Academic Affairs Committee

DRAFT Agenda

Meeting reference: Academic Affairs 2021-22/01
Date: Wednesday 08 September 2021 at 2:30pm
Location: Online
Purpose: Scheduled meeting

*Denotes items for discussion/approval.
Members should contact the Clerk in advance of the meeting if they wish to request an item be starred.

	Agenda Items	**Author**	**Led by**	**Paper**
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Interest in any Agenda Item		Chair	
4	Minutes of the meeting held on 28 April 2021		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	**Student Experience**			
6.1	HISA Perth Update	HISA Perth	HISA Perth Officers	Verbal
6.2	OBI Report	HISA Perth	HISA Perth Officers	Paper 2
6.3	Student Satisfaction and Experience Survey	Quality Manager	Head of Student Experience	Paper 3
6.4	Student Funding Update	Head of Student Experience	Head of Student Experience	Verbal
6.5	External Verification Overview Report 2020/21	Quality Manager	Head of Student Experience	Paper 4
7	**Curriculum**			
7.1	Student Completion & Progression - update		Head of Student	Verbal

			Experience	
7.2	Student Recruitment update		Head of Student Experience	Verbal
7.3	COVID Restart Planning – update		Depute Principal	Verbal
8	**Risk, Compliance & Performance**			
8.1	Risk Register – Academic Affairs Committee	Clerk	Clerk	Paper 5
8.2	Balanced Scorecard Update	Project & Planning Officer	Clerk	Paper 6
9	**Policies & Procedures**			
9.1	Addressing Racism update		Independent Board Member	Verbal
10	**Committee Minutes** (for noting)			
10.1	• None for this meeting			
11	Date and time of next meeting • Wednesday 10 November 2021 at 2:30pm		Clerk	
*12	Review of Meeting (to include check against Terms of Reference)		Chair	Paper 7

University of the Highlands and Islands Perth College

Academic Affairs Committee

DRAFT Minutes

Meeting reference: Academic Affairs 2020-21/04
Date and time: Wednesday 28 April 2021 at 2.30pm
Location: Online

Members present: Margaret Cook, Principal (Chair)
Sheena Devlin, Board Member
Andrew Comrie, Board Member
Cameron Murray, HISA Perth VP Education & Engagement
Lorenz Cairns, Depute Principal (Academic)
Veronica Lynch, Vice Principal (External)
Deborah Lally, Head of Student Experience
David Gourley, Head of Learning & Teaching Enhancement
Rosalind Bryce, Chair of Scholarship & Research Committee

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

Apologies: Ann Irvine, Board Member
Alex Wilson, Student Board Member
Patrick O'Donnell, Staff Board Member
Catherine Etri, Associate Principal (Curriculum)
Robert Boyd, Teaching Staff Member on the Committee

Observing: Madeleine Brown, HISA Perth VPAW-Elect

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

University of the Highlands and Islands
Perth College

Summary of Current Action Items			
Ref	Action	Responsibility	Time Line
4	**Minutes of Previous Meeting** Issue Minutes of previous meeting when available	Clerk	Next meeting
6.2	**Student Destinations** Student Destinations info paper to be distributed when available	Head of Student Experience	Next meeting
7.1	**SFC Benchmark Report on KPIs** Report on KPIs info paper to be distributed when available	Head of Student Experience	Next meeting
8.1	**Risk Register** Risks 11/19 – Review dates re UHI Curriculum Review	Associate Principal/Clerk	Next meeting
8.1	**Risk Register** Risk 11 – Review impact/actions of Learner Strategy Group on risk	Associate Principal/Clerk	Next meeting
8.1	**Risk Register** Learner Strategy Group to report on progress to Academic Affairs during 2021/22.	Associate Principal	Next meeting
9.1	**Addressing Racism** Working Group notes to be circulated	Clerk	Next meeting
14	**Review of Meeting** Convene discussion on key themes for focus of Committee during 2021/22 (possibly link to Engagement Committee)	Chair/Clerk	Next meeting

Minutes:

Item		Action
1.	**Welcome and Apologies** Chair welcomed everyone to the meeting, and noted that the HISA Perth VPAW-elect was observing the meeting.	
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 03 February 2021** Minutes were not available due to accessibility issues caused be the recent cyber security incident. These would be issued for review as soon as available.	Clerk
5.	**Matters Arising from Previous Minutes** Item carried forward to next meeting due to minutes not being available.	
6.	**Student Experience**	
6.1	**HISA Perth Update** HISA Perth VP Education & Engagement presented Paper 2 for information and highlighted key points for Committee, noting that the number nominations for the OBIs had passed last year's number and was on track to surpass the 2019 figure; that the 5th SRC meeting of the year took place earlier today; and that HISA Perth was still focused on promoting online campaigns. Chair thanked HISA Perth for their work and engagement levels throughout the year.	
6.2	**Student Destinations** Head of Student Experience advised that the team was in the process of collecting data at the time of the cyber security incident, and although some key files were able to be accessed last week, only partial data was currently available. Paper would be issued ASAP.	Head of Student Experience

	Head of Student Experience noted that SFC had allowed some leeway with regard to statutory returns, which was welcome.	
6.3	**Student Funding** Head of Student Experience presented Paper 4, noting that the main table shows the funding College was allocated against the amounts provided to students per category, plus underspend levels. Head of Student Experience advised that there was an eligibility factor in some underspend areas (eg Childcare). Head of Student Experience also provided an update on other finding area, noting in particular the promotion provided to the COVID emergency student fund. Head of Student Experience provided some analysis on the underspend, noting that less FE discretionary funds have been dispersed compared to HE discretionary funds, which is possibly linked to FE bursaries covering all requirements unlike HE bursaries. FE applications are being revisited to look at whether other options can be funded, and back-dated where appropriate. Board Member queried whether a case can be made to use surplus funds to offset Digital Poverty costs. Head of Student Experience advised that this matter was being taken forward to SFC. Head of Learning & Teaching Enhancement advised that other Colleges were using these funds to pay for equipment for students and queried whether this option was under consideration. Head of Student Experience note that criteria that applies here refers to "reasonable costs" so care is required in interpretation. Perth College's approach re Digital Poverty has been to issue devices on a loan basis however consideration is being given to different approaches. Chair noted that SFC may need to catch up with this agenda, and Vice Principal suggested that there is a need to budget for the potential of returning unused funds.	
7	**Curriculum**	
7.1	**SFC Benchmark Report on KPIs** Head of Student Experience reported that the Report had not yet been received from SFC, and the College is as yet unclear as to what will be published re KPIs due to COVID and how close these targets will be to last year's. Head of Student Experience to distribute Report once it becomes available	Head of Student Experience

