

Academic Affairs Committee

Agenda

Meeting reference: Academic Affairs 2020-21/04

Date: Wednesday 28 April 2021 at 2:30pm

Location: Online

Purpose: Scheduled meeting

*Denotes items for discussion/approval.

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

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Interest in any Agenda Item		Chair	
4	Minutes of the meeting held on 03 February 2021 NB – Paper not available		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Student Experience			
6.1	HISA Perth Update	HISA Perth	Student President	Paper 2
6.2	Student Destinations NB – Paper not available	Head of Student Experience	Head of Student Experience	Paper 3
6.3	Student Funding Update	Head of Student Experience	Head of Student Experience	Paper 4
7	Curriculum			
7.1	SFC Benchmark Report on KPIs		Head of Student Experience	Verbal
7.2	Student Recruitment Update 2020/21 & Targets 2021/22	Head of Student Experience	Head of Student Experience	Paper 5a Paper 5b

8	Risk, Compliance & Performance			
8.1	Risk Register – Academic Affairs Committee	Clerk	Clerk	Paper 6
8.2	Balanced Scorecard Update NB – Paper not available	Project & Planning Officer	Clerk	Paper 7
9	Policies & Procedures			
*9.1	Addressing Racism		Independent Board Member	Verbal
10	Committee Minutes (for noting)			
10.1	Scholarship & Research Committee <ul style="list-style-type: none"> 31 March 2021 			Paper 8
11	Date and time of next meeting <ul style="list-style-type: none"> TBC 		Clerk	
*12	Review of Meeting (to include check against Terms of Reference) NB – Paper not available		Chair	Paper 9

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Paper No .2

Committee	Academic Affairs
Subject	HISA Perth Plan of Work 2020-21
Date of Committee meeting	28/04/2021
Author	HISA Perth
Date paper prepared	20/04/2021
Executive summary of the paper	<p>Please outline the follow elements of this paper:</p> <ul style="list-style-type: none"> i) Purpose – what is it for ii) Impact – what are the intended outcomes iii) Course of Action – what happens next & by whom <p>This paper provides an abridged version of team and operational objectives for HISA Perth during academic year 2020/21, focusing on learning and teaching.</p> <p>A full version of the Plan of Work is regularly updated at Engagement Committee and the Board of Management.</p> <p>Any updates since last committee are in blue text.</p>
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	n/a
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> Strongly recommended for approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)

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<p>Resource implications</p> <p>Does this activity/proposal require the use of College resources to implement?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p>
<p>Risk implications</p> <p>Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk?</p> <p>(If yes, please provide details)</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>n/a</p>
<p><u>Equality and diversity</u></p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please give details:</p>	<p>Yes/ No</p>
<p><u>Data Protection</u></p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please give details:</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Island communities</p>	<p>Yes/ No</p>

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Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	If yes, please give details: Click or tap here to enter text.
Status (e.g. confidential/non confidential)	Non Confidential
Freedom of information Can this paper be included in "open" business?*	Yes/ No

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

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

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

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and

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

HISA Perth Plan of Work 2020-2021

Introduction

Below is an abridged version of the team and operational objectives for HISA Perth during academic year 2020/21 that focus on learning and teaching. A full version of the Plan of Work is shared and regularly updated on at Engagement Committee and Board of Management.

Individual Objectives – Vice President Education and Engagement							
Workstream	Output	Dates	Impact on Students	Indicator	Target	To Date	Notes
Virtual Learning Environments	Support for students in using VLEs	Sept-Feb	Students have the resources necessary to successfully engage with their studies	Support resources created and shared with students	1	1	Brightspace support drop – in sessions and support for new equipment such as laptops from the college shared via email
				Face to face support provided to students face to face and online	1	25	Face to face drop ins on Tuesdays and Thursdays in Webster IT Suite - commenced 15 th Sept. Online out of hours support also in place
				Number of students accessing support	100	100	September – 28 October – 35 November - 17 December - 20 Online numbers tbc

	VLE subject audit	Sept-June		Class reps identifying issues with their subject VLE	1	1	Audit sent to class reps after first SRC. 68 responses
				Feedback passed onto relevant departments and subject leaders	1		Collating feedback but preliminarily shared with Head of L&TE and SDD's. Feedback shared at CASE with action plan being developed
Engaging with HISA Perth	Promotion of engagement with HISA	Sept-June	Students will develop new skills and have wider opportunities for development outwith their course	Opportunities shared to class reps through SRC to share with fellow students	1	3	Opportunities and events shared at first 2 SRC meetings included PCSEG attendance, UHI Faculties Group and Anti-Racism Working Group
				Promotional campaign showing different ways to engage with HISA	1	1	Ongoing promotion through social media
				Number of students engaging with HISA Perth (excluding class reps)	10	6	4 contacted about setting up and club/society 2 students now HISA Sports Ambassadors
	Increasing opportunities for engagement	Sept-June		Identify meetings and committees that students can attend/help make decisions	1	1	PCUHI Student Engagement Group. Promoted at 2 nd SRC Meeting, Reps were informed of future plans to get them in

							meetings/committees
				Training and support given to these students	1	1	Pre meeting arranged with interested students
				Number of students attending meetings and committees	10	1	1 student at Student EG 11/3
				Promotional campaign on how change is made/what is done with their feedback	1		To commence following HISA Elections
				Creation of space online and on campus updating students on changes being made/in progress	1	1	HISA Perth webpage on college website created HISA Con accountability videos added
Working and studying online	Supporting students	Sept-June	Students can successfully engage in online learning	Promotional campaign sharing tips on studying and working from home	1	1	Commenced February – 4 videos to date
				Number of students sharing tips	20		Class reps invited to contribute at SRCs
Opportunities for student engagement	Working in partnership with students	Sept-June	More opportunities to improve the student experience and affect positive change	Identify sectors/subject areas that have engagement elements to their course	1	1	Areas identified in meeting with SDDs and VPEE in Feb
				Project with students on improving engagement with HISA Perth	1	1	Ongoing partnership with NQ Health Project to promote Wellbeing took place over winter break Involved in Self Awareness Unit and HISA doing focus group 22/3

