

Board of Management

Agenda

Meeting reference: Board 2018-19/03

Date: Wednesday 20 March 2019 at 5.30pm

Location: Room 019 – Brahan Building

Purpose: Scheduled meeting

* Denotes items for discussion.

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

| | Agenda Items | Author | Led by | Paper |
|-----|---|-----------------------------|-----------------------------|--------------------------|
| 1 | Welcome and Apologies | | Chair | |
| 2 | Additions to the Agenda | | Chair | |
| 3 | Declaration of a Conflict of Interest in any Agenda Item | | Chair | |
| *4 | Minutes of the meeting held on 12 December 2018 | Secretary | Chair | Paper 1 |
| *5 | Actions arising from previous minutes | | Chair | Verbal |
| *6 | HISA Perth College Update | Student President | Student President | Paper 2 |
| *7 | Board Effectiveness | Chair | Chair | Paper 3 |
| *8 | College Governance - Ministerial Letter | Chair | Chair | Paper 4 |
| *9 | Learning Centres | Depute Principal (Academic) | Depute Principal (Academic) | Paper 5 Closed |
| *10 | Programme Board: Governance and Accountability Work Group | Chair | Chair | Paper 6 |
| *11 | Chair's Report | | Chair | Verbal |
| *12 | Principal's Report | Principal | Principal | Paper 7 |
| *13 | Tay Cities Deal Update – Aviation Academy for Scotland | Vice Principal (External) | Vice Principal (External) | Paper 8 |

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|------|--|--------------------------|--------------------------|---------------------------|
| *14 | Policies <ul style="list-style-type: none"> - Safeguarding Policy - Academic Appeals Policy | UHI Policy Working Group | Principal Principal | Paper 9 Paper 10 |
| 15 | UHI Quarterly Status Report | UHI Court Secretary | Secretary | Paper 11 |
| 16 | Minutes of Board Standing Committees (approved by Committee Chair but unconfirmed by full Committee at this stage) For the Board of Management to note. | | | |
| 16.1 | AST Board – 29 January 2019 | Secretary | Chair - AST Board | Paper 12 Closed |
| 16.2 | Engagement Committee – 31 January 2019 | Secretary | Chair – Engagement | Paper 13 |
| 16.3 | Academic Affairs – 12 February 2019 | Secretary | Chair – Academic Affairs | Paper 14 |
| 16.4 | Audit Committee – 19 February 2019 | Secretary | Chair – Audit | Paper 15 |
| 16.5 | Finance and General Purposes Committee – 27 February 2019 | Secretary | Chair - F&GCP | Paper 16 |
| 17 | Date of next meeting – 12 June 2019 | | | |
| 18 | Review of meeting | | Chair | |

Minutes

Meeting reference: Board 2018-19/02
Date and time: Wednesday 12 December 2018 at 5.30pm
Location: Room 019

Members present: Andrew Comrie, Margaret Cook, Brian Crichton, Jim Crooks, John Dare, Declan Gaughan, Harold Gillespie, Sharon Hammell, Prince Honeysett, Deborah Hutchison, Ann Irvine, David Littlejohn, Lynn Oswald, Craig Ritchie, Charlie Shentall, Anna Zvarikova

Apologies: Jackie Mackenzie

In attendance: Barbara Nelson, Education Scotland
Lorenz Cairns, Depute Principal (Academic)
Veronica Lynch, Vice Principal (External)
Maureen Masson, Secretary to the Board of Management

Chair: Brian Crichton
Minute Taker: Maureen Masson
Quorum: 6

| Ref | Action | Responsibility | Time Line |
|--|---|-----------------------------|----------------------------------|
| Summary of ongoing Action Items for next Board meeting arising from previous meetings | | | |
| 14 | Balanced Scorecard - provide an update at the next meeting | Principal | For next meeting |
| 10 | Pathways/Outreach Centres (Closed) – report the outcome of the review to the next Board meeting. | Depute Principal (Academic) | For next meeting |
| Summary of ongoing Action Items for next Board meeting arising from this meeting | | | |
| 8 | Audit Committee Annual Report – check the Reference to the UK Corporate Governance Code on page 10 | Secretary | For next meeting |
| 9 | Draft External Audit Annual Report 2017-18 – provide feedback to EY regarding the approach to finalising the accounts | Principal | January 2019 |
| 10 | Draft Financial Statements 2017-18 – check representation on Audit and F&GPC committees with CDN | Secretary | For next Chairs' Committee |
| 13 | Residences Option Appraisal – take forward actions on residences option appraisal – withdrawal from project and re-tendering | COO | In line with business timescales |

| Ref | Action | Responsibility | Time Line |
|------|---|-----------------------------|------------------|
| 14.2 | Intellectual Property Policy - Review other institutions' policies | Depute Principal (Academic) | For next meeting |
| 15 | Regional Outcome Agreement (ROA) – circulate presentation to Chairs' on the ROA that was discussed at December AP F&GPC meeting | Secretary | ASAP |
| 17.5 | Audit Committee - Take forward reporting mechanism for high risk areas to the Board – to be discussed at Health and Safety Committee | Principal | For next meeting |

Minutes

| Item | Action |
|---|--------|
| <p>1 Welcome and Apologies</p> <p>The Chair welcomed everyone to the meeting. Apologies were received from Jackie Mackenzie.</p> | |
| <p>2 Additions to the Agenda</p> <p>There were no additions to the Agenda.</p> | |
| <p>3 Declaration of Interest in any Agenda Item</p> <p>There were no declarations of a conflict of interest in any agenda item.</p> | |
| <p>*4 Minutes of Meeting held on Wednesday 10 October 2018</p> <p>The minutes were approved.</p> | |
| <p>5 Matters Arising From previous Board meetings</p> <p>6. Fair use Wi-Fi policy – report back when review of UHI policy and other work is complete.</p> <p>Action complete - The Principal reported that she had spoken with the UHI Information Services Director. Upgrades to the wireless network are being configured for deployment across all UHI sites. This should greatly improve the wireless service available. An acceptable use policy is already in place.</p> <p>8. ASTET Review Group – check with former Chair as to whether this action was undertaken</p> <p>Action complete – the Chair had been in touch with the former</p> | |

Chair to close off the final outstanding action from the review.

8. HISA Perth College – prepare an action plan on student engagement priorities for the next Engagement Committee meeting

Action complete: an action plan was prepared for the last Engagement Committee meeting and further work to develop an implementation plan would be taken forward by the student representatives working with the Project and Planning Manager and Depute Principal (Academic).

7. Evaluation Report and Enhancement Plan - Invite the College's HMle to the December meeting

Action complete: The College HMle was attending the meeting.