7.2	**Student Recruitment**	
	Head of Student Experience presented Papers 5a and 5b, noting overall Credits position across the Partnership, and that College's position of 1500 credit shortfall is likely to worsen to around 2000 credit shortfall due to cyber security incident.	
	Head of Student Experience advised that plans are in place for additional recruitment drives but these will not achieve 2000 credit uplift. SFC have indicated that there will be no clawback of unfilled credits meaning there will be no detriment in current year, however there may be a resultant impact on future credit targets.	
	Board Member indicated that UHI shortfall of 120,000 credits was the bigger concern. Chair advised that the College will be expected to ask to take on more credits as a result of UHI shortfall. Head of Learning & Teaching Enhancement advised hat. Even before COVID, colleges had problems recruiting from traditional markets so there needs to be some different thinking to address a changing environment.	
	Head of Student Experience summarised HE recruitment figures, noting that an increased target had been set after review, and was confident this revised target will be met.	
8	**Risk, Compliance & Performance**	
8.1	**Risk Register – Academic Affairs**	
	Clerk presented Paper 6 for review by Committee.	
	Board Member noted target date had slipped re UHI Curriculum Review (Risks 11 & 19). Cahir advised that a paper on the Review had been presented recently, however this was not yet at output stage, therefore dates should be amended. Clerk would review these dates with Associate Principal and update.	Associate Principal/ Clerk
	Board Member asked about the impact on recruitent re the PKC Learner Strategy (Risk 11). It was noted that a Strategy Group continued to exist in this area to address pipeline from schools to college then beyond, but COVID had restricted any work, and employment partnership across PKC appears to be in abeyance. Clerk to review progress with Associate Principal and update.	Associate Principal/ Clerk
	It was also AGREED that the Learner Strategy Group should report on progress to Academic Affairs during 2021/2,2 with input from Board Member, and thereafter be retained as a standing item on agenda.	Clerk

8.2	**Balanced Scorecard update**	
	Clerk advised that Paper 7 was not available due to accessibility issues caused be the recent cyber security incident. This paper would be issued to Committee as soon as available.	
9	**Policies & Procedures**	
9.1	**Addressing Racism**	
	Board Member provided a brief verbal update on the Addressing Racism project, noting that the working group established for the project had met twice with a third meeting scheduled for the 6 May 2021.	
	Board Member advised that HISA Perth have tried to engage students with different ethnic backgrounds to join the group, however there appears to be a reluctance from students to speak 'on the record', which in itself raises question about why students of colour are reluctant to step up. HISA Perth will work informally with students and report back anonymised opinions/lived experiences of ethnic minority students to ensure that the working group gets a sense of any issues/barriers that need to be addressed in the action plan.	
	Board Member further advised that a review of current and relevant information and resources that exist to assist colleges and universities to develop anti-racism policies and plans has been undertaken, and his will be used to create a framework for the action plan.	
	Additional information and notes would be provided following the meeting via the Clerk, with a draft plan due to be presented at the next meeting on 6 May, prior to presentation at the June Board meeting.	Clerk
10	**Committee Minutes (for noting)**	
	Committee noted the minutes of Scholarship & Research Committee held on 31 March 2021.	
11	**Date of Next meeting**	
	Clerk noted that a schedule of 2021/22 meetings would be presented to Board for approval	
12	**Review of Meeting**	
	Committee were not able due to review Terms of Reference due to these being unavailable due to accessibility issues caused be the	

	recent cyber security incident.	
	Board Member noted there were some major academic challenges facing Colleges next year, and suggested it would be useful to identify key themes for focus in 2021/22,	
	It was **AGREED** that a discussion on key themes would be convened, which may which may be linked to the work of Engagement Committee.	Chair/Clerk

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 Committee
Subject	OBI Awards 2021 Report
Date of Committee meeting	08/09/2020
Author	HISA Perth
Date paper prepared	20/08/2021
Executive summary of the paper	This paper summarises the process of the Outstanding Best Inspiring (OBI) Awards run by HISA Perth, from nomination period to the awards ceremony.
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 Please highlight how the paper links to the Strategic Plan, or assist with:	n/a

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- 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~~

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

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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

OBI Award 2021 Report

Introduction

This paper summarises the process of the Outstanding Best Inspiring (OBI) Awards run by HISA Perth, from nomination period to the awards ceremony. This is the second year we have had to host the awards online. We have also reflected on any lessons learned for future awards and any steps we need to take to further develop the awards.

Next Steps Identified from 2020 and Preparation

In last year's review of the OBIs HISA Perth identified lessons to be learned and appropriate actions to tackle these. The actions taken are updated below.

Next Steps	How addressed
Review the nominations of this and previous OBIs to revise the nomination form to ascertain subjects and sectors where students are nominating from and to revise the score card used for judging.	Nomination form reviewed, updated, and tested prior to nominations open to ensure nominations weren't lost.
Next year the tasks and responsibilities of the OBIs will be discussed and determined before the nomination period to determine consistency in approach and that overview is maintained throughout the process.	Students Association Coordinator, HISA Perth Administrator and HISA Perth President oversaw full process with support from the HISA Perth Communications Intern and input from the other HISA Perth Officers
A promotional plan will be created to take into account online and physical promotion of the awards if feasible.	Communications plan focussed on a fully online engagement with the awards due to restrictions in place at time of nominations opening through social media, emails, class representatives and clubs/societies. Also highlighted awards with low nominations in the past
Work closer with Sector Leaders/SDD's in promotion of awards.	SDD's kept up to date with OBIs and longlist/shortlist shared with SDD's and Sector Managers
Utilise opportunities to visit classrooms face to face and virtually to promote the OBIs.	Not undertaken due to capacity issues and impact of cyber incident
Highlight awards with previously low engagement to boost nomination numbers.	Incorporated into communications plan

As well as the actions above, the award criteria were reviewed and updated to make awards easy to understand and to also encourage nominators to include examples of how they had been supported throughout the pandemic. HISA Perth also created a clear timeline of events so that we could create and stick to a clear timetable for the delivery of the awards.
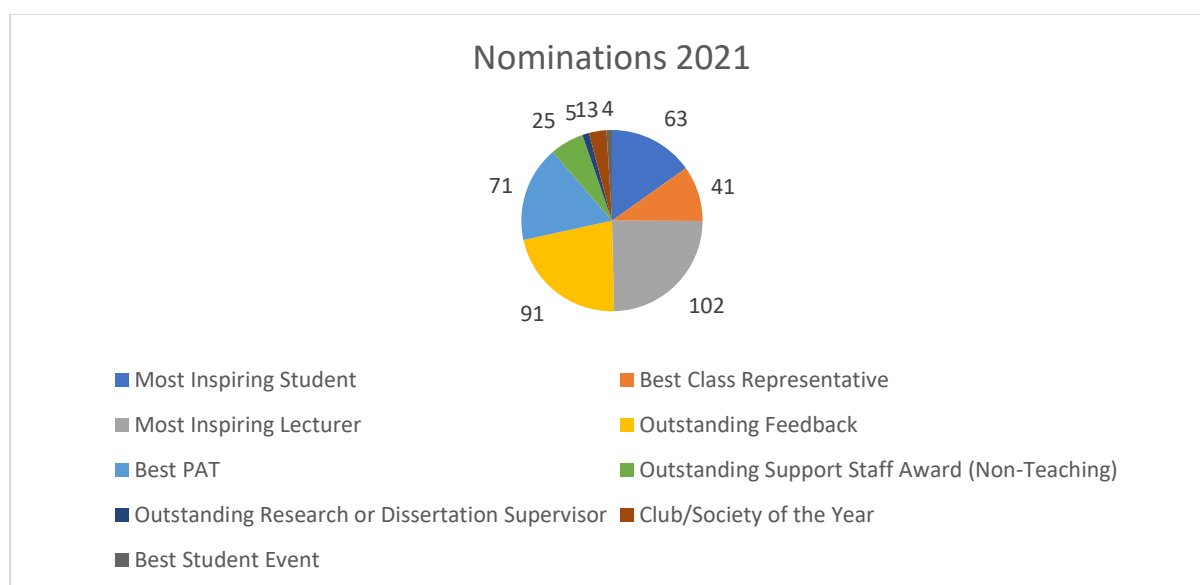
Nomination Period and Promotion

