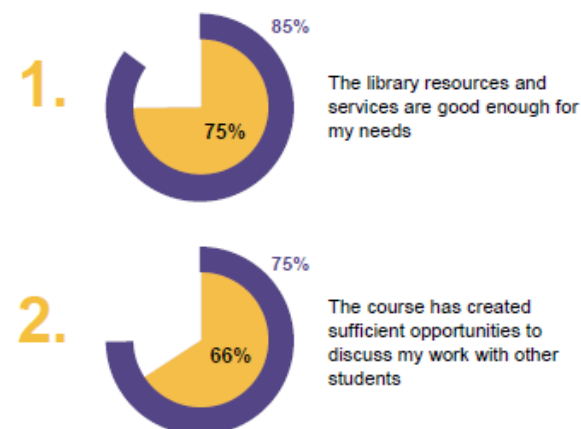
84% of students stated the workload on the course was manageable, 13% above the Scottish arithmetic mean benchmark. Less positively, relative to the benchmark, just 75% of respondents stated the library resources and services were good enough.



Most positive statements



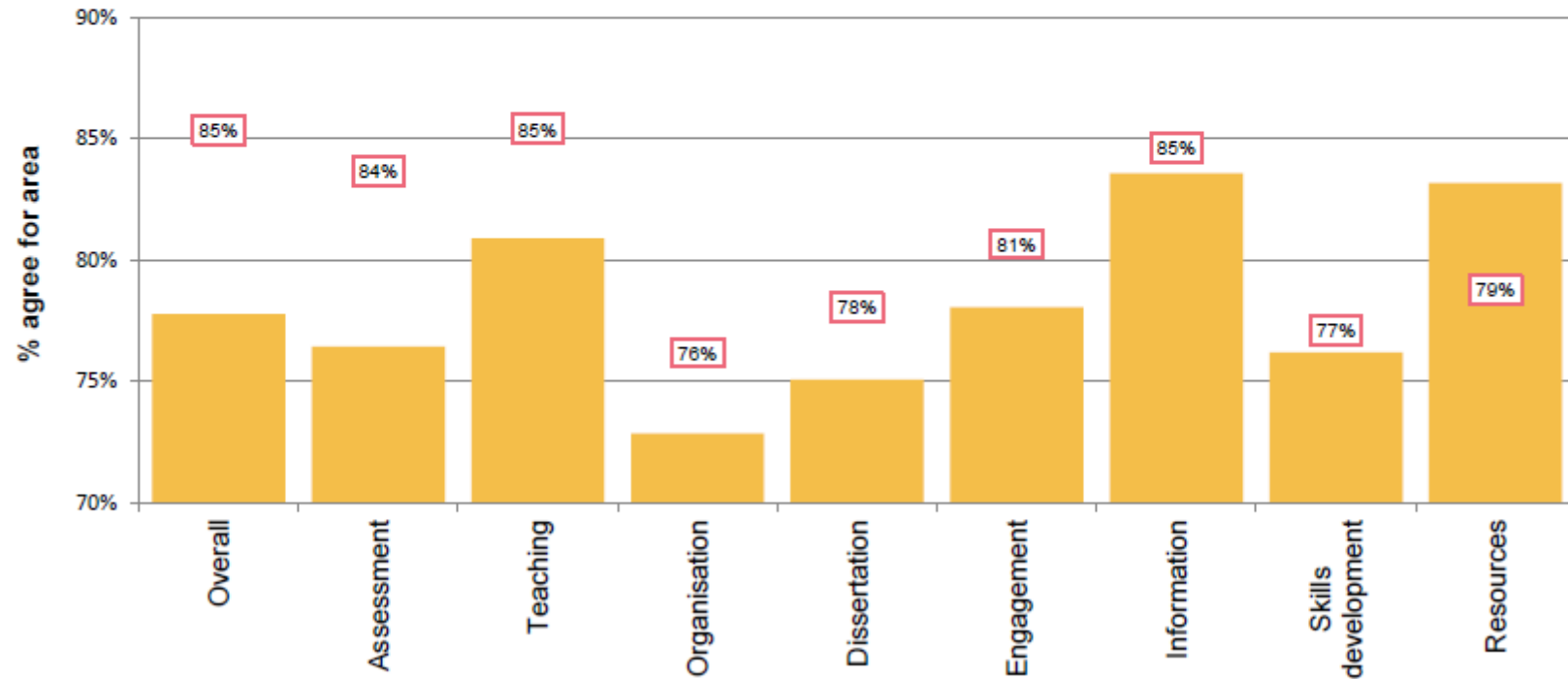
Most negative statements



Scores by area of experience

The graph below shows the position of UHI in relation to institutions in the Scottish arithmetic mean benchmark. UHI mostly had more positive responses than the average.

Key:	50%	UHI
		Average score for Scottish arithmetic mean institution



3.2 The University is placed 13th overall in the UK out of 57

PTES 2020 sector ranking for University of the Highlands and Islands

At a glance

13th

out of 57

Overall

13th

out of 57

Teaching

21st

out of 57

Engagement

12th

out of 57

Assessment

19th

out of 57

Organisation

50th

out of 57

Resources

33rd

out of 57

Skills development

32nd

out of 56

Information

part. A number of institutions did not participate this year due to COVID-19.

4. Comparison of programmes and academic partners

4.1.1 Detailed information on programmes is available on request.

4.1.2 To the overall satisfaction question, our programmes are ranked as follows. The first column shows all who chose 'definitely' or 'mostly' agree that they are satisfied with their course. The reporting threshold for individual courses is five students.

