

Academic Affairs Committee

Agenda

Meeting reference: Academic Affairs 2018-19/01
Date: Wednesday 21 November 2018 at 14.30 hours
Location: Room 019
Purpose: Scheduled meeting

* Denotes items for discussion.

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

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Conflict of Interest in any Agenda Item		Chair	
4	Minutes of the Meeting held on 16 May 2018		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Presentation: Catherine Etri BA Food Nutrition and Textile Education – Teacher Education			
7	Revised Terms of Reference and Membership of the Committee		Chair	Paper 2
8	Student Experience			
*8.1	HISA Perth College Update	Student President	Student President	Paper 3
8.2	Student Surveys: Student Satisfaction and Engagement Survey	Head of Student Experience	Head of Student Experience	Paper 4
8.3	Student Surveys: National Student Survey	Head of Student Experience	Head of Student Experience	Paper 5

9	Curriculum			
*9.1	Student Recruitment	Head of Student Experience	Head of Student Experience	Paper 6
10	Performance Monitoring			
*10.1	Balanced Scorecard Update	Planning and Project Manager	Principal	Paper 7
11	Policies			
*11.1	Learner Support Policy	UHI Policy Working Group	Principal	Paper 8
*11.2	Intellectual Property Policy	UHI Policy Working Group	Principal	Paper 9
12	Remit and Role of Committee			
*12.1	Draft Plan of Work for the Committee 2018-19	Secretary	Secretary	Paper 10
13	Date and time of next meeting <ul style="list-style-type: none"> 12 February 2019 	Secretary	Secretary	
*14	Review of Meeting (to include check against ToR)	All		Paper 11

Academic Affairs Committee

DRAFT Minutes

Meeting reference: Session 2017/18, Meeting 3 of 3
Date and time: Wednesday 16 May 2018 at 2.00pm
Location: Room 19, Brahan

Members present:

Margaret Cook Principal and Chief Executive (Chair)	Jessica Borley Head of Quality, Chair of Quality Enhancement Committee
Lorenz Cairns Depute Principal Academic	Brian Crichton Board of Management
David Gourley, Head of Academic Practice	Dawne Hodgkinson, International & Corporate Services Director
Prince Honeysett President HISA Perth	Deborah Lally Head of Student Records
Veronica Lynch, Vice Principal External and Engagement	Richard Ogston Head of Student Services
Patrick O'Donnell, Research Co-ordinator	Professor Martin Price, Chair of Research, Scholarship and Knowledge Exchange Committee
Maureen Masson Secretary to the Board of Management	

Apologies: Harold Gillespie, Board Member
Jane Edwards, Support Staff Representative
Sharon Maguire, Board Member
Nurina Sharmin, Vice President HISA Perth

Minute Taker: Maureen Masson
Quorum: 8, including the Chair or Vice-Chair

Summary of Action Items			
Ref	Action	Responsibility	Time Line
*7.5	Perth College UHI: Student Services Annual Report 2016-17 Prepare a short executive summary for wider dissemination in the College	Head of Student Services	For next meeting
9	HMle activity	Depute Principal	Asap

	Review recently revised HMle guidance	(Academic) and Head of Quality	
*11.1	Balanced Scorecard Check indicator 1 about the number of non SDS funded apprenticeships, and what that number relates to.	Head of Academic Practice	For final Balanced Scorecard presentation
12.2	Research Scholarship and Knowledge Exchange Committee –18 April 2018 Review membership of RSKE	Principal, Depute Principal. Research Co-ordinator	For next Academic Year

Minutes

Item	Action
<p>1 Welcome and Apologies</p> <p>The Principal welcomed members and the Committee noted apologies.</p>	
<p>2 Additions to the Agenda</p> <p>The was one addition to the agenda notified by the Head of Quality on outcomes arising from the recent exit surveys. That would be taken at the end of the meeting.</p>	
<p>3 Declaration of Conflict of Interest in any Agenda Item</p> <p>There were no declarations of a conflict of interest.</p>	
<p>4 Minutes of Meeting Held on 17 May 2017</p> <p>These were accepted as an accurate record – for completeness Barbara Nelson should to be added to the ‘in attendance’ list of the last meeting.</p>	
<p>5 Actions Arising from Previous Minutes</p> <p>All actions were covered in the agenda apart from the following where updates were noted:</p> <p>11.1 Student Engagement Strategy Update</p> <p>Provide an update on development of a student enabling plan</p> <p>The Head of Student Services had been unable to progress the enabling plan for a number of reasons, but this would be progressed over the coming weeks and he would provide an update at the next meeting.</p>	

6 Sector Manager Presentation

Karen Downs, Sector Manager, Skills for life, Learning and Employment

Karen provided an informative and interesting presentation about the very positive work ongoing in her Department. The Committee noted the different areas of work the Skills for Life and Learning and Employment supported and noted that challenges in that delivery. Demand for the services provided by SLE were rising and the Department was working with Skills Development Scotland to look at how their services might be developed.

The Committee thanked Karen for an interesting and informative presentation.

7 Student Experience

***7.1 HISA Perth College Update and Student Elections**

The Committee noted all activity in the HISA update and that the Partnership Agreement had been signed by the Principal and Students Association.

The Committee further noted the outcomes from recent student elections. Meetings with the new student representatives would be planned during August when students returned after the summer break.

***7.2 Student Destinations 2016-17**

The Head of Student Records introduced a tabled paper which provided data about known student leaver destinations. Information on a student population of 87% was collected and 83.7% of students were entering a positive destination. The Committee noted that this was similar to other FE colleges. The Committee further noted that employer data was now being captured but that did not extend to information on salaries. A final trawl of data by SFC would be undertaken soon and that may alter final numbers.

The Committee commented that the information was positive overall.

***7.3 Quality Review Meetings – closed**

***7.4 UHI Subject Reviews**

The Committee noted the Depute Principal's update on the recent and forthcoming subject reviews.

***7.5 Perth College UHI: Student Services Annual Report 2016-17**

The Head of Students Services introduced the paper which provided a summary of all activity undertaken in the Area of Student Services for Academic Year 2016-17. The report was used by each area for self-improvement. .

The Report was welcomed and there was discussion about its audience and circulation. It was agreed that it might be helpful to provide short executive summary for wider dissemination in the College

Head of
Student
Services

8 Strategic Planning

8.1 Access & Inclusion Strategy: Update and Progress Report

The Committee noted a report by the Head of Student Services on a range of work ongoing since the College's Access and Inclusion Strategy had been approved last year. A number of priorities were identified, including the creation of an implementation plan to chart progress, identify priorities and progress set aims.

9 Curriculum

9.1 HMle Activity Update

The Committee noted a number of planned meetings with HMle colleagues over the next several weeks. The Committee further noted that HMle had issued revised guidance recently and that it would be reviewed by the Depute Principal and Head of Quality.

Depute
Principal
and Head
of Quality

9.2 Student numbers (16/17 and 17/18)

The Committee noted the final student numbers for 2017-18 and planned student numbers for 2018-19. The College had succeeded and surpassed its targets for HE and FE respectively. In terms of 2018-19 the planned targets had been submitted to Partnership Council and the College was waiting for confirmation but was planning on the basis of no change.

The Committee noted that Perth and another College had over delivered and that that this would 'balance out' across the partnership. The overall budget and credits distribution would be discussed at FERB.

The Committee wanted to record its thanks for the considerable effort and hard work that had helped deliver such positive outcomes.

10 Engagement

***10.1 Tay Cities Deal**

The Principal reported that the outcomes from the bid process were expected at the end of June 2018.

10.2 CPD Workforce Plan 2017-18

The Committee noted the CPD workplan and the positive CPD activity that was ongoing.

***11 Performance Monitoring**

***11.1 Balanced Scorecard**

The Committee noted the Balanced Scorecard and that indicator 2 reflected the destinations data that had been recently captured. HE data was not yet available. The remaining elements of the Balanced Scorecard would be populated as the end of the academic year approaches.

A query was raised in relation to indicator 1 about the number of non SDS funded apprenticeships, and what that number related to. It was thought to relate commercial activity in particular CITB and SSE apprenticeships but that would be checked.

Head of
Academic
Practice

12 Standing Committees

12.1 Research Scholarship and Knowledge Exchange Committee – 18 April 2018

The minutes were noted although the meeting was not quorate. It was agreed that the membership of the Committee should be reviewed as there had been some changes to roles around the College. It was agreed that the Principal, Depute Principal and Research Co-ordinator should undertake the review.

Principal,
Depute
Principal.
Research
Co-
ordinator

It was further noted that the annual review process was changing and a new approach was being piloted. A paper had been presented to the last JNC and had been well received and it was acknowledged that may drive some change in membership. There was some discussion about innovation funding and how that might be visible to the Committee.

The Committee noted that the recent scheduled QEC had to be cancelled because it was not quorate.

Additions

The Head of Quality provided an overview of the work ongoing on the exit survey. A review of the questions had been undertaken with UHI colleagues and the wording of a small number of questions had been changed and two others added. Students undertaking online or distance learning has now been included as it was recognised that their experiences were different.

Initial analysis of the results indicated that whilst the number of students overall has risen, the response rate had gone down. Further analysis of the results would be undertaken in due course.

13 Date and Time of Next meeting

21 November 2018

***14 Review of Meeting (to include check against ToR)**

Members agreed the meeting had covered its Terms of Reference.

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

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

Status of Minutes **Open** ☒ **with removal of item 7.2**

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

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

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

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

Yes ☐ No ☒

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

Academic Affairs Committee

Membership

Principal – Chair

2 Representatives of the Board of Management (one to be Vice-Chair)

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

2 Student Representatives nominated by HISA

Depute Principal (Academic)

Vice Principal (External)

Chair of Research, Scholarship and Knowledge Exchange Committee

Head of Student Experience

Head of Teaching and Learning Enhancement

By invitation

Student Services Manager

Student Records Manager

Quality Manager

Quorum

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

Frequency of Meetings

Normally 3 times per academic session, and as required.

