Academic Affairs Committee

Agenda

Meeting reference:	Academic Affairs 2020-21/03
Date:	Wednesday 03 February 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 Conflict of Interest in any Agenda Item		Chair	
4	Minutes of the Meeting held on 11 November 2020		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	**Student Experience**			
6.1	HISA Perth Update	HISA Perth	HISA Perth President	Paper 2
*6.2	Brightspace/Resources Audit	HISA Perth	HISA Perth VPEE	Paper 3
6.3	Student Survey – Induction/Early Experience Survey	Head of Student Experience	Head of Student Experience	Paper 4
7	**Curriculum**			
*7.1	Student Retention & Attainment Report	Head of Student Experience	Head of Student Experience	Paper 5
7.2	SFC Benchmark Report on KPIs		Head of Student Experience	Verbal

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7.3	Student Recruitment - update		Head of Student Experience	Verbal
8	**Risk, Compliance & Performance**			
*8.1	Risk Register – Academic Affairs Committee	Clerk	Clerk	Paper 6
*8.2	Balanced Scorecard Update	Project & Planning Officer	Clerk	Paper 7a Paper 7b
*8.3	Compliance Checklist	Clerk	Clerk	Paper 8
9	**Policies & Procedures**			
*9.1	Addressing Racism – update		Independent Board Member	Verbal
10	**Committee Minutes** (for noting)			
10.1	Scholarship & Research Committee • 18 January 2021			Paper 9
11	Date and time of next meeting • 28 April 2021		Clerk	
*12	Review of Meeting (to include check against Terms of Reference)		Chair	Paper 10

Academic Affairs Committee

DRAFT Minutes

Meeting reference: Academic Affairs 2020-21/02
Date and time: Wednesday 11 November 2020 at 2.30pm
Location: Online

Members present: Margaret Cook, Principal
Andrew Comrie, Board Member
Sheena Devlin, Board Member
Ann Irvine, Board Member
Patrick O'Donnell, Staff Board Member
Cameron Murray, HISA Perth VP Education & Engagement
Lorenz Cairns, Depute Principal (Academic) (from Item 7.4)
Veronica Lynch, Vice Principal (External)
Catherine Etri, Associate Principal (Curriculum)
Deborah Lalley, Head of Student Experience
David Gourley, Head of Learning & Teaching Enhancement
Martin Price, Chair of Scholarship & Research Committee
Robert Boyd, Teaching Staff Member on the Committee

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

Observing: Andrew Brawley, HMI Inspector, Education Scotland

Apologies: Alex Wilson, Student Board Member

Chair: **Margaret Cook**
Minute Taker: Ian McCartney
Quorum: 7

Summary of Current Action Items			
Ref	**Action**	**Responsibility**	**Time Line**
7.2	**Student Recruitment** Updated data relating to student recruitment to be circulated Committee members	Head of Student Experience	ASAP
6.2	**Student Surveys – National Student Survey** Areas of review would be circulated to Committee.	Associate Principal	Next meeting
8.1	**Risk Register** Scores to be reviewed in relation to Risk Items 2 & 8.	SMT/Clerk	December Board

Summary of Historic Action Items			
Ref	**Action**	**Responsibility**	**Time Line**
	Matter Arising from 19 February 2020 Ref 6.2 - Student Surveys: Induction Early Experience Survey 2019-20 Head of Student Experience to look into whether Q10 can be reviewed.	Head of Student Experience	When available from UHI (ongoing process)
	Matter Arising from 06 May 2020 Ref 8.2 – Balance Scorecard Sector benchmark rates and internal tolerance levels to be added	Clerk	Within ongoing review of Balanced Scorecard

Minutes:

Item		Action
1.	**Welcome and Apologies** The Chair welcomed everyone to the meeting and noted presence of Andrew Brawley from Education Scotland as Observer. Apologies were noted.	
2.	**Additions to the Agenda** There were no additions to the agenda.	
3.	**Declaration of Interest in any Agenda Item** There were no declarations of a conflict of interest.	
4.	**Minutes of Meeting held on 02 September 2020** The minutes were approved as an accurate record.	
5.	**Matters Arising from Previous Minutes**	
	Matters Arising from 02 September 2020 Ref 6.2 - Student Surveys – National Student Survey **Action 1:** Additional Perth-focused analysis to be made available. **Action Update:** On Agenda under Item 7.3 **Action 2:** Areas of review would be circulated to Committee. **Action Update**: On Agenda under Item 7.3 Ref 8.1 - Risk Register **Action:** Amendments to be made to Risk Items 8 & 10 **Action Update:** Completed and updated at October Board meeting. Ref 9.1 - Addressing Racism **Action:** SLWG brief to be circulated to Committee members **Action Update:** Completed.	Complete Complete Complete Complete

	Matters Arising from 19 February 2020 Ref 6.2 - Student Surveys: Induction Early Experience Survey 2019-20 **Action:** Head of Student Experience to look into whether Q10 can be reviewed. **Action Update:** Same questions used across UHI Partnership therefore has to be reviewed at UHI level. Process under way, updates when available.	Ongoing
	Ref 9.1 - Safeguarding Policy **Action:** Reviewed Policy be circulated to Committee members to allow Chair's Action to be progressed. **Action Update:** Contextualised and published on website	Complete
	Matters Arising from 06 May 2020 Ref 8.2 – Balanced Scorecard **Action:** Sector benchmark rates and internal tolerance levels to be added **Action Update:** Project & Planning Officer currently reviewing as part of ongoing review of wider Balanced Scorecard.	Ongoing
6.	**Student Experience**	
6.1	**HISA Perth Update** HISA Perth VP Education & Engagement introduced Paper 2 and highlighted the main points for Committee, in particular plans for online delivery of Class Rep Training and the promotion of the Early Experience Survey. VP Education & Engagement also noted that the first Student Rep Council of the year had been held that morning, with over 40 students in attendance. Board Member commended the work of HISA Perth in supporting students with regard to VLE matters, and enquired whether there had been any additional need identified. VP Education & Engagement noted that a feedback proforma was being prepared for distribution to Class Reps.	
7	**Curriculum**	
7.1	**Student Completion & Progress - update** Head of Student Experience provided a verbal update on student	

	completion and progression, noting that recent analysis indicated that attainment and progression levels looked healthy, however a total of 32 students had not been able to fully complete their courses due to practical impacts around COVID. These students have been given the option to continue during their extended period of completion, and are on track to complete outstanding work very soon. Head of Student Experience advised that Scottish Funding Council have allowed KPIs around achievement to be submitted late. Head of Student Experience noted that analysis of key and protected groups were ongoing and will identify any areas of issue falling out of College interventions.	
7.2	**Student Recruitment - update** Head of Student Experience provided a verbal update on student recruitment for 2020/21, noting that HE targets had been passed ahead of schedule and that FE levels remained robust, although there may be an issue arising from COVID with respect to certain trades not employing Modern Apprentices which will impact on funding targets. Whilst SFC had indicated that there will be no funding clawback in such circumstances, Principal noted potential impact on future years' funding resulting from these circumstances, including in relation to top-slicing. At the request of a Board Member, Head of Student Experience agreed to circulate data relating to student recruitment to Committee members	Head of Student Experience
7.3	**National Student Survey 2020 – Perth College Overview** Associate Principal presented Paper 4, which provided more detailed Perth-centric analysis of the recent National Student Survey report for 2019/20. Associate Principal noted that, while 50 HE courses were available to study at Perth, only 11 of these courses ran with more than 10 students, and of these only 6 met the response threshold for NSS reporting. Associate Principal reported that overall scores had shown improvement, however there were 3 areas for concern noted in the report, and work has started in these areas to address issues. Associate Principal noted in particular that the online learning environment had scored poorly, which raised some issues to be looked	

| | into, and that learning resources appeared to be an issue in some areas but not across the board.

In response to a Board Member's query regarding poor performance in one specific area, Associate Principal advised that not all teaching is necessarily delivered by Perth College staff as this can be shared with Partner Colleges, however the Dean and Subject Network Leader are looking into the matter. | |
|---|---|---|
| **7.4** | **Digital Poverty**

Associate Principal summarised Paper 4, whi.ch provided details on the College's response to challenges presented by Digital Poverty highlighted during COVID.

Associate Principal noted that 758 students had responded to the initial survey. To date, 766 laptop or equivalent devices had been procured, plus 30 devices providing wi-fi access. Associate Principal advised Committee that a bid by the College to Connecting Scotland for 311 devices had just been announced as being successful.

Board Member congratulated team on sourcing and distributing so many devices to students.

Head of Learning & Teaching Enhancement advised that drop-in sessions had been organised around digital skills to ensure students were able to get online and access learning materials. | |
| **8** | **Risk, Compliance & Performance** | |
| **8.1** | **Risk Register – Academic Affairs**

Clerk presented Paper 5 for review by Committee, noting the request by the Board of Management for SMT and Clerk to look in particular at whether those scores recorded as red were accurate.

Board Member suggested that the residual score for Risk 2 be reduced in view of SFC decision around funding clawback for 2020/21 due to COVID reducing risk levels. Committee noted that Risk Scores were viewed over a 3-year period, however it was **AGREED** to review within these contexts.

Board Member suggested that the residual score for Risk 8 may also be reduced due to the known timescale related to REF. Committee noted that it would be helpful to have some figures on the effect on funding levels as part of this review, and **AGREED** that the risk score should be reviewed once more info can be ascertained. | SMT/Clerk

SMT/Clerk |

8.2	**Balanced Scorecard update** Clerk presented Paper 5, noting the upward trend of the single reportable item to this Committee. Clerk updated Committee on review of Balanced Scorecard following the October meeting of the Board of Management.	
9	**Policies & Procedures**	
9.1	**Addressing Racism - update** Board Member provided a brief update on the Addressing Racism project, noting that the matter had been discussed at EDIT Committee, however there had been some delays in getting the Short Life Working Group up and running, therefore the original timescale of having a proposal to take to the December Board of Management meeting would not be met and the focus was on providing this to the March Board instead. Chair assured Committee of the importance of the project, however it had not been possible to devote the resources the project deserves. An update would be provided to the next meeting.	
10	**Committee Minutes (for noting)** Committee noted the minutes of Scholarship & Research Committee held on 21 October 2020. Chair thanked Chair of Scholarship & Research Committee years of input into this Committee as well as Scholarship & Research Committee, plus a wider contribution to the College.	
11	**Date of Next meeting** Wednesday 03 February 2021 @ 2:30pm	
12	**Review of Meeting** The Committee agreed the meeting had covered its Terms of Reference.	

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

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

Status of Minutes – Open ☑

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

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

The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 2018. It is important that fact, rather than opinion, is recorded.

Do the minutes contain items which may be contentious under the terms of the Data Protection Act 2018?   **Yes ☐   No ☑**

Perth College UHI

Paper No.2

Committee	Academic Affairs
Subject	HISA Perth Plan of Work 2020-21
Date of Committee meeting	03/02/2021
Author	HISA Perth
Date paper prepared	21/01/2021
Executive summary of the paper	Please outline the follow elements of this paper: i) Purpose – what is it for ii) Impact – what are the intended outcomes iii) Course of Action – what happens next & by whom This paper provides an abridged version of team and operational objectives for HISA Perth during academic year 2020/21, focusing on learning and teaching. A full version of the Plan of Work is regularly updated at Engagement Committee and the Board of Management. Any updates since last committee are in blue text.
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	n/a
Action requested	☒ For information ☐ For discussion ☐ For endorsement ☐ Strongly recommended for approval ☐ Recommended with guidance (please provide further information, below)

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Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	~~Yes~~/ No
Risk implications Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk? (If yes, please provide details)	~~Yes~~/ No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	n/a
Equality and diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please give details:	~~Yes~~/ No
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please give details:	~~Yes~~/ No Click or tap here to enter text.
Island communities	~~Yes~~/ No

Perth College UHI

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	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Click or tap here to enter text.	☐

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

Further guidance on application of the exclusions from Freedom of Information legislation is available via:
http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp
and
http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

HISA Perth Plan of Work 2020-2021 – Update for Academic Affairs

Introduction

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

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

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 15th 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
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		Opportunities and events shared at first 2 SRC meetings included PCSEG attendance
				Promotional campaign showing different ways to engage with HISA	1		To begin during Refreshers
				Number of students engaging with HISA Perth (excluding class reps)	10	3	3 contacted about setting up and club/society
	Increasing opportunities for engagement	Sept-June		Identify meetings and committees that students can attend/help make decisions	1	1	PCUHI Student Engagement Group. Promoted at 2nd SRC Meeting, Reps were informed of future plans to get them in meetings/committees
				Training and support given to these students	1		
				Number of students attending meetings and committees	10		
	Closing the feedback look	Sept-June		Promotional campaign on how change is made/what is done with their feedback	1		Date tbc

				Creation of space online and on campus updating students on changes being made/in progress	1		HISA Perth webpage on college website created – content to be 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		Will launch during Refreshers
				Number of students sharing tips	20		
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		Initial meeting with SDDs 10/12 To arrange monthly meetings
				Project with students on improving engagement with HISA Perth	1		Discussions of a Partnership with NQ Health Projects to promote Wellbeing took place over winter break
	Regular opportunities for feedback	Sept-June		Regular feedback captured from students online	1		Regular questions shared on social media for comment
				Regular feedback opportunities shared on HISA Perth platforms	1		
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)	Currently at 250 confirmed reps. Percentage of coverage being calculated but estimate included. Gap analysis recently undertaken with 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. Additional mops ups scheduled for w/c 7/12
				Increase number of class reps being trained	68%	38.8%	98 reps currently trained via online webinars as of 18/1

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							(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/attendance throughout academic year. Will review at end of year
				Regular meetings to be held	6	2	SRC 1 – 11th & 12th November – 75 reps SRC 2 – 2nd and 3rd December – 47 reps Semester 2 SRC 3 10th & 11th Feb, SRC 4 24th & 25th March, SCR 5 28th &29th April

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	More students take part in ESES	54%	43%	Promoted heavily on HISA Perth channels

	Improve score	Oct 20	experience based on student feedback	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)		
	Turnout	Mar 20		Increase on voter turnout from 2019-2020	9%		
	Number of candidates	Feb 20		Increase in number of candidates	13		Nominations open 27th Jan
National Student Survey	Improve participation	June 21	Student experience improved for HE students	More students take part in NSS	80%		
	Improve score	June 21		Increase Q26 score from 2019-2020	53%		
SSES	Improve participation	March 21	Changes are made to the overall student experience based on student feedback	More students take part in SSES	46%		
	Improve score	March 21		Increase in HISA Perth specific questions from previous year	84%		
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		Underway
	Review Nomination Form	Jan 21		Nomination form updated and made easier to navigate	1		Underway
	Nominations from every sector	Mar 21		Each sector area has nominations in every category	1		

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Gàidhealtachd agus nan Eilean

	Nomination numbers	Mar 21		Increase in nomination numbers in 2019-2020	200		
	Celebration of awards	May 21		Awards ceremony takes place	1		
				Wider promotion of winners	1		
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		
Casework	Student queries	June 21	Students will receive impartial advice and support	Monitoring and recording of casework queries	1		Casework procedure currently being finalised by HISA
				Promotion of HISA Perth as support for conduct/disciplinary cases	1		Promotion during inductions. Promotional plan being developed
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 problems and provide an evidence base to drive policy change 6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community						

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Perth College UHI

Paper No.3

Committee	Academic Affairs
Subject	Brightspace/Resources Audit Paper
Date of Committee meeting	03/02/2021
Author	Cameron Murray, HISA Perth Vice President Education and Engagement & David Gourley, Head of Learning and Teaching Enhancement
Date paper prepared	26/01/2021
Executive summary of the paper	Please outline the follow elements of this paper: i) Purpose – what is it for ii) Impact – what are the intended outcomes iii) Course of Action – what happens next & by whom This paper summarises and audit circulated to class reps and students at Perth College UHI during November and December 2020 asking about their Virtual Learning Environment as well as the resources they use to learn and to make suggestions on how these could be improved. It is hoped that the suggestions made can lead to a standardised approach to VLE/Brightspace areas and students having access to the resources they need to learn successfully. Findings from this paper have been shared to Sector Development Directors and will be shared to Class Reps at SRC meetings as well as other areas Committee feels relevant.
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	Current class representatives and students at Perth College UHI were asked to complete the audit

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Action requested	☐ For information
	☒ For discussion
	☐ For endorsement
	☐ Strongly recommended for approval
	☐ 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 Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk? (If yes, please provide details)	~~Yes~~/ No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	n/a
Equality and diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please give details:	~~Yes~~/ No

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Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please give details:	~~Yes~~/ No Click or tap here to enter text.
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	~~Yes~~/ No If yes, please give details: Click or tap here to enter text.
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	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Survey results are intended to be published to the student body; information should not be published prior to that date.	☒

For how long must the paper be withheld? **End of Academic Year 2020/21**

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

Introduction

The majority of learning and teaching for academic year 2020/21 is being done online using the UHI VLE Brightspace due to the COVID-19 Pandemic. HISA Perth performed an audit of the online student experience lead by the Vice President of Education and Engagement. The function of this audit was to gauge the quality of educational experience student were receiving, to identify good practice and areas that required development. The ultimate goal is to formulate actions that need to be taken to make the online learning experience better and more effective for all students.