14. Balanced Scorecard- provide an update at the next meeting

Action Update: the Principal reported that work to address apparent anomalies with the HR system were ongoing. A further update would be provided at the next meeting. It was also intended to review the indicators in the Balanced Scorecard and the reporting framework.

Principal

Actions arising from 10 October 2018 meeting

UHI Assembly Meeting Update - keep Board informed of developments

Action complete: was reported as part of the Chair's Update

10 Relocation of Pathways (Closed item) - Develop a communication plan

Action complete – a full implementation plan had been prepared including a press release. In terms of outreach centres, a review was ongoing and outcomes from that would be reported to the next Board meeting.

Depute
Principal
(Academic)

14.2 Health and Safety Policy 2018 - invite the Health and Safety Adviser to the next Audit Committee meeting

Action complete: the Health and Safety Adviser presented to the last Audit Committee meeting. The matter of reporting on Health and Safety matters to the Board would be discussed under the Audit Committee minutes.

15.2 Chairs' Committee - discuss the format/frequency of Chairs' meetings

Action complete – the Chair reported that members of the Committee had agreed that four meetings a year should be

scheduled, whilst acknowledging that it may not be necessary to meet on every date.

A small alteration was made to one of the numbered items on the Terms of Reference to reflect the fact that strategic direction should be set by the Board as well as Chairs Committee.

***6 Evaluative Report and Enhancement Report and Action Plan**

The Chair introduced Barbara Nelson who was invited to address the Board on how best it might support the delivery of the Action Plan going forward.

Barbara first offered her congratulations to those who had prepared the report to a high standard, on time and in an open and transparent way. Education Scotland had just completed its moderation processes, which resulted in full endorsement of the report without any changes. This was a positive outcome for the College.

The College was encouraged to maintain an open dialogue with Education Scotland going forward and Barbara identified two aspects where she could support in terms of scrutiny and development. Critical aspects over the next 12 months included:

- engaging students on their priorities;
- the regional agenda, working with key stakeholders such as Skills Development Scotland and schools;
- leadership and culture including distributed leadership at all levels within the College down to the level of the learner; and
- support for interpreting national policy priorities and changing agendas such as the emerging direction to deliver beyond the 15-24 age profile and greater emphasis on part-time provision.

Data analysis and the interpretation were crucial to support informed decision-making and Barbara would be happy to support the Board on individual items if that was helpful.

The Board noted there may be a period of greater intensification with Education Scotland colleagues over the next several months. The Board expressed some concern about that but would welcome a focus on areas where development would add value. The Board further noted that it, nor Education Scotland, had any role HE quality matters as this was undertaken by the QAA; this provided only a partial picture of delivery.

The Board acknowledged that the report provided a platform for continuous improvement and the College was well placed, working with key stakeholders, to deliver the action plan outcomes.

The Chair thanked Barbara for her update.

***7 HISA Perth College Update**

The Board noted the report prepared by the Student President and the areas that HISA was working on.

***8 Audit Committee Annual Report 2017-18 to the Board of Management**

The Chair of Audit presented the Audit Committee Annual Report 2017-18. This had been considered and discussed at the Audit Committee on 28 November 2018 and approved for onward consideration by the Board. The reference to the UK Corporate Governance Code on page 10 of the report would be checked to ensure this was correct.

Secretary

The Board **approved** the Report.

***9 Draft External Audit Annual Report 2017-18**

The Chair of Audit Committee presented the External Audit Report 2017-18 to the Board of Management. The final version received by EY was tabled, although the Committee had received the report in draft.

The Chair of Audit Committee introduced the report highlighting discussion at Audit Committee about the challenge of financial sustainability over the next five years, and this had been referenced in the Audit Report. The external auditors had given a clean bill of health and reported nothing of concern at the joint meeting. The Board noted the report.

The Principal had the support of the Board in providing feedback to EY about the processes and approach taken to preparing the final statements.

Principal

***10 Draft Financial Statements for the year to 31 July 2018**

The Chair of Audit Committee presented the draft Financial Statements for the Year to 31 July 2018 - the final version being tabled at the meeting. The draft Financial Statements had been considered at joint meeting of F&GP Committee and Audit Committee on 28 November and comments made at an earlier F&GPC meeting. The Board noted that a number of amendments to the Financial Statements had been made since the joint meeting and noted a tabled paper that summarised these amendments.

The Board **approved** the Draft Financial Statements for the year to 31 July 2018. The Chair of the Board of Management and Principal would sign the accounts on behalf of the Board once a number of typographical corrections were made.

The Support Staff Member reported that he had recently attended staff member training at CDN. It had been suggested that there were no restrictions to staff and/or student members joining Audit or Finance and General Purposes Committees. This appeared to be a change in policy. It was agreed to check this with CDN and report back through Chairs Committee to the Board.

Secretary

***11 Chair's Report including UHI Assembly Update**

The Chair reported on the following:

- Board Member interviews held on 29 November had been successful in identifying one candidate to fill the remaining vacancy on the Board. Once further candidate would be co-opted. Final administrative processes were being followed up with UHI to formalise the appointments; and
- A UHI Programme Board drop-in event had been held in the College on 3 December 2018 and had been reasonably well attended. The Programme Board had met on 11 December and a general consensus had been reached on the broad frameworks and work streams. Student experience would be central to all activity. Small teams with membership drawn from the Programme Board would take forward different areas. Academic Partner Boards will be asked to approve any material changes before they are implemented.

***12 Principal's Report**

The Board noted the Principal's Report.

The UHI Research Conference was on site at the College with conference business centred in ASW. The rental of space for this type of activity was new for the College and it would learn lessons about the potential for future conference or other business.

The Board noted that full cost benefit analysis for international business would be undertaken. UHI now intended to raise a surcharge on international business although the College contributed to wider UHI business via the International Office.

In terms of the Tay Cities Deal it was noted that the costings for aeronautical business aspects would have to be re-visited as they had been developed over 3 years ago.

The Board wished to record its congratulations to the Principal for her appointment to the Colleges' Scotland Board.

***13 Residences Option Appraisal**

The Board approved the recommendations from F&GPC to withdraw from the UHI residences project and to sell a flat in Morris Court. F&GPC Chair reported that he had attended a meeting of UHI Academic Partner F&GPC Chairs on 11 December, and the residences project had been discussed. Under occupancy remained a problem and alternative ways of managing that were being explored.

The Board noted that the proposal to manage the College's residences in house, when they were re-tendered, would come back to a future Board meeting. COO

14 Policies and Procedures

***14.1 Learner Support Policy**

The Board approved the Learner Support Policy that was developed as part of the single policy framework, noting it had been recommended for approval by Academic Affairs Committee.