Terms of Reference

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

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

1. To lead the review and development of the academic portfolio in line with the College's Strategic Plan to ensure it remains relevant in terms of Scottish Government policy and industry developments across all sectors of the economy and provide advice to the Board of Management as required.
2. To reflect on trends in education to encourage innovation and curriculum development and promote best practice in regard to the pedagogical environment to ensure that the College successfully serves the needs of students and other stakeholders, and is preparing effectively to meet future needs.
3. To undertake a high level review of:

- key aspects of academic performance, including student retention, progression, attainment and achievement;
 - performance on admissions, access and inclusion;
 - arrangements for articulation and partnership;
 - approaches to learning and teaching;
 - the volume and themes of student complaints, and their handling and outcomes.
4. To maintain an overview of academic quality assurance and outcomes by reviewing reports from the Quality Assessment Committee and other relevant internal and external sources including feedback and evaluation from student and stakeholder surveys.
 5. To consider the implications of reports and updates from other relevant College and UHI Committees and, where appropriate, act to ensure the relevance and currency of the academic offer.
 6. To prioritise and make recommendations in respect of work force planning and continuing professional development for academic staff.
 7. To review and approve College's policies and strategies that relate directly to the student experience in terms of student induction and support, matters concerning student discipline and appeals.
 8. To instigate any actions the Committee considers appropriate to maintain and enhance Perth College UHI as a centre of educational excellence.
 9. To receive reports from the Research Strategy and Knowledge Exchange and Quality Assessment Committees.

Approved by the Board of Management 13 June 2018

Date of meeting: 21 November 2018

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

(Tick as appropriate) Yes: No: ✓

The paper provides an update on the work of HISA Perth College since the last meeting.

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Status of Papers Open ☒ Closed

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

HISA PERTH UPDATE

Activity Fund

The HISA Perth Lit Activity Fund is now active and all Perth UHI students are eligible to apply for funding for their events or trips.

There are 4 available awards:

- 400 x 1
- £200 x 2
- £100 x 5
- £40 x 5

Focus Groups

HISA Perth are currently working alongside Perth UHI on improving the student learning experience. We aim to achieve this by having focus groups with several groups of students in each of the curriculum areas, gathering information on the current status of their course and where they wish improvements can be made.

Class Rep Training/ First SRC

From 22nd October, the HISA Perth officers and Perth UHI quality team began training sessions for Class reps. Training is still underway and all reps are expected to be trained in time for our first Student Rep Council on 6th November.

Clubs & Societies

We are also now part of a sports working group with the ASW sector managers. HISA Perth believe this group will aid us in acquiring more fixture for our sports teams and also provide them with strips, something the student association has not really had a lot of success with in the past.

Paper for Consideration

Subject: Student Satisfaction and Engagement Survey (SSES)
Author: Deborah Lally
Date of paper: 7 November 2018
Date of meeting: 21 November 2018

Action requested of committee:

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

Cost implications:

(Tick as appropriate) Yes: ☒ No: ☐

Executive Summary:

The SSES is a survey that is carried out annually by the College sector. SFC has been working with the sector to conduct the survey since 2015-16. Sector wide response rates are extremely variable across the sector so we are asked to apply caution when making comparisons between colleges and in particular for those colleges with low response rates.

An overall satisfaction score of 96.7% has put the College 3.1% above the Scottish average.

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

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

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Response rates:

Our target audience is both Further Education and Higher Education, however we do exclude those students who will be surveyed via the National Student Survey (NSS). A total of 3,952 learners were surveyed with a response rate of 53.3% (2,114). Various versions of the survey were used to ensure the relevancy of the questions were aimed at the right learners.

Mode	Level	Response Rate (%)			
		2014-15	2015-16	2016-17	2017-18
All	Combined FE+HE	67.1	46.6	58	53.5
Full Time	Combined FE+HE	*	50.5	64.9	59.6
	FE	67.1	56.8	72.6	72.2
	HE	*	42.2	58.8	51.1
Part Time	Combined FE+HE	*	20.0	44.9	41.4
	FE	*	40.2	41.6	46.1
	HE	*	10.3	64.7	31.8

* No data available

Results by question category:

Perth College Overall Satisfaction %	FE				HE		
	All respondents Overall	Full Time	Part Time	Evening	Full Time	Part Time	Evening
Overall Perception (Satisfaction) %	90%	92%	95%	93%	87%	91%	99%
Section Title	Satisfaction	Satisfaction	Satisfaction	Satisfaction	Satisfaction	Satisfaction	Satisfaction
College Student Satisfaction & Engagement*	89%	95%	91%	91%	85%	87%	100%
Teaching and Learning	93%	96%	95%	95%	90%	93%	98%
Tests/Assessments	88%	95%	94%	94%	83%	89%	100%
Organisation of My Course	87%	92%	89%	89%	82%	88%	97%
Accommodation and Equipment	91%	96%	95%	95%	88%	90%	97%
Wellbeing/Pastoral Support	94%	95%	92%	92%	94%	92%	100%
Quality Assurance	92%	96%	95%	95%	89%	92%	100%
My Next Step	88%	93%	93%	93%	83%	87%	100%

The survey comprised a maximum of 55 questions, the following are measurable against the sector for further education:

Question	Sector	Perth College
Overall, I am satisfied with my college experience	93.6%	96.7%
Staff regularly discuss my progress with me	86.2%	89.6%
Staff encourage students to take responsibility for their learning	95.4%	96.6%
I am able to influence learning on my course	89.5%	91.8%
I receive useful feedback which informs my future learning	89.1%	91.2%
The way I'm taught helps me learn	89.1%	89.7%
My time at college has helped me develop knowledge and skills for the workplace	91.8%	93.9%
I believe student suggestions are taken seriously	81.3%	87.1%
I believe all students at the college are treated equally and fairly by staff	85.7%	90.5%
The college Students' Association influence change for the better	62.5%	83.2%

It is interesting to note that the score given to the question in relation to the Students' Association is significantly different to that received in the NSS with only 47% agreeing that the students' union effectively represents students' academic interests.

Areas where learners were least satisfied:

	Rating %	DT (Rating)	Agree %
The College Students' Association influences change for the better	56	-2	78
My lecturers use different ways to help me learn	58	0	76
I know I can get help with course queries from the Curriculum Administration Team (The Office)	59	-1	80

Areas where satisfaction had dropped the most:

	Rating %	DT (Rating)	Agree %
Assessments are spread across the course	65	-7	82
Receive f/back on assessments in agreed timescale	67	-3	84
The way I am taught helps me learn	68	-2	87

Areas identified as strengths:

		% Agree			Rating		
		%	DT	3yr Trend	Value	DT	3yr Trend
Teaching and Learning							
13	My lecturers know their subjects well	96	-1	↔	85	-1	↔
15	Staff treat me with respect	97	-1	↑	86	1	↑
Wellbeing/Pastoral Support							
42	College make sure all students given opportunities	98	1	↑	83	1	↔
43	I feel safe at the College	98	0	↔	87	3	↑
Quality Assurance							
49	I would recommend the College to a friend	95	1	↑	81	2	↑
	<i>Area of greatest strength</i>						

Paper for Consideration

Subject: National Student Survey (NSS)
Author: Deborah Lally
Date of paper: 2 November 2018
Date of meeting: 21 November 2018

Action requested of committee:

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

Cost implications:

(Tick as appropriate) Yes: ☒ No: ☐

Executive Summary:

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

An overall satisfaction score of 85% for the University of the Highlands and Islands has put the institution 2% above the Scottish average. Here at Perth College UHI, we had an overall satisfaction score of 88% and increase by 8% in comparison to last academic year.

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

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

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Response rates:

	UHI 2018	PC 2018	PC 2017	PC 2016	PC 2015	PC 2014
Sample size	706	246	282	242	214	213
No. of respondents	586	196	215	196	155	141
Response rate	83%	80%	76%	81%	72%	66%

Results by question category:

	UHI 2018	PC 2018	PC 2017	PC 2016	PC 2015	PC 2014
The teaching on my course	85	88	84	80	81	87
Learning opportunities	84	84	81			
Assessment and feedback	77	78	71	72	70	81
Academic support	82	86	82	79	82	84
Organisation and management	75	80	71	71	76	76
Learning resources	79	77	76	68	73	72
Learning community	71	77	76			
Student voice	68	71	66			
Overall Satisfaction	85	88	80	76	79	83

In most categories, scores have positively increased over the last 5 years.