The nomination period for this year's OBIs opened on Monday 22nd March and closed Friday 23rd April 2021. Staff and students were able to nominate in a conditioned Microsoft Form so that they could only put in nominations in categories that were appropriate for their nominee (i.e., if a person was nominating a non-teaching member of staff, they would only have the option to nominate in the Outstanding Support Award).

The awards were promoted through social media, email communications and class representatives at Student Representative Council meetings. Further investment was made in promotion of the awards through use of targeted advertisement on Facebook during the Easter Recess. This saw great engagement and helped keep nominations rolling in during this typically quiet time for our students.

Nominations Breakdown

In total we received 415 award nominations for this year's OBIs. This is an incredible increase of 190 from the 2020 awards and 125 more than the 2019 awards.

Below is a graph with details on the nominations received this year:

As can be seen the awards with the most nominations were Most Inspiring Lecturer (102), Outstanding Feedback (91), Best PAT (71) and Most Inspiring Student (63). Below is a table indicating the difference the number of nominations per category in comparison to previous awards:

Name of Award	Total 2021	Total 2020	Difference	Total 2019	Difference	Total 2018	Difference
Most Inspiring Student	63	15	48	57	6	36	27*
Best Class Representative	41	18	23	24	17	36	5
Most Inspiring Lecturer	102	78	24	69	33	45	57
Outstanding Feedback	91	21	70	21	70	N/A	N/A
Best PAT	71	47	24	54	17	70	1

Outstanding Support Staff Award (Non-Teaching)	25	20	5	41	-16	55	-30
Outstanding Research or Dissertation Supervisor	5	2	3	2	3	N/A	N/A
Club/Society of the Year	13	13	0	12	1	7	6
Best Student Event	4	11	-7	10	-6	12	-8
Total	415	225	190	290	125	261	154

* (was split into staff nominated and student nominated this year - combined total in table)

N/A – award category not running this year.

As can be seen from the above table we were able to increase our nomination numbers in all bar one category, Best Student Event. The decrease in numbers for this nomination could be attributed to a lot of events being online this year and not a lot on campus. The biggest increase in nomination numbers came from Outstanding Feedback. This could be due to the fact we adapted the name from Outstanding Feedback and Learner Support and clarified the criteria meaning students were able to understand the awards' purpose better as well as changes to the nomination form that encouraged students to nominate for both Most Inspiring Lecturer and Outstanding Feedback in the same nomination as they both applied to teaching staff.

We received the following number of nominations from each sector/subject area:

Staff Nominators by Sector/Area		Student Nominators by Sector	
ALS	20	ALS	136
CCI	9	BMCL	94
BMCL	7	CCI	48
STEM	1	STEM	13
Student Records	1		
International Centre	1		
Learning Zone	2		
Library	3		
Careers	2		
Student Services	2		

As seen last year, the sectors with the most nominations from staff and students came from ALS.

The following number of staff and students were nominated in the following areas (Outstanding Support, Best Club or Society and Best Student Event have been left out as these awards do not affiliate by subject area):

Staff Awards	Nominations Received	Student Awards	Nominations Received
Most Inspiring Lecturer	ALS – 50 BCML – 28	Most Inspiring Student	ALS - 29 BCML - 21

		Best Class Representative	
	CCI – 15 STEM – 9		CCI – 9 STEM - 1
Best PAT	ALS – 55 BCML – 28 CCI – 7 STEM – 1	Best Class Representative	ALS – 16 BCML – 13 CCI – 3 STEM - 2
Outstanding Feedback	ALS – 40 BCML – 17 CCI – 7 STEM – 7		
Best Research or Dissertation Supervisor	ALS -1 BCML – 3 CCI – 1 STEM - 0		

As seen with the number of nominators, the greatest number of nominees in many awards belong to ALS and BCML subjects.

Shortlisting

The shortlisting process began by checking nominations to ensure staff and students nominated in the right area and they had nominated valid staff and students employed by or attending Perth College UHI. Once passed this stage, an initial keyword scoring exercise was undertaking by HISA Perth student officers and staff members. Once completed judging packs were passed onto the judging panel.

The judging panel, consisting of staff, students, and student officers, met online on the 11th May to determine the shortlist and winners of the awards. If any staff member or student was nominated for an award, they were not able to be part of the final decision making to keep the judging fair.

The panel remarked that it was especially hard this year to select winners due to the volume and high quality of nominations received. The final shortlist was announced publicly on 14th May.

Awards Ceremony

For the second year in a row, the awards ceremony was hosted online from the HISA Perth Facebook Group. Being premiered on 28th May, the awards ceremony was pre-recorded on 21st May to allow for shortlisted staff and students to attend and to give acceptance speeches to make it as close to the in-person awards as possible. This also allowed for time to edit the pre-recording and add captioning to make the awards ceremony more accessible. The ceremony was watching during its premiere by 20 people at its peak with a press release going out afterwards to confirm the winners. Since the ceremony premiered it has received 523 views[1].

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[1] As of 3.30pm on Friday 4th June

Winners of the OBIs receive a certificate and trophy which HISA Perth will arrange to be delivered due to the current situation. HISA Perth are working on ways to celebrate the success of the awards more in partnership with the Marketing Team.

A full list of the highly commended and winners of this year's awards can be found in Appendix 1.

<u>Lessons Learned</u>

- Reviewing the award criteria to make it easier to understand has helped increase nominations in awards where we have received low numbers in the past, namely Outstanding Feedback.
- Reviewing the nomination form to make it clearly what students and staff could nominate in depending on who they were nominating helped to capture more nominations and resulted in zero issues with nomination submissions.
- As this was the second year that we had to run the awards online, overall planning and the process was a lot smoother than last year, and the team were more prepared for the awards this year
- Due to the significant increase in nominations this year, the team were left with a tight turnaround between the nominations closing and the meeting of the judging panel – extra timing which was not anticipated but will need to be incorporated into planning for next year's awards.
- Engagement with the awards in ALS and BCML continues to be high, with continued low engagement by comparison within CCI and STEM subjects
- For the second year in a row engagement was low with student from SVS and the Language School who have typically turned in a high number of nominations through the paper based form

<u>Conclusions and Next Steps</u>

Despite the challenges faced in running the full awards process completely online, we are pleased to see an increase in the number of nominations for this year's awards and that our staff and students can be celebrated in this way during a very difficult period.