***14.2 Intellectual Property (IP) Policy**

The Board discussed the IP Policy. Although the Board agreed that the policy appeared to cover all relevant aspects, concerns were expressed about its format, content and style. The Board noted that it did not follow the same format as other recently approved UHI policies. The Board could not therefore approve the current draft of the policy and recommended that examples from well-established research institutions should be reviewed. The Principal confirmed that there was minimal risk in not having an IP Policy in place.

Depute
Principal
(Academic)

15 Regional Outcome Agreement (ROA)

The preparation of the ROA was discussed at the last Academic Affairs Committee and it was agreed that this should be taken to the Board. Concern had been expressed about how it was prepared and the Board noted that the expectations of Colleges in the ROA delivery were not formally set out. This called into question overall accountability for delivery. It was further noted that the completion of the governance checklist developed by UHI highlighted an inconsistency in approach and the Chair has raised this matter with the Chair of FERB. A further update would be provided and it may be something for the Programme Board.

F&GPC Chair of reported that a presentation on the ROA had been made to the recent AP F&GPC Chairs. That presentation would be circulated to the Chairs Committee asap.

Secretary

16 **UHI Quarterly Status Report**

The Board noted the Quarterly Status Report.

17 **Minutes of Standing Committees (unconfirmed)**

17.1 **Engagement Committee – 8 November 2018**

Noted. The Chair reported that a positive discussion had taken place about student engagement.

17.2 **Chairs Committee – 14 November 2018**

Noted.

17.3 **AST Board – 20 November 2018 (CLOSED)**

Noted. The Chair reported that an application for a Foreign Part 147 Approval to mitigate the risk of BREXIT would be made.

17.4 **Finance and General Purposes Committee Board – 28 November 2018**

Noted. The Committee discussed whether a risk on estate condition should be added to the College's Risk Register – the matter had been deferred to the Audit Committee who would consider it at the next meeting.

17.5 **Audit Committee – 28 November 2018**

Noted. As the Chair of Audit left at 7.30pm, Ann Irvine reported that the internal and external auditors provided positive feedback on their engagement with College staff and that there were no issues of concern.

The Audit Committee had received a presentation from the College's Health and Safety Adviser, which was helpful in explaining H&S challenges. A Board Member, however, remained concerned that the Board did not have visibility of the highest risk areas and sought clarification of the process and reporting lines from the Health and Safety Committee to Audit Committee and the Board. It was agreed that the Principal would discuss this with the Health and Safety Committee and bring a reporting framework for the highest risk areas back to the Board.

Principal

18 **Date of Next Meeting**

20 March 2019

*19 **Review of Meeting**

Members agreed the meeting covered Board business.

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

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

Status of Minutes Open ☒ ☐ with removal of item 17.3 and any other closed items

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 1988. 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 1988? No ☒ ☐

Perth College UHI

Paper 2

| | |
|--|---|
| Committee | Board of Management |
| Subject | HISA Perth Update |
| Date of Committee meeting | 20/03/2019 |
| Author | Prince Honeysett |
| Date paper prepared | 13/03/2019 |
| Executive summary of the paper | HISA Perth Update |
| Consultation How has consultation with partners been carried out? | N/A |
| Action requested | <input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval |
| Resource implications (If yes, please provide details) | No |
| Risk implications (If yes, please provide details) | N/A |
| Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: | Student engagement and representation activities |

Perth College UHI

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

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

Perth College UHI

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

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

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

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

and

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

HISA Perth Update

Elections

The annual HISA Elections are underway across all of UHI. Perth currently has 13 candidates running in the elections who have been actively campaigning. We are eager to find out who the next leaders of the student association will be on March 15th when the results will be announced. A breakdown of the number of candidates for each position are as follows;

President – 3

VP Activities and Welfare - 5

VP Education and Engagement – 5

OBI's

The OBI awards is an annual event held by the student association to recognise the hard work and dedication of Perth UHI's Outstanding, Best and Inspiring staff and students. This year the event is scheduled for May 16th and HISA Perth are currently in the planning stage of the event. Nominations are open from 18/02/19.

Universal Mental Health Day

On 07/02/19 HISA Perth and the Perth UHI Student Support team worked together to hold various activities on campus to promote healthy wellbeing. Some of the activities included pebble painting, encouraging students to express themselves on the whiteboard under the heading of "I'm using my voice to improve the student mental health because" and we also got set up a booth in the Union building and got students to complete mental health surveys.

Student Mental Health Agreement

Another area of work that HISA Perth and the Student Support team have been working on is the Student Mental Health Agreement. It is now in its final stage of review and will hopefully be signed off upon its presentation at the next meeting of the Student Engagement Group on 15/03/19.

SRC

HISA Perth's most recent SRC was held on 27/02/19. In the this discussion the council we held a class rep focus with the topic of Assessment and Feedback

Perth College UHI

Paper 3

| | |
|---|---|
| Committee | Board of Management |
| Subject | Board Effectiveness |
| Date of Committee meeting | 20/03/2019 |
| Author | Secretary to the Board of Management |
| Date paper prepared | 12/03/2019 |
| Executive summary of the paper | <p>The 'Code of Good Governance for Scotland's Colleges' recommends that an informal effectiveness review is undertaken annually between formal external reviews, currently recommended at 3 yearly intervals. An external effectiveness review was completed by Henderson Loggie in early 2016, and the outcomes were considered by the Board at its meeting on March 2016.</p> <p>In discussion with Chair an approach to undertaking an informal effectiveness review was agreed and this comprised 3 elements:</p> <ul style="list-style-type: none"> - Summary feedback form Board Members to the questionnaire that was sent out in January 2019; - An update to a small number of items requiring action identified in Governance checklist that was prepared for external auditors last year; and - An update to the action plan prepared by Henderson Loggie two years ago. |
| Consultation How has consultation with partners been carried out? | Board Members were consulted via a questionnaire |

Perth College UHI

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| Action requested | <input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval <p>The Board is also invited to identify any actions it would like to see taken forward as a result of the informal review e.g. in terms of a development programme or other actions for Board agendas going forward.</p> |
| Resource implications (If yes, please provide details) | No |
| Risk implications (If yes, please provide details) | None |
| Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information | Board effectiveness and engagement |
| <u>Equality and diversity</u> Yes/ No If yes, please give details: | N/A |
| Island communities Does this activity/ proposal have an effect on an island | N/A: |

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| community which is significantly different from its effect on other communities (including other island communities)? | |
| Data Protection Does this activity/ proposal require a Data Protection Impact Assessment? | No |
| Status (e.g. confidential/non confidential) | Non Confidential |
| Freedom of information Can this paper be included in "open" business?* | 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 | <input type="checkbox"/> | Its disclosure would substantially prejudice the effective conduct of public affairs | <input type="checkbox"/> |
| Its disclosure would substantially prejudice the commercial interests of any person or organisation | <input type="checkbox"/> | Its disclosure would constitute a breach of confidence actionable in court | <input type="checkbox"/> |
| Its disclosure would constitute a breach of the Data Protection Act | <input type="checkbox"/> | Other [please give further details] Click or tap here to enter text. | <input type="checkbox"/> |

For how long must the paper be withheld?