NSS results 2018: Perth College UHI				
Item/scale	UHI 2018	PC UHI 2018	% Points	PC UHI 2017
The teaching on my course	85	88	4	84
1. Staff are good at explaining things	89	91	6	85
2. Staff have made the subject interesting	85	88	4	84
3. The course is intellectually stimulating	86	90	7	83
4. My course has challenged me to achieve my best work	82	84	1	83
Learning opportunities	84	84	3	81
5. My course has provided me with opportunities to explore ideas or concepts in depth	84	84	3	81
6. My course has provided me with opportunities to bring information and ideas together from different topics	88	86	1	85
7. My course has provided me with opportunities to apply what I have learnt	80	82	5	77
Assessment and feedback	77	78	7	71
8. The criteria used in marking have been clear in advance	78	80	13	67
9. Marking and assessment has been fair	81	77	1	76
10. Feedback on my work has been timely	72	76	8	68
11. I have received helpful comments on my work	79	79	6	73
Academic support	82	86	4	82
12. I have been able to contact staff when I needed to	87	92	6	86
13. I have received sufficient advice and guidance in relation to my course	81	84	1	83
14. Good advice was available when I needed to make study choices on my course	78	83	6	77
Organisation and management	75	80	9	71
15. The course is well organised and is running smoothly	65	69	4	65
16. The timetable works efficiently for me	83	86	7	79
17. Any changes in the course or teaching have been communicated effectively	77	85	16	69
Learning resources	79	77	1	76
18. The IT resources and facilities have supported my learning well	78	79	5	74
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well	78	77	2	75
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	80	76	-5	81
Learning community	71	77	1	76
21. I feel part of a community of staff and students.	67	74	4	70
22. I have had the right opportunities to work with other students as part of my course	76	81	-1	82
Student voice	68	71	5	66
23. I have had the right opportunities to provide feedback on my course	86	87	3	84
24. Staff value students' views and opinions about the course	77	81	5	76
25. It is clear how students' feedback on the course has been acted on	61	65	9	56
26. The students' union (association or guild) effectively represents students' academic interests	47	47	0	47
Overall Satisfaction	85	88	8	80
Number of respondents	586	196	-19	215

Paper for Consideration

Subject: Student Recruitment
Author: Deborah Lally
Date of paper: 8 November 2018
Date of meeting: 21 November 2018

Action requested of committee:

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

Cost implications:

(Tick as appropriate) Yes: ✓ No:

Executive Summary:

Further Education

Overall our target is 24,855 credits, this is made up of 23,655 core and 1,200 ESF credits. To date, our first quarterly statutory return to SFC indicates a current position of 21,837 with approximately 400 credits to be calculated taking us to 22,237. Part-time courses continue to recruit throughout the year and the College will be monitoring closely and taking action accordingly to meet any potential shortfall. However there is a risk of not being able to draw down ESF credits.

Higher Education

Our undergraduate target is 1975.46 FTE, to date our calculations are indicating a current position of 1947.57 FTE. We will continue to recruit part-time and will most likely surpass our target.

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

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

Further Education

Academic Year	Core Credit Target	ESF Credit Target	Total Target	Credits To Date	(+/-) Diff Total Target	End of Year Position	(+/-) Diff Total Target
2014-15*	33,547	-	33,547	30,527	-3,020	35,816	2,269
2015-16	23,781	1,224	25,005	25,814	809	26,005	1,000
2016-17	23,867	1,200	25,067	23,044	-2,023	25,368	301
2017-18	23,781	1,200	24,981	25,229	248	26,161	1,180
2018-19	23,655	1,200	24,855	22,237	-2,618	-	-

*2014-15 figures presented are wSUMs (old funding methodology)

From the table above you can see that over the years, our funding at this same time has fluctuated. Factors for this academic year include a decline in full-time enrolments, as has been the factor when others years have been in decline. Other factors would include the shift in funding from SFC to SDS for foundation apprenticeships. We will be closely monitoring and tracking our position, taking appropriate action to focus on us meeting our target.

Higher Education

Category	Target	To Date
Undergraduate – Fundable	1975.46	1947.57
Postgraduate - Fundable	31.90	55.00
International - Undergraduate	-	135.00
(of which taught in county – China)		114.00
International – Postgraduate	0.50	2.50
RUK – Undergraduate	-	8.00
RUK - Postgraduate	8.90	9.18

Paper for Consideration

Subject: Balanced Scorecard Update

Author: Simon Fleming

Date of paper: 5 November 2018

Date of meeting: 21 November 2018

Action requested of committee:

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

Cost implications:

(Tick as appropriate) Yes: No: x

Executive Summary:

The attached paper is the Balanced Scorecard, aligned with the aims and measures for the strategic plan Vision 2021, outlining where possible, the final measures for AY 2017-18.

Baseline data has been obtained from data collected for 2015-16. Where this data is only indicative of progress so far and not finalised this has been highlighted in the comments section. Measures are categorised as Red (worsening), Amber (stable) or Green (improving) based on current performance.

Measures that exceeded target included the number of the number of FT programmes offering work experience of equivalent to 1 unit or more (29% increase from the previous year) and continued to meet the FTE recruitment targets for both FE (exceeded target by 9%) and HE (exceeded target by 1%).

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

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

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

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

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

Perth College UHI Dashboard for Vision 2021: Strategic Plan 2016-21

			Baseline	2016-17			2017-18			
No	Vision 2021 Scorecard Measure	Measure	2015-16	Target	Current RAG	Trend	Target	Current RAG	Trend	Comments
Students and staff achieving their potential										
1	Students:	Students:								
	a)Number of full-time FE learners undertaking programmes with an element of substantial work experience or volunteering opportunity	a) Number of FT programmes that offer opportunities for work experience of equivalent to 1 unit or more	20	↑	24	↑	↑	34	↑	We continue to see a positive increase in the number of FT programmes offering work experience of equivalent to 1 unit or more
	b)Number of apprenticeships	b) Number of students undertaking apprenticeships (total):	348	↑	355	↑	↑	299	↓	Overall the number of apprenticeships decreased in 2017-18 from the previous year by 16%. The number of both SDS funded and non-SDS funded Mas also had a decrease of 16%.
		i) SDS-funded	145		175	↑		147	↓	
		ii) Non-SDS Funded	203		180	↓		152	↓	
c)Vocational qualifications delivered to senior phase pupils	c) Number of Vocational qualifications delivered to senior phase pupils	75	↑	145	↑	↑	165	↑	We continue to see a positive increase in the number of vocational qualifications being delivered to senior phase pupils	
3	Staff:	Staff:								
	a)Number of staff days spent on CPD/year	a) Number of staff days spent on CPD/year (average per head)	5.3	6.5d	4	↓	6.5d	4.8d	↑	Although there has been an improvement from the previous year the number of staff days spent on CPD/year fell short of target by 1.7, work will continue on in 2018/19 to improve the figure and meet target.
	b)Proportion of staff with teaching qualifications	b) % of permanent staff with TFQE or equivalent.	84%	↑	88%	↑	↑	83%	↓	Based on the calculation of teaching staff (excluding fix term/p/t and HP staff) I have a list of 202 staff who are teaching. Of these 34 have no recorded teaching qualification. This means 17% not teacher trained. NB for this exercise we count staff with the HEA fellowship as teacher trained.
	c)Numbers of staff presenting papers at conferences and number of publications	c) Numbers of								
		staff presenting papers at conferences	19	↑	19	↔	↑	5	↓	Values for 2017-18 are indicative of progress and are accurate up to Aug 2018 and based on data received from the current Research Activity Co-ordinator and from HR CPD database.
		number of publications	8	↑	8	↔	↑	14	↑	
Student satisfaction										
4	Track FE and HE student satisfaction through national student surveys:	The proportions of students overall satisfied with college experience in:								
	a) Student Satisfaction and Engagement Survey	a) Student Satisfaction and Engagement Survey	93%	↑	95%	↑	↑	95%	↔	Result for Q1 of SSES questions remained stable from 2017-18 in the percentage of students agreeing that they are overall satisfied with their college experience.
	b) National Student Survey	b) National Student Survey	76%	↑	80%	↑	↑	85%	↑	Overall satisfaction for the University has increased by 6% from 2017 results to 85%. This is 2% above the University's benchmark, and the biggest increase within the Scottish sector. The University's score for Overall Satisfaction is 2% above the Scottish sector meaning that we have achieved the target figure for the Student Satisfaction Critical Performance Indicator (CPI 3a) within the University's Strategic Vision and Plan.
6	End of year Student survey outcomes:	Proportions of students that agree or mostly agree with the statements from the End of Year Student Outcomes (SSES) :								
	a) Course/achievement	i)The course was what I expected (prev. I am satisfied with my course)	84%	↑	89%	↑	↑	89%	↔	Rating baseline: (i) 72, (ii) 75. Satisfactionwith course and achievement remained stable from theat in 2016-17.
		ii) I am achieving what I set out to do	91%		92%	↔		92%	↔	
	b) Destination	i) I am aware what I can do after my course	92%	↑	91%	↔	↑	91%	↔	Rating baseline: (i) 76, (ii) 73. Satisfaction in outcomes relating to destination of colleges leavers also remained stable from 2016-17, with a 1 percent decrease for feeling prepared to take the next step.
		ii) I feel prepared to take my next steps	91%		90%	↔		89%	↔	

Perth College UHI Dashboard for Vision 2021: Strategic Plan 2016-21

	c) College	i) I would recommend the College to a friend	92%	↑	94%	↑	↑	95%	↑	Rating baseline: 81. There was a small increase in 2017-18 by 1 percent of students agreeing that they would recommend the college to a friend.
Student activity measures										
7	Recruit to published targets for :	Meet published FTE recruitment targets for:								
	a) FE	a) FE	26010	26,067	25,368	↓	23867	26,161	↑	We continue to meet and in the case of FE, exceed our funded target figures
	b) HE	b) HE	1885.9	1951	2,002.60	↑	1975	1,989	↔	
9	Track retention and attainment of all full time and part time funded college programmes	FE RETENTION								
		a) of students in courses over 160h (inc. FT):								
		i) Overall	83.60%		82.11%	↓		82.17%	↔	Two key areas have been identified in the College that need attention with regards to student performance: care experienced and those who have disclosed a mental health illness. These have been identified in our Enhancement Report for 2017-18 and will be actioned accordingly.
		ii) SIMD20	84.70%		76.81%	↓		77.57%	↑	
		iii) Care Experienced	62.50%		67.35%	↑		61.43%	↓	
		iv) Minority Ethnicity	89.90%	↑	89.51%	↔	↑	88.67%	↓	
		v) Disability	82.40%		80.09%	↓		80.12%	↔	
		vi) Gender	F: 80.3% M: 86.6%		F: 79.79% M: 84.18%	↓		F: 80.06% M: 84.31%	↑ ↑	
		b) of FT FE students	80.10%	↑	79.08%	↓	↑	77.31%	↓	
		FE ATTAINMENT								
		a) Proportion of Day 1 attainers for courses over 160h (inc. FT):								
		i) Overall	72.50%		69.54%	↓		70.32%	↑	Two key areas have been identified in the College that need attention with regards to student performance: care experienced and those who have disclosed a mental health illness. These have been identified in our Enhancement Report for 2017-18 and will be actioned accordingly.
		ii) SIMD20	71.40%		65.70%	↓		73.83%	↑	
		iii) Care Experienced	47.90%		55.10%	↑		50.00%	↓	
		iv) Minority Ethnicity	86.50%	↑	83.22%	↓	↑	79.32%	↓	
		v) Disability	69.20%		66.60%	↓		71.35%	↑	
		vi) Gender	F: 67.8% M: 76.8%		F: 63.95% M: 74.68%	↓		F: 66.90% M: 73.79%	↑ ↓	
		b) Proportion of Day 1 attainers for FT FE courses	72.7%	↑	68.54%	↓	↑	70.10%	↑	