	Regular opportunities for feedback	Sept-June		Regular feedback captured from students online	1	1	Regular questions shared on social media for comment
				Regular feedback opportunities shared on HISA Perth platforms	1		Student surveys regularly shared on social media (ESES, NSS, SSES, Equality Outcomes)
Links to HISA Strategic Plan 2020-2023	1.2 UHI will be recognised for the quality of its students’ experience and for their achievement.						
	2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representative system region wide that takes into account all learning modes and demographics						
	4.3 To develop employability prospects for all students						
	7.1 All members know who HISA are, the opportunities, and services it offers and how HISA can help them						
	7.2 Members know their role in HISA and feel like they have a stake in their community						
	7.3 Members are aware of the causes and consequences of student issues and problems						

Team Objectives

Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
Class Reps	Recruitment of reps	Oct 20	Student experience is improved through change suggested and led by students	Increase in number of courses having at least one class representative	60%	50% (estimate - UNABLE TO GET ACCURATE FIGURES AT TIME)	Currently at 250? confirmed reps. Percentage of coverage being calculated but estimate included. Gap analysis recently undertaken with

						OF WRITIN G)	SM's - not all details received. Partnership working with Quality to address.
	Class Rep Training	June 21		Design and deliver class rep training in partnership with Quality Team	5	10	First round of training complete. Online training added to Brightspace
				Increase number of class reps being trained	68%	38.8% (estimate - UNABLE TO GET ACCURATE FIGURES AT TIME OF WRITIN G)	98? reps currently trained via online webinars as of 18/1 (actual but have resigned role)
	SRC Meetings	June 21		Review format of SRC meetings	1	1	2 meetings to be held to increase student participation/att endance throughout academic year.

							Will review at end of year
				Regular meetings to be held	6	4	SRC 1 – 11 th & 12 th November – 75 reps SRC 2 – 2 nd and 3 rd December – 47 reps Semester 2 SRC 3 10 th & 11 th Feb, SRC 4 24 th & 25 th March, SRC 5 28 th & 29 th April SMT Q&A – 21st April
Links to HISA Strategic Plan 2020-2023	<p>1.2 UHI will be recognised for the quality of its students' experience and for their achievement.</p> <p>2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representative system region wide that takes into account all learning modes and demographics</p> <p>2.2 HISA digital democracy will be sector leading, accessible to all its members and have real impact</p> <p>2.3 HISA will provide top level training, support and development for its representatives and officers at local and regional level to ensure a sector leading student academic and, wider, experience</p> <p>3.1 HISA becomes the place that students and academics alike recognise as providing independent appropriate and quality support advice on academic and welfare issues</p> <p>3.2 HISA will be a vehicle for social change at a local, regional and national level</p> <p>3.3 Throughout UHI, officers, volunteers and representatives will work in partnership with academics and the wider staff community to solve problems and provide an evidence base to drive policy change</p> <p>3.4 Equality, diversity, and inclusiveness are embedded in all HISA activity</p>						

Operational Plan

Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
ESES	Improve participation	Oct 20	Changes are made to the early student experience based on student feedback	More students take part in ESES	54%	43%	Promoted heavily on HISA Perth channels
	Improve score	Oct 20		Increase in awareness of HISA from 2019-2020	86%	76%	Strongly Agree and Agree ALS – 76 % BCML – 83% CCI – 70% STEM – 75%
Elections	Local positions filled	Feb 20	Effective student representation decided by students for students	All HISA Perth positions to have a candidate	3 (per position)	Done in 2/3 positions	President – 2 VPAW – 6 VPEE - 5
	Turnout	Mar 20		Increase on voter turnout from 2019-2020	9%	7.11%	Turnout numbers low across all large APs. 420 voters in total. Full breakdown being compiled regionally
	Number of candidates	Feb 20		Increase in number of candidates	13	11	Initially 13 at close of nominations – two drops outs
National Student Survey	Improve participation	June 21	Student experience improved for HE students	More students take part in NSS	80%		Actively promoting on social media and at SRC

							meetings. Closes 30 April
	Improve score	June 21		Increase Q26 score from 2019-2020	53%		
SSES	Improve participation	March 21	Changes are made to the overall student experience based on student feedback	More students take part in SSES	46%		Actively promoting on social media and at SRC meetings. Closes 27 April
	Improve score	March 21		Increase in HISA Perth specific questions from previous year	84%		
OBI Awards	Review nominations process	Jan 21	Best practice of staff and students is shared to all at Perth College UHI	Nominations process reviewed and made easier to understand	1	1	Wording of categories changes to make easier to understand. Review of decision of winners will be undertaken in 2021/22
	Review Nomination Form	Jan 21		Nomination form updated and made easier to navigate	1	1	Created on MS Forms and being tested
	Nominations from every sector	Mar 21		Each sector area has nominations in every category	1	-	Tracking nominations every 2 weeks with update to be sent to SDDs
	Nomination numbers	Mar 21		Increase in nomination numbers in 2019-2020	200	-	Nominations open 22 nd