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and

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

Board of Management: Feedback Questionnaire – Summary of Responses

1. What do you see as the key strengths of the Board?

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| Mix of professional expertise of board members. Conforms with good governance ethos and principles. |
| Diversity of experience around the table. |
| <p>I think there is a good combination of experience on the Board, with significant knowledge of the education sector but with plenty of experience from other sectors to draw on where appropriate, to bring a fresh perspective.</p> <p>From my experience so far, there don't seem to be any dominant individuals; all Board members have an equal voice and are encouraged to contribute to discussions to bring a full range of views</p> |
| <ul style="list-style-type: none"> • Strong leadership • Quality and Diversity of the Board including new members • Defined structure with excellent engagement and opportunities to further involvement (UHI meetings, Interviewing, networking events) • Good level of engagement and relationship between Board and Executive and the same with Chair and Executive • Clearly defined areas where the Board understands its role • Good rapport between Board Members • Strong Governance Structure with clear routes from sub-committee to Board |
| <p>I feel that a key strength of the current Board is that the members have a reasonably diverse set of specialisms & skillsets between them, which enables the Board to have a multi-dimensional view of matters brought to it. For example, in any issue there may be several important aspects such as financial, legal, commercial, HR/personnel, 'academia', PR & marketing, etc., and our composition means we can provide reasonable challenge and governance from each perspective.</p> <p>I also believe that, overall, we have a fair representation across age, gender, background & personality types which is a strength (although I recognise that this could be improved upon especially with regard to race and culture</p> |
| <p>Diversity, commitment and range of experience of members.</p> <p>Effective procedures and administration</p> |
| <ul style="list-style-type: none"> • Breadth of skills and backgrounds. • Local knowledge and engagement. • Good levels of attendance. • Freedom to engage in debate and discussion. |

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| <ul style="list-style-type: none"> • Genuine openness to the learner experience. • Healthy realism about strategic role and Governance and avoidance of too much operational involvement. |
| Its range of professional skills and personal experiences. It also works effectively together with a high degree of consensus across most issues. |
| Diversity of experience, broad spread of skills, engagement and commitment to do what is best for PCUHI |
| The mix of experience Board Members bring to the table. |
| The diverse range of members skills and experience since the recent recruitment round. |

2. What has most improved about the Board over the past year?

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| Can't comment on this as have only recently joined the Board. |
| I think, we are getting more information about activities of the College (and UHI in general). This is done through a good quality of papers and updates from the Executive team. It is very useful that the Executive team can answer questions as the Board ask them during the meeting, alternatively, takes an action to follow up. |
| I don't feel in a position to answer this given my lack of time on the Board. |
| <ul style="list-style-type: none"> • Diversity • Clarity with the flattening and reorganisation of the Executive department • A highly informed and engaging Principal |
| The welcome addition of the most recent Board members has been the main improvement in my opinion. For example, Andrew clearly has lots of experience in the College & HE sector, Craig brings a new dimension to the financial expertise of the Board and Sheena will bring extensive experience of the education sector and the local operating environment which can only help to inform the Board. On a personal level, I have increased confidence about my contribution to the Board since I have now been through the full annual cycle of Board business once. |
| Increased diversity of membership Management of the agenda in meetings (Board and Academic Affairs; F&GP was already exemplary in that respect). |
| <ul style="list-style-type: none"> • Renewal and replacement of Board members – a healthy turnover but also focussed on ensuring a good mix of skills and backgrounds. • Gender balance has improved significantly. • The Board has been free to challenge Senior Management more robustly. |

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| A significantly better relationship with the Executive Team. |
| I think we are increasingly focusing on bigger issues that will impact upon the future of the College. I also notice a desire to get on with stuff and decide rather than just discuss and defer. |
| Diversity in membership, it is good to see a mixture of ages, gender and backgrounds/professions on the Board |
| Increase in board members which ensures quorum |

3. What are the main areas the Board needs to focus on to continue its development?

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| Nothing specific at this stage. |
| I think we could do more on student engagement. We have a student representative attending meetings of the Board, but other than reading a brief paper, they don't have that much engagement. I am not sure how much, as the Board, we do to follow up on his/her updates or potential issues highlighted. |
| Increasing visibility within the College. I get the sense that there is a lack of appreciation for what the role of the Board entails, and how it fits within the governance & leadership structure of the College. As such, being more visible at College events & in communications to staff may be beneficial. Otherwise, my initial impressions are that the Board functions well, and are well directed by the Chair & Principal to key areas. |
| <ul style="list-style-type: none"> • Continual focus on governance, clarifying the Terms of Reference for each sub-committee, questioning of the relevance and suitability of the sub-committees • Continuing dialogue with stakeholders including UHI, Scottish Government and Perth and Kinross Council • Pushing for Board Member engagement at periphery events to ensure a balanced view is taken back to Board Meetings |
| <p>More Board Member involvement in the College: while we clearly need to keep an objective distance to a degree, it would be good to see the Board members supporting, promoting and involved in several aspects of the College's activities throughout the year, perhaps taking it in turn to attend specific events, lectures/meetings, etc. so we can show to students and staff that we are actively involved with the college and develop a better understanding of key issues. For example, ensure a Board member attends each high-profile guest lecture, etc.</p> <p>Team-building: it would be good to work together with Board member colleagues on a different style of project, away from the traditional Board room setting, with the objective of getting us better acquainted with each other and with the college's facilities. For example, we could run a Board development session in a cooking class, arts or sports session!</p> |

Continue to focus on ensuring Board members' clarity and alignment on the college's strategy, and on ensuring that Board members are fully aware of how this fits with UHI strategy and with the national picture.

Identify practical ways in which board members can become more visible and can better relate to the student experience and to staff, without overstepping their non-executive role.

How do we enhance the Board's collective ability to contribute to a strategy that will help ensure financial sustainability? (see 4)

- A clearer focus on the learner experience and also the ongoing relevance of our curriculum
- The impact of long term funding uncertainty on strategic developments to match the training and learning needs of our communities and business

Making a more concerted effort to allow all voices to be heard, particularly those of new board members. In this respect the Board Chair has a key role to play.