The Audit

The audit was carried out by class reps and asked the following questions.

1. What is the name of the course you are studying?
2. What level of study are you?
3. What year of study are you in? (eg year 1)
4. How are you currently being taught?
5. Do you have a Brightspace area for your course?
6. Is your Brightspace area easy to navigate around (aka can you find what you need to find when you go on there)?
7. Tell us something really good about your Brightspace area?
8. Are there any links on your Brightspace area that don't work (aka are broken)?
9. How is the current access to learning resources on Brightspace? (aka class slides, handbooks)?
10. How could your Brightspace area be improved?
11. What resources do you use for learning?
12. What resources do you NEED for learning?
13. What additional resources do you and your classmates need for learning?
14. Anything else we should know about Brightspace/resources for your course?

Results of Audit.

The full audit results are given in the appendix of this paper but the key high level themes are discussed below.

Almost all courses have Brightspace areas however a few students don't know if their course has a Brightspace area or not which is a concern (see fig1.)

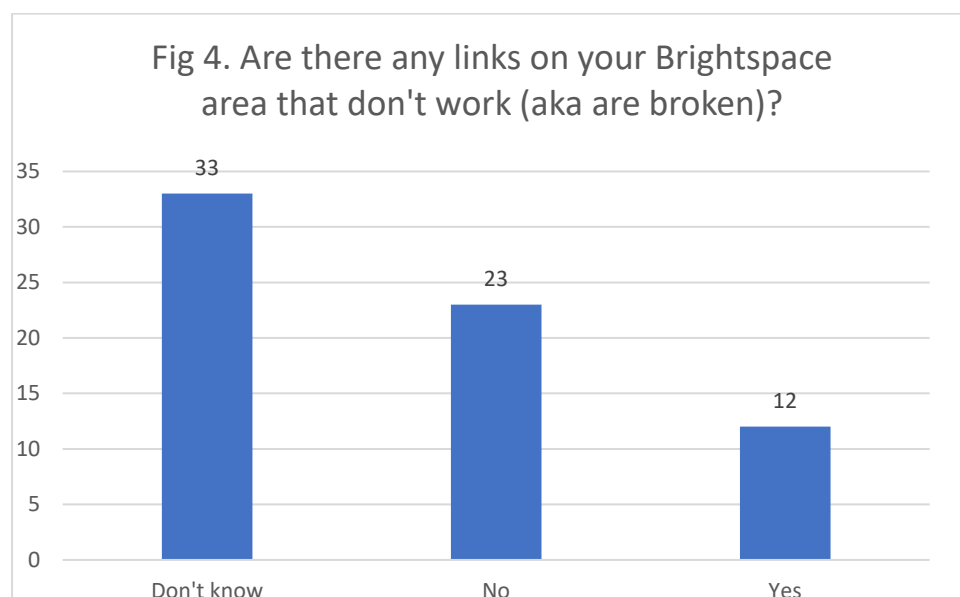Fig 1. Do you have a Brightspace area for your course?
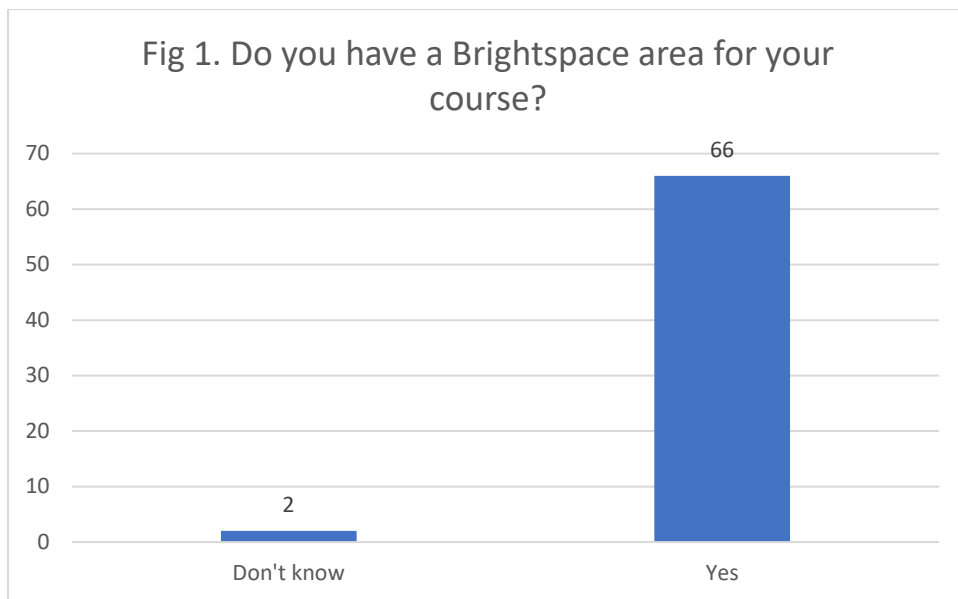
For some subject areas, courses and modules learning material are well organised and laid out (see Fig 2.). It appears that the majority of students are finding that Brightspace is easy to navigate and it is fairly straight forward to find things but students on a few courses state that this is not the case and we must improve on this to achieve a constantly high quality online experience for students. It is apparent that most Brightspace areas have good information for students regarding scheduling of live classes, tasks and assignments. However in some areas and courses this is not the case and there appears to not be a consistently high standard of online experience between subject areas, courses and indeed between modules or units within a course.

Fig 2. Is your Brightspace area easy to navigate around (aka can you find what you need to find when you go on there)?
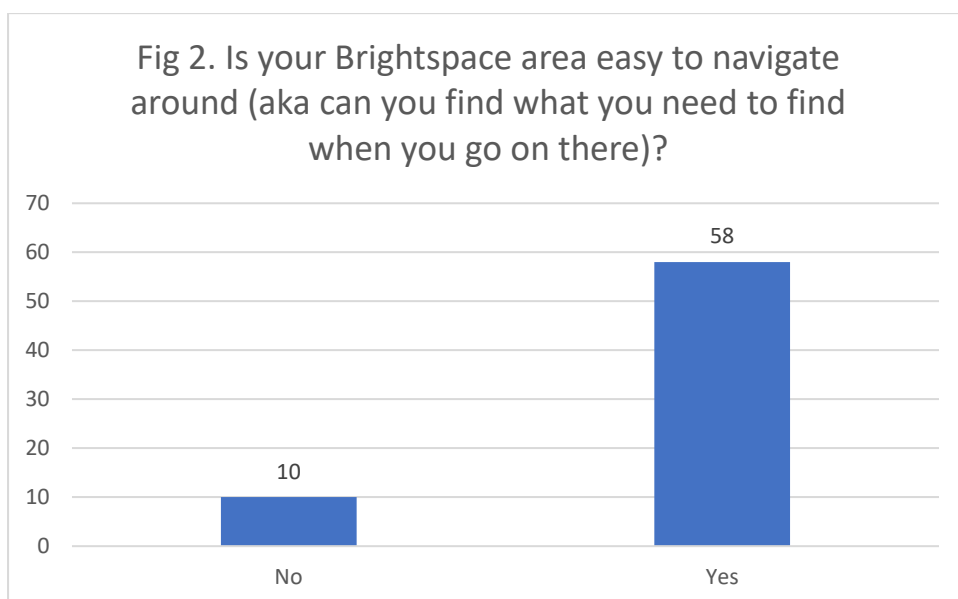
Most students have identified that the access to learning resources on Brightspace is good or excellent (see Fig. 3) however we need to ensure this is the case for all courses and all students.

Fig 3. How is the current access to learning resources on Brigthspace? (aka class slides, handbooks)

Excellent	Fair	Good
14	14	40
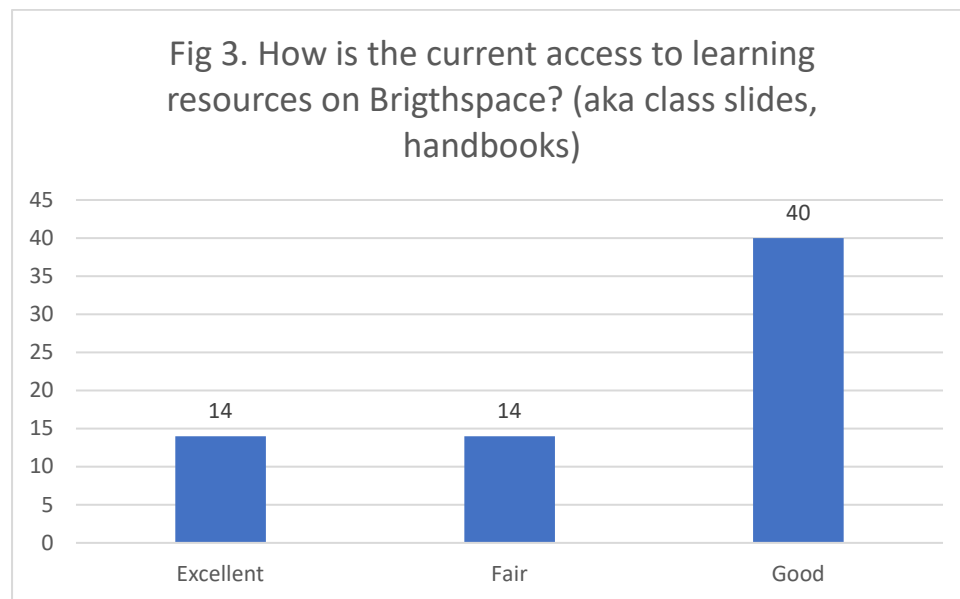
In more than a few courses students are experience some broken links in their Brightspace shells that stop the students accesses learning materials. Lecturers need to identify and fix/remove broken links quickly to improve student experience on the VLE (see Fig 4.).

Fig 4. Are there any links on your Brightspace area that don't work (aka are broken)?

Don't know	No	Yes
33	23	12

Some students have indicated that would like a simple quick start user guide. One does exist and can be found here: https://induction.uhi.ac.uk/Using-technologies/brightspace/index.html however not all students are aware of its existence so we need to communicate this better.

There have also been situations where live online classes have experienced technical failures. In these situations we need to ensure that lecturers have contingency plans in place .

Moving Forward

We need to ensure that every course has a Brightspace area and that every student know how to access it, navigate round it and make use of it to its best effect.

Information from this audit has identified there is some excellent practise in the organisation and layout of Brightspace areas which are populated with high quality and engaging learning material which results in an effective student learning experience. However we need to ensure consistency of experience and we need to replicate these high standards in all subjects area by implementing a plan to identify all the good practise and ensuring it is applied in all courses. Part of this improvement will involve developing templates for area layout to ensure that student with a course have a consistent experience with every module/unit on the programme.

We also need ensure that lecturers know how to identify broken links and fix/remove them quickly in order that they don't have a negative effect on the students learning.

Some students have also indicated that lack of access to laptops and broadband is an issue - this has been addressed via the college wide intervention on digital poverty. The college is also arranging quiet study spaces for students to safely study during college opening hours. Access to more e-books, e-journal and e-resources is being investigated to ensure students have access to the right resources.

Appendix 1 – Brightspace/Resources Audit Raw Data

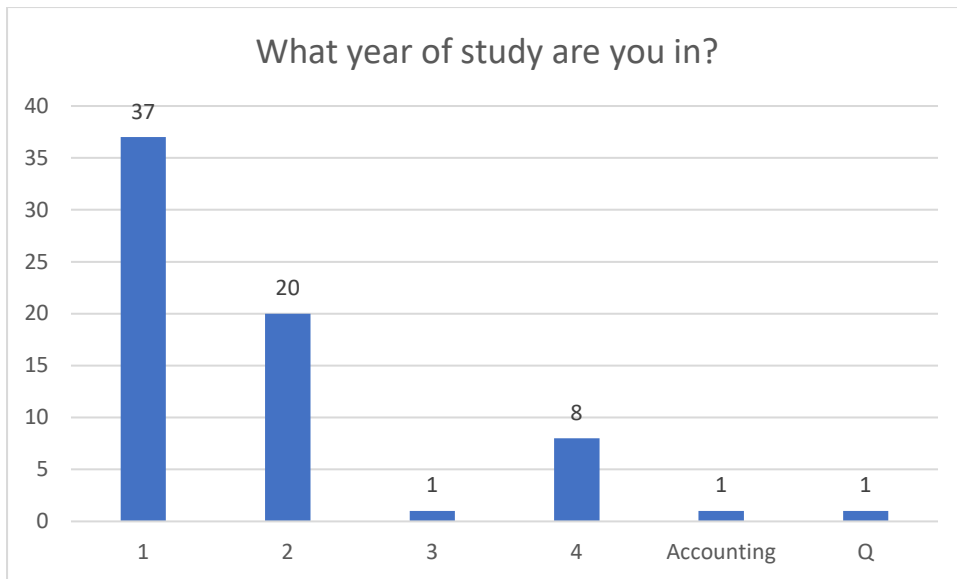What is the name of the course you are studying?

Course	Count
NQ Health and Social Care	10
HND Sports Therapy	9
BA Business and Management	6
Computing	5
Social Sciences	4
Accountancy	3
Professional Cookery	2
ESOL	2
Built Environment	2

Hospitality Pro Silver Chefs	2
Hospitality Management	1
Administration and IT	1
Popular Music	1
Outdoor Activities and Leadership	1
Music	1
Social Services	1
Next Steps 2 Learning	1
English as a Foreign Language	1
Construction Management	1
Sports Massage Therapy	1
Business	1
Beauty Therapy	1
Basic Engineering	1
Aircraft Engineering	1
Audio Engineering	1
Gateway to Creative Industries	1
Sports and Fitness	1
COSCA Certificate in Counselling	1
Professional Chef	1

What level of study are you?
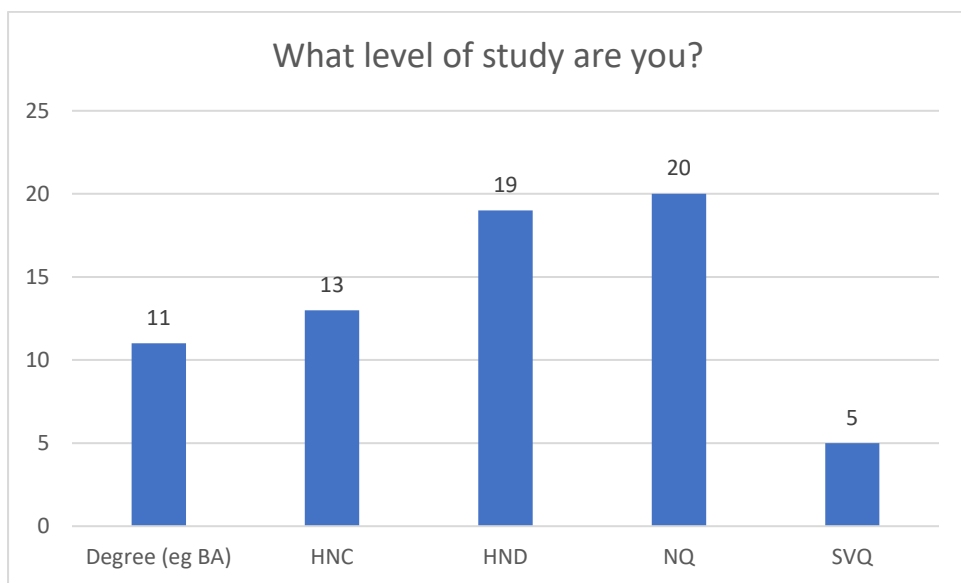
What year of study are you in? (eg year 1)

What year of study are you in?