							March - 23 rd April
	Celebration of awards	May 21		Awards ceremony takes place	1		Scheduled for 28th May
				Wider promotion of winners	1		Being incorporated into comms plan
HISA awards	Nominations numbers	June 21	Best practice of staff and students is shared to all at Perth College UHI	Increase in nomination numbers in 2019-2020	50		Planning underway
Casework	Student queries	June 21	Students will receive impartial advice and support	Monitoring and recording of casework queries	1	1	Ongoing with themes being fed back to regional Advocacy Team
				Promotion of HISA Perth as support for conduct/disciplinary cases	1	1	Being actively promoted on social media
Link to HISA Strategic Plan 2020-2023	1.2 UHI will be recognised for the quality of its students’ experience and for their achievement 2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representative system region wide that takes into account all learning modes and demographics 2.2 HISA digital democracy will be sector leading, accessible to all its members and have real impact 2.4 HISA’s officer structure will be advanced, effective and reflect the needs of its students, UHI and the Partners 3.1 HISA becomes the place that students and academics alike recognise as providing independent appropriate and quality support advice on academic and welfare issues 3.3 Throughout UHI, officers, volunteers and representatives will work in partnership with academics and the wider staff community to solve						

	<p>problems and provide an evidence base to drive policy change</p> <p>6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community</p>
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Paper No. 4

Committee	Academic Affairs Committee
Subject	Student Funding Update 2020-21
Date of Committee meeting	28/04/2021
Author	Deborah Lally – Head of Student Experience
Date paper prepared	19/04/2021
Executive summary of the paper	Please outline the follow elements of this paper: The purpose of this paper is to share with the committee the funds available and projected spend
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	N/A
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> Strongly recommended for approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)
Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	Yes / No
Risk implications	Yes / No

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<p>Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk?</p> <p>(If yes, please provide details)</p>	<p>Click or tap here to enter text.</p>
<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>Strategic Plan – Aim 1 and Aim 4 (supporting our students), allowing students to achieve their potential; student satisfaction; positive impact on retention and attainment</p>
<p><u>Equality and diversity</u></p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please give details:</p>	<p>Yes/ No</p>
<p><u>Data Protection</u></p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please give details:</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>

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Status (e.g. confidential/non confidential)	Non - Confidential
Freedom of information Can this paper be included in "open" business?*	Yes/ No

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

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Academic Year 2020/21

The table below illustrates the student support funds allocated to the College and our projected spend by end of year:

Student Support Funding Category	Allocation	Projected Spend	Potential Underspend
Bursary	£2,486,042	£2,220,000	£266,042
Childcare	£452,858	£300,000	£152,858
FE Discretionary	£179,958	£60,000	£119,958
HE Discretionary	£133,309	£96,000	£37,309
TOTALS	£3,252,167	£2,676,000	£576,167

Only students who are categorised as home students are eligible to apply for these funds. It is projected that the total underspend of student support funds across the entire UHI Partnership will be in the region of £2m.

COVID Emergency Student Fund

In addition to the above funds, we welcomed additional funds being made available to all our students, including RUK, EU and International. This fund was being managed by our UHI Colleagues and named the COVID Emergency Student Fund. Most recently Perth College were awarded additional funds to the value of £386,214. This latest fund, which had a limited time to award, was again to support all our students, Home, RUK, EU and International. We have awarded £382,400 to our students, with an underspend of £3,814

Bursary Fund

There is a Scottish Funding Council (SFC) Policy that stipulates the conditions of use of bursary funds allocated to colleges and sets out the rates for calculations which therefore determines how much a student can receive. The table below provides a rough guide to the funds available to a student:

Category	Amount Award
Self-supporting student (Incl being away from parental home)	£106.53 per week for 43 weeks max
Parentally-supported students	£84.30 per week for 43 weeks max

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Students Under 18 – who are away from parental home (Under 18s at home would be in receipt of EMA)	£42.35 per week for 43 weeks max
All eligible students	An additional £31.14 per week to contribute towards their rent if staying in College accommodation or college approved lodgings
Care Experienced Students	£202.50 per week for 43 weeks max
(Adult) Dependent allowance (Primary Carer)	£57.32 per week for 43 weeks max
Study Expenses	No cap on the amount that can be spent on an individual student and can include specific clothing, footwear and tools.

It is our intention to ensure we support those students who are in receipt of bursaries to ensure approved study expenses are being fully explored and utilised.

Childcare Funds

There is a Scottish Funding Council (SFC) Policy that stipulates the conditions of use of childcare funds allocated to colleges. This fund is a discretionary fund where students who are eligible, who are also lone parents, are entitled to receive an additional amount up to the value of £1,215 per year on top of additional childcare funds. Each institute therefore determines, based on an assessment of need, the actual amount an individual can receive towards the cost of formal registered childcare expenses.

FE and HE Discretionary Funds

There is a Scottish Funding Council (SFC) Policy that stipulates the conditions of use of discretionary funds allocated to colleges. Like all other funds, these are cash-limited. The discretionary fund is primarily for emergency use and instances of financial hardship. The maximum payment an individual can receive must not exceed £4000 in a single academic year. How much a student actually needs is based on an analysis of their need.