Next steps we will take for the continued development of the awards are:

- Reviewing the nomination form to ensure it continues to be fit for purpose
- Incorporate online and face to face promotion in the planning for next year's awards so we can be adaptable if current circumstances change
- Continue to forward plan and set out a clear timetable for the awards to incorporate the OBIs into our plan of work
- Allow for more time between nominations closing and the meeting of the judging panel to allow more comfortable timing for preparation
- Engage with STEM subjects and look at how to increase nominations from this area
- Engage with SVS and the Language School to discuss how to make the nomination process accessible to all our students

Appendix 1 – List of Highly Commended and Winners of OBIs 2021

	Highly Commended	Winner
Most Inspiring Student	Dener Pereira	Deborah Lato Elliot Ralston
Best Class Representative	Thomas Humphreys	Sarah Melvin Lawrence Mullen
Most Inspiring Lecturer	Ellen McNeil Albert Williamson	Kirstie Burn Chris Heaney
Best PAT	Angela Barrie	Scott Innes Tracy McGregor
Outstanding Feedback	Nicola Coffield	James Alexander Laura Kelly
Outstanding Support (Non-Teaching)	ASW Staff Sam Monie	David Gourley
Best Research or Dissertation Supervisor	Liz Courtney Kyle Smith	Nick Green
Best Club or Society	Library Book Club	ESOL Book Club
Best Student Event	Creative Writing Club – Writing Workshops ESOL Book Club – Book Week Scotland	Christmas High Tea organised by Professional Cookery
Best Overall Student 2021-2022	-	Winfrida Mwongela Elliot Ralston

Perth College UHI

Paper No. 3

Committee	Academic Affairs
Subject	Student Satisfaction and Experience Survey (SSES)
Date of Committee meeting	08/09/2021
Author	Jessica Borley, Quality Manager
Date paper prepared	20/08/2021
Executive summary of the paper	Please outline the follow elements of this paper: i) The paper provides an overview of the response and satisfaction rates for the SSES 2021 per curriculum and sector areas. The satisfaction rate is based on response to Q1: Overall I am satisfied with my student experience so far. The overall response rate was 35% and the overall satisfaction rate was 82%. ii) SFC use these KPI's to benchmark against the sector. This benchmark data is provided to each college but not published to the public. iii) CASE use the sector and course specific data to determine the schedule for review by exception meetings where course satisfaction data, along with retention and achievement is below par. Each course team uses the data to inform their continuous evaluation process and forward action planning.
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	All FE and HE students other than those studying less than 160 hours, work based, international, students studying Masters programmes, and final year HE students.
Action requested	☒ For information ☐ For discussion ☐ For endorsement ☐ Strongly recommended for approval

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	☐ 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
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 Poor student satisfaction reflects on the College strategic KPIs. These KPIs are used by SFC and Education Scotland. They may also impact upon future recruitment to a course with poor satisfaction.
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 Engagement and feedback
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. However a privacy statement requires the information to not be released outwith UHI or be used for other purposes than that shown in the privacy statement. 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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http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp
and

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

Student Satisfaction and Engagement Survey – April 2021

Executive Overview
This paper summarises the overall results from the 2020/21 Student Satisfaction and Engagement Survey (SSES) for Perth College UHI.

This is the third year the SSES was issued to students electronically through JISC Online Surveys (using Bristol Online Surveys (BOS): this had previously been issued as a paper version. The first 13 questions are set by the Scottish Funding Council and a return is made to the SFC on the FE data. The number of questions asked this year was 27 which is a reduction on the number asked in previous years. They were also reworded to be more appropriate for the online/blended delivery style.

A total of 2825 students were targeted and a total of 992 students completed the survey, giving an overall response rate of 35%. This is an 7% decrease in responses from the Early Student Experience Survey carried out in October 2020, which received an overall response rate of 42%. However, the SSES response rate in 2018/19 was also fairly low at 46%.

SFC added a further three questions to their mandatory question set this year after discussions between NUS Scotland and SPARQs at the end of 2020. It is hoped that with the addition of the new questions that this would capture the different experiences of students as a result of the Covid-19 pandemic and the changes to their learning experience.

The SFC set the dates when the survey can be open between and requires it to be open for 6 weeks within an 8-week window as from 8 March 2021. The survey at Perth College launched on 22 March. Due to the Cyber incident SFC allowed UHI to extend this end date to 16 May. The response % and satisfaction % data was returned to SFC on May 2021.

SFC have set a target response aim of 50%. The UHI response target for the SSES, which was endorsed by SMT, was set at 50% which aligned with the Student Funding Council target response rate of 50%.

The SSES response rate can be broken down to level/mode and has been shown as a 3-year trend for comparison. NB: Due to lockdown in 2019/20 the SSES was discontinued by SMT so we have no viable data.

	2020/21	2018/19	2017/18
FE Overall	56	56	97
FE FT	58	59	92
FE PT	22	32	95
HE Overall	38	37	89
HE FT	37	44	87
HE PT	40	19/7	91

2017/18 is a notably higher response rate. This was a paper-based survey, whilst 2018/19 and 2020/21 were electronic surveys. We acknowledge that this is has been a difficult year for students however, the difference in response rate cannot be put

down to the current pandemic situation as it is too similar to 2018/19 when we were in normal college attendance.

It is disappointing to see that a large proportion of course response rates fell below the agreed target, although a caveat to the low response rate this year is that this figure is better or equal to the majority of sector college response rates this year. PATs supported their cohort completion of the paper-based surveys within a teaching session and they encouraged completion of the electronic too but found this harder to do with online delivery. The importance for all teams to actively comply with supporting the completion of the survey(s) is recognised so as to ensure that meaningful analysis and comparisons can be made from the results and ensure that we are actively enhancing the student experience. HISA and Quality will be working together to promote future surveys (ESES, SSES, NSS, PTES) to students and to work the course teams, in particular to target support to those areas with particularly response rates.

SMT agreed to a satisfaction KPI of either matching or improving overall satisfaction (Q1) to that of the ESES 2020, which was 83%. The college overall SSES satisfaction was 82%. Although this is on par with the ESES, it is a notable reduction from the last SSES in 2018/19 of 91% overall satisfaction and 2017/18 of 95% overall satisfaction. Each course team is evaluating the satisfaction results to determine satisfaction specific against each question to see where satisfaction was low. An additional style of question was introduced to capture information on students use, or desire to use, learning technology. This was in a table format and gave rich data for teams to enhance their delivery.

There will be a course-by-course comparison analysis completed for the satisfaction rate for the ESES vs SSES, over the same 3-year period, which will feed into the course exception by review meetings in 2021/22 which are led by CASE. These meetings review course retention, achievement and satisfaction statistics with course management and action plan to enhance the student learning experience.

Appendix 1: SSES Question Set lists the questions used within the SSES.