Year	Count
1	37
2	20
3	1
4	8
Accounting	1
Q	1

How are you currently being taught?

How are you currently being taught?

	Count
Online	51
Mix of online and on campus	17

Do you have a Brightspace area for your course?

Do you have a Brightspace area for your course?

Answer	Count
Don't know	2
Yes	66
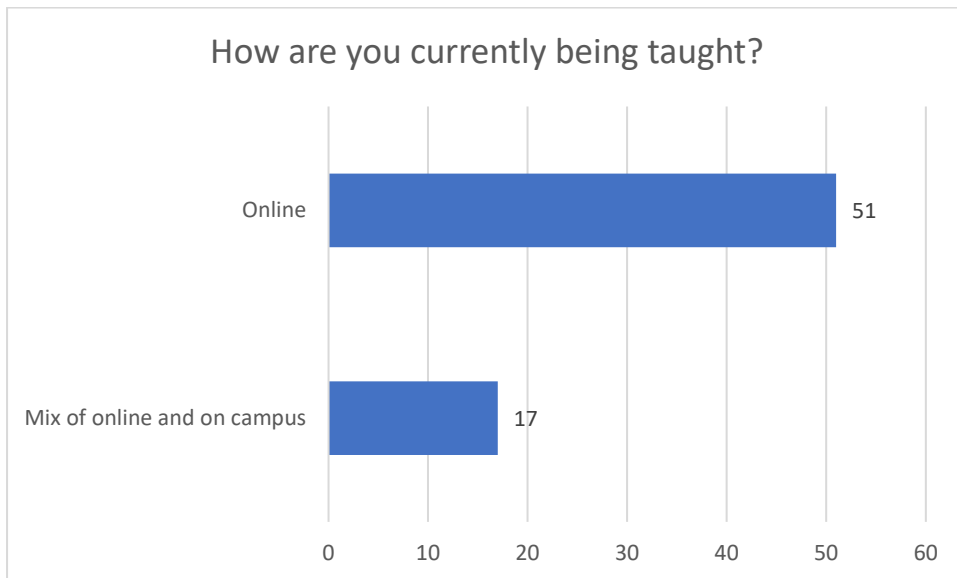
Is your Brightspace area easy to navigate around (aka can you find what you need to find when you go on there)?

Is your Brightspace area easy to navigate around (aka can you find what you need to find when you go on there)?

Answer	Count
No	10
Yes	58
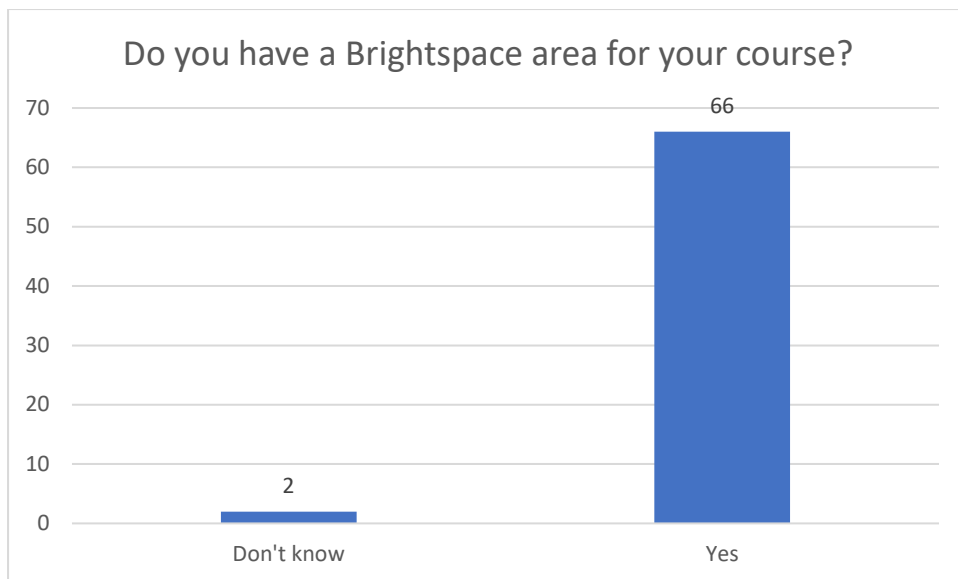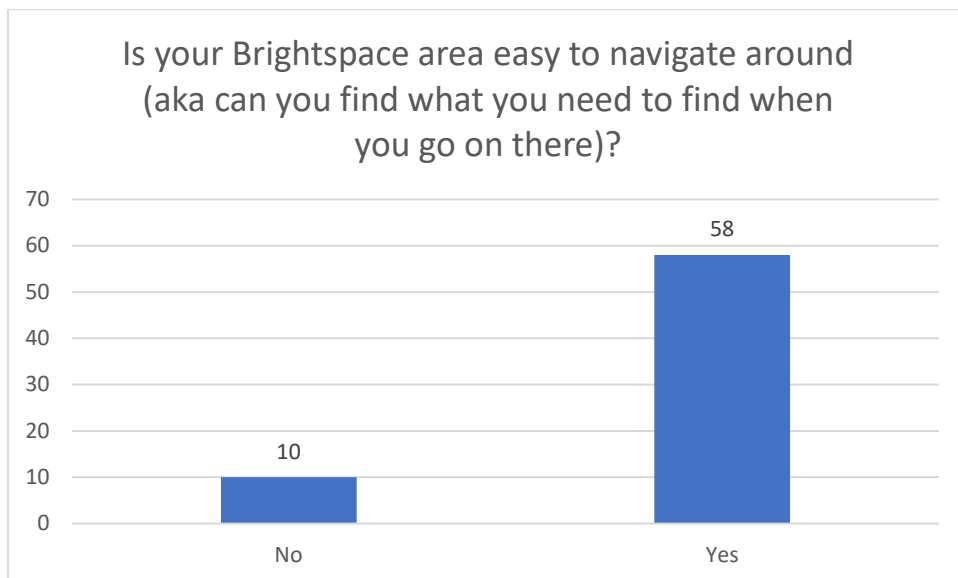
Tell us something really good about your Brightspace area

It has a lot of information and is laid out well

i like how all of the tiles are split up based on the lecturer

Easy to use and well laid out. Great the student id is on there too

Pictures on course home screen to easily differentiate between modules

Regular Scheduled lessons

it has a good amount of information readily available

Assingment tab is really easy to find

easy to access

The bright space area has clear indicators (pictures) of what course is which

It's straightforward

fairly straight forward to find things

The shell layout is good!

- Recordings of class on webex
- It's easy to use
- easy to operate
- Easy to find tasks that are meant to be done online
- Its all there to hand
- I suppose after being forced to use it you become use to it.
- I like how all informations from lectures are attached. They are very clear and easy to find
- easy to navigate and use
- If the staff use it in a logical way (for the materials) then it is easy to find resources.
- You can see photos of your lectures if you have never met them. Can access links to further info.
- Tabs make it easy to see what was talked about each week and to find any assessment materials
- Everything is there in one space
- All modules in one place
- Easy to navigate
- easy to navigate
- easy to access
- Can be easy to find the courses
- It's very useful and can use it as an app also
- It's very organised
- Good way to get information from lecturer
- It's good for me using word and PowerPoint on my mac laptop
- It's simple to use when you get the hang of it
- Easy to manage
- Easy to follow
- Easy to use when used to it
- what good about Brightspace it way to get to bright and good layout what work I need to for my class
- It is simply set out
- N/A
- Holds a lot of information
- recordings of past classes for reference if confused
- Laid out neatly
- Sometimes stop works :)
- Simple to locate and use
- It's a full plattform where you can find all the information that you need. It's really nice.
- I can find everything any time
- Access to printable materials.
- Each module has its own section.
- Its all easy to find
- All the content for each module is in its own separate widget so you don't mix up documents. Links to external software such as WebEx work every time and are easy to use.
- Visual TOC is good
- "Really good" is a push. Good is more likely, but as the question was "really" good, can't provide an answer.
- It's very organized
- The access to Webex meetings is easy to find
- It has everything we need, it's just hard to navigate

n/a
saves having to risk leaving the house. only time i've been out since March and i was really worried about having to go out was to collect a laptop from college
clear to find coursework
I don't really use it. The majority of learning resources are shared via email which I find much more immediate and helpful. Sorry not to be more positive!
Easy to access
Can access lecture slides and webex meetings from the same page
It's clear and easy to read everything and all the information on my course
To have all information in one place and it is easy once you got the hang of it.
It works
Easy to submit and recieve feedback on assessments
the download button
everything is compact and allows me to access everything with ease.

Are there any links on your Brightspace area that don't work (aka are broken)?
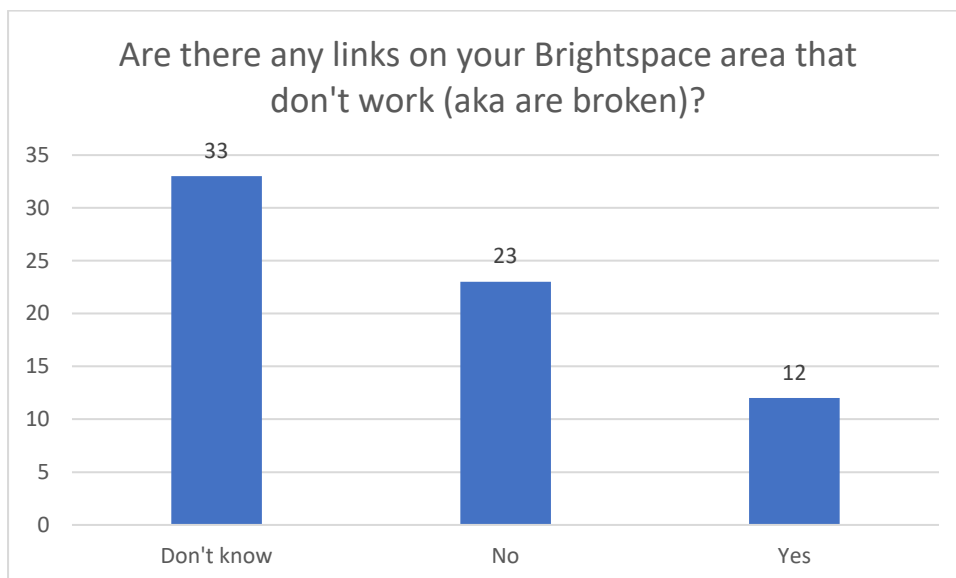
How is the current access to learning resources on Brigthspace? (aka class slides, handbooks)

How is the current access to learning resources on Brigthspace? (aka class slides, handbooks)

Category	Value
Excellent	14
Fair	14
Good	40
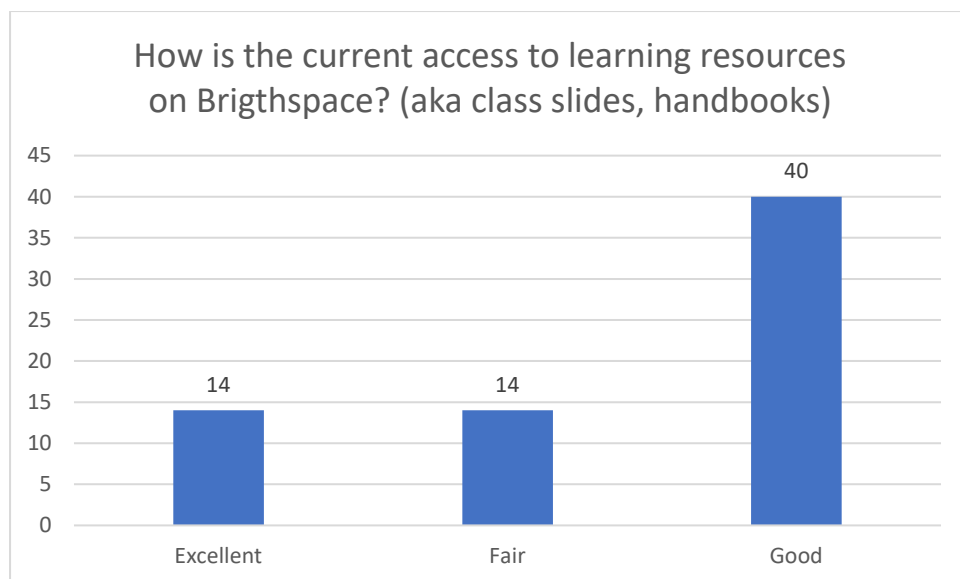
How could your Brightspace area be improved?

The assignment area easier to navigate along with webex meeting recordings
some things could be clearer as some files are not where they are expected to be
I'm not too sure. I feel it's good as is!
Folder hierarchy is a little bit complicated i think.
It doesn't need improving, works fine
a dark mode would be my personal opinion to make it easier on the eyes and save battery life of laptops
A universal way to access information. e.g Some lecturer's coursework and information are easy to find but for others, it's hard to find what I am looking for because it's not organised.
Nothing
If there was a timetable individualised to the students. Sometimes it is hard to remember what class is on at certain times as so many are quite similar
N/A
organise learning resources better so easier to locate items
There's too much on there! It gets a bit confusing when you have different tiles. Also...if you are doing communication you get notifications for things that are not relevant to your course.
When not in lock down the classes can still be recorded
Only shells for the class we attend.
ok the way its is
Easier way to get on webex
Downloading content easier instead of downloading each individually
If there were different icons for each subject. If those icons related to the subject matter.
I hope that all clasess could be recorded just for incase if somebody wan't be able to attend and also for repetition.
dont know
All is good. It would be better if staff were consistent in where they put the resources.
Should be able to access the year you did before and if the and if the course changes that you did the year before you should have access to. The headings to big when you get into the page to read.
Use of discussion boards

Every lecturer creates the bright space area differently, It would be great if the was a template for lecturers to follow. Currently getting error messages when trying to download some files, this has been reported.
I like it as it is
N/A
loading times faster, less links onto documents
i struggle to find what work i have to do
Make sure that every link is put on brightside and that we can see
N/a
Na
Easier axes
Clearer shells. Not getting notifications for other courses.
Am not sure
Not sure
I'm happy with it
Some courses ie. ICT has far too many tabs. Too complicated at times to find info relevant to my course. Too many notifications that are not relevant to my course.
nothing
Ensuring that only relevant class information is shown i.e. I have information concerning classes I haven't taken this year nor in previous years on my Brightspace.
People returning to study could be shown how to use it as i was clueless about it and had to navigate my own way round it
Standardise information across lecturers. Each one has a different style. Some upload tests, some send emails. Some update often and other not at all. It makes it very difficult to know what is going on if you miss an online class.
more compatible for mobile
N/A
Work proper
Way to contact pat via brightspace like a messenger
I don't know, sorry
It would be great if every teachers make a date on their post, or somehow it would be more organised. Sometimes difficult to me see what post I checked and what I did not. (Small tick what is ready for example...) For this reason unfortunately I left out homework, because I did not find in the right time. I were lost between posts.
The discussion board functionality isn't great by modern standards.
Some video links do not work.
Quizs
Too many areas or applications on there we haven't used such as 'Discussions,' 'ePortfolio' & 'Urkund'. If we're not using it can It be hidden so it doesn't clutter menus?
Remove broken links, choose one application for classes and on way to access them, currently using Teams, Webex, Bongo, some of which can only be accessed via links in my calendar, or links through Brightspace. Same story goes with Assignments, some of my results are found in the course tools, where as others are found in the Assignments page in my modules.
Delete old content posted by other lecturers. Change each image of the modules to be different and exclusive, so it doesnt show the same mountain standard picture.
I'm not sure everything is in it's own little box and heading, it's very neatly laid out.
Tiles all look the same and if classes have similar names they are hard to identify which you need to be clicking into. With in the tile there are lots of different heading that are mostly unused and I find it

very hard to find what I'm looking for and dislike the format that the learning resource come up in so alway have to wait to download the files before getting on with work which is very annoying.
Maybe a small pamphlet on where everything is? Especially directions to webex, in the beginning of term a lot of the class had no idea about how to get to their online classes.
The navigation could be easier. I find it confusing where everything is sometimes
better compatibility to printers. Powerpoints can only be printed directly at one page per slide wasting a lot of paper. I need to download to powerpoint before i can print multiple slides on a pageand/ or double sided
n/a
As I said, I really don't use it so I don't have anything constructive to add
Quite annoying with all the classes on it together, could be easier if just your class was on it
easier to use
Make discussion boards more accessible. I have trouble adding on to the boards and often can't read anything that is put up
better organized/an explanation for all the courses on brightspace especially at the beginning.
.
Brightspace is working out alright for the time being, I can access the resources I need for classes.
Less of out of service if I can't access my work that is important Some work like the multiple questions are hard to find Changed the menu with a better ui for finding work easy within one page not having to scroll down in a long line
nothing

What resources do you use for learning?