Continue to focus on longer term strategic issues; develop our understanding of how the changing Perth demographic will change what PCUHI needs to deliver; Understand the UHI/PC dynamic and how we can best contribute to a stronger and more effective Partnership.

As a new Board Member with no prior experience of sitting on a Board I feel it would have been helpful to have been assigned a 'buddy' who had experience of Board Membership and UHI Perth.

Having another Board Member to ask the 'background' questions or how the governance model for UHI works would have helped and sometimes still would. As agenda's are always full it does not seem appropriate to ask these questions during the meetings. This will allow Board Members to get up to speed more quickly and then be able to contribute more effectively at meetings.

Team building for board members. I would like to get to know individuals better, their strengths and experience

4. Which risks to the business need more attention from the Board?

Health, safety and well-being monitoring and reporting need strengthened to ensure the college can demonstrate effective practice in this area.

- Income streams
- Relationship and transparency with the ATS

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| <ul style="list-style-type: none"> Does the College have enough resources to support the strategy? I think it would be good to see resources profile (forward looking). |
| <p>The impact of budgetary pressures on the student experience. The commitments we are making with our partners abroad, and what exposure we have from that from a reputational & financial perspective.</p> |
| <p>Nil</p> |
| <p>I feel that the trading conditions and wider market context can sometimes go without mention which could prove a risky omission. For example, I was not aware of the demographics issue about the proportion of young people in the population dropping, until a passing comment was made during a guest presentation. For any regular business, a predicted decrease in its target market/customer base is a huge potential risk and needs to be addressed in the planned strategy. This may have been identified at operational level but I'm not sure it had been highlighted to the board per se.</p> <p>Similarly, I'm not convinced that risks such as cyber security, terrorism, fire and safety are sufficiently covered at Board level although the latter points may be covered now that there's a Health and safety agenda point?</p> |
| <p>I have mentioned my concerns about the Board's awareness of HSE risks and how the College manages them.</p> <p>Financial sustainability is clearly going to be severely tested. The College appears to be doing the right things in managing the obvious factors that affect this. Where will we look for innovative approaches that could help break out of the cycle?</p> |
| <ul style="list-style-type: none"> Curricular stagnation and relevance Pressures on the staff of the College in delivering the quality learning experience we aspire to for students The inability for us to plan for the longer term including the fit-for-purpose accommodation The parity of esteem for FE and HE and the concept of a truly integrated curriculum for all learners – not having one dimension of learning dictate the pace and priority for us (i.e. HE). We need to have Board members who understand the curriculum and how it is developed and made fit-for-purpose too! |
| <p>Other income sources e.g. international students both for the College and AST Ltd. Regarding the latter an operational model needs to be found that allows it to be both more commercially astute yet still accountable.</p> |
| <p>Rising costs from recent and proposed staff salary settlements; Regional Competition (Universities and Colleges); Difficulty in raising capital investment for building maintenance/refurbishment of new facilities.</p> |
| <p>Financial viability going forward – what are the plans ensure this?</p> |
| <p>I feel more preparation / consideration could be given by the board to potential impact of Brexit, particularly overseas contracts and potential business</p> |

5. Do you get the information you need to be effective in sufficient time?

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| Yes. Clerk and the other administrators provide an excellent service to ensuring communication is effective and papers for meetings are distributed in a timely manner. |
| Yes, this has been very good. |
| Yes, papers are released in good time, and regular update emails from the Chair are very helpful in keeping track of external factors. The access to College staff emails also allows me to understand the information being distributed within the College, which is helpful. |
| Yes – there is a lot of information that needs to be absorbed, and I would say that the papers received give just enough time to do some ground work reading if needed |
| Yes, I am satisfied that I get the factual information I need in a timely manner, except for the odd paper which sometimes comes out closer to the meeting |
| YES, always timely. Although it's not part of the question, quality of the documents is as important as timeliness. In general, I find documents fit for purpose. I would commend in particular the inputs received at F&GP, where the summary commentaries on the financials are particularly helpful and succinct. Documents received for Academic Affairs have in the past sometimes been excessively wordy; there has recently been an improvement. Executive summaries would sometimes benefit from a bit of effort; they vary from very helpful to telling the reader nothing useful. |
| Yes. There is no problem with this. One very good practice is the papers being received electronically as a .pdf with a hyper link at each agenda item to the relevant page on the single document. |
| Yes, the issue is more of the ability to read and digest the information whilst also working full time. |
| Yes – I wish some of the papers were better supported by good executive summaries. I also feel content deliverers for committees/Board need to focus more on just what they are looking for from the committees/board – this might allow them to produce leaner and fitter documentation. |
| In the main yes |
| Yes |

6. Do you enjoy Board and Committee meetings? How could they be improved for you?

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| <p>Board and committee meetings are enjoyable, well chaired and provide plenty opportunity for Board members to contribute.</p> <p>It would be useful to provide more opportunities for Board members to engage with staff and students as a way of enabling Board members to better understanding the operation of the college and assess the impact of decisions made at Board level.</p> |
| <p>I enjoy meetings.</p> <p>I think it would be good to have time slots for agenda items, for example: Data Protection Paper 17.30 – 17.45. I think this would allow for a more structured discussion as people would be aware of the time limitations for discussion of a topic and allow for a better planning.</p> |
| <p>Enjoyable so far. The Board culture is one of open challenge, which provides for good discussion. There are also significant opportunities for everyone to contribute.</p> |
| <p>Thoroughly and I would say they are the best they have been for a number of years on levels of engagement and on an interpersonal level</p> |
| <p>Yes, I generally enjoy the meetings and the opportunity to contribute.</p> <p>With regard to improvements, there have been a couple of occasions where I have felt that there were things going on which weren't being shared openly. Whilst these may have concerned inter-personal relationships and therefore not been seen as strictly relevant to college business, it left me feeling uneasy about what was going on and I felt it reflected poorly on the organisation. While it would be naïve to assume that everything is shared at Board level, I also have to consider how my professional reputation could be affected by any adverse goings-on at the College which subsequently become public, especially given it's a voluntary role. To improve this, all I can suggest is that Chair makes a point of stressing the professional conduct of Members at all times and operates a policy of transparency in all but the most sensitive of matters.</p> |
| <p>Yes. The atmosphere is congenial and any disagreements are dealt with in a civilised manner.</p> <p>I sometimes struggle to hear in Board meetings. This is probably a result of my own hearing declining, but some members can be very softly spoken, and 019 is quite a large room.</p> |
| <p>I enjoy them but sadly I have to leave all too often before close of business. The imposition of a guillotine on business would be possible but perhaps inconvenient!</p> |
| <p>The Board meetings are enjoyable as the agenda is interesting and the role of the Board is clear. Some of the committee agendas have, historically, been light although the review of remits will hopefully change this. The challenge is that the</p> |