Appendix 2: SSES Overall Response Rates including Satisfaction Rates

Appendix 3: SSES Overall Satisfaction Rates for All Students, FE cohort and HE cohort

Appendix 4: PLSP response rates

Quality
Quality 2021

Student Satisfaction and Experience Survey (SSES) 2021

The question set for the 2021 SSES is shown below. Please note the first 13 questions are set by the Scottish Funding Council: questions 11-13 are new for 2021.

The previous question set for UHI was reviewed and the number of questions asked were reduced from 42 to 27. Some questions were set by specific departments ie Library and PLSP questions but the responses will be helpful to all academic partners and course teams. The question matrix on the use of technology to support student learning will be useful data for teams to take forward to enhance their teaching and learning practice.

All satisfaction Qs are core for students to answer with the exception of 26 which is a free text open comment, and Q27 which is recognised to be relevant to HE students only. The data for Q27 was not included in the overall college data analysis as it is felt it would skew the results.

UHI use an electronic survey tool (JISC). Each student is issued with an individualised link, sent out to their UHI email. Reponses are not identifiable to an individual student. PATs are issued guidance on the survey and asked to, where feasible, facilitate the completion during a PDP or other lesson time. Feedback from PATs was that they found this more difficult with online classes rather than face to face. Good practice from traditional online courses will be gathered and cascaded to PATs to improve this engagement with the surveys for continued online delivery. However, it is to be noted that the completion of all surveys is voluntary and students can opt to not complete it.

SSES Question Set 2021

Q#	Question		Q type	Satisfaction rating
1	Overall, I am satisfied with my college experience	SFC core	MC	SA, A, D, SD
2	Staff regularly discuss my progress with me	SFC core	MC	SA, A, D, SD
3	Staff encourage students to take responsibility for their learning	SFC core	MC	SA, A, D, SD
4	I am able to influence learning on my course	SFC core	MC	SA, A, D, SD
5	I receive useful feedback which informs my future learning	SFC core	MC	SA, A, D, SD
6	The way I'm taught helps me learn	SFC core	MC	SA, A, D, SD
7	My time at college has helped me develop knowledge and skills for the workplace	SFC core	MC	SA, A, D, SD
8	I believe student suggestions are taken seriously	SFC core	MC	SA, A, D, SD
9	I believe all students at the college are treated equally and fairly by staff	SFC core	MC	SA, A, D, SD
10	Any change in my course or teaching has been communicated well.	SFC core	MC	SA, A, D, SD
11	The online learning materials for my course have helped me learn.	SFC core	MC	SA, A, D, SD
12	I feel that I am part of the college community.	SFC core	MC	SA, A, D, SD
13	The college Students' Association (HISA) influences change for the better	SFC core	MC	SA, A, D, SD, DK
14	I am aware of the role of the Highlands and Islands Student Association (HISA).	UHI core	MC	SA, A, D, SD
15	My views were well presented by my class rep	UHI core	MC	SA, A, D, SD
16	I have used the online library services	UHI core	Y/N	Y/N
17	(If answered yes) How satisfied were you with the service?	UHI core	MC	SA, A, D, SD
18	Do you have any comments or suggestions about the library services?	UHI core	free text	
21	My course is well organised and is running smoothly	UHI core	MC	SA, A, D, SD
22	I have had the chance to work with other students as part of my course.	UHI core	MC	SA, A, D, SD

23	Use of and satisfaction of technology to support learning – see Technical Question Matrix below	UHI core	MC	See matrix
24	Have you had a Personal Learning Support Plan (PLSP) in place during the current academic year? (Yes/No)	UHI core	MC	Y/N
	a. Did you find the PLSP had a positive impact on your learning experience? (Yes/No).		MC	Y/N
	b. Please explain further, if you wish (please do not include personally identifiable information in your response).		free text	OPEN
	c. If you could make changes to the PLSP processes what would you change?		free text	OPEN
25	If you have any other comments about learning and teaching at the College please write them below by:	UHI core		
	a) telling us about the things you like	UHI core	Free text	OPEN
	b) telling us about the areas that you would like us to improve	UHI core	Free text	OPEN
26	is there anything else you would like to tell us about?	UHI optional	free text	OPEN
27	Have you heard of the University graduate attributes?	UHI optional	Y/N	
	a. if yes, I have used the Graduate Attributes (Please select all that apply):			
	• As part of a learning activities within my course(s) • As part of working with my Personal Academic Tutor (PAT) • As part of support provided by the Careers and Employability TeamTo support me in my role as a student representative • To support self-directed learning outside of my studiesThrough attending a workshop or webinar • In other ways not listed above			
	b. If you selected other then please specify (free text comments)	Free text		

Q23 Technology Q Matrix

Rate 1 - 5 or never used **Please rate the following digital technologies and resources by how useful they are.**	**1** very useful	**2** useful	**3** sometimes useful	**4** not useful	**NU** never used	I would like this digital technology / resource to be…			
						introduced	**used more**	**used the same**	**used less**
Online-classroom (e.g. Webex, Google Meet, MS Teams)									
Discussion boards / chat rooms									
Online quizzes									
Recorded online-classroom sessions									
Access to digital learning resources (e.g. documents, presentations, videos, articles, websites)									
Essential student skills website resource (https://induction.uhi.ac.uk/)									
Originality / plagiarism checker (e.g. Turnitin, Erkund)									
Smaller online-classrooms (breakout groups) e.g. for project work or 1-1 discussions									
Audio recorded assessment feedback									
Announcements									
Assistive tools (e.g. Read and Write Gold, dictate, mind mapping)									
Badges / awards									

APPENDIX 2: Student Satisfaction and Engagement Survey (SSES): Overall Response Rates 2020/21

The below tables provide an overview of the response rates for each Curriculum Area (**Table 1**) and each Sector Area (**Table 2**).   Please note, the satisfaction figures are based on Question 1 – Overall, I am satisfied with my college experience.

Please note, comparison data is only available for years 2017/18, 2018/19 and 2020/21 as SMT made the executive decision to close down the SSES during April 2020 as a result of the pandemic and the low return rates.

Table 1: Curriculum Area

Curriculum Area	Targeted Number	Total Responses	Response Rate %	Satisfaction % 2020/21	Satisfaction 2018/19	Satisfaction 2017/18
ALS	1110	420	38%	83%	92%	94%
BMCL	684	283	41%	84%	93%	96%
CCI	556	174	31%	76%	92%	95%
STEM	474	113	24%	80%	91%	94%

Table 2: Sector Area

SSES Response Rates 20/21						
Sector Area	Total Students Targeted	Total Responses Received	Response Rate* %	Satisfaction % 2020/21	Satisfaction % 2018/19	Satisfaction % 2017/18
Aeronautical Engineering	53	16	30%	50%	72%	82%
Audio Engineering & Theatre	191	69	36%	75%	92%	90%
Automotive Engineering	96	22	23%	82%	100%	95%
Beauty Therapy	90	48	53%	77%	98%	91%
Built Environment	151	20	13%	90%	92%	95%
Business & Accounting	154	74	48%	91%	100%	93%
Computing	98	30	31%	73%	94%	96%
Art & Creative Tech	92	29	32%	69%	88%	94%
Early Education & Childcare	416	160	38%	89%	85%	89%
ESOL	82	33	40%	94%	96%	
Food Studies & Hospitality	148	52	35%	90%	99%	93%
Hairdressing	36	18	50%	56%	89%	96%
Health & Social Care	218	66	30%	85%	94%	89%
Humanities & Social Science	313	113	36%	78%	82%	79%
Mechanical & Electrical Engineering	127	42	33%	80%	85%	82%
Music & Music Business	177	37	21%	68%	88%	86%
Science Technology	47	13	28%	100%	84%	84%
SLLE	14	6	43%	90%	97%	94%
Sport & Fitness	231	108	47%	78%	95%	92%