Laptop, Mystudybar, Microsoft office, highlighters, notebooks
laptop, it booklets, pendrive, notebook/paper, pens, earphones
Laptop, knifes.
laptop, textbooks.
Laptop, Microsoft word, internet, massage plinth, massage oil, gym equipment, athletic tape, k tape, human bodies
mostly the internet
HARDWARE: Laptop(£1200), Focusrite 2i2 3rd gen interfacer(£254.82), AKAI MPK mini MIDI keyboard(£89), Electric piano(£1100), acoustic guitar(£250), Microphone with stand and pop shield(£Came with a bundle/£20), Speakers and headphone(£110/£0(Came with a bundle) SOFTWARE: MuseScore(£0/Free), Ableton Live Standard(£330), Brightspace(£0/Free), Microsoft Office(£0/Free through student ID)
Laptop
Laptop, phone, notebook
Laptop and phone
Laptop, internet, word, textbooks, massage plinth, lotion, resistance band, tape
Laptop, iPad, phone
Laptop
Laptop and textbooks
laptop
Laptop, pencil, pens and rubber

Laptop pen paper folders books
laptop and sports package
Laptop
laptop iphone
laptop (old), tower with screen (big), speakers and keyboard and mouse (all old), printer
Laptop/phone
PC, Microsoft packages, Brightspace
laptop, internet
Laptop
Laptop, phone, tablet
laptop, internet
Laptop, Phone and notebooks
Phone tablet laptop
Laptop and phone
Laptop
Laptop
Laptop and smartphone
Laptop and phone
Laptop and phone
Laptop
Laptop, Microsoft office, books
laptop and my I pad and phone
Laptop, Microsoft Office, Webex, Textbooks
laptop, tablet, mobile
Laptop, sql workbench, textbook, notebooks
laptop, earphones, notebook and pen, books for reference, microsoft word, powerpoint etc, massage bed.
Laptop, mobile
software,
Computer
Books, laptot, apps
lap-top, telephone,
Laptop, tablet, Phone
Laptop and tablet.
Laptop
Laptops/PC, computer mouse, printer, Microsoft office, WiFi…
Laptop, Internet
Macbook, kitchen utensils and books.
Laptop
Laptop, head phones, word/excel, bright space, Citrix
IPad/laptop, art pack/supplies, Logic Pro X
laptop, printer, software
College laptop, Books
laptop and notepads
windows laptop (webex works better not on android devices), notebooks, course handbook
Laptop, phone, iPad

laptop
Laptop, iPad and phone
Laptop, kitchen
Laptop
Laptop, notepads
laptop, textbook, workbook
laptop and physical learning as in coming into class.

What resources do you NEED for learning?

Laptop
same as above
Same as above and books from library
reliable wifi, textbooks, e-books.
Same as above
climbing and hiking shoes would be the only thing i do not currently own and require for class
Laptop(£1200), Interfacer(£254.84), MIDI keyboard(£89), Piano(£1100), Microphone(£0 bundle, but if seperately £50), Speakers and headphone(£110/£30 if seperate) SOFTWARE: Musescore(£0/Free) Ableton Live Standard(£330), Brightspcae(£0/Free), Microsoft office(£0/Free or £60PA)
Laptop
Laptop, phone, notebook
Laptop
Laptop, internet, word, massage plinth, lotion, resistance band, tape, ultrasound machine
Laptop
Laptop
Laptop and textbooks.
none
A guide for brightspace
Books pens paper laptop
we need anatomical modes, we need human subjects, we need hands on experience and we need everything that cant be thought online.
Laptop
i have mental health issues and in waiting on equipment from saas but not heard back yet
as above - but "newer" would make me feel less fearful that something will break and then I really would be up the creek.
Miniature at head leave and proper table/chair
As above
laptop, internet
Books, paper, internet connection and laptop/ computer
N/A
laptop, internet
same as above
Phone tablet laptop
N/A
Laptop phone
Laptop
Laptop and smartphone

Nothing
Biology book
X
As above
I use my laptop and my phone
Laptop, Microsoft Office, Webex, Textbooks
As above
Laptop, sql workbench, textbook, notebooks
same as above.
Laptop, mobile
access to Brightspace
N/A
More hours to speaking
Lap-top, telephone, headset
Laptop
Drawing boards
Mock assessments
More printer ink, equipment for electronics, physical components of an engine (for visual learning), Tools and materials for testing strucutres and metals...
A Mac with ProTools and other software.
n/a
Laptop
Same as above, all kitchen equipment
IPad/laptop, art pack/supplies, Logic Pro X
all of the above
Laptop, books, a booklist would be nice as i dont like reading on a screen. Also going through a lot of expensive paper and ink as i cant print in college
laptop notepads gyms but no access at the moment
Same as above
Laptop, phone, iPad
laptop/device
Laptop, iPad and phone
Laptop, kitchen
Laptop
Computer (Laptop or Pc) capable of running necessary software for coursework and access to the internet.
?
same as answer above

What additional resources do you and your classmates need for learning?

Harvard referencing tool, currently it's the wrong format and we have no access on personal laptops at home
n/a
Printer maybe
Access to more online journals
Nothing

not to my knowledge but i can certainly ask and see what people say
Face to Face learning, but that's not possible right now.
Books
Hands on experience with clients and peers due to the nature of the course.
Library
Practical so the theory makes a bit more sense and the information can be consolidated. Difficult to visualise things
N/A
Hands on experience and equipment thats needed
Handouts.
none
Nothing that I can think of
Books and kit tape etc
we need anatomical modes, we need human subjects, we need hands on experience and we need everything that cant be thought online.
Interactive websites something like reading eggs app where we will be able to practice spelling, pronounciation, meaning and on which content we can ust specific Word or phrasal Verb, adjective, adverb, Verb,noun. How to build sentences correctyl, structures of sentences, what is subjet, objects , what is action, situation. All the Teens with we can use to understand a grammar. Also diditals books should be attached to this for practice to reading like also should be an option to hear how all this sentences are pronounced
again b ecause of SAAS in waiting on a personal tutor. which i desperately need
i would say that for my course a printer is essential - ok - I bought one because I had to - for me that was the main thing that was missing.
Course is hands on so missing seeing the procedures/doing and getting feed back
A large number of books that are in the online library that would be helpful with assessment writing are physical copies. With the pandemic it isn't realistic for everyone to go to the College library itself to look for these books
nothing at the moment
Books
N/A
pen paper
books related to the course
None
N/A
Na
More time for classes late and starting
Some need use of laptop. Some need a review on receiving links.
Am not sure
Laptops for other students
X
Some are still waiting to get a laptop
laptops
Unsure
Books
Textbooks or more 3rd party information
ultrasound machines as they are an important part of our course but can't have them at home

Some software that isn't available at home but is in college eh. Sage Accounting Software
I don't have that resources
N/A
More hours to speaking
I am fine , thank you
...
Drawing boards
Mock assessments
Printers (to print our own physical copies of learning materials), Additional monitors so we can have webex plus other documents open at same time.
Access to other software related to my course which I cannot afford but is not supplied by the college
N/a
I'm sure?
Unsure
Quiet spaces to work, at times outside of college hours
n/a
practical equipment for network security concepts
same as above
Some students, especially those living rurally, struggle with their internet connection. So decent broadband would make a real difference to online learning
Nothing
don't know
Course books
I feel we do have everything that we need
None
Time! I miss being in the building to separate study and home life
some classmates needs better laptops or needs one
paper copies and handouts (already get them)

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Course books
I feel we do have everything that we need
None
Time! I miss being in the building to separate study and home life
some classmates needs better laptops or needs one
paper copies and handouts (already get them)

Anything else we should know about Brightspace/resources for your course?

N/A
Nope
not at this moment
Every lecturer should have their space layed out the same as everyone else, it's too confusing trying to find things that are in 1 place but different on another module.
No
No
no
we should not being this 100% online.
Could be possible to have something like messanger
no
Nope - all good.
Very good resource, very helpful towards learning during these special circumstances
n/a
N/A
N/A
video chats make less complicated
No
Na
No
X
N/a
nope
N/A
No

Teachers need better training on how to use (especially webex). Too many classes have been held up, delayed or cancelled becuse a teacher couldn't get the presentation to work or struggled with connecting.
Nope
Hard to use and not intuitive user-friendly navigation!!!! There should be a tutorial online: "introducing Brightspace". This function does this, that function does that, etc etc etc.
No
If possible the format of brightspace within a course file should be changed and a video that is easy to follow should be made available to help with the use of brightspace
no
It doesn't seem to be a resource used by our tutors - the slides on there are from other colleges doing the same course. We really just stick with email as a class and are happy with that.
For some students it is a struggle to understand how it works even though they've been shown many times. Since brightspace is their only way of accessing their work to do, maybe add another way of accessing the work. This way, it does not just rely on Brightspace.
hoping for it to be more stable
nope

Committee	Academic Affairs Committee
Subject	Early Student Experience Survey
Date of Committee meeting	03/02/2021
Author	Jessica Borley, Quality Manager
Date paper prepared	21/01/2021
Executive summary of the paper	The ESES survey is a UHI wide survey conducted across all academic partner colleges to ascertain student satisfaction based upon their early experience in the academic year. The data presented to the Committee represents Perth College student satisfaction. The survey outcomes are presented to staff as a dashboard so that staff at all levels and cross college can drill down to the information relevant to them. Teams are asked to reflect on the information, and where relevant, implement actions to improve student experience through their continual evaluation action planning process. HISA Perth and class representatives are also given access to the data to enable them to work with relevant staff as part of the action planning and continuous improvement process. The high-level outcomes are presented to the college management committees for information. Actions are determined and taken forward by the Student Engagement Group who report to CMT.
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	The survey questions are reviewed by a SLWG of the UHI Quality Forum and includes representation from HISA colleagues.

Perth College UHI

Action requested	☒ For information
	☐ For discussion
	☐ For endorsement
	☐ Strongly recommended for approval
	☐ 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 Staff resources are required to evaluate the information
Risk implications Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk? (If yes, please provide details)	Yes A drop in student satisfaction may have a risk to student completion and achievement where students withdraw due to a disappointing experience versus their expectation.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	Student experience and student voice
Equality and diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please give details:	No

Perth College UHI

Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please give details:	No NB: a privacy notice was developed and published with the release of the survey
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	No If yes, please give details: Click or tap here to enter text.
Status (e.g. confidential/non confidential)	Confidential
Freedom of information Can this paper be included in "open" business?*	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	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] The high level data will be published but the analysis would be commercially sensitive and should not be published.	☒

For how long must the paper be withheld? indefinitely

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

Perth College UHI

Paper No.5

Committee	Academic Affairs Committee
Subject	Student Retention and Attainment Report 2019-20
Date of Committee meeting	03/02/2021
Author	Deborah Lally – Head of Student Experience
Date paper prepared	27/01/2021
Executive summary of the paper	Please outline the following elements of this paper: The purpose of this paper is to share with the committee how the College is performing with regards to our FE provision. This information, once sector data becomes available will be published on our website, where it is intended to be used by various stakeholders. And internally to be able to benchmark against other Colleges in the sector, sharing best practice. The data is available at course level by way of a dashboard for each area to scrutinise their own data. Reviews by exception (good and bad) are presented and discussed at the Curriculum and Student Experience Committee.
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	N/A
Action requested	☒ For information ☐ For discussion ☐ For endorsement ☐ Strongly recommended for approval ☐ Recommended with guidance (please provide further information, below)

Perth College UHI

Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	~~Yes~~/ No
Risk implications Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk? (If yes, please provide details)	Yes/ ~~No~~ Yes, reputational risk if our KPIs are poor which may impact recruitment onto our courses.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	Evaluative Report and Enhancement Plan (EREP)
Equality and diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please give details:	~~Yes~~/ No
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please give details:	~~Yes~~/ No Click or tap here to enter text.
Island communities	~~Yes~~/ No

Perth College UHI

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	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Click or tap here to enter text.	☐

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:
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Perth College
FE Performance Indicators – 2019/20

Introduction

Each year, the paper that is presented, normally includes comparisons with Sector level data. Given the unprecedented circumstances for this academic year, there was agreement with the Scottish Funding Council (SFC) that students deferring their studies, there would be an opportunity to submit results into the first half of the new academic year and that the SFC would delay the release and publication of Performance Indicators until March 2021 at the earliest. Therefore, this paper is only presenting our own data and will be updated to include Sector data once it has been published. We will then use the data to inform not only our stakeholders about our performance, it will help us to evaluate our performance over time and benchmark against other colleges. We can then support each other by ways of sharing good practice to ensure continuous improvement that enhance our learners' experiences.

In total, due to COVID, we had 185 FE (mixture of full-time and part-time) students who had not fully completed their qualification within the normal timescale. 68% (126) have now completed, of which, 86.5% (109) have successfully completed their qualification.

The data presented below does include those that have now complete their studies, and excludes those who have yet to complete.

Full-Time Further Education

The chart below illustrates over the last 7 years, outcomes for those learners who have enrolled on full-time recognised qualifications at Perth College UHI.
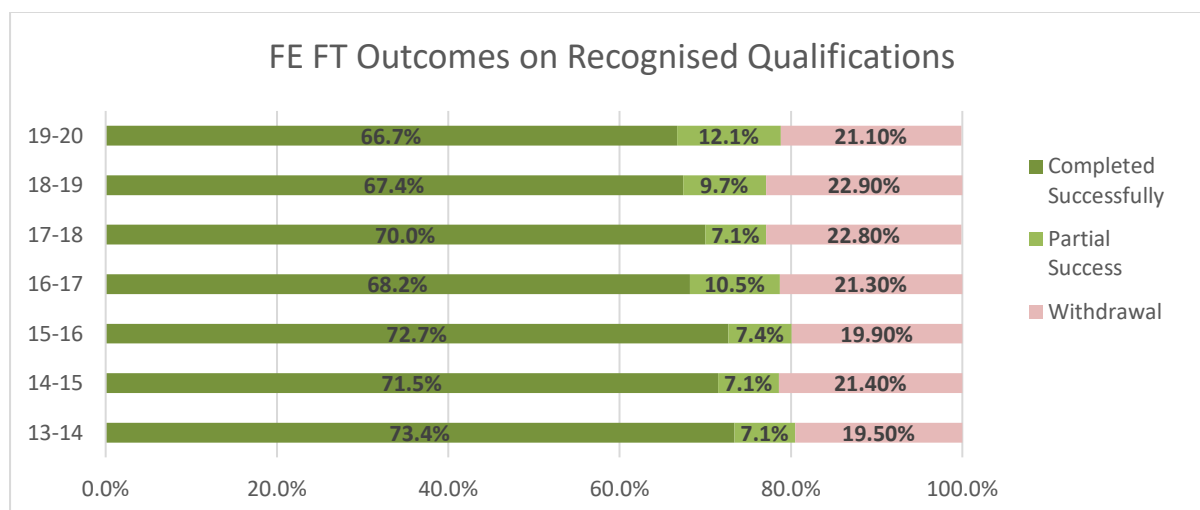
Success completion by SCQF Level is illustrated in the Table below:

SCQF Level	Completed Successfully 2019/20	Completed Successfully 2018/19
Level 1, 2 3 and 4	81.9%	84.9%
Level 5	69.7%	66.1%
Level 6	56.9%	62.9%
TOTAL	66.7%	67.4%

Table 1

Deborah Lally – Head of Student Experience
Perth College UHI   January 2021

Perth College
FE Performance Indicators – 2019/20

Subject areas who have continued to perform well include: ESOL (91.3%) ↕; Skills for Lifelong Learning (82.3%) ↓; Sport (80.5%) ↕; Hospitality (77.6%) ↕; Construction (76.2%) ↓; Early Years (75.3%) ↕.

Subject areas who have improved satisfactorily in comparison to last year include: Sound Engineering (70.6%); Art and Design (72.2%); Science (67.8%)

Those who had declared a disability have been less successful (64.1%) that those who did not by 4.9 percentage points (pp). In comparison to last year this is also a 4.9pp decrease.

Males (67.7%) tend to be more successful than females (65.8%) by 1.9pp. This gap has closed in comparison to last year, where female success is unchanged, but males have decreased by 1.9pp.