4.1.3 Response rates are shown as a percentage of possible responders and the actual number of students who responded.

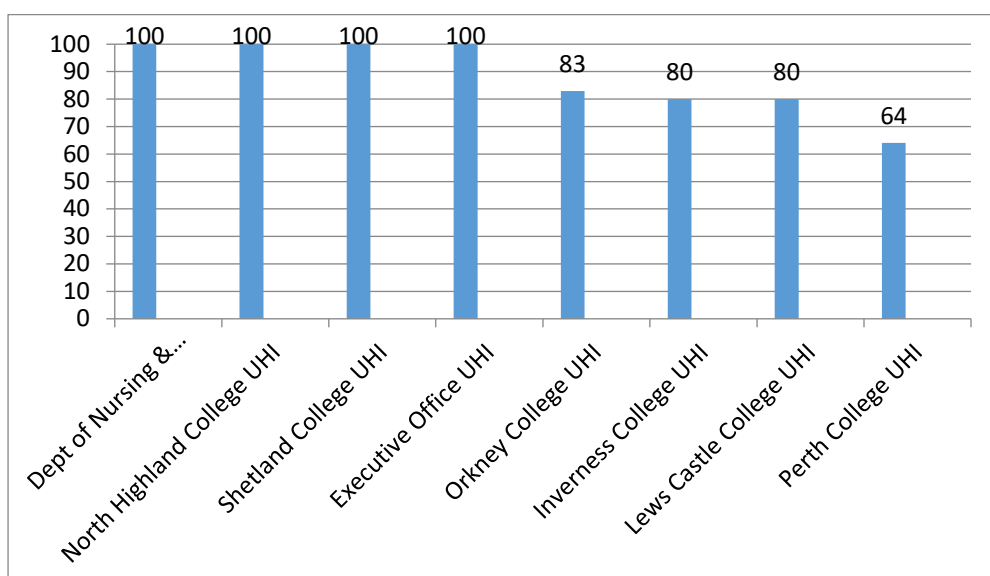
4.1.4 The lower response rate this year accounts for why relatively few courses met the reporting threshold.

	Combined satisfaction rate %	Definitely agree (satisfaction) %	Mostly agree (satisfaction) %	Response Rate %	Response Rate – Number
Art and Social Practice MA	100	75	25	33	12
Sustainable Rural Development MSc	100	78	22	35	9
Archaeological Studies MLitt	88	63	25	22	8
University average	85	57	28	14	117
Viking Studies MLitt	83	83	0	24	6
Health and Wellbeing MA	80	60	20	9	5
Leadership and Management MSc	66	33	33	21	6
Tertiary and Higher Education Med	66	44	22	20	9
Advanced Nurse Practitioner MSc	-	-	-	5	4
Aquaculture, Environment and Society MSc	-	-	-	3	1
Archaeological Practice MSc	-	-	-	10	1
Aviation MBA	-	-	-	10	1
British Studies MLitt	-	-	-	29	2
Business Administration MBA	-	-	-	11	3
Coastal and Maritime Societies and Cultures MLitt				0	0
Critical Enquiry MEd	-	-	-	6	2
Developing Low Carbon Communities MSc	-	-	-	25	1
Digital Pedagogy MEd	-	-	-	15	2
Engineering Scheme MSc	-	-	-	25	2
Global Entrepreneurship PGCert	-	-	-	40	2
Health Leadership and Management PGCert				0	0
Highlands and Islands Culture MLitt	-	-	-	25	1
Highlands and Islands Literature MLitt	-	-	-	33	1

History and Archaeology of the Highlands and Islands MLitt	-	-	-	10	1
History MLitt	-	-	-	17	2
History of the Highlands and Islands MLitt	-	-	-	16	3
Human Resource Management MSc	-	-	-	5	1
Infection Prevention and Control MSc	-	-	-	4	1
Interpretation - Management and Practice MSc	-	-	-	11	1
Island Studies MLitt	-	-	-	11	1
Material Culture and Gaidhealtachd History MSc	-	-	-	33	2
Midwifery PgDip	-	-	-	3	3
Music and the Environment MA	-	-	-	40	4
Orkney and Shetland Studies MLitt	-	-	-	50	1
PG Dip Teaching Qualification (practitioner route)	-	-	-	6	2
Psychology Conversion MSc	-	-	-	15	4
Research Methods PGCert	-	-	-	30	3
Resilience Leadership and Management PGCert	-	-	-	33	1
Specialist Qualification in Headship MEd				0	0
Sustainable Energy Solutions MSc	-	-	-	13	3
Sustainable Mountain Development MSc	-	-	-	12	3
Tourist Guiding North Highlands CertHE	-	-	-	17	3
Web Technologies MSc	-	-	-	0	0

4.1.5 The chart below shows the overall course satisfaction rate % for each academic partner.

S.A.M.S UHI, Sabhal Mor Ostaig UHI and West Highland College UHI had response rates below 5 so are not included.



5. Table of all responses by category and question

- 5.1 In all overall categories and individual questions other than resources, the university has a higher score than the Scottish average.
- 5.2 Students often express a greater satisfaction with their course as a whole than individual aspects of their student experience.
- 5.3 Teaching – most questions score highly in this area with the exception of contact time and support from staff on the course.
- 5.4 Engagement – scores highly with the exception of opportunities to discuss the course with other students.
- 5.5 Assessment and dissertation – high scores are recorded with the exception of feedback, progress support and timescales for marking.
- 5.6 Organisation – support at the start of the course, organisation and involvement in decision making are the weaker areas in this section.
- 5.7 Resources – library resources and course – specific resources score lower than other areas.
- 5.8 Skills development – within the course and in terms of career preparation are lower scoring areas.