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| Perth College Board has a more limited role than that of a Regional College like Dundee & Angus. |
| In the main, yes. I would like us to deal with more routine stuff in-between meetings, so that we could spend more quality time on in depth strategic discussions. |
| I feel consistency in the layout of Board Papers would be helpful and for authors to be mindful when using acronyms the reader may not know what these mean. These papers are not only for the Board Members but also available in the public domain. Meetings starting on time and technology tested prior to the meeting to ensure it is working. |
| I really enjoy my involvement with both the board and the committees and achieve personal satisfaction from participating |

7. What are the best examples of the Board working together as a team over the past year?

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| As a new member, it is difficult for me to comment on this at this stage. The Board away-Day with senior college staff was enjoyable and the opportunity to work with senior managers looking at different future scenarios was a good example of the Board working together to bring collective expertise and experience to coming up with pros and cons of the scenarios presented. |
| Board Strategy day was a good example of the Board working together, brainstorming and having a discussion in different settings with subject matters experts. |
| I think the discussions in relation to the changes we would like to see happen in UHI were a great example of the Board considering what we would like to see in the long-term, and then working together to provide clear direction around how that could be achieved. The Chair then took this forward and has achieved good progress in moving this forward at UHI level. |
| Perhaps just outside the time frame, the honest and frank discussions about UHI integration and the way it was debated and consensus achieved The Development days have become more interesting and fluid I think the way the board views issues and potential problems, the way everyone can discuss and challenge without fear or favour and how the outcome is respected |
| Ratifying decisions such as the relocation of leisure courses to the main college building and closing the loss-making Pathways. Also, members making themselves available to take part in tribunals and interviews. |

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| In the general run of meetings the atmosphere certainly feels like a harmonious team. However I can't think of any outstanding examples in the past year where I can say that I felt the buzz that comes from being part of an aligned team that knows it has a shared commitment and vision, and where all the participants know that they are making a valuable contribution, and where constructive disagreement is welcomed. But this is probably in part a reflection of the nature and relative infrequency of our interactions, which are very different from being intensively involved in a project team. |
| The decision that was taken (by vote) on continuing the 'integration' proposal from UHI was a particularly effective process. Each member had their say and then a 'free vote'. The Chairman then showed remarkable objectivity in casting his vote contrary to his personal view and was an excellent example of chairmanship I felt. |
| Not sure I can evidence that. The Strategy Days generally allow the Board to work more informally, drawing on wider knowledge and experience. |
| Difficult, but constructive debate resulting in our withdrawal from the integration board; High quality decision making on closing of the outreach facility in Perth City Centre; various board members working together in sub-teams on difficult HR issues. |
| I found the Board Meeting to discuss the potential integration of UHI the Board useful, as a new Board Member it helped my understanding of the situation prior to making my decision. |
| Basically agreeing decisions at each board meeting |

8. Which Board decisions could have been handled better over the past year?

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| Nothing comes to mind at this stage. |
| Approval of accounts, but this was really an issue created by the external auditor sending the final version in the afternoon of the meeting's date. However, the Executive team is going to address this with auditors. |
| Nothing that I've seen yet has given me any concern about the way the Board conducts its business. |
| With honesty this year I would say there has been no decision that I have felt wasn't properly discussed, information sought and decisions made. |
| Cannot think of any! |
| For most decisions, a clear consensus seems to emerge, so I can't readily think of examples where I felt it was not handled well. |

The integration debate referred to in 7 is the major issue where there was apparently been a significant divergence of views. If I had a concern there, it would be about how we got into that position without adequate discussion by the full Board, rather than with the manner in which it was resolved.

The relationship of AST to the College is more or less 'assumed' but there was insufficient analysis of the *raison d'être* of AST and its relationship to the College. I suppose that the subsequent handling of the disciplinary case was slightly more convoluted than it could have been. The subsequent process of discipline, grievance and so on was a hangover from the operational processes in the College and I think that the strategic case for continuing AST as part of the College got lost in that process.

None that immediately spring to mind.

I am broadly happy with our decision making. I feel we ought to have closed faster on some AST related stuff but we are somewhat limited by disciplinary and public sector processes we have to follow.

During the last year an employee was suspended from AST. This information only came to light to me when I was asked to sit on an Appeal Panel. Whilst I understand that I did not need to know specific details of the case up to the point of being asked on to the panel, I feel it would be helpful to know if there are changes in key posts in the organisation

Management of the risks associated with the college company

9. Please provide any additional comments you may have.

None.

Attending meetings have been a positive experience. I find the Board quite open and this is really beneficial. I think, it would be good if participation in discussions would be more encouraged.

My early impression of the Board is very positive. I think that there is a clear vision on how we can work more effectively as a UHI partner. The coming years will involve trying to be an effective educational partner, whilst continuing to pursue commercial activities where there are good opportunities.

The past year has proved that continual assessment, questioning and evaluating the Board and its mechanisms has given a stronger purpose to the Board as well as stronger support to and received from the Executive staff.

I'm enjoying my membership of the Board and my association with the college. I've also enjoyed attending external events in my capacity as Board member (training etc) and particularly enjoyed the Board Member conference in Stirling last year. (It would be good to car-share if several of us are going again this year?)

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| The dinners we have enjoyed in the college restaurant are also most welcome! |
| Nil |
| N/A |
| The Board collectively and individually have had to devote a significant amount of time over the past 2/3 years to investigating, hearing and determining a range of employment-related issues which has diverted energy and focus. Likewise the perennial discussion and debate around the relationship with UHI. Hopefully with senior staff changes and cultural/behavioral change the focus can return to good governance and a focus on the student experience. |
| As an incoming new chair I have been very pleased with the support U have received from other board members. I am also very please with the quality of the new board members we have been able to attract. |
| Nil |
| Nil |