Underspend

Eligible students can apply at any time for these funds and may be paid retrospectively, therefore the underspend is what has been calculated to date. Due to the cyber incident there have been delays where we intended to revisit the FE Discretionary Fund uplift accommodation awards for existing students up to £200 per month retrospectively. And we

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will be emailing students who could qualify for housing support where we will also provide funds retrospectively.

Deborah Lally

Head of Student Experience

19 April 2021

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Paper No. 5a

Committee	Academic Affairs Committee
Subject	Student Recruitment 2019-20
Date of Committee meeting	28/04/2021
Author	Deborah Lally – Head of Student Experience
Date paper prepared	16/04/2021
Executive summary of the paper	<p>Please outline the follow elements of this paper:</p> <p>The purpose of this paper is to share with the committee how the College is performing with regards to our student recruitment and targets for 2019-20</p>
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	N/A
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> Strongly recommended for approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)
Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	Yes/ No

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<p>Risk implications</p> <p>Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk?</p> <p>(If yes, please provide details)</p>	<p>Yes/ No</p> <p>Yes, if we do not meet our targets then SFC may choose to clawback funding. Or discussions on the UHI wide distribution of funds may be redistributed to other partners.</p>
<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>Strategic Plan – Financial Sustainability</p>
<p><u>Equality and diversity</u></p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please give details:</p>	<p>Yes/ No</p>
<p><u>Data Protection</u></p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please give details:</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>

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Paper No. 5b

Committee	Academic Affairs Committee
Subject	Student Recruitment
Date of Committee meeting	28/04/2021
Author	Associate Principal
Date paper prepared	13/04/2021
Executive summary of the paper	<p>Please outline the follow elements of this paper:</p> <ul style="list-style-type: none"> i) Purpose – what is it for ii) Impact – what are the intended outcomes iii) Course of Action – what happens next & by whom <p>Brief outline of the up to date position on recruitment, however recognising that our recruitment systems have been impacted as a result of the cyber incident. The ongoing actions will be associated with cross college staff including, Marketing, Admissions and SDDs</p>
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	This paper was also presented to Engagement Committee 22/04/2021
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> Strongly recommended for approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)

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<p>Resource implications</p> <p>Does this activity/proposal require the use of College resources to implement?</p> <p>If yes, please provide details.</p>	<p>No</p>
<p>Risk implications</p> <p>Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk?</p> <p>(If yes, please provide details)</p>	<p>Yes</p> <p>Risks associated with non-recruitment, however this is too early to assess.</p>
<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>Click or tap here to enter text.</p>
<p><u>Equality and diversity</u></p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please give details:</p>	<p>No</p>
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<p>Island communities</p>	<p>No</p>

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Recruitment position for Higher Education and Further Education @ 13 April 2021

I have managed to source the targets that we had set previously and compared this next to the current active applications. Attached are a list of courses that are at risk of not meeting target, therefore we can do with a push to promote these.

Other areas I would like to highlight are:

Further Education Full-Time

Overall Recruitment Target	1082
Active Applications as of 12 April 2021	723
(+/-) Difference	-359

There are 27 courses that are at risk of not recruiting to target

Higher Education Full-Time (1st Year New Entrants)

Overall Recruitment Target	820
Active Applications as of 12 April 2021	1051
(+/-) Difference	231

There are 2 courses that are at risk of not recruiting to target (HNC/D Computing and HNC/D Business)

Higher Education Full-Time (Continuing, Progressing and Direct Entrants to subsequent years)

Overall Recruitment Target	1132
Potential progressing/con't/direct entrants	1494
(+/-) Difference	362

Perth College UHI

General observations

1. HE recruitment appears to be in a healthier position than FE and some areas have recovered well in comparison to previous years, namely Humanities and Social Sciences, Creative Industries, Engineering and Aviation.
2. There are some students/courses that do progress onto higher levels where we have not yet received this information in Admissions, this is highlighted in the table below. These course tend to be ones where on campus learning is most likely to be vital to achieve their current course before they can progress. There are a few courses that do not appear to have any applications at all, namely NQ Engineering Practice SCQF 5 and English as a Foreign Language, the latter potentially linking to BREXIT.
3. There are a few HE courses where over-recruitment needs to be monitored, in terms of initial targets (if all offers translate into enrolments), as there may be resource issues if we increase cohorts, ie HNC Care and Administrative Practice and HNC Accounting.
4. There are two courses that are at risk of not meeting target, however they normally recruit to two cohorts, both have adequate numbers now to recruit at least one cohort.
5. Initial Recommendations –

Marketing to focus on Further Education courses.

Marketing to check that all filters are working properly on the courses area of the website

Sector Development Directors to check the details on all course areas are accurate with course teams. SDD STEM to investigate NC Engineering Practice

Sector Development Directors and Schools Operation and Strategy groups to ensure visibility and awareness of college full time options.

Careers Advisors to work with local SDS contacts and ensure visibility of course options.