Definitions:

Current (R/A/G) = Red, Amber or Green, status at the time of reporting

Expected (R/A/G) = Red, Amber, Green, status expected once final data have been confirmed

Trend = improvement, worsening or no change (↔) in performance compared to previous reporting period

NM = New Measure for 2016-17

pp = percentage points

Subject: Learner Support Policy

Author: Board Secretary – cover sheet; Policy document - UHI Policy Groups

Date of paper: 6 November 2018

Date of meeting: 21 November 2018

Action requested of committee:

(Tick as appropriate) For information only:

For discussion:

For recommendation/approval: x

Cost implications:

(Tick as appropriate) Yes: No:

Executive Summary:

UHI has been progressing work on a Single Policy Environment Project and a number of policies have been prepared. Staff from all Colleges have dedicated significant time to the Policy Ownership Groups and there has been discussion with practitioners throughout this process. The Vice Principal for Further Education has requested that these policies are considered by local Boards of Management and their sub committees.

Academic Affairs Committee is requested to consider the Learner Support Policy and recommend its approval to the Board of Management in December.

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Status of Papers **Open** x **Closed** (tick as appropriate)

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[Partner Logo]



[Partner Name], University of the Highlands and Islands

Tertiary Learner Support Policy

POL

Lead Officer (Post):	Click or tap here to enter text.
Responsible Office/ Department:	Click or tap here to enter text.
Responsible Committee:	Click or tap here to enter text.
Review Officer (Post):	Click or tap here to enter text.
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	Click or tap to enter a date.
Date of Privacy Impact Assessment:	n/a

This policy covers the period (date) to (date).

For all our up-to-date policies, please visit our [website](#).

Accessible versions of this policy are available upon request.

Policy Summary

Overview	This policy is required to set out a regional approach to learner support for (College/Institution Name) and all academic partners in the University of the Highlands and Islands.
Purpose	The policy will provide a framework for a consistent and coherent methodology for the support of learners.
Scope	This policy applies to all academic partners.
Consultation	This policy was developed by a Policy Ownership Group, made up of practitioners from across the University of the Highlands and Islands network. Endorsement was received from Senior Management Curriculum Team, Partnership Council and Further Educational Regional Board, before the policy went through local consultation and approval by College Boards of Management and UHI Academic Council.
Implementation and Monitoring	Academic partners will be responsible for implementing and monitoring the policy. Analysis will be carried out of the policy's impact by staff from the Vice-Principal for Further Education's office and the Student Support team.
Risk Implications	<p>The policy reduces risk for the University and academic partners by reinforcing the existing community of practice for staff and creating a streamlined process.</p> <p>Students will also benefit from a consistent approach across all partners.</p>
Link with Strategy	This policy is linked to individual Access and Inclusion strategies and the Regional Outcome Agreement.
Impact Assessment	Equality Impact Assessment: Assessed – No further action to be taken.
	Privacy Impact Assessment:

1. Policy Statement

1.1 [Partner Name] is committed to providing an inclusive learning environment in which every student can make the most of learning and development opportunities available throughout their student journey. All students have different learning needs, regardless of level of study.

1.2 The College/Institution will comply with the Equality Act 2010, and is committed to promoting equality of opportunity and fair treatment for those with protected characteristics.

1.3 Students will be given the opportunity to achieve their full potential through anticipation of service provision, ensuring reasonable adjustments will be made when and where required by [Partner Name, UHI].

2. Definitions

2.1 **Personal Learning Support Plan:** A Personal Learning Support Plan (PLSP) is a functional and confidential document which details the nature of a student's additional support need(s) and any support measures that have been agreed. PLSPs are drawn up in close consultation with students and regularly reviewed.

2.2 **Access and Inclusion Strategy:** [Academic Partner] has an Access and Inclusion Strategy, which can be found [here \(hyperlink\)](#). The purpose of this document is to 'define the inclusive service we provide and how we monitor its effectiveness and impact. It outlines the inclusive service we provide for students and sets out our ambitions' (from [SFC guidance](#)).

2.3 **Reasonable adjustment duty:** As set out in the Equality Act 2010, the reasonable adjustment duty is the legal obligation to remove as far as possible by reasonable means the disadvantage which a disabled student experiences because of their disability. Further information from the Equality and Human Rights Commission is available [here](#).

3. Purpose

3.1 The purpose of this policy is to create a supportive environment for learners in the College/Institution. This policy is intended to promote access and inclusion and wherever possible to provide parity of experience for learners at each stage of their student journey.

3.2 The College/Institution will work with learners to identify needs through a combination of pre-entry disclosure, on-course disclosure, needs assessment, student request, tutor identification and partnership working.

3.3 Students will be provided with a range of opportunities to disclose specific requirements. Disclosures of specific requirements will be followed up by staff at (Partner Name, UHI) where reasonable and appropriate.

3.4 Disclosures can be made at any time from pre-application. All students and prospective students are encouraged to disclose any specific requirements at the earliest opportunity, in order that appropriate support can be identified as soon as is practicable.

3.5 **PLSPs:** The Partnership recognises the value of the PLSP as a functional and confidential document that details the support and adjustments, including those related to academic assessment, that have been approved in light of a student's specific needs. PLSPs should be used where appropriate, where it supports the learner and the situation warrants and/or necessitates the

use of this tool. PLSPs are one source of evidence used internally and by awarding bodies to support the identification of alternative assessment needs.

3.6 Planning for reasonable adjustments will be undertaken collaboratively between the student, support and academic staff. The student will always be regarded and treated as a central figure in this process and will be kept appraised of progress.

3.7 **Use of Personal Data:** Personal data collected through the ‘Academic Partner name’ Learner Support process will be handled in accordance with the University’s tertiary student document retention policy and the [relevant privacy notice](#). Personal data will be anonymised and used for statistical purposes to monitor applications by age, disability, gender and gender reassignment, pregnancy and maternity status, ethnicity, religion and/or belief, sexual orientation, socio-economic background or care experience.

4. Scope

4.1 This policy applies to students undertaking FE and HE courses at the College/Institution, regardless of mode or level of delivery.

4.2 Whether it is reasonable for an education provider to make any particular adjustment will depend on a number of factors, including:

- The effectiveness of making the adjustment and whether it is practical to do so
- The financial resources available
- The availability of grants, loans and other assistance to disabled students, such as Disabled Student Allowance, or charitable trusts
- The extent to which aids and services will be provided to disabled students from other sources
- Health and Safety requirements – this means if the adjustment increased the risks to the health and safety of another person
- The relevant interests of other people – this means where the adjustment results in significant disadvantage for other people

5. Exceptions

5.1 Student personal health care is outwith the scope of this policy. Please see [Partnership Matters](#) for further information,

6. Notification

6.1 All staff are responsible for supporting learners through their student journey and should be aware of the policy.

6.2 Staff members responsible for providing specialist learner support will be briefed and trained on the policy and procedures.

6.3 The policy will be publicly available on the College/Institution’s website, along with other current policies.

7. Roles and Responsibilities

7.1 The College/Institution’s [insert local title] has overall responsibility for the implementation of this policy.

7.2 All staff have a responsibility to provide support for the learner through their student journey.

7.3 The College/Institution's [Student Support/Service etc] staff will provide services including, but not limited to:

- Contact with students and assessment of need
- Creation of PLSPs
- Signposting and coordinating support
- Liaising between student and academic staff
- Implementation of support
- Passing Summary of Support to [named role in College/Institution e.g. PAT]

7.4 The College/Institution's [Academic Staff] staff will provide services including, but not limited to:

- Reading the Summary of Support and appropriate cascading to relevant members of staff on a need to know basis
- Compliance with Summary of Support
- Implementing learning and teaching adjustments
- Review and liaison with [Student Support] on impact of learning and teaching adjustments
- Liaising with [Student Support] where a student has not made a disclosure but may require support
- Adhering to confidentiality protocols

8. Legislative Framework

- [Adult with Incapacity \(Scotland\) Act 2000](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [British Sign Language \(Scotland\) Act 2015](#)
- [Children \(Scotland\) Act 1995](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Data Protection Act 1998](#)
- [Disability Discrimination Act 2005](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)
- [Equality Act 2010](#)
- [General Data Protection Regulation \(GDPR\)](#)
- [Human Rights Act 1998](#)
- [Mental Health Act 2007](#)
- [Mental Health \(Care and Treatment\) \(Scotland\) Act 2003](#)
- [Protection of Vulnerable Groups \(Scotland\) Act 2007](#)
- [Scottish Strategy for Autism 2011](#)
- [Special Educational Needs and Disability Act 2001](#)
- [Scottish Care Leavers Covenant \(2015\)](#)