Compliance with the Code of Good Governance for Scotland's Colleges

Background

1. On the 9 December 2014, the SFC issued guidance on [Good Practice in College Governance](#) to Principals and directors of Scotland's colleges and/or universities. The guidance set out the Council's determination of the principles of good governance which will apply to colleges in Scotland, in accordance with the Council's statutory duty under the Post-16 Education (Scotland) Act 2013.
2. The guidance outlined the requirement for colleges to comply with the Code of Good Governance for Scotland's Colleges. The guidance stated that 'Colleges are expected to comply with the principles of the Code from 1 August 2014 and the first year of compliance with the Code should be reported in the Corporate Governance statement included in the 2014-15 annual financial statements of the college. Also, the Chair, on behalf of the Board, is encouraged to report personally as to how the principles have been applied by the Board'.
3. The Code requires colleges, where for whatever reason their practice is not consistent with any particular principle of the Code, to make this known to the SFC or for assigned colleges, the Regional Strategic Body immediately. In the event of the latter, the Regional Strategic Body should provide the SFC with details of the inconsistency. An explanation for the inconsistency must be clearly stated in the college's corporate governance statement.
4. The SFC issued updated [Guidance](#) to Principals, Directors and Board Secretaries of Scotland's colleges on Good Practice in College Governance on the 23 September 2016. It detailed the requirements for colleges to comply with the revised Code of Good Governance for Scotland's Colleges. The Guidance stated that:
 - When the first version of the Code of Good Governance for Scotland's Colleges ("the Code") was published in November 2014, we undertook a review of the Code and confirmed that in SFC's view, the Code met the principles of good practice. Colleges were expected to comply with the Code retrospectively from 1 August 2014.
 - The Good Governance Steering Group recently undertook a review of the Code. As part of this exercise, a consultation took place to seek views from key stakeholders on the revisions proposed by the steering group. This review has now concluded and the updated Code ("the revised Code") was sent to Chairs and Principals on 7 September 2016.
 - Having reviewed the revised Code, SFC confirms that it still meets the principles of good practice. Colleges are expected to comply with the principles of the updated Code from 1 August 2016 and the first year of compliance with the updated Code should therefore be reported in the Corporate Governance statement included in the 2016-17 annual financial statements of the college.
 - Each board must state its adoption of the Code in the corporate governance statement contained in its annual financial statement.
 - The Code requires Boards to Comply or Explain. The revised Code requires college boards, where for whatever reason a board's practice is not consistent with any particular principle of the Code, to make this known to the SFC or for assigned colleges, the Regional Strategic Body. This should be done immediately they become aware of an inconsistency and, without exception, in advance of publishing the information. Also, an explanation for that inconsistency must be clearly stated in the college's corporate governance statement. Boards will be expected to offer a clear rationale for exceptions in the context of their college's operational model and to identify mitigations.
5. The Code states that:
 - The Code is based on key principles and has been written in a way that is mandatory and anticipates compliance. All colleges that receive funding from the Scottish Funding Council (SFC) or from a regional strategic body must comply with the Code as a term and condition of grant. Exceptions should be rare and must be explained publicly.
 - Boards must not only follow the letter but also the spirit of the Code to ensure good governance. Boards must think deeply, thoroughly and on a continuing basis about their

overall tasks and the implications of these for the roles of their individual members. Key to this is the leadership of the chair, the support given to and by the principal, and the frankness and openness of mind with which issues are discussed and tackled by all board members.

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

| Code Principal | Evidence | Conclusion | Assurance | Action required |
|---|---|---|-----------|--|
| Section A: Leadership and Strategy | | | | |
| Vision and Strategy | | | | |
| A4 | <p>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.</p> | <p>The Board holds Strategy Days where the vision and strategic direction are discussed. In academic year 2017-18 these were held on 23 September 2017 and 10 March 2018 and the priorities of the Regional Strategic Body are discussed.</p> <p>Other items on the agenda take cognisance of local priorities and national priorities. Items on the agenda for September 2017 included: The College's Balanced scorecard; Perth and Kinross Community Plan Consultation 2017 which the Board considered and endorsed; estate priorities and priorities were reviewed</p> <p>A further event was held on 10 March 2018 and the Board learned about the College's finances in a tightening financial climate, the vision for the College and operational planning and General Data Protection Regulations as the College approached the implementation date for these new regulations.</p> <p>Over several meetings, the Board considered its position in relation to ongoing integration discussions and continues to participate in discussions via the Programme Board, of which the Chair is a member.</p> | | <p>None – but keep under review topical subjects for development days overseen by the Engagement Committee</p> <p>Update: The Engagement Committee is asked to notify the Board Secretary of topics at each meeting. The subject of 'innovation' is now planned for Academic Year 2019-20.</p> |
| A7 | <p>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.</p> | <p>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.</p> <p>Board papers and minutes are available on the College's web site and the Balanced Scorecard outcomes can be seen there.</p> <p>The Audit Committee also oversees the Risk Register quarterly and that too is available on the web site via Committee papers.</p> | | <p>Consideration to be given to having an a more prominent area for the Balanced Scorecard on the College's web page</p> <p>Once the Balanced Scorecard has been revised, including a review of its target audience, consideration will be given to how best and to whom it should be circulated and how it will flow to the Board and its Committees.</p> |
| A9 | <p>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.</p> | <p>The Chair is a member of UHI Further Education Regional Board (FERB) 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 FERB.</p> <p>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.</p> <p>The Board (through AASC) is regularly appraised of progress against ROA.</p> | | <p>Governance and Resource Management is an active area for UHI programme board and we may see further enhancements in this area.</p> <p>This matter is forms the key part of discussions of the UHI Assembly Programme Board's Governance and Working Group and discussions are ongoing.</p> |
| Corporate Social Responsibility | | | | |
| A14 | <p>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</p> | <p>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.</p> | | <p>A new Senior Independent Member will be appointed</p> <p>A Senior Independent Member has been appointed.</p> |

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| | 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 | | | | |
| Section B: Quality of the Student Experience | | | | | |
| Student Engagement | | | | | |
| 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 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. | Effective channels in place exist | | Continue to work with students to implement the engagement action plan Ongoing – work is reported to the Engagement Committee |
| 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. | Through oversight we were not aware of this formal requirement. All RemCom members will be asked to complete this training as a matter of urgency. It should be noted that all members of RemCom are deeply experience in either Public or ~Private sector at senior management levels and are thus familiar with the general operations of as ~remuneration Committee. | | | Remcom members to complete online training as a matter of urgency. Action complete |
| 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 remunerations Committee fulfils this role. The current Chair has implemented a review of the process and as part of this we are considering how to usefully incorporate views of students and staff. | | | Define student/staff input process Recommendations received and agreed by the Remuneration Committee |
| Financial and Institutional Sustainability | | | | | |
| 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 will be reinforced by circulation of the linked document to all current board members. | | | Circulate OSCR Guidance document to all new board members. Action complete |
| Staff Governance | | | | | |
| C27 | The board must comply with the nationally agreed college sector Staff Governance Standard . | This is a requirement that we were not aware of. Board will be circulated with the linked document as a matter of urgency. | | | Circulate staff governance standard to all board members. Action Complete |
| Section D: Effectiveness | | | | | |
| The Board Chair | | | | | |
| 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. | A skills matrix is in place, but it will be further developed. It was used in the assessment of where there may be skills gaps in the Board and informed the recent Board Member recruitment process. | | | Extend the development of the skills matrix. Will be updated after next Board Member 1:1s |
| Board Evaluation | | | | | |
| D23 | The board must keep its effectiveness under annual review and have in place a robust self-evaluation process. There | An 18-month informal effectiveness review is planned in the first few weeks of 2019. This has been delayed due to the appointment of a new Chair. A | | | Undertake an informal effectiveness review early in 2019. |