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Sector Area	Course Details	Recruitment Target	Active Applications as of 12 April 2021	(+/-) Diff	As a %	Additional Comments
Beauty Therapy and Wellbeing	Access to Beauty Therapy	20	10	-10	50%	
Beauty Therapy and Wellbeing	NQ Holistic Therapies	16	7	-9	44%	
Early Years	NPA in Social Services (Children and Young People)	40	23	-17	58%	
Health and Social Care	NQ Health and Social Care SCQF 5	18	9	-9	50%	
New Opportunities	ESOL - Next Steps to Learning	16	8	-8	50%	
New Opportunities	New Opportunities - Moving On	12	5	-7	42%	
New Opportunities	Next Steps 2 Learning	34	23	-11	68%	(Two cohorts)
New Opportunities	Ready to Work	15	2	-13	13%	
New Opportunities	NQ Gateway to Creative Industries	15	9	-6	60%	
Humanities and Social Sciences	NQ Social Sciences SCQF 5	20	6	-14	30%	

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Humanities and Social Sciences	NQ Social Sciences SCQF 6 (incl SWAP Programme)	56	26	-30	46%	
Business and Accounting	NQ Business and Accounting	36	10	-26	28%	(Two cohorts)
Business and Accounting	NQ Administration	24	13	-11	54%	
Business and Accounting	HNC/D Business	36	24	-12	67%	
Computing	NQ Computing	24	9	-15	38%	
Computing	HNC/D Computing	42	20	-22	48%	Not yet received any progression info via NQ Computing
Sport and Fitness	NQ Sport Studies SCQF 5	18	8	-10	44%	
Sport and Fitness	NQ Outdoor Activities and Leadership	16	7	-9	44%	
Sport and Fitness	NQ Sport and Fitness SCQF 6	24	15	-9	63%	
Audio Engineering and Theatre Arts	NC Sound Production	14	5	-9	36%	

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Language School	English as a Foreign Language	70	0	-70	0%	
Automotive Engineering	Access to Vehicle Maintenance and Repair SCQF 4	16	4	-12	25%	
Automotive Engineering	Diploma in Vehicle Maintenance and Repair SCQF 7	14	2	-12	14%	
Engineering and Aviation	NQ Engineering Practices SCQF 5	15	0	-15	0%	Not yet received any progression info via NQ Basic Engineering Skills
Engineering and Aviation	NQ Engineering Practices SCQF 6	22	14	-8	64%	Not yet received any progression info via NQ Engineering Practices SCQF 5
Engineering and Aviation	NQ Basic Engineering Skills	17	3	-14	18%	
Science Technology	NQ Applied Science SCQF 5	14	9	-5	64%	
Science Technology	NQ Applied Science SCQF 6	14	9	-5	64%	

Perth College UHI

Science Technology	NC Horticulture	14	7	-7	50%	
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Perth College UHI

Paper No. 6

Committee	Academic Affairs Committee
Subject	Strategic Risk Register
Date of Committee meeting	28/04/2021
Author	Ian McCartney, Clerk to the Board of Management
Date paper prepared	21/04/2021
Executive summary of the paper	<p>This paper provides Academic Affairs Committee with an opportunity to scrutinise and assess those Strategic Risks determined to be within the Committee's purview.</p> <p>Committee Members are asked to:</p> <ul style="list-style-type: none"> i) Discuss the appropriateness of each Risk; ii) Review in particular the currency of the Action Plan; iii) Consider any additional areas of Risk not identified within the current Register, in particular any considerations related to COVID-19 impacting on areas related to the remit of Engagement Committee
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	Board members and SMT have been consulted via discussions at sub-Committees during the current Board cycle.
Action requested	<input checked="" type="checkbox"/> For information <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> Strongly recommended for approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)

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<p>Resource implications</p> <p>Does this activity/proposal require the use of College resources to implement?</p> <p>If yes, please provide details.</p>	<p>No</p>
<p>Risk implications</p> <p>Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk?</p> <p>(If yes, please provide details)</p>	<p>Yes</p> <p>Without continual review of risk there exists the potential for strategic objectives to not be achieved.</p>
<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>The Strategic Risk Register is the core risk management tool used within Perth College UHI</p>
<p><u>Equality and diversity</u></p> <p>Does this activity/proposal require an Equality Impact Assessment?</p>	<p>No</p>
<p><u>Data Protection</u></p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please give details:</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities</p>	<p>No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>

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(including other island communities)?	
Status (e.g. confidential/non confidential)	Non Confidential
Freedom of information Can this paper be included in "open" business?*	Yes/ No

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

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

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

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

<http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp> and
http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

DATE: April 2021

[illegible]