We analyse the reason for all our learner withdrawals. There are varying reasons for learners withdrawing from their course, predominant reasons being health related (16.8%), other personal reasons (27.1%) or employment (15.5%). The latter we view as a positive destination.

Part Time Further Education

The following chart illustrates, over the last 4 years, outcomes for learners who have enrolled on part-time qualifications.

FE PT Outcomes on Recognised Qualifications

Year	Completed Successfully	Partial Success	Withdrawal
19-20	80.3%	9.9%	9.80%
18-19	72.9%	15.4%	11.70%
17-18	73.9%	17.7%	8.40%
16-17	72.3%	17.4%	10.30%
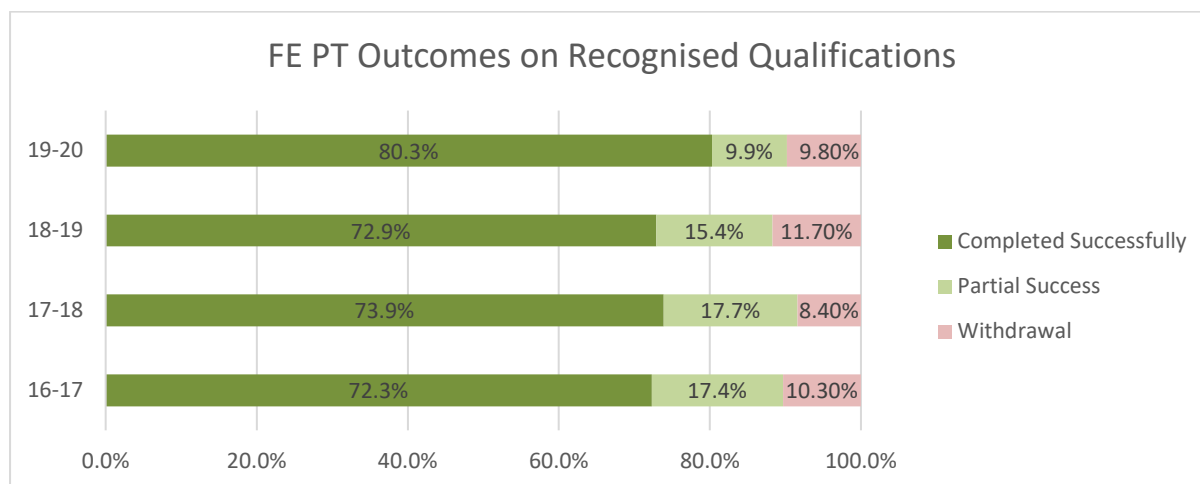
Overall, we have seen an increase of part-time students successfully completing their qualification by 7.4pp. We acknowledge that almost all learners who study vocational qualifications through their employers including apprenticeships and those undertaking CPD (continual professional development) tend to be more successful than other part-time learners. This year, alongside a 24% increase in school/college partnership enrolments, those successfully completing their qualification has increased by 5.9pp to 76.5%

Following a similar pattern to full-time, males (81.6%) tend to be more successful than females (79.4%), however the gap is further reduced with part-time, where females tend to outperform males with our school/college partnership provision.

Deborah Lally – Head of Student Experience
Perth College UHI   January 2021

Perth College
FE Performance Indicators – 2019/20

Key Groups

The table below illustrates those who successfully completed their qualification in comparison to last academic year.

Category	2018-19	2019-20
Care Experienced	67.3%	67.0%
SIMD 20	71.5%	70.5%
Disability	67.9%	70.2%
~ Mental Health	59.3%	62.1%

Students who had declared themselves as Care Experienced or those who declared a mental health disability, we had noted these in our EREP as areas for development.

Care experienced. We have worked with our students to promote the support, including financial support that is available. Evidence suggest that we are starting to see an increase in students declaring this information to us. In comparison to last year, we have almost seen a 100% increase in disclosures.

Mental Health. This is an area where we have seen increased demand on our support services. It is good to note that the Scottish Funding Council has recently released funds to further support this area.

As sector level data becomes availble. This report will be adapted to incorporate additional information accordingly.

End of Report.

Deborah Lally – Head of Student Experience
Perth College UHI   January 2021

Perth College UHI

Paper No. 6

Committee	Engagement Committee
Subject	Risk Register – Academic Affairs Committee
Date of Committee meeting	03/02/2021
Author	Ian McCartney, Clerk to the Board of Management
Date paper prepared	27/01/2021
Executive summary of the paper	This paper provides Academic Affairs Committee with an opportunity to scrutinise and assess those Strategic Risks determined to be within the Committee's purview. Committee members are asked to: i. Discuss the appropriateness of each Risk for the Committee; ii. Review the currency of the Action Plan; iii. Assess the impact of mitigations; iv. Consider any additional areas of Risk not identified within the current Register, in particular any considerations related to COVID-19 impacting on areas related to the remit of Academic Affairs Committee
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	Members of SMT have ownership of the risks within the register and have been consulted on Committee allocation.
Action requested	☒ For information ☒ For discussion ☐ For endorsement ☐ Strongly recommended for approval ☐ Recommended with guidance (please provide further information, below)

Perth College UHI

Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	~~Yes/~~ No
Risk implications Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk? (If yes, please provide details)	Yes~~/ No~~ Without continual review of the risk register there are potential implications that significant risks are not mitigated.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	The Strategic risk register is the core risk management tool used within Perth College UHI.
Equality and diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please give details:	~~Yes/~~ No
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please give details:	~~Yes/~~ No Click or tap here to enter text.

Perth College UHI

Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	~~Yes/~~ No If yes, please give details: Click or tap here to enter text.
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.

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Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
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UHI STRATEGIC RISK REGISTER TEMPLATE PARTNER: Perth College UHI **DATE: January 2021**

All items in red are where updates were made during the last review of the risk register

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	Actions to minimise risk TO DO	Action Owner	Completion Date
													CURRENT ACTION PLAN		
2 *	Active	Working in partnership to meet the needs of our local economy and beyond.	*Achievement of Student Numbers* Non-achievement of numbers. Low allocation of funded Student Numbers from the region. Adverse impact of Regional funding and allocation Low allocation of funded student numbers from the region **Academic Affairs**	• Lack of marketing focus • Intra regional competition • Curriculum offered does not meet demand • Slow conversion of application to acceptance • Impact of school profile and jobs market • Likely impacts of Brexit, eg ESIF, reduction in FTE funding **COVID-19**	• Financial. • Reputation. • National appetite for increased funded numbers. •Reduction in EU students. • £3m funding not guaranteed • Implications for students without settled/pre-settled student status **Lack of clarity re student progression**	Depute Principal Academic/ Vice Principal External/ Associate Principal	4	4	16	▪Curriculum Review completed. • Maintaining engagement with applicants. • Well informed with strong/robust evidence/business case for local demand. • Strong representation on PPF for FE and HE and on the Regional ~~FE~~ Strategy ~~Committee~~. • Clear understanding and management of criteria within the ROA. • Endorsement of Community Planning Partnership. • Liaise with adjoining regions, colleges and providers for out of region provision. • Strategic discussions with PKC Education Department on Schools/College volume. •Ensure student numbers align to strategic plans. • Effective marketing plan in place. • Student Number Planning using more robust data • EREP Action Plan Implementation – in suspension due to COVID	16 (4,4)	↔	• Revised Marketing Strategy – transitioning to digital ▴ Curriculum Review – complete •Involvement with Tay Cities Deal (24 additional HE FTE places) Implementation of effective messaging system Identify courses with highest EU student cohorts. Learner Journey Strategic Group implementation	Depute Principal Academic/ Vice Principal External Vice Principal External Associate Principal Associate Principal Associate Principal	Ongoing Ongoing Dec 20 Dec 20 Dec 20

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	Actions to minimise risk TO DO	Action Owner	Completion Date
8 *	Active	Developing a successful and sustainable organisation. UHI Common Risk	**Research outputs** Research outputs are sub-standard. Overall number of Research activities/outputs are small. Insufficient momentum to build capacity in most curriculum areas. **Academic Affairs**	• Low numbers of staff with relevant skill-set to conduct research • Lack of time permitted/ incentives provided for research activities • Research not integral part of staff contracts Inadequate support for bidding for research contracts • Funding methodology **COVID-19**	• Inability to identify and agree appropriate projects • Research strategy not clear • REF delay = impact on funding feeding through • Small number Perth college staff contributing to UHI Education Unit of Assessment in REF **Delay of Research Excellent Framework 2021 affects future funding levels**	Principal	4	3	12	• Annual Review of R&KE strategy. • Develop relationships with wider UHI colleagues. • Prioritise R&KE research activities where appropriate for REF income. • Investigate SFC Innovation Funding and maximise • Work with University SMT, Research Clusters and PKC • Tay Cities Deal developments. • Effective and purposeful operation of R&KE Committee and links to UHI structures. • Active & ongoing engagement with research organisations • Research Strategy updated and approved	9	↔	Link with KE specialists in UHI. Vision 2021 and City Development Plan implementation. Review EO funding streams for fostering and supporting research at AP	Principal	Ongoing

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	Actions to minimise risk TO DO	Action Owner	Completion Date
10 *	Active	Inspiring and supporting our students to achieve their potential. Providing a progressive curriculum which meets economic and social needs and aspirations. UHI Common Risk	*Academic Quality* Academic quality is sub standard **Academic Affairs**	• 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. **COVID-19**	• Loss of students. • Loss of earnings. • Adverse PR and poor reputation. • Poor future recruitment. • Poor achievement and retention. **Potential confusion re approaches to progression across curriculum;** **Future students recruited at inappropriate levels** **Impact of COVID on student survey performance based on delivery (-ve and +ve)**	Depute Principal Academic/ Associate Principal	3	3	9	• 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 (3,3)	↔	• 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	Likeli-hood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend	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**	• 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**	• 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	• Influence/engage with development. • Meetings arranged with UHI Deans & subject network leaders • Keep in touch/listen to student views. • Active engagement in SMCT, QAEC and PPF. • UHI to commission research on impact of changed delivery methodologies. • Work with UHI, SDS and local stakeholders to enhance demand analysis. • Regional Outcome Agreement development and implementation. • Depute now sits on SMCT. • Vice Principal now sits on EPSC. • Associate Principal now sits on PPF • Curriculum Review ~~under way~~ - complete • In liaison with PKC re Learner Strategy	9 (3.3)	↔	• 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	•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)	↔	• Implementation of Curriculum Review UHI Curriculum Review	Depute Principal Academic UHI	~~Ongoing~~ Complete March 2021

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	Actions to minimise risk TO DO	Action Owner	Completion Date
20	Active	UHI Common Risk	**FE student numbers** College does not achieve allocated FE Credit targets. **Academic Affairs** **COVID-19**	Failure to recruit sufficient students due to various factors such as: over ambitious target, curriculum gaps, ineffective marketing and engagement with local schools/ employers.	Reduction of 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	•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)	↔	• 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	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: • loss of a major UHI partner • loss of major funding stream	> £500,000 or lead to likely loss of key partner	• Likely loss of key partner, curriculum area or department • Litigation in progress • Severe student dissatisfaction • Serious quality issues/high failure rates/major delivery problems	• 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: • **major** reduction in funding • **major** reduction in teaching/research capacity	£250,000 - £500,000 or lead to possible loss of partner	• Possible loss of partner and litigation threatened • Major deterioration in quality/pass rates/delivery • Student dissatisfaction	• 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	• General deterioration in quality/delivery but not persistent • Persistence of issue could lead to litigation • Students expressing concern	• 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	• Some quality/delivery issues occurring regularly • Raised by students but not considered major	• Low media profile • Problem commented upon but credibility unaffected
1 - Insignificant	An **adverse** event that can be accommodated through normal operating procedures.	<£10,000	• Quality/delivery issue considered one-off • Raised by students but action in hand	• 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 UHI

Paper No.7a

Committee	Academic Affairs
Subject	Balanced Scorecard
Date of Committee meeting	03/02/2021
Author	Kirsty Campbell, Project & Planning Officer
Date paper prepared	27/01/2021
Executive summary of the paper	Please outline the follow elements of this paper: i) The attached paper is the Vision 2016 Balanced Scorecard, showing KPI data aligned with the aims of the college Strategic Plan 2016-21 ii) The Balanced Scorecard tracks performance against the KPIs identified by the Strategic Plan iii) The data tracked by the Balanced Scorecard should help inform the success of the current strategy and where relevant, inform future strategy
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	The Head of Student Experience provided the data and commentary for all measures presented by this paper.
Action requested	☐ For information ☒ For discussion ☐ For endorsement ☐ Strongly recommended for approval ☐ Recommended with guidance (please provide further information, below)

Perth College is a registered Scottish charity, number SC021209

Perth College UHI

Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	Potentially if intervention is required to turn around poor KPIs
Risk implications Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk? (If yes, please provide details)	Yes KPIs show how the college is performing against key indicators. Poor performance puts the sustainability of the college at risk. Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	KPIs Vision 2016-2021 Balanced Scorecard
Equality and diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please give details:	No
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please give details:	No Click or tap here to enter text.
Island communities	No

Perth College UHI

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

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

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

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

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Strategic Plan Targets and KPIs: Progress Report 2019-20

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

Key: KPI performance status

Improving	↕
Maintaining	↔
Worsening	↓

Key: Target performance status

Target achieved	(green)
Target progress maintained	(amber)
Target missed	(red)
No 2019/20 data available	(blue)

Measure	Key Performance Indicator or Target	Metric 2019/20	Performance
	Students and Staff Achieving their Potential		
	Student Activity Measures		
7	Meet published FTE recruitment targets for: a) FE	24688	↓
	b) HE	1941	↓
8	Recruitment of students to FE courses (Enrolments/Credits): i. SIMD20 ii. Care experienced iii. Minority Ethnicity iv. Disability	E: 340 C: 2713	↓
		E: 111 C: 1056	↑
		E: 602 C: 5324	↑
		E: 1254 C: 10135	↑
	Number of courses with a gender ratio >3:1	38	↓
9	FE Retention a) Students in courses over 160hours (inc. FT) i. Overall ii. SIMD20 iii. Care experienced iv. Minority Ethnicity v. Disability vi. Gender F/M	82.05%	↑
		79.23%	↓
		82.26%	↑
		87.29%	↑
		76.34%	↓
		F: 80.81% M: 83.31%	↑ ↑
	b) FT FE students	79.48%	↑
	FE Attainment a) Proportion of students attained for courses over 160 hours (inc. FT) i. Overall ii. SIMD20 iii. Care experienced iv. Minority Ethnicity v. Disability	69.75%	↓
		67.21%	↓
		62.90%	↓
		76.52%	↔

	vi. Gender F/M	61.78%	↓
		F: 69.08%	↑
		M: 70.65%	↓
	b) Proportion of students attained for FT FE courses	67.23%	↔

Section 2:   Detail of Performance by Measure

Detail of performance: Measure 7

Student Activity Measures			
Measure	**Key Performance Indicator or Target**	**Performance**	**Trend**

7	Meet published FTE recruitment targets for:
	  a) FE
	  b) HE
		↓ / ↓	⌒ / ⌄

2019-20
Target: a) 24855 credits   b) 1967 fte

Actual
2019-20:   a) 24688 credits   b) 1941 fte

Difference
(from target)
(+/-):   a) -167 credits   b) -26 fte

Trend: FE improving overall
                 HE downward trend overall

Note on Performance for Measure 7

The FE Credit Target includes 1200 credits for ESF (European Social Fund). Whilst Core Target was met, due to COVID it was not possible to deliver all planned courses that would have allowed the overall target also to have been met.

The HE target was missed by 26 FTEs (full-time equivalent) which was predominantly due to a shortfall in full-time recruitment.