	UHI - 2020	Scottish sector - 2020	UHI – 2019	Scottish sector – 2019
Overall Satisfaction	85%	79%	89%	80%
Teaching	85%	81%	85%	83%
1. Staff are good at explaining things	87%	86%	89%	87%
2. Staff are enthusiastic about what they are teaching	91%	86%	93%	89%
3. The course is intellectually stimulating	91%	85%	95%	86%
4. The course has enhanced my academic ability	90%	83%	91%	86%
5. The learning materials provided on my course are useful	86%	82%	86%	83%
6. There is sufficient contact time to support effective learning	72%	69%	67%	66%
7. I am happy with the support for my learning I receive from staff on my course	80%	76%	75%	74%
Engagement	81%	78%	81%	78%

1. I am encouraged to ask questions or make contributions in taught sessions	88%	88%	92%	86%
2. The course has created sufficient opportunities to discuss my work with other students	66%	75%	63%	75%
3. My course has challenged me to produce my best work	85%	81%	86%	81%
4. The workload on my course has been manageable	84%	71%	78%	71%
5. I have appropriate opportunities to give feedback on my experience	79%	76%	84%	77%
Assessment	84%	76%	82%	72%
1. The criteria used in marking have been made clear in advance	83%	80%	85%	75%
2. Assessment arrangements and marking have been fair	86%	79%	85%	72%
3. Feedback on my work has been prompt	80%	70%	73%	67%
4. Feedback on my work has been useful	86%	77%	84%	72%
Dissertation	78%	75%	82%	79%
1. I understand the required standards for the dissertation / major project	81%	77%	80%	81%
2. I am happy with the support I received for planning my dissertation / major project	74%	68%	73%	72%
3. My supervisor has the skills and subject knowledge to adequately support my dissertation / major project	82%	82%	93%	84%
4. My supervisor provides helpful feedback on my progress	75%	72%	84%	78%
Organisation	76%	73%	75%	73%
1. The timetable fits well with my other commitments	84%	77%	77%	76%
2. Any changes in the course or teaching have been communicated effectively	81%	82%	78%	78%
3. The course is well organised and is running smoothly	78%	71%	81%	72%
4. I was given appropriate guidance and support when I started my course	79%	77%	82%	75%

5. I am encouraged to be involved in decisions about how my course is run	60%	57%	54%	61%
Resources	79%	83%	80%	85%
1. The library resources and services are good enough for my needs	75%	85%	79%	86%
2. I have been able to access general IT resources when I needed to	84%	86%	84%	89%
3. I have been able to access subject specific resources necessary for my studies	73%	80%	83%	85%
4. I am aware of how to access the support services at my institution	82%	80%	72%	78%
Skills Development	77%	76%	74%	77%
1. As a result of the course I am more confident about independent learning	82%	81%	82%	82%
2. My confidence to be innovative or creative has developed during my course	80%	76%	74%	73%
3. My research skills have developed during my course	86%	81%	87%	83%
4. My ability to communicate information effectively to diverse audiences has developed during my course	75%	76%	66%	75%
5. I have been encouraged to think about what skills I need to develop for my career	65%	72%	64%	74%
6. As a result of the course I feel better prepared for my future career	73%	71%	69%	75%
Information	85%	84%	87%	84%
1. Information for prospective students was easy to find	85%	84%	88%	86%
2. Information for prospective students was useful	83%	85%	89%	87%
3. Information for prospective students was accurate	86%	81%	84%	80%

6. Analysis of free text comments

6.1 Due to the limited number of free text comments, and the breadth of their content, it is difficult to draw conclusions on a programme level. However, selected comments that are representative of comments received have been identified and grouped into themes in this section.

6.1.1 Free text comments tend to have a more negative tone than overall scoring. This is likely because respondents are being asked to think carefully about the question and in particular if there are areas they would like to see improvement.

6.1.2 The analysis below is provided to give an idea of areas that could be enhanced.

6.2 Quality of learning and teaching comments

6.2.1 The responsiveness of / general contact with academic staff was a recurring theme:

- “During this time it has been difficult to gain clear updates from tutors – I appreciate the timing and holidays but the uncertainty has been disconcerting.”
- “Haven't had any direct feedback from my department since the uni shut down although my PAT did email me. But I have been in the dark other than by generic statements.”
- “I have had no synchronous contact with staff. The only learning contact is via a forum where we answer pre-set questions, and there are only written notes in the guise of lectures. I have found this uninspiring and frankly difficult to remain engaged with.”

6.2.2 However, other students remarked on the high level of contact with and support from academic staff:

- “Two modules have been great, really well set up and organised with lots of contact and support.”
- “As always, teaching staff are of a very high level and always available for feedback.”
- “Tutors go above and beyond their responsibilities to work around students requirements and if anything are likely to compromise their own wellbeing by giving up chunks of their own time into late evening etc to accommodate awkward requests.”

6.2.3 The quality of module learning resources was frequently mentioned:

- “Some of my modules had excellent resources, in particular the [module]run by [lecturer]. Some have been nothing short of atrocious. The [module] had significant and repeated errors in the learning materials which led to me finding the module almost impossible.”
- “The instructor is very knowledgeable and enthusiastic about his course. However since COVID he simply uploaded lectures from last year.”
- “The learning materials have not fulfilled the expectations I have of course. I feel this is case in regards to both the nature and content of the learning materials and in terms of their overall quality.”
- “Most if not all the materials recommended for reading were out of date. Are courses ever updated?”

6.2.4 Students also commented on their desire for discussion and participation opportunities:

- “Some classes are more friendly and interactive than others and for me personally, I find it better if the lecturer can manage to encourage more participation during the online classes.
- “I feel that there was not enough stimulation from tutors on the discussion board when it started to flag and falter, as it always seems to do on all modules I have done. Not enough injection of stimulating thought to add to the lectures if they haven't sparked enough discussion in themselves.”
- “I wonder if the number of students enrolled directly affected the experience during face to face (virtual) contact time - the smaller class made it difficult to get more discussions going.”