KEY*		
	49% and under Response Rate	Shown as red as it is below the SFC & Perth College target rate for this year
	Perth College and SFC Target Response Rate – 50%	Shown as amber as it is below the SMT target rate for this year
	Achieved above the PC Response Rate	Shown as green as it beats the agreed college response rate

Appendix 3: Overall satisfaction results by College, Curriculum Area and Sector Areas

Based on results for Question 1: Overall, I am satisfied with my student experience so far

The overall College satisfaction is 82%

Section 1: Overall Curriculum Satisfaction

	Strongly Agree	Agree	Disagree	Strongly Disagree	Grand Total	Satisfaction
Applied Life Studies	11%	24%	6%	1%	43%	36%
Business, Management, Computing & Leisure	7%	17%	4%	1%	29%	24%
Creative & Cultural Industries	3%	10%	3%	1%	17%	13%
Science, Technology, Engineering & Maths	3%	6%	2%	0%	11%	9%
Grand Total	**25%**	**57%**	**15%**	**3%**	**100%**	**82%**

Section 2: Split by Curriculum Sector Areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Grand Total	Satisfaction
Applied Life Studies	**27%**	**57%**	**14%**	**3%**	**100%**	**84%**
Beauty Therapy	25%	52%	19%	4%	100%	77%
Early Education & Childcare	24%	65%	11%	10%	100%	89%
Hairdressing	17%	39%	28%	17%	100%	56%
Health & Social Care	33%	52%	14%	2%	100%	85%
Humanities & Social Science	29%	49%	18%	4%	100%	78%
New Opportunities	33%	67%	0%	0%	100%	100%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Grand Total	Satisfaction
Business, Management, Computing & Leisure	**26%**	**58%**	**13%**	**3%**	**100%**	**84%**
Accounting	11%	84%	5%	0%	100%	95%
Business & Administration	41%	50%	8%	1%	100%	91%
Computing	20%	53%	17%	10%	100%	73%
Hospitality	23%	67%	6%	4%	100%	90%
Sport & Fitness	21%	56%	19%	3%	100%	77%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Grand Total	Satisfaction
Creative & Cultural Industries	**16%**	**60%**	**20%**	**5%**	**100%**	**76%**
Art & Creative Technology	14%	55%	21%	10%	100%	69%
Audio Engineering & Theatre	15%	60%	24%	1%	100%	75%
Language School	33%	61%	6%	0%	100%	94%
Music & Music Business	8%	59%	24%	8%	100%	67%

Row Labels	Strongly Agree	Agree	Disagree	Strongly Disagree	Grand Total	Satisfaction
Science, Technology, Engineering & Maths	**27%**	**53%**	**17%**	**3%**	**100%**	**80%**
Aeronautical Engineering	6%	44%	44%	6%	100%	50%
Automotive Engineering	59%	23%	14%	5%	100%	82%
Built Environment	15%	75%	10%	0%	100%	90%
Mechanical & Electrical Engineering	23%	58%	18%	3%	100%	81%
Science	31%	69%	0%	0%	100%	100%

Appendix 4

Responses by Protected Characteristics for the following:

Did you find the PLSP had a positive impact on your learning?

Responses by AGE

Row Labels	Yes	No
16-17	2%	0%
18-19	18%	5%
20-24	24%	3%
25 and Over	41%	5%
Not disclosed	0%	0%
Grand Total	**86%**	**14%**

Responses by GENDER

Row Labels	Yes	No
Female including Trans Women	60%	10%
In another way	1%	0%
Male including Trans Man	22%	3%
Prefer not to say	2%	1%
Grand Total	**86%**	**14%**

Responses by ETHNICITY

Row Labels	Yes	No
Any Mixed Background	0%	0%
British	2%	1%
English	4%	0%
Gypsy	0%	0%
Irish	1%	0%
Northern Irish	0%	0%
Not Disclosed	1%	0%
Other	1%	0%
Other Asian Background	0%	0%
Other Background	0%	0%
Other White Background	8%	1%
Polish	4%	0%
Scottish	62%	10%
Grand Total	**86%**	**14%**

I DESCRIBE myself as

Row Labels	Yes	No
I have a disability, impairment or medical condition	19%	3%
I have a physical impairment or mobility issue	2%	1%
I have a specific learning difficulty such as dyslexia	35%	6%
No disability	29%	5%
Not disclosed	2%	0%
Grand Total	**86%**	**15%**

Care Experienced

Row Labels	Yes	No
No	79%	13%
Yes	7%	1%
Grand Total	**86%**	**14%**

Caring Responsibilities

Row Labels	Yes	No
No	75%	12%
Yes	10%	3%
Grand Total	**85%**	**15%**

Perth College UHI

Committee	Academic Affairs
Subject	External Verification Report
Date of Committee meeting	01/09/2021
Author	Roanna Lawson, Quality Officer
Date paper prepared	25/08/2021
Executive summary of the paper	Please outline the follow elements of this paper: i) Purpose – the report provides an overview of verification activity conducted by Awarding Bodies of the College delivery of their awards during 2020/21 academic year. It is to be noted that only Regulated Awards were verified last year. ii) Impact – the outcomes of the reports show that the college is overall meeting the Quality Standards for those Awarding Bodies that undertake sample verification. There were however some improvements noted for a few courses. Where these affected key performance indicators these were actioned immediately by the relevant staff to the satisfaction of the External Verifiers. No students were detrimentally affected by these actions. There was good practice identified for several of the courses. iii) Course of Action – where actions and/or recommendations were noted by the EV the relevant curriculum team review these as part of the Internal Verification Procedure and take forward any actions for improvement through the continual evaluation action planning process.
Consultation Please note which related parties, stakeholders and/or	N/A

Perth College UHI

Committees have been consulted	
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 – staffing time and IT resources for the uploading of digital material, and Teams for virtual meetings,
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 – if improvements identified by the EV are not actioned and/or continue to fall below quality standards then there is the risk that the certification of the Qualification will be delayed until satisfactory improvements are made.
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	compliance
Equality and diversity	No

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Does this activity/proposal require an Equality Impact Assessment? If yes, please give details:	
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please give details:	Yes The information is sensitive and thus is not publicly shared by either the Awarding Bodies or the College.
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] Click or tap here to enter text.	☐

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For how long must the paper be withheld? The report and data within it is archived by the Quality Dept and so is not necessary to be held by the Clerk to the Board of Management any longer than the normal retention policy requirement.