Detail of performance: Measure 8

Measure	Key Performance Indicator or Target	Performance	Trend
	Track progress towards ensuring widening access analysis of data		
8 a)	Recruitment of student to FE courses: i. SIMD20 ii. Care Experienced iii. Minority Ethnicity iv. Disability	↓ (red) ↑ (green) ↑ (green) ↑ (green)	
b)	Number of courses with a gender ratio of greater than 3:1 (75/25 split)	↑ (green)	

Baseline:
(Enrolments/ Credits)

a) i. 347/3108 ii. 63/737   iii. 441/4461 iv. 945/6536

b) 33

Target:

a) Improve on previous year's performance
b) decrease in number of courses

Actual 2019-20:

a) i. 340/2713   ii 111/1056   iii 602/5324   iv 1254/10135
b) 38

Actual 2018-19:

a) i. 359/3134   ii 63/616   iii 800/4908   iv 1244/8277
b) 35
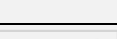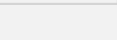
Percentage difference (+/-):

a) i -5%/-13%   ii 76%/71%   iii -25%/9%   iv 1%/22%
b) 9%

Trend: Overall maintaining with an upward trend for category ii

Note on Performance for Measure 8

The increase in the figures for care experienced students may largely be attributable to the improvement in the data being captured eg students are encouraged to disclose as part of the admissions process, rather than a significant increase in the number of students with a care experienced background.

Detail of performance: Measure 9

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

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

b) 80.1%

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

Actual 2019-20: a) i 82.1% ii 79.2% iii 82.2% iv 87.2% v 76.3%
vi F 80.8% M 83.3%
b) 79.5%

Actual 2018-19: a) i 79.4% ii 81.9% iii 73.2% iv 84.3% v 78.5%
vi F 76.41% M 82.7%
b) 77.45%

Percentage difference (+/-): a) i 2.6% ii -2.7%% iii 9% iv 2.9% v -2.2%
vi F 4.4% M 0.6%
b) 2.1%

Trend: Improving overall with some decrease in performance for categories ii and v

Detail of performance: Measure 9

Measure	Key Performance Indicator or Target	Performance	Trend
	Track retention and attainment of all full and part-time funded college programmes		

9	FE Attainment
	a) Proportion of students attained in courses over 160 hours (inc. FT)
	   i. Overall
	   ii. SIMD20
	   iii. Care experienced
	   iv. Minority Ethnicity
	   v. Disability
	   vi. Gender
		🔴↓ / 🔴↓ / 🔴↓ / 🟠↔ / 🔴↓ / 🟢↑ / 🔴↓	(trend lines)

	b) Proportion of FT FE students attained for courses over 160 hours (inc. FT)	🟠↔	(trend line)

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

b) 72.7%

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

Actual 2019-20:   a) i 69.8%   ii 67.2%   iii 62.9%   iv 76.5%   v 61.8%
vi F 69.1%   M 70.7%
b) 67.23%

Actual 2018-19:   a) i 70.3%   ii 73.2%   iii 65.2%   iv 76.7%   v 70.1%
vi F 66.2%   M 74.8%
b) 67.4%

Percentage difference (+/-):   a) I -0.5%   ii -6%   iii -2.3%   iv -0.2%   v -8.3%
vi F 2.9%   M -4.1%
b) -0.2%

Trend: Decrease in performance overall

Note on Performance for Measure 9 a, b, c

It is worth noting that the SFC (Scottish Funding Council) announced as lockdown commenced in March 2020, that Colleges were not to withdraw any students. Colleges were

advised only to withdraw students is they specifically requested to be withdrawn. This position may be the reason for an increase in retention figures for 2019/20.

Committee	Academic Affairs Committee
Subject	In-Year KPIs
Date of Committee meeting	03/02/2021
Author	Kirsty Campbell, Project & Planning Officer
Date paper prepared	21/01/2021
Executive summary of the paper	Please outline the follow elements of this paper: i) Purpose – at the October Board of Management, a request was made to provide a focus on KPIs that can be influenced in 'real time' eg student numbers, financial indicators. Four main priority areas were identified: a. Financial Sustainability b. Academic Delivery c. Student Experience d. Governance & Audit Meetings were held with key data holders to identify possible KPIs and these proposal went forward to the December Board for endorsement. ii) Impact – to provide a focus on 'measurable and amendable' kpis ie 'real time' data that strategic decision making can influence eg student numbers iii) Course of Action – the Board and its Committees are asked to consider the strategic implications of the data
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	Financial Sustainability – Finance Director Student Funding/Experience – Head of Student Experience Governance & Audit – Clerk to BOM/Project & Planning Officer

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Action requested	☒ For information
	☒ For discussion
	☐ For endorsement
	☐ Strongly recommended for approval
	☐ 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 There may be resource implications if the Board considers the KPIs indicate the need for intervention in any of the 4 priority areas
Risk implications Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk? (If yes, please provide details)	Yes The KPIs are an indicator of performance against the 4 key priority areas outlined above. Poor performance may put the college risk, conversely good performance is an indicator of the sustainability of the college.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	KPI performance data
Equality and diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please give details:	No

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Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please give details:	No Click or tap here to enter text.
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	No 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

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

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

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

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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

Priority Area	In-Year Measure	Baseline	Oct-20 YTD	Jan-21 YTD
Financial Sustainability				
Projected Cash Balance	Expected cash position at the end of the year vs plan	£(464)K	£(498)K	n/a
Adjusted Operating Position	Actual YTD position against FY Budget	£(1880)K	£(611)K	n/a
Income	Actual YTD position against FY Budget	£27.7M	£5.8M	n/a
Funded Targets				
Funded Targets	HE FTE & FE credit actuals vs phased targets with forecasting	HE 2063 FTEs FE 24084 credits		HE 2134 FE 22600
Student Experience				
Student Numbers	Retention rates vs phased targets			HEFT 92.9% HEPT 89.3% FEPT 89.8% n/a FEPT 96.6%
Student Support Services	Number of students in receipt of Counselling			n/a 62
	Number of students on the waiting list for Counselling			n/a 3
	Student contact hours for Health & Wellbeing Officers			n/a 32 hours

Student Funding				
Student Funding	FE Bursary	£2486042 (2020/21 allocation)	n/a	£2035099 581 students
	Childcare	£452858 (2020/21 allocation)	n/a	£250224 69 students
	FE Discretionary Fund	£179958 (2020/21 allocation)	n/a	£42550 40 students
	HE Discretionary Fund	£133309 (2020/21 allocation)	n/a	£73181 86 students

Governance & Audit				
Audit	Number of actions arising from internal audits/No complete		n/a	59/51
	Number of actions arising from external audits/No complete		n/a	52/28
Governance	Compliance with Code of Good Governance	√	n/a	√

Paper No. 8

Committee	Academic Affairs Committee
Subject	Code of Governance Compliance Checklist
Date of Committee meeting	03/02/2021
Author	Ian McCartney, Clerk to the Board of Management
Date paper prepared	21/01/2021
Executive summary of the paper	Please outline the follow elements of this paper: i) Purpose – what is it for ii) Impact – what are the intended outcomes iii) Course of Action – what happens next & by whom i) This paper informs Committee of the current checklist of items of assurance required to meet Code of Good Governance, together with summary of current compliance. The Checklist monitored by Audit Committee, however feedback and input are sought from other Committees regarding levels of compliance in their specialist areas. ii) The completed Checklist will form part of the College's evidence for Annual Audit purposes. iii) Feedback from Committees will be collated and submitted to Audit Committee.
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	The Checklist was reviewed at the September meeting of Audit Committee, and is also being circulated for feedback to Engagement and F&GP Committees.
Action requested	☐ For information ☒ For discussion ☐ For endorsement

Perth College UHI

	☐ Strongly recommended for approval ☐ 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 Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk? (If yes, please provide details)	Yes~~/ No~~ Failure to establish compliance against the Code would have significant risk for the College
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	Click or tap here to enter text.
Equality and diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please give details:	~~Yes/~~ No

Perth College UHI

Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please give details:	~~Yes/~~ No Click or tap here to enter text.
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	~~Yes/~~ No If yes, please give details: Click or tap here to enter text.
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	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Click or tap here to enter text.	☐

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

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REVIEW OF COMPLIANCE WITH THE CODE OF GOOD OF GOVERNANCE FOR SCOTLAND'S COLLEGES

Code Principal	Evidence	Comments	Assurance	Action required
Section A: Leadership and Strategy				
Conduct in Public Life				
A1	Every college and regional strategic body must be governed by an effective board that is collectively responsible for setting, demonstrating and upholding the values and ethos of the organisation.	Perth College has an established Board which works collectively to set, demonstrate and uphold the values and ethos of the organisation. It meets 4 times a year and holds development evenings and strategy days b-annually.			None
A2	Every board member must ensure that they are familiar with and their actions comply with the provisions of their board's Code of Conduct.	New Board Members receive induction on the Code of Conduct and other good practice guidance and attend CDN Board Member induction events.			New Board members recruited over summer to be registered on CDN induction event.
A3	The Nine Principles of Public Life in Scotland, which incorporate the seven Nolan principles, must be the basis for board decisions and behaviour. These key principles, which apply individually and collectively are: • Duty/Public Service • Selflessness • Integrity • Objectivity • Accountability and Stewardship • Openness • Honesty • Leadership • Respect	The Board works collectively and follow the nine principles in its meetings and those of the sub committees. No issues have been raised in the operation of meetings which always start with seeking and declarations of conflicts of interest.			None
Vision and Strategy				
A4	The board is responsible for determining their institution's vision, strategic direction, educational character, values and ethos. Regional strategic bodies must also determine the regional strategy for colleges assigned to them. The board of an assigned college must have regard to the strategy determined by the regional strategic body. Board members have a collective leadership role in fostering an environment that enables the body to fulfil its mission and meet Scottish Government priorities, for the benefit of students and the community it serves.	The Board holds Strategy Events where the vision and strategic direction are discussed. Normally, these comprise of 2 full-day events held on weekends, plus 2 evening sessions. During 2019/20, an all-day event took place in September 2019 discussing Business and International Strategy matters and budget challenges.	Events scheduled to take place during the 2nd semester were not able to take place due to COVID-19		None
A5	The board must develop and articulate a clear vision for the region or college. This should be a formally agreed statement of its aims and desired outcomes which should be used as the basis for its overall strategy and planning processes.	The College's Strategy is outlined in College's Strategic Plan 2016-2021. The Balanced Scorecard reviewed by the Board and a number of Committees provides a framework for the Board to monitor progress against key priorities.	Balanced Scorecard continues to be reviewed based on Board member feedback.		None

A6	The board provides overall strategic leadership of the region or college. The board is responsible for formulating and agreeing strategy by identifying strategic priorities and providing direction within a structured planning framework.	As above			None
A7	The board must ensure that a comprehensive performance measurement system is in place which identifies key performance indicators. It must ensure that it scrutinises performance measures and reports these on their website in a manner that is both timely and accessible to stakeholders. This will allow the board to determine whether or not the vision and mission of the region or the college are being fulfilled and that the interests of stakeholders are being met.	Outlined in College's Strategic Plan 2016-2021. The Balanced Scorecard overseen by the Board and a number of Committees provides a framework for the Board to monitor progress against key priorities. Board papers and minutes are available on the College's web site and the Balanced Scorecard outcomes can be seen there. The Audit Committee also oversees the Risk Register quarterly and that too is available on the web site via Committee papers.			Some papers require to be uploaded to website.
A8	The board (except in the case of assigned college boards) is responsible for overseeing the negotiation of its outcome agreement with SFC, to meet the needs of the college or region and make best use of available funding, consistent with national strategy. The board must ensure effective engagement with all relevant stakeholders in the development of its outcome agreement and monitor performance in achieving the agreed outcomes.	N/A			None
A9	The roles and responsibilities of the boards of assigned colleges should be undertaken in the context of the roles and responsibilities of their regional strategic body. Assigned college boards must contribute constructively to the development of the outcome agreement led in its region by the regional strategic body and support the regional strategic body to monitor performance in achieving the agreed outcomes.	The Chair is a member of UHI Regional Strategy Committee (RSC) and is actively involved in the development of the outcome agreement. Performance of Perth College UHI (and all other Academic Partners) is reviewed regularly at RSC. Academic Affairs Committee receives updates and can make input on the Outcome Agreement as it is developed, and reviews progress against the ROA on a regular basis. The Board is regularly appraised of progress against ROA.			None
Corporate Social Responsibility					
A10	The board must demonstrate high levels of corporate social responsibility by ensuring it behaves ethically and contributes to economic development while seeking to improve the quality of life of the local community, society at large and its workforce.	The Engagement Committee receives updates from the Vice Principal External and this includes discussion about business and stakeholder engagement. Opportunities for the local community to make more active use of the Academy for Sport and Wellbeing is promoted to the local community and staff.			None
A11	The board must exercise its functions with a view to improving economic, cultural and social wellbeing in the locality of the college or region. It must have regard to social and economic needs and social inclusion.	An active programme of evening classes and classes at the ASW is in place. The Board also supports the wider use of the ASW facility for national and international sport events. ASW worked proactively throughout COVID lockdown to provide a programme of online wellbeing-focused session for members.	ASW was one of earliest gyms in the city to re-open after first lockdown.		None
A12	The board must provide leadership in equality and diversity.	An Equality and Diversity Officer is on post and brings equality and diversity matters from the Equality and Diversity Committee to Engagement Committee. The board reviews, suggests modifications and ultimately endorses all College policies related to equality and diversity, and is proactive in encouraging the college to seek enhancement opportunities to further demonstrate our commitment.			Policy updates ongoing

A13	The board must seek to reflect in its membership, the make-up of the community through offering maximum opportunity of membership to a range of potential members and removing potential barriers to membership, in partnership with its regional strategic body, as appropriate.	Recent Board recruitment highlight the fact the College would welcome applications from under-represented groups and the College publicised that through the "Public Appointments Scotland" and "Change the Chemistry" websites.	Board recently convened a Short-Life Working Group to address issues of race equality throughout the organisation.		None
A14	The board must appoint one of the non-executive members to be the senior independent member to provide a sounding board for the chair and to serve as an intermediary for the principal, other board members and the board secretary when necessary (see Annex 1 for the definition of 'non-executive'). The senior independent member should also be available where contact through the normal channels of chair, principal or secretary has failed to resolve an issue or for which such contact is inappropriate. Further information on the role of the senior independent member can be found in *The Guide for Board Members in the College Sector*	To date this role has been informally undertaken by the Deputy Chair. The Chair intends to formally appoint a Senior Independent Member as a matter of urgency.	Senior Independent Member appointed August 2020.		None
Section B: Quality of the Student Experience					
Student Engagement					
B1	The board must have close regard to the voice of its students and the quality of the student experience should be central to all board decisions.	The HISA Perth President and a Vice President attend meetings of the Board, Engagement, Academic Affairs, Finance & General Purposes and Audit Committees and provide updates on student matters to the former 2 of these.			None
B2	The board must lead by example in relation to openness, by ensuring that there is meaningful on-going engagement and dialogue with students, the students' association and as appropriate staff and trade unions in relation to the quality of the student experience. Consultation is essential where significant changes are being proposed.	As above. An annual Partnership Agreement is also agreed and monitored via Engagement Committee.			None
B3	The board must consider the outcome of student surveys and other student engagements, and monitor action plans that could impact on the quality of the student experience.	Engagement Committee and Academic Affairs Committee consider the outcomes from student surveys and recently considered an action plan prepared by the Students about student engagement. Action Plans are developed and monitored for course where outcomes may be a cause for concern.			None
B4	The college board must have regard to the *Framework for the Development of Strong and Effective College Students' Associations in Scotland*. It must put in place robust partnership procedures (e.g. partnership agreement) to work together to achieve change and which are supported by regular and open communications.	A Partnership Agreement is in place and projects are reported on via the Engagement Committee.			None
B5	The college board must encourage a strong and autonomous students' association and ensure that the students' association is adequately resourced.	HISA Perth employ 1 full-time and 2 part-time elected officers, plus 1 full time and 1 part-time permanent staff members. In addition, funding has been approved for additional resources where required and budgets have allowed, such as a communications intern.			None
B6	The college board must ensure that the students' association operates in a fair and democratic manner and fulfils its responsibilities.	Regular meetings are held between HISA Perth representatives and the Chair, and Principal/SMT.			None
B7	The college board must review the written constitution of its students' association at least every five years.	A strategic review of the Perth College Student Association (PCSA) was undertaken with NUS in 2016-17 and was effective in enabling the Association to further develop as an autonomous and sustainable structure for 2017-18 as HISA Perth. This 5-year cycle will shortly fall for review.			None