6.2.5 Many students made reference to their appreciation of staff:

- “I completed this course under challenging personal circumstances and was supported by the staff to get myself through.”
- “Really helpful tutors who are very engaging and explain things really well.”
- “[This is] an acknowledgment to the determination and hard work of the staff to provide support to students through this difficult time.”

6.3 Engagement comments

6.3.1 Within engagement the most frequent comments related to opportunities for online discussion:

- “There has been little to no engagement in some of my modules however I appreciate it is a fully online course and therefore some participants will choose not to engage with the discussion boards made available. I don't think the 10% of module grade attached to discussion boards is sufficient to encourage engagement.”
- “Discussion boards are very good resources but lecturers use them in different ways- some more effectively than others.”
- “A number of lectures did not provide the chance for the more timid or some people on the VC to engage in debate or discussion. Many lectures were dominated by the same students contributing and I felt that more could have been done at times to include others.”
- “Some classes make full use of the discussion boards, actively encourage small groups and tutor sessions. Others have not.”

6.3.2 The second largest group of comments were related to managing the workload, partly due to the impact of coronavirus:

- “Workload is well placed throughout the course, however Covid 19 has impacted in that I am now juggling [childcare], my own employment + home schooling in addition to [course].”
- “The course work has not been manageable for me but that has been in the context of the CV outbreak, severe difficulties at work with funding, having to home school the children and caring for my [relative]. That is not the fault of the course, but it has made it very difficult to manage this year's work.”
- “The workload on learning materials are too much.”
- “The amount of reading and writing within tight deadlines is utterly unmanageable. It would be hard work for someone who was studying fulltime, let alone in a few grabbed hours of an evening. No compensation has been made for the fact that I work a 6 day week in my [workplace]. UHI seems deadline-obsessed rather than supporting each student individually.”

6.4 Assessment and feedback comments

6.4.1 The most frequent comments related to the usefulness of feedback, with many students saying that it was not useful:

- “The feedback on two modules I attend have been very brief, which is annoying as I want more explanation.”
- “Marking is poor, usually a shortish comment which doesn't explain how to achieve a higher mark next time; too often comments hone in on one small point in my assignment, which feels ridiculous when nothing else is referred to. The comments do not refer to the assessment criteria at all...”
- “I find it difficult to know from the feedback what to improve. So, great written feedback, really complimentary and positive and then I get [mark]. The feedback doesn't tell me how to improve to get a higher score. I'd like that information.”
- “More developmental feedback would be beneficial, but again this varies from tutor to tutor. A tutorial to give further feedback was useful however the feedback given did not reflect the mark.”

6.4.2 However, many students commented that feedback had been useful:

- “Feedback from [tutor] has always been very helpful and constructive.”
- “Feedback good, tutors always willing to give additional feedback.”
- “...quality and usefulness of comments had been excellent...”
- “Feedback is always thorough and helpful.”

6.4.3 Many comments related to the timeliness or lack of feedback:

- “Took months to get a mark from the [course].”
- “Some modules did not provide feedback until the very end of the marking deadline, which in some cases was too close to the submission deadline of the next assignment. As a result, any criteria highlighted by the lecturers was hastily applied to the assignments due.”
- “I never got feedback for my dissertation presentation in my dissertation module.”
- “For semester two, I received no written feedback on the assignments due in May. If there was any I have not been able to access it or have missed it. There were [a number of assignments] due at that time. I am not sure where to look if feedback is not emailed to me.”

6.4.4 Others said they would like more information on marking criteria:

- “It would be useful to have a copy of the marking grid and detailed assessment grid with the assessment itself, so that I didn't have to search/ask for it.”
- “No use of rubrics or indications of what assessment criteria would be.”
- “I'm none the wiser as to the marking criteria. I just follow what I'm told to do but to be frank I don't really understand what I actually need to do to pass. This should be in a document online. Maybe it is?”
- “The marking criteria sheet was not supplied in advance, just some generic statements regarding the expected content.”

6.5 Dissertation or major project comments

6.5.1 The most frequent comments related to supervisor support, with the majority of comments expressing satisfaction:

- “[Lecturer] is my supervisor and he has been really helpful, he has encouraged a group of 2 other students and myself to work together which is also helping with motivation. I'm in the early stages of writing my dissertation but [lecturer] has been helpful in providing advice and helpful feedback so far.”
- “My supervisor was better than I could ever have imagined. A real professional.”
- “Very happy with my supervisors and their enthusiasm and knowledge has been a great help. Contact was regular and they were easy to approach with any questions.”
- “My supervisor has been brilliant, very supportive and knew a lot about my topic.”

6.5.2 However, some students had negative comments about their supervisor's support:

- “I do not consider myself to have a research supervisor. I was not assigned a supervisor until [time] into the course... [The support from the supervisor has been extremely lacking]...I asked for a new research supervisor...however I was told this could not happen in time.”
- “I have had very limited contact with my supervisor.”
- “I wasn't happy with the amount of support I got from my supervisor. They were quite disorganised...[I received conflicting advice and feedback]. They also didn't take an active role with setting deadlines...and didn't really seem to be engaged or care about my process that much.”

6.5.3 A few students commented that they would have benefited from more general guidance:

- “I have been given no information at all about how to plan my dissertation (due to start at the beginning of next semester. I am strongly considering not continuing.”
- “I just felt not quite enough guidance at the end.”
- “Currently awaiting guidelines for changes to structure due to COVID.”
- “I think it would have been helpful prior to submitting the project proposal last year to have had discussions about the scale of projects - some have been much larger and more complicated than others.”