9. Related Policies, Procedures, Guidelines and Other Resources

- [British Sign Language \(BSL\): National Plan 2017 to 2023](#)
- [College Access and Inclusion Strategy](#)
- [College Access to Assessment Policy](#)
- [College Admissions Policy](#)
- [College Corporate Parenting Plan](#)
- [Disability Processes Privacy Notice](#)
- [Partnership Matters](#) - A Guide to Local Authorities, NHS Boards and Voluntary Organisations on Supporting Students with Additional Needs in Colleges and Universities in Scotland
- [UHI Equality and Diversity Reporting](#)
- [UHI Fitness to Study Guidelines](#)
- [UHI Recording of Taught Sessions Policy](#)
- UHI Tertiary Learner Support Procedures (forthcoming)

10. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				
1				
2				
3				

Subject: Intellectual Property Policy

Author: Board Secretary – cover sheet; Policy document - UHI Policy Groups

Date of paper: 6 November 2018

Date of meeting: 21 November 2018

Action requested of committee:

(Tick as appropriate) For information only:

For discussion:

For recommendation/approval: x

Cost implications:

(Tick as appropriate) Yes: No:

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UHI INTELLECTUAL PROPERTY POLICY

POLICY AND PROCEDURE GUIDANCE

EUREKA MOMENTS AND VEILED SECRETS

DOs and DON'Ts for busy scientists and academics ...

DISCOVERIES

If you stumble on a new idea, invention, process or programme:

- 1 DO keep quiet about it
- 2 DO immediately tell your designated IP manager/Head of Department/senior management so that they may consider IP issues
- 3 DO keep your lab notes and other relevant documents accurate, up to date and comprehensive
- 4 DO mark relevant documents confidential and consider keeping them in a secure area
- 5 DO NOT talk about your discovery to anyone including at conferences, seminars, meetings etc.
- 6 DO NOT PUBLISH &
- 7 DO remember that Institutional IP Policy recognises the IP contribution of staff

CO-OPERATING, COLLABORATING, CONSORTING, CONTRACTING ETC.

If you are about to start dealings with an outside organisation that may involve confidential information, or existing or future IP:

- 8 Arrange a meeting with your designated IP Manager to discuss any potential for intellectual property (IP) 'leakage, and potential approaches to IP (see Annex 1 for details of designated posts and functions that are to be contacted/utilised as part of the IP development process)
- 9 It is likely that a NDA (Non-Disclosure Agreement) aka a CA (Confidentiality Agreement) will be recommended to protect the IP and associated confidential information
- 10 Likewise, be receptive to corresponding suggestions from the outside organisations
- 11 Have the wording prepared or checked by for example, Legal Secretary, Grants and Contracts Office or an appropriate senior management
- 12 These issues may already be part of a more comprehensive document (draft collaboration Agreement etc.). If so, refer to the draft. Sometimes, if the main agreement takes time to negotiate etc., a quick NDA at the outset may be appropriate
- 13 Be ready to:
 - i. describe the Background (existing) IP, and
 - ii. state when relevant discussions started or will startto Legal Secretary or Grants and Contracts
- 14 Where appropriate mark documents etc. 'CONFIDENTIAL'
- 15 Remind colleagues to do likewise

1. INTRODUCTION

UHI and its Academic Partners are committed to a research strategy that includes the delivery of real world solutions to end users. In so doing, recognise that researchers and academics are often best placed to develop their outputs into new products or applications; but their intellectual work is built upon a supportive infrastructure of facilities and Professional Services, without which innovation could not thrive.

This document outlines the policies and procedures for the ownership, protection, distribution and commercial development of the 'intellectual property' of the employees of UHI and its Academic Partners.

Please note that the term Intellectual Property (IP) includes, but is not limited to, all IP, designs, information, specifications, formulae, improvements, discoveries, know-how, data, processes, methods, techniques and the intellectual property rights therein, including but not limited to, patents, copyrights, database rights, design rights (registered and unregistered), trademarks, trade names and service marks and the right to apply for any of the above as recognised in any country in the world.

This document is not intended to be an exhaustive statement of policy applicable to every situation. Instead, it is intended as a guide to general policy in relation to the handling of project IP. If any dispute in interpretation cannot be resolved by the parties directly involved, then it will be escalated to the Directorate appointed by the relevant UHI Academic Partner for decision. If the dispute is between UHI Academic Partners then the UHI Partnership Council will undertake the final decision.

Teaching materials have been excluded from this framework, as they are covered by the policies of respective registering institutions.

2. SCOPE AND PURPOSE

UHI and its Academic Partner staff produce intellectual property (IP) in the course of their research and scholarship. Some of this IP makes a valuable contribution to the body of knowledge relating to a wide range of disciplines, but has little commercial value.

Other IP has significant potential for commercial exploitation, which can be of financial benefit to UHI and its Academic Partners and the employee concerned.

The purpose of this policy document is to provide guidance and sources of advice in order to encourage the early identification of such IP and successful exploitation for the mutual benefit of all parties.

3. DEFINITIONS

Exploitation	Action taken to ensure that appropriate Inventions and IP reach the market place and the optimal financial return is enjoyed by UHI and its Academic Partners and its employees. Following establishment of the appropriate means of protection (e.g. patenting), exploitation will typically involve licensing, company formation or other technology transfer measure.
Intellectual Property (IP)	Inventions, computer software, data, databases, technical know-how and trade secrets. Large banks of new data collected in the course of research and scholarship are also covered here only if they may reasonably be considered to have potential for exploitation.
Invention	A novel or useful idea relating to processes, machines, manufacturing or compositions of matter. It would include such things as new or improved devices, systems, computer software, circuits, chemical compounds, biomedical materials, mixtures etc. In lay terms, it is probable that an invention has been made when something new or useful has been conceived or developed, or when unusual, unexpected or non-obvious results have been obtained and can be exploited. Inventions will most commonly be developed through science, engineering and research, but can arise from any area of academic research or scholarship.
Inventor	An employee who makes an Invention or creates IP
UHI & its Academic Partners:	This term includes all employees of UHI Executive Office and EO researchers depts., including Centres and Institutes where UHI is the employer (e.g., the Dept. of Diabetes and Cardiovascular Science; The Centre for History; the Economic Intelligence Unit; etc.) "Academic Partner" covers all staff employed by any UHI affiliated institution (including: SAMS, Inverness College, Moray College, West Highland College, Perth College, Sol Mor Ostaig, Argyll College, Lews Castle College, North Highland College, Orkney College, Shetland College, NAFCMC and HTC?)

4. PRINCIPLES

This policy provides a framework for the creation, use and exploitation of intellectual property at UHI and its Academic Partners and applies to all members of the organisation. It defines the rights and responsibilities of UHI and its Academic Partners, its staff and students in relation to intellectual property.

5. INTELLECTUAL PROPERTY COORDINATION

A "Designated IP Manager", will be identified in each employer institution (see Annex 1 systems and processes). The designated IP Manager will receive information about IP from the 'originator(s)' and work closely with them and project teams that wish to protect

IP and investigate commercial opportunities. The designated IP Manager will be the first point of contact for any questions of guidance related to ownership, protection, distribution and commercialisation of IP. It is important to establish this dialogue early so expectations are clear and because various actions can have a detrimental effect on the ability to have certain kinds of future impact for example any publication could risk losing protection of IP, patent protection may not be possible after publishing a paper or making a presentation containing information about an 'IP'.

6. OWNERSHIP POLICY STATEMENT

The general policy is that IP created through your normal work at your employer is owned by your employer. That is the general law as between employer and employee. For most research projects, the IP stays with the employer, but the employer may, as part of a programme of contracted or collaborative research enter into a separate agreement that provides otherwise.

There are two main alternatives:

A. Where a UHI Academic Partner develops IP jointly with external collaborators, then ownership should be agreed to reflect the background IP and contribution of each partner to any new (foreground) IP.

B. Where a UHI/Academic Partner (or more likely its trading company such as UHIRE. (UHI Research and Enterprise Ltd)), develops IP jointly with external commercial companies, negotiations may be needed about ownership and exploitation of foreground IP.

In either event, the ownership may need to be decided on a case-by-case basis in a negotiation process led by the designated IP manager, Company Secretary or equivalent as assigned by each employer institution, and formalised in an IP Ownership Agreement (see Annex 2). or Consortium Agreement. This must be signed by the Company Secretary (or equivalent) and an authorised signatory for the external collaborators concerned

An IP Ownership Agreement may include the designation of a lead person/post to manage the development of joint IP. It should also include details of how any development costs will be shared, as well as any specific revenue sharing arrangements between the parties involved.

As the owner of IP created through the work, the employer retains all patent and disposition rights including the right to decide how or whether the IP is exploited/commercialised. For IP jointly developed with external collaborators, the IP Ownership/Consortium Agreement will govern how or whether the IP is exploited/commercialised.

This policy does not apply if the creator can demonstrate that the IP already existed e.g. in a protected agreement, or was created:

- other than in the ordinary course of their work; and
- without conflict of interest; and
- without breaching any duty to their employer; and
- without the use of confidential or proprietary information of their employer; and
- without significant use of employer-administered resources and/or facilities.

UHI and its Academic Partner's employees accept the principles of ownership of technology as stated under this document. In furthering such undertaking, all regular as

well as visiting researchers, staff, students and others may be asked to sign IP and proprietary information agreements prior to participating in research at UHI or its Academic Partners.