	Relevant and High-Quality Learning				
B8	The board must seek to secure coherent provision for students, having regard to other provision in the region or college's locality. The board must be aware of external local, national and international bodies and their impact on the quality of the student experience, including community planning partners, employers, skills development and enterprise agencies and employer bodies. The board must seek to foster good relationships and ensure that the body works in partnership with external bodies to enhance the student experience, including employability and the relevance of learning to industry needs.	A full review of the curriculum took place and was implemented during 2018/19 and 2019/20, which was reviewed and endorsed by Academic Affairs Committee, which takes account of the factors mentioned and national and local priorities, ensuring the College curriculum is fit for purpose and meets all stakeholder needs.			None
	Quality Monitoring and Oversight				
B9	The board must ensure appropriate mechanisms are in place for the effective oversight of the quality and inclusivity of the learning experience in the college or region. The board must ensure that the college works in partnership with sector quality agencies and other appropriate bodies to support and promote quality enhancement and high-quality services for students.	Quality processes are managed by a dedicated quality team who work with other agencies to promote quality enhancement. The Audit Committee reviews all aspects of the Quality activities and actively promotes a culture of continuous improvement			None
	Section C: Accountability				
	Accountability and Delegation				
C1	The board is primarily accountable to its main funder, either SFC or its regional strategic body. Through the chain of funding, the body is ultimately responsible to the Scottish Ministers who are accountable to the Scottish Parliament.	The Board delegates the operational running of the College to the Principal & CEO, who ensures delivery of all agreed funding outcomes. Progress is regularly reviewed at F&GP Committee and at Board level			None
C2	The board must ensure delivery of its outcome agreement or in the case of an assigned college, its agreed contribution to the region's outcome agreement.	See Above			None
C3	The board must ensure it fulfils its statutory duties and other obligations on it, and that the terms and conditions of its grant are being met.	In addition to the provisions noted above, all statutory duties are fulfilled by the Board directly or through its standing committees. In particular the statuary-required Audit and Remuneration committees are established and meet regularly. The F&GP committee reviews outcomes against commitments at each meeting.			None
C4	Scottish Ministers have powers to remove by order any or all board members of an incorporated college (except the principal) or a regional board for serious or repeated breaches of a term and condition of grant.	Through board induction, ongoing development and distribution of information updates, the Board remain aware of its duties and obligations.			None
C5	The board also has a wider accountability to a range of stakeholders including students (both current and prospective), its staff, the wider public, employers and the community it serves, for the provision high quality education that improves people's life chances and social and economic well-being.	All elements mentioned are addressed at the various board standing committees and directly by the board when circumstances require. The board sets the tone and agenda for the College - a central importance is given to "putting the student experience and journey at the heart of everything we do". The board is proactive in encouraging policies that facilitate active engagement and influence with all stakeholders with a view to continuously refining the fitness of the College offers to students and the wider community.			None

C6	Incorporated colleges and regional boards must maintain and publicly disclose a current register of interests for all board members. Board members should declare any conflicts of interest in the business of the meeting prior to the commencement of each meeting of the board and its committees and withdraw from meetings as appropriate.	A Register of interests is updated and published on the College's web site. Declaration of interests are sought at the beginning of all Board and subcommittee meetings.			None
C7	The board must ensure that its decision-making processes are transparent, properly informed, rigorous and timely, and that appropriate and effective systems of financial and operational control, quality, management of staff, risk assessment and management are established, monitored, continuously improved and appropriately impact assessed. This includes: a) the prompt production, dissemination and online publication of board/committee agendas, minutes and papers to the public b) every board meeting and every committee meeting having a well-structured agenda circulated timeously in advance c) the retention of all key documentation which help justify the decisions made by the board and its committees.	In place and covered in College's Governance Manual. Members of the Board and Committees typically receive papers a week before meetings and papers, and approved minutes are published on the College's website. The Governance Manual was reviewed in full, June 2020. Electronic and hard copies of all Board papers are retained.			None
C8	The board may delegate responsibilities to committees for the effective conduct of board business. As a minimum the committees required are Audit, Remuneration, Finance and Nominations/Appointments. Delegation of responsibilities from and matters reserved to the board and its committees must be set out in a scheme of delegation including the functions delegated by the board to the chair, committees, the principal and the board secretary (and any other members of staff). Incorporated college boards and regional boards have no powers to delegate functions to an individual board member (except the chair who has no authority to act out with their delegated powers).	Delegated responsibilities are published in College Governance Manual, reviewed in June 2020 and available online.			None
C9	The board must ensure every board committee has a specified member of the management team to provide objective, specialist advice to support it to discharge its remit, including by explaining in an accessible way the matters under discussion and the possible implications of different options.	All members of the Senior Management Team are in attendance at Board meetings and attend sub-committee meetings for the committees where their portfolio is relevant. Members of the College Management Team are also regularly in attendance when their specific expertise and insight is required.	Head of Student Experience to be invited to Engagement Committee.		None
C10	The board must consider and have in place procedures to ensure effective working relationships and constructive dialogue amongst the board as a whole and ensure there are effective reporting and two-way communications between committees and the board. The board must ensure that discussions and decisions of every committee are accurately recorded and reported to the board, no later than the next meeting of the board.	In place with regular meeting cycles and standing agenda items. Minutes are prepared and circulated to the Committees between meetings, and formally approved (with any suggested amendments) at the next meeting.			None
Risk Management					
C11	The board of a college or a regional body is responsible for the overall management of risk and opportunity. It must set the risk appetite of the body and ensure there is an appropriate balance between risk and opportunity and that this is communicated via the principal to the body's management team.	Audit Committee (AC) oversees the management of risk on behalf of the Board, and the full Risk Register is regularly presented to the Board for information. Board utilises a risk appetite framework shared across the UHI partnership, which is reviewed periodically.			Process for escalation of Operation Risks to Strategic Risks to be reviewed – ongoing.

C12	The board must ensure that sound risk management and internal control systems are in place and maintained. It must ensure there is a formal on-going process for identifying, reporting, evaluating and managing the body's significant risks and review the effectiveness of risk management, business continuity planning and internal control systems.	Each Board Sub-Committee reviews risk in their area of responsibility at each meeting, including the review of residual risk scores and addition of new or developing risk items, and any amendments to risk areas are reported to the Board.			None
Audit Committee					
C13	The Audit Committee must support the board and the principal by reviewing the comprehensiveness, reliability and integrity of assurances including the body's governance, risk management and internal control framework.	The Board receives an annual report from the Audit Committee which provide assurances on systems of internal control.			None
C14	The scope of the Audit Committee's work must be defined in its terms of reference and encompass all of the assurance needs of the board and the principal. The Audit Committee must have particular engagement with internal and external audit and must work with management and auditors to resolve any issues in relation to financial reporting.	Internal Auditors attend every Audit Committee meeting and report on the internal audit plan; External auditors are routinely invited and attend most Audit Committee meetings. The Audit Committee will see and comment on Internal Audit Reports and recommendations.			None
C15	The Audit Committee must promptly pursue recommendations arising from audit reports and must monitor their implementation.	Follow up reviews are taken forward with Internal Auditors and reported to Audit Committee.			None
C16	The membership of the Audit Committee cannot include the board chair or the principal. The role of the college executive is to attend meetings at the invitation of the committee chair and to provide information for particular agenda items.	The Principal and other members of SMT attend Audit Committee and provide information in their executive management capacity only, not as a member.			None
C17	The Audit Committee terms of reference must provide for the committee to sit privately without any non-members present for all or part of a meeting if they so decide. The Audit Committee members should meet with the internal and external auditors without the executive team present at least annually.	The Audit Committee meets the internal and external auditors annually, without the executive team present.			None
C18	At least one member of the Audit Committee should have recent relevant financial or audit experience.	A chartered accountant sits on the Audit Committee, and other members have extensive experience in finance/audit.			None
Remuneration Committee					
C19	It essential that members of the Remuneration Committee understand their role and responsibilities. Members must undertake the online training module for Remuneration Committees provided by College Development Network within one month of appointment.	In place.	New members of Remuneration Committee as at September 2020 have been advised of their requirement to complete the mandatory CDN training.		None
C20	The board must have a formal procedure in place for setting the remuneration of the principal by a designated committee of non-executive members. The board may wish to supplement this by taking evidence from a range of sources. In particular, staff and students should have a role in gathering and submitting evidence in relation to the college principal to the relevant committee.	The Remuneration Committee fulfils this role.	Student/staff input processes remain under review.		None
C21	The board chair cannot be the chair of the Remuneration Committee (but they can be a member of it).	Remuneration Committee is chaired by the Board of Management Vice Chair.			None

Financial and Institutional Sustainability				
C22	The board is responsible for ensuring the financial and institutional sustainability of the body. The board must ensure compliance with its Financial Memorandum (either with SFC or the regional strategic body, depending on which is funding it), including in relation to incorporated colleges and regional boards, relevant aspects of the Scottish Public Finance Manual.	F&GPC receives regular reports about the College's management accounts and immediate and long-term forecasts.		None
C23	The board must ensure that: • funds are used as economically, efficiently and effectively as possible • effective monitoring arrangements are in place • college staff report relevant financial matters to it.	In place via F&GPC. The Committee also receives an annual procurement report.		None
C24	For colleges that are charitable organisations, board members are also charity trustees. The board of a college that is a charity must ensure its members are aware of their responsibilities under charity legislation and for complying with relevant provisions as set out by the Office of the Scottish Charity Regulator. See *OSCR Guidance and Good Practice for Charity Trustees*.	This is covered in induction for new Board members both locally and in CDN training. This is reinforced by circulation of the linked document to all current board members.		None
Staff Governance				
C25	The college board as the employer, is responsible for promoting positive employee relations and for ensuring effective partnership between recognised trade unions and management.	Regular staff updates on HR business are provided to the Engagement Committee. A Staff Survey is planned for Semester 2 of AY 2020/21.		None
C26	The board must have a system of corporate accountability in place for the fair and effective management of all staff, to ensure all legal obligations are met and all policies and agreements are implemented and identify areas that require improvement and to develop action plans to address them.	College policies are regularly reviewed and are issued with a procedure for implementation. Board is advised at the start of each academic year of policies due for renewal and approval at that level. All policies are publicly available on the College's web site.		None
C27	The board must comply with the nationally agreed college sector *Staff Governance Standard*.	Board had been unaware of this requirement, however steps have been undertaken to address this issue, and Board Members have received a link to the Standards.	A meeting has been scheduled by the Head of HR & Organisational Development in September 2020 to commence this process.	None
C28	The college board must comply with collective agreements placed on it through national collective bargaining for colleges.	The Board is apprised of national bargaining matters as appropriate and regular JNC meetings are in place and reported to the Board at F&GPC. The Chair and CEO attend regular Employers Association meetings and workshops at which collective bargaining and other national issues are discussed.		None

Section D: Effectiveness				
The Board Chair				
D1	The chair is responsible for leadership of the board and ensuring its effectiveness in all aspects of its role. The chair is responsible for setting the board's agenda and ensuring that adequate time is available for discussion of all agenda items, particularly strategic issues. The chair must promote a culture of openness and debate by: • encouraging the effective contribution of all board members • fostering constructive challenge and support to the principal, executive team and fellow board members • effective team-working • positive relations between board members. The chair must engage with the principal and the board secretary in a manner which is both constructive and effective.	Effectiveness of Board (including culture and behaviours exemplified by the Chair) were reviewed in 2020 via an External Effectiveness Review and shown to be positive.		None
D2	The board and its committees must have the appropriate balance of skills, experience, independence and knowledge of the body to enable them to discharge their respective duties and responsibilities effectively.	The Board skills matrix is reviewed annually by the Chair via one-to-one meetings with all independent board members. This matrix was utilised during the recruitment of new board members in May/June 2020.		None
Board Members				
D3	Each board member is collectively responsible and accountable for all board decisions. Board members must make decisions in the best interests of the college and/or region as a whole rather than selectively or in the interests of a particular group.	Board members are aware of their responsibilities and this is covered at induction for new Board Members and is reinforced through Board development events and through board members being invited to attend CDN workshops when available.		None
D4	Staff and student board members are full board members and bring essential and unique, skills, knowledge and experience to the board. Staff and student board members must not be excluded from board business unless there is a clear conflict of interest, in common with all board members.	HISA Perth President and one VP are nominated by HISA Perth to act as full Board member. Board positions for one teaching and support one staff members are available, however a vacancy currently exists for a teaching staff member.	Teaching Staff board member recruited October 2020	None
D5	Where the college is a charity, all board members, as charity trustees, including staff and student board members, have legal duties and responsibilities under the Charities Act 2005. This includes registering any personal interests that could be seen as conflicting with the interests of the body. The 'objective test' for judging if there is a conflict of interest is: "… *whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your decision making in your role as a member of a public body*".	Covered in Board Member induction. See also comments above on reinforcing understanding of OSCR requirements.		None
Principal and Chief Executive				
D6	The college board must appoint the principal as chief executive of the college, securing approval for the appointment and terms and conditions of the appointment from the regional strategic body if necessary.	In place		None

D7	The college board must ensure there is an open and transparent recruitment process for the appointment. Students and staff must have an opportunity to contribute to the recruitment process.	In place.			None
D8	The college board must delegate to the principal, as chief executive, authority for the academic, corporate, financial, estate and human resource management of the college, and must ensure the establishment of such management functions are undertaken by and under the authority of the principal.	In place, and noted within job description.			None
D9	The college board must ensure a clear process is in place to set and agree personal performance measures for the principal. This process should seek the views of students and staff. The chair, on behalf of the board, should monitor, review and record the principal's performance, at least annually, against the agreed performance measures.	See C20			None
D10	The principal, as a board member, shares responsibility for good governance with the chair and all other members of the board, supported by the board secretary. The principal also enables good governance through supporting effective communication and interaction between the body and the rest of the college including staff and students.	In place			None
D11	The board provides strategic direction for the region and/or college, and the chair provides leadership to the board. The principal provides leadership to the staff of the body.	In place			None
D12	The board must provide a constructive challenge to the principal and executive team and hold them to account.	In place			None
Board Secretary					
D13	The board as a whole must appoint a board secretary who is responsible to it and reports directly to the chair in their board secretary capacity. The board secretary may be a member of the senior management team in their board secretary capacity, but they cannot hold any other senior management team position at the same time. The appointment and removal of the board secretary is a decision of the board as a whole.	In place. The board secretary is not a member of the senior management team and holds no other college posts.			None

D14	All board members must have access to the board secretary who has an important governance role in advising the board, the committees and individual board members and supporting good governance. The distinctive board secretary role includes:
	
	• facilitating good governance and advising board members on:
	
	  - the proper exercise of their powers, including in relation to relevant legislation
	
	  - the board's compliance with its Financial Memorandum, the Good Governance Code, its Standing Orders and Scheme of Delegation
	
	  - their behaviour and conduct in relation to the board's Code of Conduct.
		In place. The Chair encourages direct interactions of all board members with the board secretary.
		
		The board secretary is our acknowledged expert and source of guidance on board behaviours.
		
		The board secretary is pro-active in provision of advice on the effective running of board business, and regularly participates in training and workshops to maintain effectiveness.
			Board secretary is currently undertaking a formal governance qualification.		None

	• providing clear advice to the chair and the board/committees on any concerns the board secretary may have that board members have not been given:
	
	  - sufficient information
	
	  - information in an appropriate form
	
	  - sufficient time to monitor, scrutinise or make informed and rigorous decisions in an open and transparent way.
	
	• attending and providing support to every board meeting and every meeting of every board committee. Where the board secretary is unable to attend, while the board secretary retains overall responsibility, proper arrangements must be made to cover the role with a person who is fully able to discharge the role effectively.
	
	• having an unambiguous right to speak at board and committee meetings to convey any concerns they may have about governance. This extends to someone substituting for the board secretary.
	
	• reporting any unresolved concerns about the governance of the body to the relevant funding body (i.e. SFC or the regional strategic body).				