6.6 Organisation and management comments

6.6.1 Comments were wide ranging with few patterns. One theme related to communication about changes or out-of-date information:

- “...frequent changes with little communication...”
- “There have been several schedule changes that have been confusing and the course flow has become somewhat disjointed.”
- “...even before [coronavirus] there were a lot of class cancellations or re-scheduling dates repeatedly. Often people show up to a class on VC, and the lecturer does not show up...there’s no clarity, but when we ask for clarity, we are just told ‘look in your handbook/revised diary – it’s crystal clear’. But it really isn’t crystal clear. As evidenced by the fact that staff themselves miss these events, or [day] dates are labelled [day] etc/last year’s data is still visible online, issuing of previous years handbooks, etc.”
- “The course handbook contain lots of out of date or missing information especially around the timetables section. It would be good to have clarity regarding the timetabling of modules especially when trying to coordinate choices between semester 1 and 2. Many of the modules contain old information - dates on assessments etc are often from 2 years ago, leading to confusion.”

6.6.2 Students also mentioned issues to do with the VLE and other technological challenges:

- “...occasional technological issues which aren't the fault of the course organisers e.g. guest speakers sound over Webex is difficult to hear.”
- “...there was no orientation to the individual idiosyncrasies of UHI's ICT systems as a distance learner.”

- “There have been IT issues over accessing some journals remotely and I feel tutors may not believe or want to be troubled by such issues – they definitely seem to feel it is initially an issue from a student not being aware of how to search electronically rather than try to help with resolving the issue. The IT desk are very helpful. Lecture notes are still citing Blackboard, and some lecturers still don't know how to upload their notes so all can see them - I have often had to let tutors know that their links/notes/references are missing.”

6.6.3 However, there were also many positive comments made:

- “Again the two academic modules have been well organised and prepared.”
- “Due to COVID there have been some changes, but we are always kept informed and have regular Webinar updates that keep us informed if any issues and opportunity to voice concerns.”
- “All very well run.”
- “I was especially impressed by how well the residential went having been rescheduled to take place virtually rather than face to face at such short notice.”

6.7 Resources and services comments

6.7.1 Most comments were in relation to the library service, either online or local libraries.

6.7.2 A frequent theme was difficulties accessing online library resources:

- “I have found that the online library catalogue isn't as extensive as I'd like eg JSTOR not accessible.” *[UHI does have access to JSTOR]*.
- “Some access issues for some journals. There seem to be specific ways to access some journals, once you know the trick then it works fine but it is time consuming to ask IT for help each time. Should it be like that?”
- “I have found that the overwhelming majority of the books I have wanted/needed to access have not been available through the university library as ebooks, which has been extremely difficult at times. While the resources available online via the library are generally very good, I have really struggled in accessing books/ebooks of my particular subject [course].
- “I found the library was sometimes not containing or showing relevant literature and I used Google scholar more often.”

6.7.3 However, some students did make positive comments about the online library resources:

- “There were previously issues sometimes in accessing the online library on weekends which was problematic, but this seems to have improved lately.”
- “The online Library is mostly very good - not all books are available as advertised on the course but I think that's an issue for the course coordinator to have sorted before we hit the reading?”
- “Good availability of resources online although it was not possible to access the [on-site library] during this particular module making this challenging at times.”

6.7.4 Some comments related to problems navigating or accessing IT systems or software:

- “A dedicated workshop for some of the more technical programmes would have been useful for me. e.g. SPSS and the design capabilities in PowerPoint.”
- “Whole interface and library resources for the course provide everything needed. However, even with upgrading from black board, this remains confusing and complex to negotiate and can sometimes put you off studying as it can be hard to navigate where things are... Efforts to simplify navigation at IT level would always be helpful on this particular course I think.”
- “IT at UHI is rubbish. IT Staff are very helpful but system is not fit for purpose.”
- “It would be good if we were able to access academic license software e.g. Geoplot for the geophysics course, either as remote login, VPN etc .”

6.7.5 There were also frequent comments praising library and IT staff:

- “...the librarians are very helpful.”
- “Library services are knowledgeable and very useful and able to help with queries.”
- “ IT Staff are very helpful.”
- “IT support has been fantastic and quick, even when "shut".”

6.8 Skills development comments

6.8.1 Comments were wide ranging with few patterns, however, one theme related to issues of confidence:

- “I have become more confident in some ways but also realise there's even more to know about my subject which makes me feel less confident again!”

- “I just feel at the moment I have lost my confidence a bit due to COVID 19 and the stress of worrying about changes and having to work in [workplace] worrying about potentially infecting my family.”
- “I have improved in confidence...”
- “The challenges of this year have created a crisis of confidence. I feel like I am clinging on by my fingernails. Although my grades were good for my first semester, that felt like a complete surprise and that’s a reflection, I think of my lack of control.”

6.8.2 Students made comments which seemed to express feeling lost about future career plans, partly due to coronavirus:

- “I had hoped to grow but seem stuck at mid range and no further forward in understanding if I have what it takes to be researcher. So if not then I need to consider other options, and that means abandon what I was aiming to do.”
- “Would love some specific career guidance as to how to proceed once the [course] is finished. Sad that due to Covid I have been unable to take up the offer of a work experience placement with [workplace].”
- “I have tried to get help through UHI career and business services but there seems to be little available at postgraduate level. People tend to assume that as a mature student studying at a high level, you must have everything sorted out for a career. Sadly that’s not quite the case.”
- “I had fantastic help to produce a PhD proposal for [opportunity] but when that was unsuccessful, I didn’t really know what to do next.”

6.8.3 However, other students talked about what they have gained from studying, in particular research skills:

- “My research, literacy and analytical skills have been further enhanced by this course of study.”
- “I have improved in confidence and in my research skills.”
- “Presentation assignments and assessments have been very helpful.”
- “My career opportunities have already opened up due to undertaking this course.”