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

Committee	Academic Affairs
Subject	Strategic Risk Register – Academic Affairs
Date of Committee meeting	08/09/2021
Author	Ian McCartney, Clerk to the Board of Management
Date paper prepared	19/08/2021

Executive summary of the paper	This paper provides Academic Affairs 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;
	   ii) Review in particular the currency of the Action Plan;
	   iii) Consider any additional areas of Risk not identified within the current Register, in particular any considerations related to COVID-19 impacting on areas related to the remit of Engagement Committee

Consultation Please note which related parties, stakeholders and/or Committees have been consulted	Board members and SMT have been consulted via discussions at sub-Committees during the current Board cycle.
Action requested	☒ 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.	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 Without continual review of risk there exists the potential for strategic objectives to not be achieved.
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?	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 Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities	No If yes, please give details: Click or tap here to enter text.

Perth College is a registered Scottish charity, number SC021209

Perth College UHI

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

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

Its disclosure would substantially prejudice a programme of research	☐	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

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	CURRENT ACTION PLAN		
													Actions to minimise risk TO DO	Action Owner	Completion Date
1 *	Active	Working in partnership to meet the needs of our local economy and beyond.\n\nProviding a progressive curriculum which meets economic and social needs and aspirations.	*Control over strategic environment*\n\nOperations limited due to outcome of central or remote decision making reducing local impact and focus.\n\nLack of understanding or clarity of the academic partnership within our external operating environment.\n\n**Engagement**	• Collective reporting\n• Dilution of local need within decision making\n• Changes to Partnership structures/ organisation.	• Reduced student numbers.\n•Declining performance.\n• Loss of commercial potential.\n•SFC Phase 1 Review of Colleges & Universities\n•UHI Academic Partner discussions re internal structures	Principal	4	4	**16**	• College Board of Management and Chair kept informed of arising issues.\n• UHI Vice Principal Further Education and Chair of Regional Strategy Committee made aware of issues.\n• SMT proactive in decision making forums.\n• Perth & Kinross CPP single outcome agreement embedded in ROA.\n• Create positive working relationships with Colleges Scotland and Scottish Government.\nEngagement with Board members on key issues with regular discussions in appropriate Committees	**16**\n\n(4,4)	↔	• Continue to highlight as appropriate.\n• Continue to work on and implement recommendations of current Programme Board\n• Work proactively within partnership and beyond.\n• Be proactive in discussions re. future integration\n• Review metrics for measuring local engagement	Principal\n\nPrincipal\n\nPrincipal\n\nChair	Ongoing\n\nOngoing\n\nOngoing\n\nOngoing
3 *	Active	Developing a successful and sustainable organisation.	*International Student recruitment*\n\nLack of International student recruitment.\n\nLack of RUK student recruitment.\n\nSustaining International Partnerships\n\nStudent recruitment behind targets\n\n**Engagement**	• UK Regulation Registration (UKVI)\n• In country adverse political environment\n• Availability of suitable product\n• Marketing and attraction strategy\n\n**COVID-19**	• Loss of income.\n• Bad publicity.\n•Lack of student diversification\n\n**Likely downturn in international recruitment**	Vice Principal External	5	4	**20**	• Student Testimonials.\n• Closer links with the curriculum areas.\n• Working with UHI VP International and External Engagement\n• Explore combined product offering between College and AST.\n• Delivery of Trans National Education\n• Protection of UKVI Student Licence\n• Review opportunities for employing staff in market\n• New International Strategy Approved by Board\n• Strategy is connected to UHI Sustainability Pan\n• Recruitment data resulting from Chinese website being monitored within International Strategy\n• Growth in new markets, eg Icelandic MBA	**20**\n\n(5.4)	↔	• Deepen and establish new relationships\n• Review delivery models inc commercial subsidiary\n• Develop exchange opportunities for students and staff\n• Enhance comms and social channels\n• Review of EU fee policy\n• Engage with UHI re development of UHI International Strategy\n• Collaborate with rest of Scottish College sector re bidding for vocational	Vice Principal External	July 2020\n\n\n\n\n\nJan 21\n\nJuly 21\n\n\n\nJuly 21

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
													education options		
													• Capitalise on opportunities arising from Chinese website		Ongoing
23	Active	UHI Common Risk	*Student Experience* Poor Student Experience **Engagement**	Poor college estate. Dispersed campus with limited facilities for social interaction. Technology failures. Limited teaching/library resources. Societal issues around Digital Poverty Cyber-Security Incident Poor recruitment & development of student-facing staff COVID-19	Poor performance in national student satisfaction surveys. Reputational damage. Impact on ability to recruit future cohorts. Risk to core income streams. Impact on students of Cyber-Security response measures on risk minimisation of systems, eg restrictions on availability of hardware and software affected Likely down-turn in Survey scores due to lack of contact time from March 2020	Depute Principal Academic	4	3	12	•Partnership approach with HISA •Continuous student engagement, feedback and dialogue. •Ongoing Estate Maintenance and minor Refurbishments • Completion of Scottish Government information survey around COVID local outbreak responses • Student Survey re VLE/Brightspace conducted and shared with SDDs • Significant investment re availability of laptops and WiFi access for students during COVID (versus potential limitations caused by Cyber-Security incident response measures) • Improved CPD (Per Risk 7)	12 (4,3)	↔	• Commission of Conditions Survey & prioritisation of required work • Commission tender process for Estates Strategy - deferred • Action Plan re outcomes of VLE/Brightspace Survey to be devised	Head of Estates Head of Estates Head of L&T	Ongoing tbc Aug 2021

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.

Committee	Academic Affairs Committee
Subject	Balanced Scorecard
Date of Committee meeting	08/09/2021
Author	Kirsty Campbell, Project & Planning Officer
Date paper prepared	31/08/2021
Executive summary of the paper	The attached paper is the Vision 2016 Balanced Scorecard, showing KPI data aligned with the aims of the college Strategic Plan 2016-21 The Balanced Scorecard tracks performance against the KPIs identified by the Strategic Plan 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	Data owners provided data and commentary for the following KPIs: The Head of HR&OD: KPIs 3, 11 and 12 The Quality Manager: KPI 4 and 6 The Head of Business Development: KPI 13
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.	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
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.