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

Ref	Risk Status	Strategic Category	RISK AREA, Risk Description & Primary Sub-Committee	Causes	Impacts/ Evidence	Owner	Likelihood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend	CURRENT ACTION PLAN		
													Actions to minimise risk TO DO	Action Owner	Completion Date
11 *	Active	Providing a progressive curriculum which meets economic and social needs and aspirations. UHI Common Risk	Regional curriculum plan Regional curriculum plan and delivery not aligned to local demand. Academic Affairs	<ul style="list-style-type: none"> Fragmented ownership. Lack of planning. Over ambitious change in delivery methodology. Wrong blend between online and face to face. ESIF changes Not fully within gift of PC UHI, need others/UHI to contribute COVID-19	<ul style="list-style-type: none"> Lose students. Financial risk through reallocation. Students choose another provider. Poor retention and achievement. Disputed ownership/ responsibility for failings. PKC Learner Strategy now recommenced	Associate Principal	3	3	9	<ul style="list-style-type: none"> Influence/engage with development. Meetings arranged with UHI Deans & subject network leaders Keep in touch/listen to student views. Active engagement in SMCT, QAEC and PPF. UHI to commission research on impact of changed delivery methodologies. Work with UHI, SDS and local stakeholders to enhance demand analysis. Regional Outcome Agreement development and implementation. Depute now sits on SMCT. Vice Principal now sits on EPSC. Associate Principal now sits on PPF Curriculum Review complete In liaison with PKC re Learner Strategy 	9 (3.3)	↔	<ul style="list-style-type: none"> Proactively engage in implementation of UHI Strategic Plan. UHI Curriculum Review	SMT UHI	Ongoing March 2021
19	Active	UHI Common Risk	HE student numbers College does not achieve allocated HE student number targets Academic Affairs	Failure to recruit sufficient students due to various factors such as: over ambitious PPF target, poor marketing, curriculum gaps, poor NNS results etc. COVID-19	Reduction of income from UHI, regional student number target at risk resulting in possible claw back to SFC from UHI in year or reduction in future years grant. Financial impact of reduced student numbers	Depute Principal Academic/ Associate Principal	5	4	20	<ul style="list-style-type: none"> Review curriculum to ensure robust and up to date complete Continue close partnership working within UHI. Ongoing dialogue with PPF and academic partners. Plan, monitor and review student numbers/applications. Improved marketing has reduced curriculum gap Improved NSS scores Trend analysis for student targets 	20 (5,4)	↔	<ul style="list-style-type: none"> Implementation of Curriculum Review UHI Curriculum Review	Depute Principal Academic UHI	Ongoing Complete March 2021
20	Active	UHI Common Risk	FE student numbers College does not achieve allocated FE Credit targets. Academic Affairs	Failure to recruit sufficient students due to various factors such as: over ambitious target, curriculum gaps, ineffective marketing and engagement with local schools/ employers. COVID-19	Reduction of income from UHI, regional student number target at risk resulting in possible claw back to SFC from UHI in year or reduction in future years grant. Financial impact of reduced student numbers Potential for specific courses to be paused/ Discontinued	Depute Principal Academic/ Associate Principal	5	4	20	<ul style="list-style-type: none"> Review curriculum to ensure robust and up to date complete Develop external partnerships with schools. DYW and employers – Associate Principal sits on DYW Strategy Group. Plan, monitor and review student numbers/applications. 	20 (5,4)	↔	<ul style="list-style-type: none"> Implementation of Curriculum Review Continue progress made with partnerships developed through Learner Journey Strategy Group Focus marketing activities on p/t FE courses Ensure curriculum meets demand linked to increased unemployment rates	Depute Principal Academic Associate Principal	Ongoing Complete Ongoing Jan 2021 Jan 2021

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

LIKELIHOOD CRITERIA **TIMESCALE 3 YEARS**

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

IMPACT CRITERIA **TIMESCALE 3 YEARS**

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

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

RISK MAP (for Gross risk & residual risk)

TIMESCALE 3 YEARS

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

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

Perth College Scholarship and Research Committee (SRC)

Draft Minutes

Paper 8

Meeting reference: 3 of 3 in AY 2020-21
Date: 31 March 2021 at 1000
Location: By Microsoft Teams

Present: Rosalind Bryce (Chair), Robert Boyd, Lorenz Cairns, Margaret Cook, David Gourley, Lynne Griffin, Katy Lees, Christiana Margiotti, Henry Nicholson, Patrick O'Donnell, Michael Rayner, Keith Smyth, Alex Sanmark, Neil Simco (until 1015)

Apologies: Andrew Comrie, Kathleen Connor, Ronnie Dewar, Veronica Lynch

Minutes: Angela Paterson

No.	Minutes	Action
1	<p>Welcome, apologies & membership</p> <p>R Bryce welcomed everyone to the meeting in her new role as Chair, following Martin Price's retiral.</p> <p>New members were welcomed: Christiana Margiotti, Sector Development Director – Creative and Cultural Industries (replacing Eleanor Brown on the committee following her retirement) and Henry Nicholson, Financial Accountant</p> <p>Apologies noted as above; we were not able to identify a replacement to attend the meeting in R Dewar's absence.</p> <p>As N Simco had to leave the meeting at 1015, Item 7 was discussed first.</p>	
2	<p>Minutes of the previous meeting held on 18 January 2021</p> <p>Minutes approved</p>	
3	<p>Update on actions and matters arising</p> <p>R Bryce to contact UHI Comms to promote awareness of the JPI project/ F Leiper to include in the Research Newsletter: to be done closer to launch date, June 2021</p> <p>M Rayner confirmed the panels were involved in the internal review process for the Graduate School for the Arts & Humanities studentship competition</p>	
4	<p>Sector Managers' Research Sub-Group (Ronnie Dewar)</p> <p>R Dewar unable to attend this meeting, however he has now received the Sector Manager's sub group terms of reference and will brief the Sector Managers on the remit and form the sub group.</p> <p>Action: update to be provided at next meeting</p>	RD

Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
5	<p>Research & Scholarship Coordinator Update (including REF-related activity in Perth College UHI) Patrick O'Donnell - Paper 2</p> <p>P O'Donnell's report and diagrams were circulated in advance; key points referred to:</p> <p>REF: Education area has now concluded (REF teaching staff remitted time for producing outputs ended July 2020). To keep momentum going Patrick is encouraging REF staff to focus on writing bids for funded research. It is anticipated that without remitted time research outputs will shrink for 2021 and therefore it is critical that a focus be on funded research bids.</p> <p>Current research activities:</p> <ul style="list-style-type: none"> • Khristin Fabian has a paper published with colleagues from Napier University. Khristin is keen on using her research methodology in other areas • Nuria Camps published a chapter in book released Feb – this output will contribute to her 'doctorate by publication' • S Timoney working with A Sanmark on developing funding bids – a good exemplar of experienced researcher working with early career researcher • P O'Donnell and K Fabian looking at research ideas that can be developed into funding bids • S Kane: secured UHI LTA scholarship, supported by UHI mentors - again important initiative in supporting early career researcher • Research bid with Dr M Murphy, Robert Owen Centre, University of Glasgow, UHI are now the Lead Researchers; bid to be submitted early summer • New staff Dr Rahul Kumar: met with P O'Donnell and D Gourley w/c 22/3/21 to explore ways to support Rahul with his research interests. At this stage the priority will be on providing essential equipment to kick-start research. Early discussions with Rahul have also touched upon some research ideas. However, these will need to be developed further and the next stage is to consult with others - to discuss with specialist contact at Dundee University and firm up ideas • Research hub: D Gourley has had meeting with SDD and others to discuss the hub development w/c 22/3/21. An area has now been selected for the hub and the focus will be on developing this space. • Noted correction to research coordinator report - that for the REF Steven Timoney is included in Unit 25 Area Studies, not Unit 15 Archaeology • P O'Donnell stated that the diagrams provided to the committee have been produced to help inform Post-REF discussion on how to develop research capacity at Perth college and welcomes views about the diagrams. He suggested that a sub-group should be formed to take this forward. • Reflecting on the last 2 years Patrick stated that he is now less inclined to consider that an institutional wide 'research culture' will become a reality at Perth in the near future. Patrick stated that he is of the view that Perth will have a 'researcher community' comprising of multidisciplinary mix of productive mid-career researchers and early career researchers. It is within this researcher community that we will find a research culture unfolding. Suggesting that research will be a sub-culture – explicitly linked to this community - rather than a fully embedded institutional wide entity. • Post REF: M Rayner commented one change that has helped between the 2014 and 2021 is the change from a selective exercise with 4 outputs each to the all staff 	

Perth College Scholarship and Research Committee (SRC)

	<p>approach where each member of staff had to produce 2 outputs. This resulted in higher quality submissions and allowed more staff into the REF. There are now 5 years ahead of us and it is crucial we develop the environment in which colleagues can undertake research that will lead to the number of publications needed, aiming for quality not quantity.</p> <ul style="list-style-type: none"> • D Gourley commented that we need to have the big picture analysis because the research and scholarship strategy is out of date and we need to think what we are going to do moving forward and how this fits with the overall College's aims, also look at how external drivers will affect us and include these in this conversation. • M Cook commented that in terms of the future and how we move this forward, serious conversation about money is needed and how future research activities are to be funded. Success in REF brings in money but not enough to sustain research, we really need to invest in early career researchers as well as other research across the institution, need to collectively look at this. M Rayner agreed the University does need to make a deliberate decision on how research should be framed and placed and then acted on within the University. • It was highlighted that professional reviews linked to research and scholarship activities will be important to process of identifying and supporting staff wishing to be research active. The new Professional Review process linked to the General Teaching Council for Scotland (GTCS) requirement won't be in place until the autumn 2021 term; this needs to be looked at in terms of including research within the process. It is envisaged that current research and scholarship professional review form will be modified to align with the GTCS requirements. 	
6	<p>College Research Update</p> <p>R Bryce Centre for Mountain Studies (CMS):</p> <ul style="list-style-type: none"> • Dr Bobby Macaulay joined CMS as Research Associate in February 2021. He has identified some funding opportunities and will be teaching on the MSc Sustainable Mountain Development as well as contributing to all aspects of CMS and its activities. • Webinar arranged for 01/04/221 for the SCITOUR project, one of CMS' major projects; lots of interest and good level of engagement. • Working on proposal for NPA cluster project which would make links with various tourism projects that we have been working on, in collaboration with the Centre for Recreation and Tourism Research at West Highland College • After 4 years of work, Rod Lovie, PhD student submitted his thesis on 31/03/21 • R Bryce presented at a conference in February 2021 organised by UNESCO UK: Heritage and Our Sustainable Future: Research, Practice, Policy and Impact <p>A Sanmark, Institute for Northern Studies:</p> <ul style="list-style-type: none"> • Along with S Timoney, a successful KE application submitted to work with PKC heritage Trust to develop a module, £3k awarded • Discussions with PKC Heritage Trust now involve Dan Lee from UHI's Archaeology Institute. Dan has been involved with the Ceteran Ecomuseum and to develop an application together • Seminar series with Perth museum is ongoing; 3 held so far; the one on 30/03/2021 attracted 170 online attendees. Link to past events • A number of workshops and conference to be held for the Kingship project; all online and conference scheduled for June 2021 • Finalised funding application with the German Research Council and the HRC; if successful would mean a 2.5-year project post-doc potentially based at Perth 	

Perth College Scholarship and Research Committee (SRC)