6.9 Overall positive comments

6.9.1 Overall comments on the thing that students valued most about their course focused on good staff, the opportunity to interact with other students (and staff), developing knowledge and skills, interest and enjoyment of the course, quality of the course, impact on job or career, the variety of subjects and guest speakers:

6.9.2 Good staff:

- “The lecturers made every class fun and interesting, they are all very knowledgeable and very helpful whenever there have been questions on assignments or class work.”
- “The [lecturer] is a renowned and wonderful expert and writes very well. His lectures and seminars are fun (I would like "fresh" ones however). He is eager to share his knowledge and is approachable and enthusiastic about the topic. He encourages creative and synthetic thinking.”
- “Particularly happy about the excellent tutor for [module]. [Lecturer] is an exceptional tutor who provides outstanding support for her students.”

6.9.3 Opportunity to interact with other students (and staff):

- “Meeting a diverse group of students from all ages and locations, with varying interests.”
- “Getting to know other students and tutors and sharing ups and downs and inspiring one another even though we are very different from one another and far away.”
- “Meeting new people and being able to hear other people’s different ways of working.”

6.9.4 Developing knowledge and skills:

- “Developing my overall critical learning and seeing how it connects with all aspects of pedagogy.”
- “Learning more interesting techniques for locating and assessing data.”
- “Developing the skills to perform [projects] in a cohesive and evidenced manner.”

6.9.5 Interest and enjoyment of the course:

- “An interesting and most enjoyable course.”
- “The most enjoyable module has been the [module] as I was interested in the subject matter and the tutor was very enthusiastic.”

- “I find the subject matter really interesting. We've been signposted to really interested reading and resources.”

6.9.6 Quality of the course:

- “The course so far has been excellent and exceeded my expectations – very stimulating with great tutor, material and discussions.”
- “Many of the lectures have been outstanding.”
- “Overall Course Design - Agile delivery of material by staff combined with a fantastic programme of guest speakers.”

6.9.7 Impact on job or career:

- “I have definitely learned a lot and I am a much better [professional] because of doing the [course]. My [clients] and colleagues have both benefited from this.”
- “...it has encouraged me to be more open minded about varying [work] practices in different types of organisations. The course has also enabled me to become a [professional body] member which has enabled me to network and continue my personal development.”
- “I have been inspired to think of new ways of developing my professional practice which could further my career.”

6.9.8 The variety of subjects:

- “Being able to access such a variety of subjects.”
- “I have enjoyed the diverse range of topics presented by the modules of the course.”
- “The wide range of topics covered within the course modules.”

6.9.9 Guest speakers:

- “Guest lectures - Having real access (lecture +discussions, q&a's, follow ups etc.) to the expertise of outstanding professional practitioners helps cement the quality and standard of delivery on the course overall.”
- “The variety of external speakers. Invaluable experience.”
- “...fantastic programme of guest speakers.”

6.10 One thing that would most improve the course experience

6.10.1 Overall comments on what students felt would improve the course included: student participation in online discussions and activities, IT problems, videoed lectures, lecturer communication / contact / organisation, provision of guidance and face-to-face contact.

6.10.2 Student participation in online discussions and activities:

- “Better online discussion of the materials. It can be very stiff and regulated, but also more than half the students each course don't participate and no one can force them, so not sure this can be fixed.”
- “I feel like a lot of students do not participate in the weekly activities or VC's and it was often just myself attending which really put me off as I was the only one to be asked questions etc.”
- “Some live sessions for facilitated discussion with classmates on some of the topics.”
- “A greater number of students would have provided for better discussion during online sessions.”

6.10.3 IT problems:

- “Nearly every session we have had problems with Webex, either sound or visual not working, someone not being able to log in, the classroom set up not working for the tutor. It eats up a lot of time.”
- “We rely on technology and often the connections are weak and we lose contact with some of the participants. Better internet connections would improve the experience.”
- “IT. The video conferencing, online access to apps, everything is slow, cumbersome, difficult to use and often doesn't work. For a university that is based on IT this is a constant source of failure.”
- “As a student studying abroad there have been technological difficulties engaging with the course. An awareness of this among the IT department at the university may help to alleviate these issues in the future.”

6.10.4 Videoed lectures:

- “Even a video of a lecture would have been welcome to break the reliance on written word as the principle form of communication.”
- “I think that more video resources or similar would break up the amount of reading we're expected to do, just as a different approach to learning/communicating key theory.”

- “I think online / filmed lectures would have helped my understanding of certain aspects of the course. I resourced these myself, mostly on youtube, which made a big difference in helping get to grips with [topic]. I find that I personally struggle with just reading alone. Listening / watching a lecture helped a great deal.”
- “I found pre recorded video lectures very useful and felt this helped greatly with me being able to gain an understanding while combining this with class notes. I think seeing and hearing a lecturer talk about theoretical ideas had more value than simply reading the notes.”

6.10.5 Lecturer communication, contact and organisation:

- “More direct communication from the departments you are working with.”
- “Better organisation, better quality lecturing, some consideration about the amount of taught time on the course (e.g. more than [time] per module).
- “Contact between student/ supervisor.”
- “Better organisation of staff and clearer procedures for e.g. dissertation module.”

6.10.6 Provision of guidance:

- “Inductions to UHI guidelines (referencing/assessment) etc should be clear from the beginning of the course, not after assessments.”
- “Stronger guidance at the beginning.”
- “Some of the guidance around submitting work for assessment has changed quite frequently. Whilst I understand this comes about due to student feedback it is not always easy to keep up with changing requirements.”
- “Clearer guidance on what is required for assessments, including a more concise assessment brief, alongside more developmental feedback.”

6.10.7 Face-to-face contact:

- “One face to face meeting at the start of each module.”
- “Face to Face groups encouraged and set up by the tutor.”
- “The course is fully on line and it means you never interact or share face to face interaction with other students or staff.”
- “Perhaps built in face to face online sessions with tutors or with other students would be good going forward. We have all become much more video conference capable as a result of

covid 19, that could offer great opportunities for building a stronger community of post graduate students.”