D15	The board must ensure the board secretary: • has suitable skills, knowledge and behaviours to carry out their role effectively • receives appropriate induction, and if new to the role, is mentored by a more experienced board secretary for at least their first year • has adequate time and resources available to undertake their role effectively.	In place.			None
D16	The board must ensure arrangements are in place to deal with a board secretary's potential or real conflicts of interest.	In place - requirements on declarations of conflict of interest apply to the Board secretary as well as board members.			None
Board Member Appointment, Induction and Training					
D17	For boards with responsibility for board appointments, the board must ensure a formal and open procedure is in place for recruiting and selecting new non-executive board members. Boards must have regard to all relevant Ministerial Guidance on board appointments.	Whilst the College manages the recruitment processes for new Board members, responsibility for appointment lies with the RSB. A successful recruitment process led to the appointment of 4 new Board members and 1 co-opted member in May/June 2020. The recruitment process was open, and adverts were widely placed on key stakeholder websites and Change the Chemistry, amongst others. Interview panel comprised the Board Chair, an independent Perth College Board member, Chair of UHI Court, and the Chief Executive of Colleges Scotland.			None
D18	The board is responsible for ensuring appropriate arrangements are in place for the conduct of student elections and nominations, and elections of staff members to the board.	Student elections are managed by HISA and the Board receives regular briefings on the process followed and outcomes.			None
D19	The chair must ensure that new board members receive a formal induction on joining the board, tailored in accordance with their individual and collective needs. The board secretary should support the chair in the provision of relevant induction for new board members.	New Board members are invited to attend CDN led induction and attend a local induction.			None

D20	The board must ensure all board members undertake appropriate training and development in respect of their governance role. The board secretary should support the chair in the provision of relevant training and development opportunities for board members, which should be tailored to meet board members skills and needs. The board secretary must keep records of the development activity of board members, including the chair.	In place.			None
D21	The board must ensure that new committee members receive a committee induction and have their specific training needs assessed and met.	In place via new Board member induction and as a follow up to Board member/chair 1:1s.			None
Board Evaluation					
D22	Extension of the term of office of board appointments requires evidence and the board must ensure appropriate mechanisms are in place to support this.	In place – a review of the board members attendance and engagement and of the skills matrix is undertaken before an extension to a Board Member's tenure is made.			None
D23	The board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There should also be an externally facilitated evaluation of its effectiveness at least every three years. The board must send its self-evaluation (including an externally facilitated evaluation) and board development plan (including progress on previous year's plan) to its funding body and publish them online.	Informal internal effectiveness takes place annually, led by the Chair. An External Effectiveness Review was conducted between March and June 2020 via the CDN bank of Reviewers, and reported to the Board meeting of June 2020.			None
D24	The board must agree a process for evaluating the effectiveness of the board chair and the committee chairs. The evaluation of the board chair should normally be led by the vice-chair/senior independent member.	In place			None
D25	The board must ensure all board members are subject to appraisal of their performance, conducted at least annually, normally by the chair of the board.	In place			None
D26	The performance of regional college chairs will also be evaluated by the Scottish Government, as regional college chairs are appointed by the Scottish Ministers and are personally accountable to them.	N/A			None
D28	The performance of assigned, incorporated college chairs will also be evaluated by the regional strategic body, as they are appointed by the regional strategic body and are personally accountable to them.	Board regularly supplies data to UHI on performance and review matters.			None
Section E: Relationships and Collaboration					
Partnership Working					
E1	The board must work in partnership to secure the coherent provision of high quality fundable further and higher education in their localities.	College is in regular contact with community stakeholders to ascertain local priorities, and this is fed to Board via Academic Affairs and Engagement Committees.			None
E2	The board must ensure effective consultation, local and regional planning and must follow the principles of effective collaborative working: mutual respect, trust and working towards commonly agreed outcomes.	The Board encourages renewal and reinforcement of college representation at all community levels.			None

E3	The board must ensure effective partnership working with local and national bodies including businesses, public and third sector organisations to develop commonly agreed priorities following the principles of effective collaborative working.	See E1		None
E4	The board must encourage and support effective partnership working and collaboration within and across regions to address local needs and meet national priorities and specialisms.	Initiatives and changed circumstances that affect regional and national needs are regularly brought to the board for discussion and action. The Principal/CEO and others are actively engaged at various levels in Colleges Scotland.		None

Perth College UHI

Committee	Academic Affairs Committee
Subject	Committee Minutes
Date of Committee meeting	03/02/2021
Author	Angela Paterson, Centre for Mountain Studies
Date paper prepared	20/01/2020
Executive summary of the paper	The following (draft) committee minutes are presented for noting: • Scholarship & Research Committee, 18 January 2021
Consultation How has consultation with partners been carried out?	n/a
Action requested	☒ For information ☐ For discussion ☐ For recommendation ☐ For approval
Resource implications (If yes, please provide details)	~~Yes~~/ No
Risk implications (If yes, please provide details)	~~Yes~~/ No Click or tap here to enter text.
Link with strategy	n/a

Perth College is a registered Scottish charity, number SC021209

Perth College UHI

Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	
Equality and diversity Yes/ No If yes, please give details:	~~Yes/~~ No
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	~~Yes/~~ No If yes, please give details: Click or tap here to enter text.
Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	~~Yes/~~ No Click or tap here to enter text.
Status (e.g. confidential/non confidential)	Non Confidential
Freedom of information Can this paper be included in "open" business?*	Yes/ ~~No~~

Perth College UHI

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

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

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

Perth College Scholarship and Research Committee (SRC)

Draft Minutes

Meeting reference: 2 of 3 in AY 2020-21
Date: 18 January 2021 at 1400
Location: By Microsoft Teams

Present: Martin Price (Chair), Eleanor Brown, Rosalind Bryce, Andrew Comrie, Kathleen Connor, Margaret Cook (until 1450), David Gourley, Lynne Griffin, Katy Lees, Veronica Lynch, Patrick O'Donnell, Michael Rayner, Keith Smyth (until 1500), Eleanor Brown, Andrew Comrie, Alex Sanmark, Neil Simco

Apologies: Robert Boyd, Lorenz Cairns, Ronnie Dewar

Minutes: Angela Paterson

No.	Minutes	Action
1	**Welcome, apologies & membership** M Price welcomed everyone to the meeting; apologies noted as above New members were welcomed - Lynne Griffin (Finance Rep) and Rosalind Bryce who will be taking over as Chair due to M Price's retiral at the end of January 2021	
2	**Minutes of the previous meeting held on 21 October 2021** Minutes approved	
3	**Update on actions and matters arising** • New board representative confirmed as P O'Donnell • PhD project with South African Universities: all ten students selected, co-supervisors confirmed (including Ros Bryce & Alex Sanmark). The plan was that, in the first year, UHI co-supervisors would go to South Africa to meet students, in the second year students would come back to Scotland, then in the third year UHI co-supervisors would go to South Africa again. However, due to COVID these arrangements are currently on hold. Ros Bryce will take over from Martin Price on the Steering Committee. • Challenging Uplands Futures forum: rescheduled to 5/6 October 2021 at Perth Theatre.	
4	**Sector Managers' Research Sub-Group (Ronnie Dewar)** Unfortunately, R Dewar was unable to attend at short notice: terms of reference for sub-group have been confirmed; no meeting held yet but to be convened as soon as possible. **Action:** update to be provided at the next meeting **Action:** AP to invite another SDD to the meeting in future should R Dewar be unavailable.	RD AP

Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
5	**Research & Scholarship Coordinator Update (including REF-related activity in Perth College UHI): Paper 2** P O'Donnell's report and flowchart were circulated in advance; in addition, the following was reported: **REF staff**: REF outputs selection panel for UoA 23 attend by P O'Donnell on 11/01/21; five Perth College staff have papers included in the Education Unit of Assessment. Two further papers may be included if published before the end of March, if there is evidence that they were delayed due to COVID. There is some lack of clarity regarding going beyond the 31/12/20 deadline and the reasons for including papers as outputs for the REF, but it is possible to do this and it is being explored. 2021 is the best year in any REF cycle for publishing papers, and staff are encouraged to aim for as many high-quality papers and high impact journals as possible this year. **Research Collaboration:** P O'Donnell met Mark Murphy on 15/01/21, proposal complete, now looking at the methodology. Contact made with UHI's Grants & Contracts Office; still looking for a partner in England. Bassam Rakhshani's proposal sent to the University of Dundee, currently on hold until more feedback has been received. **College Action Enquiry Research Network (CAIRN):** meeting held on 15/01/21; new research centre at CDN to be set up and CAIRN would like to be involved, funded by the Scottish Government. P O'Donnell and representatives from Stirling University and Dundee College to join a working group with CDN. **Flow chart to help guide early career researchers**: review panel to consist of P O'Donnell, D Gourley, HR & Finance representatives. The Committee approved the flow chart for use. It is to be circulated to Managers with early career researchers in their teams.	
6	**College Research Update** Ros Bryce: Centre for Mountain Studies (CMS) update: • R Bryce appointed as Director of CMS from 1 February 2021 following M Price's retiral. • A Ruck, post-doc researcher, leaves at the end of January; Bobby Macaulay to join CMS from 22/02/21. • Successful JPI bid on Cultural heritage and responding to changing societies, 800,000 Euros project over 3 years, with a good budget for UHI. M Price remarked that this proposal was ranked 2nd out of 69 proposals submitted, only 6 funded; congratulations to R Bryce on her successful bid!	

Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
	• SFC project 'Community-determined change-scapes of recovery, COVID project with Vicky Johnston (IC) ongoing and currently in the process of getting ethical approval. WHC, Orkney College & ERI (North Highland College) also involved. • CMS involved in 2 bids submitted to the UKRI Future of UK Treescapes programme, led by Anna Lawrence, UHI. • Innovation Voucher funded project with Black Isle Brewery in Inverness to help develop volunteer scheme • A Ruck completed Evaluation of the Cairngorms Volunteer Programme project. • M Price's paper on the MSc Sustainable Mountain Development programme, has been accepted for publication in the peer-reviewed journal Mountain Research and Development. **Action:** R Bryce to contact UHI Comms to promote awareness of the JPI project and also Fiona Leiper to include in the Research Newsletter. Alex Sanmark, Institute for Northern Studies, update: • Working with S Timoney on a Knowledge Exchange grant on Pictish heritage tourism and putting final touches to the report; also considering what potential projects can follow on from this, possibly an Innovation Voucher. • Another KE application submitted with S Timoney to work with PKC Heritage Trust who are extremely keen to work with UHI and develop a module with them. • Royal Society of Edinburgh grant: a number of workshops and conference to be held; currently all moved online and conference scheduled for June 2021. • Around 7 talks to take place between now and June 2021, all working nicely online • Another large funding application has just been submitted with outcome to be known in June • Half way through preparing another funding application.	**RB**
7	**REF Update (N Simco)** • REF submission date moved from 27/11/2020 to 31/03/2021. Discussions taking place in light of COVID to see whether any future adjustments likely; provisions may be made for individual universities in terms of pleading special circumstances if they are particularly adversely affected, however, assume that the submission date of 31/03/2021 is definitive. • Output selection: all panels in 7 units have held output selection meetings, outputs have been selected and being uploaded into PURE. Overall process has gone smoothly. A small number of outputs have had to be excluded because of open access regulations, however the analysis is that this relates to a very small number.	

Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
	• Environment statements now produced for each of the 7 units; the institution's environment statement is currently being completed; a 500-word COVID environment statement is also being produced. • Case studies across 7 units of assessment: 4 environmental science, 4 health, 2 each in history, education, Gaelic, archaeology and Area Studies. Most now in a final form and are/or have been uploaded; a small number of case studies where good progress has been made but not yet finalised. • The relationship between the REF and the current SFC review was noted. The SFC review of the sector has reached phase 2 which is particularly focussed on research. • M Price to continue as co-lead for Unit 25 (Area studies).	
8	**Research Clusters Update (M Rayner)** • Particularly for HARC and SILK, a lot of recent work has been thinking about how they can best work together, no firm outcome yet. With Matt Sillars stepping down from the SILK Leadership, Ingrid Mainland has been appointed as the new SILK Research Cluster Co-convenor. • Steps have been taken to engage with the studentship competitions run by the Graduate School for the Arts & Humanities and the Carnegie Trust. Hopefully this will lead to some PhDs. Process set up to ensure applications submitted were as strong as possible; now reaching end of this process, to go to RDC on 19/01/21. Reflection on how this process worked to be carried out • N Simco added for MESE, there have been discussions about digital and developing our strength in our digital identity; decision made to nest digital within MESE, even though all clusters have a digital element. An inaugural event around the digital hub was held w/c 11/01/21. **Action:** M Rayner to check if the panels will be involved in the review process	MR
9	**SFC Innovation Funds** • 3 college innovation bids submitted to SFC, 2 funded. One on industry 4.0 and how businesses can utilise some of the advanced manufacturing digital approaches in day to day approaches. As a result of this, an event will be held on 4 February 2021: Critical Engineer, https://www.criticalengineer.net/:, one of 3 events to be held. The 2nd project on automotive engineering will focus will focus on renewables approaches to automotive activities. • **UHI/HIE China Research Conference**: held online with our partners in China (HIE) on 27/11/2020. Three presentations from UHI on themes relating to renewable energy and similar presentations from Chinese colleagues. • **Management KTPs**: update in terms of what we are trying to do to stimulate activities around this type of funding, particularly more workforce related activities that businesses could improve on what they do, COVID recovery element included. In discussions with SDDs and had meeting with	

Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
	R Bryce to see where CMS can be involved (eg in partnership with Mountaineering Scotland and Scottish Land and Estates) • If any areas would benefit from this activity, V Lynch happy to engage, and support any bids or any related employer activity • Good chance that Perth College could get one or two of these types of projects signed this year.	
10	**Research capital uplift funds (D Gourley)** **Research hub**: currently Perth College does not a have a dedicated space for and a physical space designed for this purpose is needed. UHI has approved funding at 55% (£16,420) and hopefully this will be the ideal platform to develop existing links and develop new frameworks. D Gourley to discuss with L Cairns to get project started. This funding is from the COVID-related research capital uplift; UHI received £127,000 from SFC in addition to the core research capital uplift. Bids were invited and around £500K of research bids from academic partners received. Some were deemed not to be within the scope, a decision was made to offer a proportion of 55% of the funding requested to those deemed to be in scope.	
11	**AOCB** M Cook recognised, on behalf of the SRC, the excellent work that Martin Price had done for the committee, as well as his long career in research in CMS and more widely in Perth College and within UHI and wished him a long and happy retirement. It was good to know that he would continue in the role of Prof Emeritus. Neil Simco also expressed his thanks and best wishes on behalf of EO and other academic partners and commented on Martin's huge contribution to the development of research within UHI. M Price passed on his thanks to staff and colleagues he has worked with over the last 20 years, particularly Angela Paterson, Ros Bryce, and Patrick O'Donnell, and at EO and in SMT. He commented that there has been significant evolution in research at Perth College over this period – and that the future looks good, with Ros Bryce taking over at CMS and the research hub providing an opportunity for more synergy in research across the College.	
12	**Date of next meeting** To be scheduled for early April, prior to the AAC 28/04/2021 Meeting finished at 1515	

Membership

Principal – Chair
No fewer than 2 Representatives of the Board of Management (one to be Vice-Chair)
2 Academic Staff Representatives (Board Teaching staff representative plus one other nominated teaching staff representative)
2 Student Representatives nominated by HISA Perth
Depute Principal (Academic)
Vice Principal (Engagement)
Associate Principal (Academic)
Chair of Scholarship and Research Committee
Head of Student Experience
Head of Learning and Teaching Enhancement

By invitation

Student Services Manager
Student Records Manager
Quality Manager

Quorum

The quorum shall be 7 including the Chair or Vice Chair and must include one Board of Management Member

Frequency of Meetings

Normally 3 times per academic session, and as required.

Terms of Reference

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

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

1. To lead the review and development of the academic portfolio in line with the College's Strategic Plan to ensure it remains relevant in terms of Scottish Government policy and industry developments across all sectors of the economy and provide advice to the Board of Management as required.

2. To reflect on trends in education to encourage innovation and curriculum development and promote best practice in regard to the pedagogical environment to ensure that the College successfully serves the needs of students and other stakeholders, and is preparing effectively to meet future needs.

3. To undertake a high-level review of:

   - key aspects of academic performance, including student retention, progression, attainment and achievement;
   - performance on admissions, access and inclusion;
   - arrangements for articulation and partnership;
   - approaches to learning and teaching;
   - the volume and themes of student complaints, and their handling and outcomes.

4. To maintain an overview of academic quality assurance and outcomes by reviewing reports from the Quality Assessment Committee and other relevant internal and external sources including feedback and evaluation from student and stakeholder surveys.

5. To consider the implications of reports and updates from other relevant College and UHI Committees and, where appropriate, act to ensure the relevance and currency of the academic offer.

6. To prioritise and make recommendations in respect of work force planning and continuing professional development for academic staff.

7. To review and approve College's policies and strategies that relate directly to the student experience in terms of student induction and support, matters concerning student discipline and appeals.

8. To instigate any actions the Committee considers appropriate to maintain and enhance Perth College UHI as a centre of educational excellence.

9. To receive reports from the Scholarship and Research and Quality Assessment Committees.