7. STUDENTS

The general guideline is that undergraduates and taught postgraduates own the IP that they generate, unless covered by a specific IP Agreement; as would be appropriate if external sponsorship had been provided for a specific piece of work.

Where IP is generated by postgraduate research students (PGRs) who are formally employed, the employer owns any IP generated (assuming that IP is related to their employed role). This must be explained to the student and formalised in a *Declaration of Assignment of Intellectual Property* (DoAoIP) by post-graduate students. An example of this declaration is laid out in Annex 3. In most cases, this is contained in the employment contract between UHI or its Academic Partner and the student.

In cases where a postgraduate student is on a stipend, the ownership of IP is dictated by where they are registered (e.g. for UHI ownership lies with the employer of the lead supervisor). Should that registration be at a different Institution (e.g. University of Edinburgh), then the student may need to sign a DoAoIP, reallocating the IP ownership to the relevant UHI or Academic Partner Institution. This would be decided on a case-by-case basis depending on the relative contribution of each partner and any conditions applied by the funder.

8. CAPTURING NEW INTELLECTUAL PROPERTY

When new IP arises, the originator(s) must contact the designated IP Manager who will guide them through completion of an IP Disclosure Form (IPDF; Annex 4). This is internal to UHI and its Academic Partners and formally initiates action to (i) clarify the ownership, and then (ii) consider appropriate protection and exploitation of the IP.

The terms of agreement entered into by UHI or its Academic Partner, in particular with collaborators may create obligations with respect to the reporting of the new IP. Therefore, the originator(s) should report promptly all IP, in the broadest definition of the term, by submitting an IPDF.

An IP Disclosure Form must include:

- full detail and description of the IP identified;
- sponsorship information; details of how the research has been funded, collaborators and non-UHI or its Academic Partners resources used;
- disclosures; any/what disclosures have been made;
- details on joint originators, including external collaborators; and
- commercial interests and conflicts of interest.

Once submitted changes should only be made in the event of incorrect information and must be agreed by all listed originators. If new IP arises that is similar to previously disclosed IP, a new IPDF should be submitted.

9. PROTECTING INTELLECTUAL PROPERTY

The rights governing ownership and use of many types of IP are known as 'intellectual property rights', which are derived primarily from legislation granting patent, copyright, design and trademark protection. Mechanisms also exist for protecting confidential

information, trade secrets, know-how and other intellectual or tangible research property (e.g. physical prototypes).

9.1 Patents

A patent protects new IP and covers how things work, what they do, how they do it, what they are made of and how they are made. It gives the owner the right to prevent others from making, using, importing or selling the IP without permission within a specific territory for a designated period. Typically, the IP is a technical innovation of some kind with a commercial application.

To the extent that it considers appropriate, the relevant UHI institution/ Academic Partner may seek patent protection on IP where they may intend to pursue or facilitate commercial licensing or to comply with the terms of various agreements. This may include a 'literature search of prior art' being carried out by an appropriate specialist, with input from one or more of the originators.

If the relevant UHI/AP institution decides not to patent a particular piece of IP they may consider assigning ownership to the originator(s).

While patents are granted by many different countries, procedures for filing, regulations for patentability and term of patent grant vary from country to country. In the UK, a patent affords its owner exclusivity but it must be renewed every year after the 5th year for up to 20 years protection. To be patentable the IP must be new, useful and non-obvious.

Detailed up to date information on the costs and procedures required to file and maintain a patent can be found at the Intellectual Property Office web site:

(<http://www.ipo.gov.uk/types/patent/p-applying/p-cost.htm>).

Good record keeping is essential for preserving intellectual property rights and in determining the date on which an invention is made, since the United States, in particular, awards patents based on first to invent rather than first to file, as in most countries. The US is a substantial market for many inventions and research notebooks, for example, may be required to be presented as legal evidence. , It is therefore recommended that:

- (i) All electronic record keeping should conform to sector norms and advice as well as the UHI retention policy and data management guide.
- (ii) Permanent bindings are used on notebooks – loose-leaf books should be avoided to prevent possible removal or substitution of pages.
- (iii) (ii) Pages should be numbered and any additional drawings, charts or computer printouts should be permanently attached to the notebook, clearly identified and have reference made to them in the notebook.
- (iv) The notebook should be reviewed regularly by someone who understands the technology involved and each page should ideally be signed by a witness. The choice of witness is important - it should preferably not be someone who may be nominated as a co-inventor. The witness should also sign and date any graph, charts or print outs, which are inserted into the notebook ensuring the signature is on both the inserted document and the notebook page.

Well-documented notebooks should demonstrate the progress of research and are an important record in the event of a dispute. They should be stored safely. The employing institution will retain these documents when the individual leaves.

Storage of all data should follow security and fire protection good practice guides.

If you have any queries regarding this activity consult your designated IP Manager.

You should disclose any possible invention to the designated IP Manager as early as possible. This will facilitate a patent application, if deemed appropriate.

In most instances, it will be necessary to engage the services of a patent lawyer to help file the patent application. This may lead to expense. There will also costs associated with keeping a patent in force.

Applying for a patent in the United Kingdom (UK) does not protect IP elsewhere. UHI and its Academic Partners can protect IP in many international countries using the [Patent Cooperation Treaty \(PCT\)](#) through the World Intellectual Property Organisation (WIPO) through the European Patent Office (EPO) or WIPO (<http://www.ipo.gov.uk/types/patent/p-manage/p-abroad/p-worldwide.htm>).

If required, you can also apply for a patent in individual countries by contacting the national patent office of each country.

9.2 Secrecy

The release of information regarding a specific discovery may preclude the ability to protect the IP in a subsequent patent application. IP which is already in the public domain – e.g. if it has been discussed in public (even with a small group); has been presented at a seminar or conference; or published in an academic journal – may no longer be patentable. Therefore, care should be taken when discussing any IP prior to patent filing.

Accordingly, any dissemination of new ‘inventions’ or ‘process’ should be discussed with the Company Secretary/designated IP manager before any sharing of information.

9.3 Copyright

Copyright subsists in original work of authorship, whether or not published, which has been recorded in writing or otherwise (including electronic form). Copyright laws protect literary works (including academic papers), films, sound recordings and original databases among other things. Computer programs are protected as literary works.

A copyright owner has the exclusive right (among other things) to reproduce the work, prepare derivative works, distribute by sale or otherwise, and display or perform the work publicly. Copyright protection of a work generally extends for either 70 years after the death of the originator or 70 years after the date on which the work is first lawfully made available to the public. Precise duration of protection depends on the nature of the work.

Copyright protection is important in order for UHI and its Academic Partners to license copyrightable material.

Copyright law does not always require a ‘notice of copyright’ to be affixed to the material however; such a notice is strongly advised. The following notice should be applied on Academic Partner owned works to protect the copyright:

“Copyright © *insert Academic Partner name* [Year(s)] - All Rights Reserved”

The date in the notice should be the year or years in which the work is created. No notice other than the foregoing is to be used for UHI or its Academic Partner owned works.

In the UK, copyright is not registered and it may be important to be able to prove the date of first production of the work. This can be achieved by lodging the work and recording the date of conception with a third party (e.g., a solicitor, bank manager or patent agent).

For added copyright protection in jurisdictions that provide for registration (e.g., USA) certain works, as deemed appropriate, may be registered with the appropriate regulatory body (e.g., the United States Copyright Office).

Despite the statutory provision whereby the copyright in any work produced by an employee in the course of employment belongs to the employer, UHI or its Academic Partner may grant the author(s) a 'free licence to the copyright' with regard to work published in a recognised academic, scientific, technical, professional or management journal or book.

Higher Education Institutes generally do not grant such a licence to materials created by employees during the course of and related to their employment, comprising:

- Course or training materials;
- Software programs;
- Any design specification or other work which may be necessary to protect rights in commercially exploitable intellectual property

These guidelines do not supersede existing agreements with respect to course and teaching materials. **Teaching materials have been excluded from this framework as they are covered by other universities' policies.**

9.4 Design Rights

Protection for designs exists for the appearance of a product or part of it. It may arise from the features of a product, in particular, the lines, colour, shape, texture or materials of the products itself or its ornamentation. A design is not protected to the extent it is solely functional.

A design can be registered to provide protection in various countries, whether in the UK alone, throughout the EU or otherwise and protection can be obtained for a period of 5 years, renewable on payment of fees for further periods of 5 years up to a maximum of 25 years. Registered design is intended to protect the appearance of an object where aesthetic appeal of the object is of prime importance.

There is an unregistered design right, which applies throughout the European Union. Like copyright, it is not necessary to register this right but in order for the right to exist, it must have been 'recorded': *i.e.* a drawing must have been done or an article made. This right exists for 15 years from conception of the design and for not more than 10 years from the date of first sale. For the first five years, you can stop anyone from copying the design. For the rest of the time the design is subject to a 'license of right'. This means that anyone is entitled to a licence to make and sell products copying the design.

UHI or its Academic Partners may seek to obtain registered design rights, in particular, for those designs that will be used to commercially exploit products. As with patents, a design must be new. There must be no other design identical to it. In addition, the design must have individual character: *i.e.* it must be different in the eyes of an 'informal user' from all other designs available before application to register the design.

9.5 Trademarks

A trademark is a word, name, symbol or device (or any combination of these) adopted by an organisation to identify its goods and services and distinguish them from the goods and services of others. Trademark protection may be obtained by registration of the trademark in each of the countries where the goods/services are to be sold. Unregistered

trademarks may sometimes be protected by law, usually where there has been long-standing and substantial use.

A trademark may be used to protect those names and symbols associated with certain UHI or its Academic Partner's activities, products or events. Prior to registration for trademark protection, the designation "TM" after a trademark will give notice of a claim of ownership. The term 'registered' or some other description indicating that the mark is registered must not be used unless the mark has actually been registered. The designation '®' is reserved for such use.