6.11 The information provided to help you choose your course

6.11.1 The most frequent comments were in relation to wanting more detailed information about module content:

- “I liked the information about the course provided on the web pages but would have liked more on specific units.”
- “I had to email for more detail about the course modules before I signed up. Greater detail about modules would be helpful to prospective students - there's just not enough about the course (PGCert Research Methods) on the website to explain what the course covers.”
- “I had to ask for more detail on each module in advance - it wasn't accessible to see until I had become a student - so it is there just not accessible for a non-student to see, when it would be most useful.”
- “I think the website could do a lot better in communicating content of the different modules available.”
- “I do find module details difficult to find, although the whole course details are easily accessible.”

7. Conclusions and possible areas for development

- 7.1 Our taught postgraduate students are generally happy with their student experience.
- 7.2 Many students expressed their appreciation for staff: lecturers, dissertation supervisors, and library and IT staff. Where specific staff were named, they have been notified of this praise.
- 7.3 Further research will be carried out to understand why the area of 'research' has a lower score, and in particular what this refers to.
- 7.4 Similarly, data will also be examined to determine why one academic partner had lower scores than others.
- 7.5 Availability of staff for student contact and support is an area that may benefit from enhancement.
- 7.6 Greater facilitation and encouragement by lecturers for use of the discussion boards would increase students' opportunities for discussion and participation.
- 7.7 Students would like more opportunities to build learning communities with their peers, both face to face and online.
- 7.8 There appears to be a desire for greater opportunity for students to consider career development within their programme of study and to access individual careers support.
- 7.9 There may be benefit from reviewing the robustness and ease of use of IT systems as well as provision of greater induction and/or guidance in their use. In particular students would welcome videoed lectures.
- 7.10 Course organisation is very important to students. The accuracy and timeliness of communication around changes, as well as up-to-date course administration and course content are areas where improvements could be made.
- 7.11 Students would like more detailed information about modules to help them choose their course.

Kevin Sinclair
Student Engagement Manager

August 2020

Committee	Academic Affairs Committee
Subject	Risk Review – Academic Affairs Committee
Date of Committee meeting	02/09/2020
Author	Ian McCartney, Clerk to the Board of Management
Date paper prepared	26/08/2020
Executive summary of the paper	<p>Board of Management agreed at the meeting of 18/12/19 to Risk being discussed at each sub-Committee meeting to ensure risks were owned and discussed at the appropriate level.</p> <p>This paper provides Academic Affairs Committee with an opportunity to scrutinise and assess those Strategic Risks determined to be within the Committee's purview.</p> <p>Committee members are asked to:</p> <ul style="list-style-type: none"> i) Discuss the appropriateness of each Risk for the Committee; ii) Review the currency of the Action Plan; iii) Consider any additional areas of Risk not identified within the current Register, in particular any considerations related to COVID-19 impacting on areas related to the remit of Academic Affairs Committee
Consultation How has consultation with partners been carried out?	Members of SMT have ownership of the risks within the register and have been consulted on Committee allocation.
Action requested	<input checked="" type="checkbox"/> For information <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval

Perth College UHI

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

Perth College UHI

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

Its disclosure would substantially prejudice a programme of research	<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

DATE: August 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>Academic Affairs</p>	<ul style="list-style-type: none"> • Lack of marketing focus • Intra regional competition • Curriculum offered does not meet demand • Slow conversion of application to acceptance • Impact of school profile and jobs market • Likely impacts of Brexit <p>COVID-19</p>	<ul style="list-style-type: none"> • Financial. • Reputation. • National appetite for increased funded numbers. • Reduction in EU students. <p>Lack of clarity re student progression</p>	Depute Principal Academic/ Vice Principal External/ Associate Principal	4	4	16	<ul style="list-style-type: none"> • Review curriculum to ensure it is up to date and fit for purpose and relevant for the identified market. • Maintaining engagement with applicants. • Well informed with strong/robust evidence/business case for local demand. • Strong representation on PPF for FE and HE and on the Regional FE Committee. • Clear understanding and management of criteria within the ROA. • Endorsement of Community Planning Partnership. • Liaise with adjoining regions, colleges and providers for out of region provision. • Strategic discussions with PKC Education Department on Schools/College volume. • Ensure student numbers align to strategic plans. • Identify courses with highest EU student cohorts. • Effective marketing plan in place. • Student Number Planning using more robust data • EREP Action Plan Implementation 	16	↔	<ul style="list-style-type: none"> • Revised Marketing Strategy • Curriculum Review - completed • Involvement with Tay Cities Deal 	Depute Principal Academic/ Vice Principal External	Ongoing
8 *	Active	<p>Developing a successful and sustainable organisation.</p> <p>UHI Common Risk</p>	<p>Research outputs are sub-standard.</p> <p>Academic Affairs</p>	<ul style="list-style-type: none"> • Lack of experience and reputation • Insufficient staff time available • Not explicit in staff Partnership Contract. • Funding methodology <p>COVID-19</p>	<ul style="list-style-type: none"> • Inability to identify and agree appropriate projects • Research strategy not clear <p>Postponement of Research Excellent Framework 2021 affects future funding levels</p>	Principal	4	3	12	<ul style="list-style-type: none"> • Annual Review of R&KE strategy. • Develop relationships with wider UHI colleagues. • Prioritise R&KE research activities where appropriate for REF income. • Investigate SFC Innovation Funding and maximise • Work with University SMT, Research Clusters and PKC • Tay Cities Deal developments. • Effective and purposeful operation of R&KE Committee and links to UHI structures. • Active & ongoing engagement with research organisations 	9	↔	<ul style="list-style-type: none"> • Link with KE specialists in UHI. • Vision 2021 and City Development Plan implementation. 	Principal	Ongoing