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

Strategic Plan Targets and KPIs: Progress Report Year 5 2020-21

1. Summary of Performance Status (Red, Amber, Green)
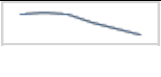
Key: KPI performance status

Target achieved	
Target progress maintained	
Target missed	
No data available	

Measure	Key Performance Indicator or Target	Metric 2020/21	Performance
	Students and Staff Achieving their Potential		
3	Staff		
	a) Number of staff days spent on CPD/year (average per head)	3.8 days	⬇
	b) Percentage of permanent staff with TQFE or equivalent	55%	⬇
	Student Satisfaction		
4	Track FE and HE Student Satisfaction through national student surveys		
	The proportion of students overall satisfied with college experience in: a) Student Satisfaction and Experience Survey	82%	⬇
	b) National Student Survey		
6	Proportion of Students that agree or mostly agree with the statements from the Student Satisfaction and Experience Survey (SSES): a) Course / Achievement	-	-
	i. I feel this is the right course for me (prev. The course was what I expected) ii. I feel prepared to take my next steps (prev. I am achieving what I set out to do)	-	-
	b) Destination i. My time at college has helped me develop knowledge and skills for the workplace	84%	⬇
	c) College i. Overall I am satisfied with my college experience (prev. I would recommend the College to a friend)	82%	⬇
	Sustainability		
11	Staff rates of: a) Turnover	13%	⬇
	b) Sickness absence	4.5 days	⬇

12	Number of accidents reported to HSE	0	↔
13	Number of businesses that engage with Perth College UHI	345	↑

Section 2:   Detail of Performance by Measure

Detail of Performance: Measure 3a and b

Students and Staff Achieving their Potential	

Measure	Key Performance Indicator or Target	Performance	Trend
3	Staff		
	a) Number of staff days spent on CPD/year (average per head)	🔻	
	b) Percentage of permanent staff with TQFE or equivalent	🔻	

Baseline: a) 5.3 days   b) 84%

Target: a) 6.5 days   b) improve on previous year's performance

**Actual
2020-21:**   a) 3.8 days   b) 55%

**Actual
2019-20:**   a) 7.6 days   b) 63%

**Difference
(+/-):**   a) -50%   b) -8%

Trend: a) Sharp downward trend
                    b) Steady downward trend

Note on performance for measure 3 a and b

a) Due to the ongoing challenges for staff working in a pandemic there has been a significant decrease in the amount of CPD undertaken as staff have focused on the challenges in continuing to deliver their role. Incorporated into this was the cancellation of 2 staff conference days as a supportive measure for staff

b) We continue to see numbers of qualified staff leaving and being replaced by staff who do not have their TQFE or equivalent. We are supporting 21 staff to complete their TQFE during 21/22 and will continue to support similar numbers for a number of years to ensure that our academic staff hold a TQFE or equivalent.

Detail of performance: Measure 4

Measure	Key Performance Indicator or Target	Performance	Trend
4	Track FE and HE Student Satisfaction through national student surveys		
	The proportion of students overall satisfied with college experience in: a) Student Satisfaction and Engagement Survey	⬇	
	b) National Student Survey	⬇	

Baseline: a) 93%   b) 76%

Target: Improve on previous year's performance

Actual 2020/21:   a) 82%   b) 77.4%

Actual Previous Year data available: a) 91% (2018/19)   b) 81% (2019/20)

Difference (+/-):   a) -9%   b) -3.7%

Trend: a) Downward trend after previous years maintaining performance
b) Downward trend after previous years improving performance

Sector Average: (+/-)   79.6%

Note on performance for measure 4 a
The overall response rate for the SSES was 35%, which is disappointing and lower than 43% for the equivalent survey carried out at the beginning of the academic year - the Early Student Experience Survey, despite, as noted in previous years, the same methodology being used across both surveys. The low response rates since moving to an online platform are an area of concern.

The Overall Satisfaction for Q1 from the SSES was 82%, which is a 9% drop from 92% in 2018/19. Although this is still a high satisfaction rate and above the sector average, the uptake from students to complete the survey was low and possibly a reflection on the circumstances of the past academic year.

Note on performance for measure 4 b
It can be seen that response rate increased +4% from 2020 but satisfaction has decreased -3.7% (this is a -8% drop from 2019).

Detail of performance: Measure 6

Student Activity Measures			
Measure	**Key Performance Indicator or Target**	**Performance**	**Trend**
6	End of Year Student Survey Outcomes b) Destination	↓	
	c) College	↓	

Target: Improve on previous year's performance

**Actual
2020-21:**   b) 84%   c) 82%

**Actual
2018-19:**   b) 91%   c) 91%

**Percentage
difference
(+/-):**   b) -7%   c) -9%

Trend: Sharp decrease from previous year data was available (see notes below**).**

Note on performance for measure 6

The overall response rate for the SSES was 35%, which is disappointing and lower than 43% for the equivalent survey carried out at the beginning of the academic year - the Early Student Experience Survey, despite, as noted in previous years, the same methodology being used across both surveys. The low response rates since moving to an online platform are an area of concern.

The Overall Satisfaction for Q1 from the SSES was 82%, which is a 9% drop from 92% in 2018/19. Although this is still a high satisfaction rate and above the sector average, the uptake from students to complete the survey was low and possibly a reflection on the circumstances of the past academic year.

Detail of Performance: Measure 11

Sustainability	

Measure	Key Performance Indicator or Target	Performance	Trend
11	Staff rates of:		
	a) Turnover	⬇	〰
	b) Absence	⬇	〰

Baseline: a)   15.4%   b) 9.2 days (avg. per employee)

Target: a)   Improve on previous year and maintain staff turnover (%) below national average (20.5%)
  b)   Improve on previous year by reducing the no. of days of staff absence

Actual 2020/21:   a)   13%   b) 4.5 days

Actual 2019/20:   a)   26%   b) 7.8 days
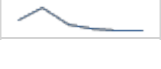
Difference (+/-):   a)   **-50%**   b) **-3.3 days**

Trend: A sharp downward trend after previous years of sustained upward trend

Note on performance for measure 11

a) Staff turnover for all staff (permanent and fixed term) was 13%, with turnover for permanent staff being at 6%.

b) There has been a drop in sickness absence however this has been seen across the sector and can be attributed to the requirement for home working.

Detail of Performance: Measure 12

Sustainability	

Measure	Key Performance Indicator or Target	Performance	Trend
12	To maintain a healthy and safe working environment		
	Number of accidents reported to HSE:	↔	

Baseline: 3

Target: Improve on previous year and maintain safe working environment

**Actual
2020/21:**   0

**Actual
2019/20:**   0

**Difference
(+/-):**   0

Trend: Maintaining good safety record and a safe working environment

Note on performance for measure 12

For the second year running no accidents were required to be reported under RIDDOR during 2020-21.

Detail of Performance: Measure 13

Sustainability	

Measure	Key Performance Indicator or Target	Performance	Trend
13	Number of businesses that engage with Perth College UHI		
	Number of businesses on Contact Database recorded as having an interaction with Perth College UHI	↑	

Baseline: n/a (from 2018/19)

Target: Improve on previous year's performance

Actual 2020-21:   345

Actual 2019-20:   300

Percentage difference (+/-):   **+15%**

Trend: Maintaining performance with slight improvement

Note on performance for measure 13

Overall general engagement remains similar to previous years' figures.

What should be highlighted is that "meaningful engagement" has increased this year within the BET. Over the last year we have looked to engage more strategically with business partners and we have improved our communication, marketing and general engagement processes.

This has resulted in increased traction for FWDF with levy paying companies and SMEs, resulting in approx. £350k worth of training to be delivered in 21-22 financial year. This also gives us a platform for further growth with approximately 20 levy paying companies and 45 SME's to work with, an additional 45 companies.

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.

<u>Terms of Reference</u>

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.