	<p>College with A Sanmark</p> <ul style="list-style-type: none"> • Been working with the South African based PhD students which is going really well. It is hoped they can visit Scotland at some point. The Research Hub will be a useful space to accommodate such visits. 	
7	<p>REF Update (Neil Simco) – Paper 3</p> <p>Paper circulated in advance, in addition:</p> <ul style="list-style-type: none"> • REF submitted 22/03/2021 ahead of national deadline; a great achievement given the combined impact of the cyber incident & COVID. • N Simco recorded his thanks to all colleagues who had worked incredibly hard during the process, particularly to Perth College staff who had made a really good contribution to the REF • 7 units of assessment submitted, one more than last time and Perth College played a big role in the Education Unit. • 267 outputs, 17 case studies and 8 environment statements • Outcome not known until April 2022; there will be a lot of work between now and then in terms of national scrutiny • Estimated grade point output has increased from 2.67 to 3.04 • Audit period will be coming up, likely to be a robust audit because of the all staffing requirements; key period will be between May and July 2021 • Finalising equality impact assessment, to be submitted by 31/07/2021 	
8	<p>Research Clusters Update (Michael Rayner)</p> <ul style="list-style-type: none"> • Engaged with 2 of the clusters around vacancies on the Research Degrees Committee which monitors PhD and Masters by Research students. Approx. one third of the membership rotates off after a period of time which provides development for colleagues to engage in this committee. Clusters to be included in the selection process for this committee. • Discussions have been held around the staff/student conferences. An online staff/student conference will be held around January 2022 which will then allow for the HARC/SILK conference to take place in December 2021. • Interest in the HARC/SILK conference has been growing across the university, as well as outside it too • An internal process was undertaken this year looking at the way we go about getting cases ready for review for the Graduate School for the Art & Humanities studentship competition. We reflected internally on how that can be modified and strengthened ready for next year's round. A meeting is being held on 01/04/2021 when we will get the first wave of feedback from applications that have been submitted for studentships, followed by another meeting a week later. We will not know how successful we have been until then. • Over the past 3 years, the marine sciences and general sciences area has been very successfully in this completion • The clusters have also been involved in discussions about streamlining the approach to the revalidation of research degree areas; every area that offers a PhD/MRes has to go through an approval process. Looking at ways to aggregate areas to ensure the revalidations are undertaken at appropriate and efficient scales, and we have been engaging with clusters to identify where they aggregations should be. The clusters will have an important role to play in these decisions which will hopefully create some efficiencies all round 	

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	<p>SFC Innovation Funds (Veronica Lynch) – Paper 4</p> <p>Veronica Lynch was unable to attend the meeting; Paper 4 was circulated in advance and R Bryce summarised the paper.</p> <p>Regarding KTPs, CMS are interested in talking to a couple of organisations, eg Scottish Land & Estates, about potential applications and R Bryce will follow up with V Lynch and others in the next few months.</p> <p>Regarding scholarships, H Nicholson noted that most are funded by businesses and are mainly work placements, as opposed to knowledge transfers.</p> <p>Action: rename agenda item to ‘Perth College Innovation Update’ for future meetings</p>	AP
10	<p>Research Hub (D Gourley)</p> <ul style="list-style-type: none"> Perth College does not currently have a space for researchers to get together and support each other, hold seminars, workshops training, etc. £16K of funding was recently secured from UHI to create a Research Hub Hub to be located in Room 810, Webster Building. Equipment ordered to kit this area out; to be a mix of IT and field equipment along with some lab equipment for engineering research Looking for some key tangible benefits from this hub by researchers getting together to improve sharing of ideas, as well as increased opportunities to showcase research achievements through seminars, etc Will work closely with UHI research office in support for training for completing funding applications, more support for researchers, hope this will increase the number of teaching-research linkages and collaborations with external industries <p>The LTA are currently looking to identify someone who will lead the research strand of the mentoring scheme as Melanie Smith had recently stepped down from this role; someone should be in place by the start of next session.</p>	
11	<p>Horizon Europe</p> <p>R Bryce provided an update on Horizon Europe (the EU Research & Innovation programme 2021-2027):</p> <ul style="list-style-type: none"> This is a major source of research funding and CMS have previously led large work packages within 4-year projects UK researchers will still be able to take part in Horizon Europe, including the right to lead and co-ordinate projects. Six themes have been announced: 1 Health, 2 Culture, creativity and inclusive society, 3 Civil security for society, 4 Digital, industry and space, 5 Climate, energy and mobility and 6 Food, bioeconomy natural services, agriculture and environment First calls to be released mid-April, submission deadline September 2021 Helpful webinar available on the Knowledge Transfer Network website, recommend looking at this: https://ktn-uk.org/events/introduction-to-horizon-europe-webinar/ It is likely that Scotland Europa will be hold a series of information events also in the near future 	

Perth College Scholarship and Research Committee (SRC)

12	AOCB <ul style="list-style-type: none">• N Simco: the University have just been advised of in-year additional research funds, second research uplift. NS will shortly write to Principals with a proposal, using the same formula as for the previous uplift• N Simco: formal announcement to be made shortly, congratulations to Alex Sanmark on her achievement as a new Professor of the University• H Nicholson: received requests for returns to UHI on KE income and wondered who would be the best contact for this. It was suggested that he contact Darlene Russell in the first instance, may also be possible that Joe Irvine could help or UHI Grants and Contracts office.	
13	Date of next meeting To be scheduled for October 2021 (prior to Academic Affairs Committee meeting) Meeting finished at 1120	