The use of trademarks to protect UHI/AP owned properties, or to designate UHI/AP as the origin of a product, event, activity, service or the like, may be instituted only through the Company Secretary or designated IP Manager.

9.6 Confidential Information and Design Rights

In the process of working, researchers and academics may generate new information and know-how relating to work in progress that must be kept confidential in order to maintain competitive advantage. Since such information and know-how will be captured in written or otherwise reproducible form from time to time, a mechanism is required to ensure it is not misused or released publicly.

Such proprietary information and know-how, whether captured in an archival medium or not, are typically referred to as "trade secrets". Unlike copyright, there is no trade secret statute. Protection of trade secrets derives from various legal concepts, including breach of contractual obligations not to misuse or disclose information, breach of trust and breach of confidence. UHI and its Academic Partner's employment contracts and other relevant project agreements include such clauses.

The most important aspect of this type of protection is secrecy. The protection will remain legally valid only as long as the trade secret is maintained as such. In order to maintain protection while a trade secret is being used, it is necessary to bind staff having access to any UHI/AP-derived secret, through a contractual agreement not to disclose it. Such agreements are commonly called confidentiality or non-disclosure agreements (NDAs). These agreements can be accessed through the Company Secretary/designated IP Manager.

In addition, some of external partners may be subject to freedom of information queries, which would require the release of certain company information. However, information may not have to be released if it is commercially sensitive or would otherwise damage the competitiveness of UHI Academic Partners.

9.7 Non-Commercial Dissemination

Intellectual Property owned by UHI and its Academic Partners may be distributed for research and other non-commercial purposes to other educational, scientific and research institutions, etc. particularly if the research underpinning the IP is publicly funded.

Such distribution is usually subject to the condition that any commercial development or commercial use or further transfer of the IP in question will not be pursued with regard to IP created and owned by UHI and its Academic Partners. This condition should be specifically included in a formal agreement or must be contained in a 'Non-Commercial Dissemination Agreement' (NCDA), signed by the recipient of the IP.

In addition, UHI Academic Partners may wish to control subsequent use, for example, by requiring recipients to follow a specific research protocol.

Distribution may be possible in advance of securing protections (such as patents or design rights) by using some form of contractual agreement.

IP may have potential commercial value as well as scientific value. Advice should be sought from the Company Secretary/designated IP Manager about how to make IP available for scientific use in a manner that does not diminish its value or inhibit its commercial development.

10. Commercial Development

Where appropriate, UHI and its Academic Partners will pursue the commercial exploitation of IP. The decision as to what is to be commercially exploited will be made by the UHI or Academic Partner Directorate. If there are external collaborators with ownership rights, they will be involved in decision-making.

Any decision to invest in the commercial exploitation of IP opportunities that emerge will be taken by the designated UHI/AP IP commercialisation Committee, as appropriate. Where there is shared ownership of IP, either between UHI AP's and/or with external collaborators, then a group will be set up to develop and recommend a commercial exploitation plan. This group will be drawn from the IP-owning institutions, with a nominated chair.

Commercial exploitation may include without limitation:

- researching the market for the IP;
- commercialisation through a trading subsidiary;
- entering into discussions with potential licensees;
- negotiating appropriate licenses or other agreements;
- considering spin-outs or company formation
 - UHI/AP may accept an equity position in lieu of cash royalties and fees;
- identifying third parties to commercialise it, if appropriate;
- monitoring progress;
- distributing revenue to originators in accordance with UHI/AP revenue sharing policy;
- selling the IP or the rights associated with it.

The main contact for all of the activities mentioned above is the designated IP Manager, who will involve the originators as closely as possible in any commercial activities as this is a proven approach to maximise the chances of success.

In some instances, distribution and commercialisation of IP may be accomplished by the transfer or licensing of intellectual property rights such as patent or copyright. In other instances distribution and commercialisation of IP may be aided by or depend upon access to the physical or tangible embodiment of the IP as is the case with computer software, physical prototypes or products.

11. Receipt and Distribution of Revenues

Revenue as the result of commercialisation of UHI/AP IP (e.g. royalties, license fees, sale proceeds, realised equity considerations, etc.) will be calculated on a case by case basis and distributed to all relevant collaborators at the close of the relevant financial year as follows:

1. Deduct costs that are directly attributable to a specific case (e.g. cost of filing/maintaining a patent application, prosecution and maintenance of such, materials and manufacturing costs, specific staff costs, marketing costs and so on). Only staff specifically hired to carry out the revenue generating activity are included in these deductions.
2. Distribute any amounts in line with the IP Ownership Agreement in place, as well as any supplementary agreements in place with other collaborators.
3. Of the UHI/AP share, the rewards from commercialisation are to be split between the named originator(s), as stated on the IP Disclosure Form, and the employer of the originator(s). For IP that generates only small gross commercial incomes (or for early revenues from a large project), the originator(s) receive a greater proportion:

Net Income Band (cumulative)	Originator(s)	Employer Institution
£0 - £10,000	80%	20%
£10,001 - £50,000	70%	30%
£50,001 - £1,000,000	50%	50%
£1,000,001+	33.33%	66.67%

Revenue-sharing distributions may be considered taxable income and it is the responsibility of the recipient to properly report and pay tax on this income to any relevant authorities.

It may be necessary to distribute revenues to former staff several years after they have departed. It is the responsibility of each member of staff to keep their contacts details up to date with UHI/AP after departing. If the former staff member cannot be contacted using the details on file six months following the date of distribution, their revenue share will be retained by the employer institution, to be invested in future activities.

ANNEX 1: Proposed systems/process requirements

Each UHI Academic Partner will agree to adopt the same basic IP policy. However, behind this there may be some variations in the detail of individual IP identification and commercialisation processes adopted.

Therefore, alongside the IP policy each UHI Academic Partner/ employer institution will set up an internal IP commercialisation process that includes a designated institutional point of contact for all IP disclosures/ issues and a group/ panel that will evaluate IP opportunities and agree the next steps (see diagram below for an example of how this might be carried out for UHI owned IP).

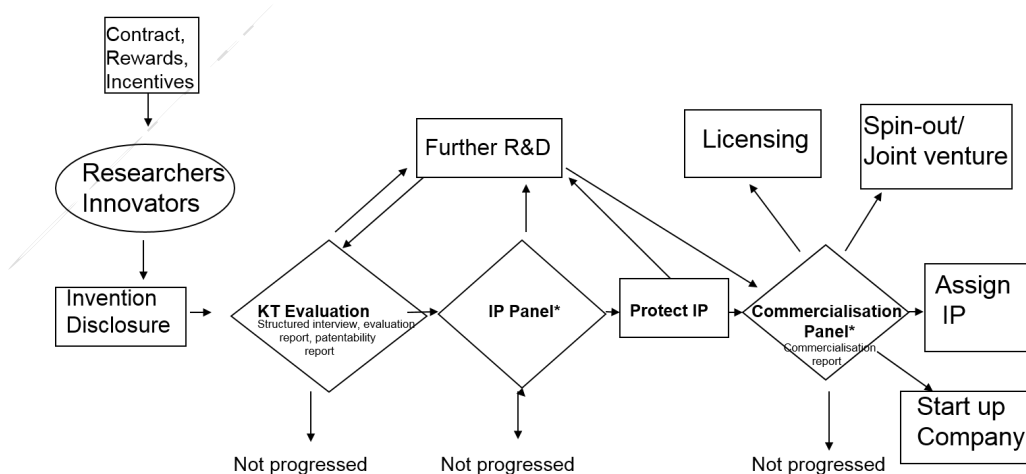
Each UHI AP could, if required, insert their own named persons, posts or groups into their institutional version of the UHI/AP IP policy - as deemed appropriate. For example, the “designated IP contact point” could, be the employer institutions Company Secretary, the KE Manager, the Business Development Manager or the Commercialisation Manager, etc.

Each UHI/AP employer institutions may also wish to insert details of any specific internal or external support staff that may be involved in developing/ commercialising the IP, where appropriate (e.g., legal assistance, grants and contracts, etc.).

Each employing institution will also agree a local Institutional arbitration process and final decision-making group, where required.

If the dispute is between UHI Academic Partner Institutions or groups, the final arbitration will rest with the UHI Partnership Council.

UHI Commercialisation Process



* (Vice Principals for Research & Enterprise, Head of Knowledge Exchange, budget holder, Company Secretary, etc.)

Where innovations are not progressed the innovator may be assigned ownership of IP

ANNEX 2: Intellectual Property Ownership Agreement

An Intellectual Property Ownership Agreement (IPOA) formalises the background IP and contribution of each partner to that innovation. Because ownership structures are based on negotiation, and are therefore unique, there is no standard agreement template.

It may include the designation of a lead institution to manage the development and exploitation of the IP, but must include details of how any development costs will be shared across the partners, as well as any specific revenue sharing arrangements between the parties involved.

The table below outlines the subject areas, and specific considerations, that need to be included when creating an Intellectual Property Ownership Agreement.