Ref	Risk Status	Strategic Category	Risk Description & Primary Sub-Committee	Causes	Impacts/ Evidence	Owner	Likeli-hood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend	CURRENT ACTION PLAN		
													Actions to minimise risk TO DO	Action Owner	Completion Date
10 *	Active	<p>Inspiring and supporting our students to achieve their potential.</p> <p>Providing a progressive curriculum which meets economic and social needs and aspirations.</p> <p>UHI Common Risk</p>	<p>Academic quality is sub standard</p> <p>Academic Affairs</p>	<ul style="list-style-type: none"> • Insufficient tracking of student. • Poor understanding of student requirements. • Product not fit for purpose. • Poor delivery. • Insufficient support for students. • Mis-selling of courses/provision. <p>COVID-19</p>	<ul style="list-style-type: none"> • Loss of students. • Loss of earnings. • Adverse PR and poor reputation. • Poor future recruitment. • Poor achievement and retention. <p>Potential confusion re approaches to progression across curriculum;</p> <p>Future students recruited at inappropriate levels</p>	Depute Principal Academic/ Associate Principal	3	3	9	<ul style="list-style-type: none"> • Student tracking programme and reviews by Student Advisers. • Heightened student focus on internal communication and training evidenced by the BRAG reporting system. • Managing student expectations. • Active listening to student voice and acting on evidenced by feedback to students. • Act on Student Survey outcomes evidenced by action planning with quality reviews. • Ensure regular/ constructive formative assessment feedback to students/ customers. • Implement Complaints Procedure in line with new legislation and refresh training. • ASW opportunities roll out. • Student Partnership Agreement • NSS Action Plans implemented for courses with poor results. • Appointment of Head of Student Experience. • Self-evaluation process redesigned. • Working with HISA to conduct student focus groups. • A Student Experience Committee has been convened • Ensure findings are reported on with regards to the complaints procedure and actions identified and followed up on • Quality review process redesigned (course KPIs by exception) • Identification of protected characteristics and KPIs • Student Support Review • Revamp website with regards to the services available to support learning 	<p>9</p> <p>(3,3)</p>	↔	<ul style="list-style-type: none"> • Complaints Review • Student funding at Regional and National level. 	Depute Principal Academic	Ongoing

Ref	Risk Status	Strategic Category	Risk Description & Primary Sub-Committee	Causes	Impacts/ Evidence	Owner	Likeli- hood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend	CURRENT ACTION PLAN		
													Actions to minimise risk TO DO	Action Owner	Completion Date
11 *	Active	Providing a progressive curriculum which meets economic and social needs and aspirations. UHI Common Risk	Regional curriculum plan and delivery not aligned to local demand. Academic Affairs	<ul style="list-style-type: none"> Fragmented ownership. Lack of planning. Over ambitious change in delivery methodology. Wrong blend between online and face to face. ESIF changes Not fully within gift of PC UHI, need others/UHI to contribute COVID-19	<ul style="list-style-type: none"> Lose students. Financial risk through reallocation. Students choose another provider. Poor retention and achievement. Disputed ownership/ responsibility for failings. PKC Learner Strategy delayed post-Outbreak	Associate Principal	3	3	9	<ul style="list-style-type: none"> Influence/engage with development. Meetings arranged with UHI Deans & subject network leaders Keep in touch/listen to student views. Active engagement in SMCT, QAEC and PPF. UHI to commission research on impact of changed delivery methodologies. Work with UHI, SDS and local stakeholders to enhance demand analysis. Regional Outcome Agreement development and implementation. Depute now sits on SMCT. Vice Principal now sits on EPSC. Associate Principal now sits on PPF Curriculum Review under way In liaison with PKC re Learner Strategy 	9 (3.3)	↑	<ul style="list-style-type: none"> Proactively engage in implementation of UHI Strategic Plan. 	SMT	Ongoing
19	Active	UHI Common Risk	College does not achieve allocated HE student number targets Academic Affairs	Failure to recruit sufficient students due to various factors such as: over ambitious PPF target, poor marketing, curriculum gaps, poor NNS results etc. COVID-19	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. Financial impact of reduced student numbers	Depute Principal Academic/ Associate Principal	5	4	20	<ul style="list-style-type: none"> Review curriculum to ensure robust and up to date. Continue close partnership working within UHI. Ongoing dialogue with PPF and academic partners. Plan, monitor and review student numbers/applications. 	20 (5,4)	↑	<ul style="list-style-type: none"> Implementation of Curriculum Review 	Depute Principal Academic	Ongoing
20	Active	UHI Common Risk	College does not achieve allocated FE Credit targets. Academic Affairs	Failure to recruit sufficient students due to various factors such as: over ambitious target, curriculum gaps, ineffective marketing and engagement with local schools/ employers. COVID-19	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. Financial impact of reduced student numbers Potential for specific courses to be paused/ Discontinued	Depute Principal Academic/ Associate Principal	5	4	20	<ul style="list-style-type: none"> Review curriculum to ensure robust and up to date. Develop external partnerships with schools. DYW and employers. Plan, monitor and review student numbers/applications. 	20 (5,4)	↑	<ul style="list-style-type: none"> Implementation of Curriculum Review 	Depute Principal Academic	Ongoing

LIKELIHOOD CRITERIA **TIMESCALE 3 YEARS**

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

IMPACT CRITERIA **TIMESCALE 3 YEARS**

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

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

RISK MAP (for Gross risk & residual risk)

TIMESCALE 3 YEARS

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

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

ACADEMIC AFFAIRS COMMITTEE

Membership

Principal – Chair

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

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

2 Student Representatives nominated by HISA 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.