Subject Area	Specific Considerations
The Project	<ol style="list-style-type: none">1. Name all parties to an IP Ownership Agreement2. Name the lead partner (if there is one)3. State the start date and end date for the IOA4. If work started before agreement was signed, indicate if retrospective effect applies5. State fully what resources (human and other) each party to the agreement shall provide6. State fully any specific conditions that apply to the provision of partner resources (human and other)7. Name the people who are key to the project
Project Management	<ol style="list-style-type: none">1. Name the Project Manager (if there is one)2. Lay out the process, and specific actions to be followed (and by whom), for dispute resolution on IP ownership
Background IP	<ol style="list-style-type: none">1. State what background IP each party will provide2. State if any party's background IP is confidential3. Establish if any background IP may be published
IP Ownership	<ol style="list-style-type: none">1. Describe the IP to be covered by the IPOA2. Lay out IP ownership split agreed between parties
Exploitation	<ol style="list-style-type: none">1. State which parties have rights to exploit the IP2. State how and what development costs will be shared between parties3. State how commercial revenue (if realised) will be shared between parties4. Describe the patent status of the IP and how any change in status might affect exploitation strategy
Confidentiality and Publication	<ol style="list-style-type: none">1. State timeline for confidential information i.e. indefinitely or for a defined period2. Affirm whether academic use/publication is permitted
Liability	<ol style="list-style-type: none">1. State any warranties that parties are prepared to provide that contributed/created IP does not infringe third party rights

Annex 3

Declaration of Assignment

Declaration of Assignment of Intellectual Property by Postgraduate Students

The UHI/AP Group Intellectual Property (IP) Policy recognises that, under the terms of the Copyright and Patents Act 1988, where IP is created by an employee in the course of their employment, that the Intellectual Property Right (IPR) is owned by the UHI/AP as the employer.

In order for students to benefit from the revenue sharing scheme available to UHI/AP employees, any postgraduate research students working at UHI/AP, are required to assign the rights to IP arising from their research to your employer institution.

Where research is sponsored by an external organisation, the terms of the contract between the UHI/AP and that organisation will define the ownership of the resulting IP.

UHI/AP makes no claim on inventions, or other forms of IP, which have no connection to your employer institution.

As such, students are required to read and sign two copies of their acceptance of the following declarations. One copy will be retained by the student and one by your employer institution.

COPYRIGHT

1. I will promptly disclose to my employer institution all copyright works or designs, originated, conceived or written by me, whether alone or with others during the period of my work.
2. For the purposes of Section 2(1) of the Registered Designs Act 1949 and Section 267 of the Copyright, Designs and Patents Act 1988, my employer institution shall be the proprietor of any design to which Clause 4.1 applies.
3. At the request and expense of UHI/AP, I will do all things necessary or desirable to substantiate the rights of UHI/AP under the provision of this Clause
4. I hereby irrevocably and unconditionally waive in favour of my employer institution any and all moral rights conferred upon me by Chapter 1 of Part 1 of the Copyright, Designs and Patents Act 1988 for any work in which copyright or design right is vested in my employer institution, whether by this agreement or otherwise.

INTELLECTUAL PROPERTY

1. If at any time I make or become entitled to any IP whether relating directly or indirectly to my employer institution, I shall promptly disclose full details to the designated IP Manager. This applies whether I am working alone or with other person or persons. I understand that details (including drafts, early editions, *etc.*) of such IP belong to UHI/AP and may be used in accordance with the provisions of Section 39 of the Patents Act 1977 in the determination of IPR ownership.
2. If the intellectual property belongs to UHI/AP in terms of paragraph 5.1, I shall hold it in trust for UHI/AP. At the expense of UHI/AP, I shall do all things necessary or desirable to enable UHI/AP or its nominee to obtain the benefit of the IP; including, should UHI/AP decide, to secure patent or other appropriate forms of protection for it throughout the world.
3. UHI/AP shall have the sole discretion over decisions as to patenting or exploitation of such intellectual property.

4. I hereby irrevocably appoint the Director/Deputy Director/Company Secretary of my employer institution to be my attorney in my name. On my behalf they will be able to execute, sign and prepare all such documents or other things and generally to use my name for the purpose of giving UHI/AP or its nominee the full benefit of the provisions of Clauses 1 to 4. As far as any third party is concerned, a written Certificate signed by the Director (or nominee) of UHI/AP shall be conclusive evidence that any document fall within the authority hereby conferred.
5. I understand that UHI/AP operates an incentive scheme to share the exploitation of IPR, details of which are available in the UHI and its Academic Partners Intellectual Property Policy.

Signed

Name in Capitals

Dated

Signed

For UHI/AP

Position

Name in Capitals

Dated

ANNEX 4 – Intellectual Property Disclosure Form

Intellectual Property Disclosure Form

Highly Confidential
Intellectual Property Disclosure

IP Abstract

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Date Submitted

Originator Details

Originator Status	Name	IP Ownership, %
Lead Originator		
Other Originator		
Other Originator		
Other Originator		
Other Party		
Other Party		

SECTION 1 – General

1.1 Is the IP a new product, process, software, machine, or composition of matter?
Please specify type.

--

1.2 List the possible applications of this IP.

--

1.3 List the novel or unused features of this IP.

--

1.4 Describe any further work you feel needs to be undertaken to bring your IP to a point where a commercial entity would be interested? Approximately how much would this cost and how long would it take?

--

SECTION 2 – IP Description

2.1 Provide a detailed description of the IP including any important key words.
The description must contain sufficient detail so that one skilled in the art could reproduce the IP artefact.

--

4.5 Give details of the availability of any models or demonstrations of the technology

SECTION 5 – Joint Originators

5.1 List any joint inventors or collaborators from outside your employer institution. Include the institution, company or organisation of the joint originator(s).

5.2 Do you have any employment contracts external to your employer institution, if so with whom?

SECTION 6 – Commercial and Conflicts of Interest

6.1 List any companies which have expressed interest or may be interested in licensing the IP for further development or sale. Include company name, address, telephone number and contact person.

6.2 Are you a shareholder, officer, director or consultant of any companies named in the previous question?

6.3 Have you had any support or considerations outside your employer institution other than the named funding body?

3.3 List any non-SAMS resources including Material Transfer Agreements (MTA's) and any facilities used in the development. Include time period and extent of use.

SECTION 4 – Disclosures

4.1 Have any disclosures of this technology been made to date?

4.2 List the first date of conception, place, and corroborating person or records.

4.3 Please give the date of the first disclosure – written or oral.

4.4 Please give the details of the first disclosure, place, form and corroborating person or records.

Paper for Consideration

Subject: Draft Plan of Work

Author: Board Secretary

Date of paper: 12 November 2018

Date of meeting: 21 November 2018

Action requested of committee:

(Tick as appropriate) For information only:

For discussion: ☒

For recommendation/approval: ☒

Cost implications:

(Tick as appropriate) Yes: No:

Executive Summary:

The Committee is invited to discuss, amend and approve the Academic Affairs Committee plan of work for 2018-19.

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

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

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

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

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

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

Draft Plan of Work for Academic Affairs Committee 2018-19 (v1 - November 2018)

AGENDA ITEM	Meeting 1 of 3	Meeting 2 of 3	Meeting 3 of 3
	21 Nov 2018	12 Feb 2019	8 May 2019
Student Experience	Students' Association Report	Students' Association Report	Student Funding Update
	Annual Student Survey 2017-18	Student Retention & Attainment Report	Student Destinations Report
		SFC Benchmark Report on KPIs	
	National Student Survey 2017-18	Induction Survey 2018-19	Subject Reviews 2018-19
		Student Funding Update	
Strategic Planning		Curriculum Planning Regional Outcome Agreements - Progress report on 17-18	Regional Outcome Agreements 2017-18 Preliminary Progress report
Curriculum		Workforce Planning 2017/18 Quality Review Outcomes	Curriculum Planning Update
Engagement		Tay Cities Deal Student Partnership Agreement – update on themes – for info	
Performance Monitoring	Balanced Scorecard Recruitment Update	Student Numbers Planning Update	Balanced Scorecard
External Review			
Presentations	Subject Leader Presentation		Service Head Presentation
Commissioned Research			RSKE Update

Committee Organisation	Plan of Work 2018/19	Plan of Work 2018/19	Plan of Work 2018/19 Draft Calendar of Meetings 2019-20
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Membership

Principal – Chair

2 Representatives of the Board of Management (one to be Vice-Chair)

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

2 Student Representatives nominated by HISA

Depute Principal (Academic)

Vice Principal (External)

Chair of Research, Scholarship and Knowledge Exchange Committee

Head of Student Experience

Head of Teaching and Learning Enhancement

By invitation

Student Services Manager

Student Records Manager

Quality Manager

Quorum

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

Frequency of Meetings

Normally 3 times per academic session, and as required.

Terms of Reference

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

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

1. To lead the review and development of the academic portfolio in line with the College's Strategic Plan to ensure it remains relevant in terms of Scottish Government policy and industry developments across all sectors of the economy and provide advice to the Board of Management as required.
2. To reflect on trends in education to encourage innovation and curriculum development and promote best practice in regard to the pedagogical environment to ensure that the College successfully serves the needs of students and other stakeholders, and is preparing effectively to meet future needs.
3. To undertake a high level review of:

- key aspects of academic performance, including student retention, progression, attainment and achievement;
 - performance on admissions, access and inclusion;
 - arrangements for articulation and partnership;
 - approaches to learning and teaching;
 - the volume and themes of student complaints, and their handling and outcomes.
4. To maintain an overview of academic quality assurance and outcomes by reviewing reports from the Quality Assessment Committee and other relevant internal and external sources including feedback and evaluation from student and stakeholder surveys.
 5. To consider the implications of reports and updates from other relevant College and UHI Committees and, where appropriate, act to ensure the relevance and currency of the academic offer.
 6. To prioritise and make recommendations in respect of work force planning and continuing professional development for academic staff.
 7. To review and approve College's policies and strategies that relate directly to the student experience in terms of student induction and support, matters concerning student discipline and appeals.
 8. To instigate any actions the Committee considers appropriate to maintain and enhance Perth College UHI as a centre of educational excellence.
 9. To receive reports from the Research Strategy and Knowledge Exchange and Quality Assessment Committees.

Approved by the Board of Management 13 June 2018