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| | 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. | full effectiveness review was undertaken by internal auditors in March 2016. | | | On track and for consideration at the 20 March 2019 Board meeting |
| 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. | The present Chair is not aware of the process for this | | | Inquire of FERB chair as to how this will be done. Discussions ongoing with FERB Chair |

Recommendations for the Board and Executive team arising from the Externally Facilitated Board Effectiveness Review

| Section A: Leadership and Strategy | | | |
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| Observation | Risk | Recommendation | Management Response |
| Stakeholder engagement in compiling the Regional Outcome Agreement was considered to be an evolving process given the nature of UHI as a multi-college region. Therefore, the need for Board members to be sighted on the extent of stakeholder input to the development of the next Regional Outcome Agreement was highlighted as a key area for improvement, with specific reference made to engagement with Community Planning partners and employers. | Board Members may not be sufficiently sighted on the extent of stakeholder engagement in developing the Regional Outcome Agreement. | R1 Following discussion with the FERB, around proposed changes to the way they will report on stakeholder interaction in compiling the next Regional Outcome Agreement, a report should be submitted to the Board of Management to provide Board Members with transparency on: a) who has been consulted; and b) how their input has influenced the final Regional Outcome Agreement. | To be actioned by: Principal No later than: 31 July 2017 |

Update

Discussions are ongoing regarding the Regional Outcome Agreement and this matter forms a key part of discussions of the UHI Assembly Programme Board's Governance and Working Group. The Board also discussed this matter at its meeting in December 2018.

Section A: Leadership and Strategy (continued)

| Observation | Risk | Recommendation | Management Response |
|---|---|--|---|
| Although it was recognised by Non-Executive Board Members that SMT regularly discuss issues around the social and economic needs of the area, and that elements of this work are reported to through the Engagement Committee and considered as risks at the Audit Committee, more could be done to demonstrate to the Board of Management how the College is addressing the socio-economic impacts of issues such as the Tay Cities Deal and the Perth City of Culture Bid as these develop. | The Board of Management may not be sighted on the socio-economic impact on the College of key projects such as the Tay Cities Deal and the Perth City of Culture Bid. | R2 Consideration should be given to the development of a process, which will allow discussion on the implications of the Tay Cities Deal and the Perth City of Culture Bid (as well as other projects in the future), and which describes how Board Members can contribute and/or be kept informed of any implications as these projects develop. | To be actioned by: Principal No later than: 31 July 2017 |

Update

The College received notification of the investment from the Tay Cities deal at the end of the calendar year and an outline business case is on the agenda for the March 2019 Board meeting.

The Principal participates in the Perth and Kinross Chief Officers' Group and the Perth Development Board and reports progress to the Board in the quarterly Principal's Report.

Section B: Quality of the Student Experience

| Observation | Risk | Recommendation | Management Response |
|--|--|--|--|
| There is a perception that Board Members are not seen as accessible by students and that the key issues arising from the Board of Management are not disseminated in a way which engages the student audience. | Students may not feel suitably engaged with the work of the Board of Management. | R3 At an early Board Development Event the Board should explore options for improving accessibility and should agree a process for exploring options for the dissemination of information on the key issues arising from the Board of Management. | To be actioned by: Clerk to the Board No later than: 30 June 2017 |

Update

Perth College HISA President and Vice President are members of the Board of Management, Academic Affairs Committee and Engagement Committee.

HISA Perth College is developing an action plan to set out how they will enhance student engagement – regular updates are provided to the Engagement Committee and reported through to the Board.

A new Student Engagement Group has also been established whose main purpose is to gather feedback from students via various forms of communication (e.g. student focus groups; student questionnaires) and to advise, make decisions and/or recommendations to the Corporate Management Team (CMT).

Section B: Quality of the Student Experience (continued)

| Observation | Risk | Recommendation | Management Response |
|---|---|--|--|
| Although the Quality Team are providing resource to assist with the PCSA elections a proportion of the workload for organising the elections is currently placed on the Student President and Vice-Presidents. Continued involvement by PCSA paid officers in arranging the elections could raise issues around potential conflicts of interest. The Governance Manual states that the Board is responsible for ensuring that appropriate arrangements are in place for the conduct of student elections. However, the constitution for the Students' Association states that one of the main duties, applicable to all paid officers of PCSA, is " <i>To work in conjunction with College staff to facilitate elections to the Student Representative Council</i> ". | The requirement for the Board to retain responsibility for ensuring that appropriate arrangements are in place for the conduct of student elections may not be delivered, with the potential for conflicts of interest where paid PCSA officers are involved in organising student elections. | R4 Procedures should be put in place to ensure that student elections are properly organised and potential risks mitigated. | To be actioned by: Vice Principal Academic No later than: 31 July 2017 |

Update

- The Students Association is now part of HISA and arrangements for elections will be taken forward working with HISA
- Student elections were held in May 2018 and managed appropriately. A paper on the election process and results was presented to the Academic Affairs and Engagement Committees. Student elections are being held week beginning 11 March 2019.

Section B: Quality of the Student Experience (continued)

| Observation | Risk | Recommendation | Management Response |
|---|--|---|---|
| We have been advised that PCSA involvement in the work around 'How Good is Our College?' has placed additional demands on the students' association with the current resource available to provide administrative support now under significant pressure. | There may be insufficient support resource available to allow the elected student representatives to discharge their duties effectively. | R5 Work should be progressed at an operational level to assess the level of administrative support currently made available to PCSA in relation to current and future workload. This analysis should be used to inform a discussion on how the administrative workload within PCSA can be managed going forward. | To be actioned by: Vice Principal Academic No later than: 31 October 2017 |

Update

A new Perth based HISA Administrator was post was established after the merger, funded by HISA. The postholder has taken on some of the administrative duties the elected student representatives had become involved in, so they could, in turn, discharge their duties as elected representatives more effectively.

Section B: Quality of the Student Experience (continued)

| Observation | Risk | Recommendation | Management Response |
|---|---|---|--|
| There was a perception amongst some Board members that more could be done to foster good relationships with partner organisations to help provide coherent learning, including employability. The need for more effective engagement between the Board of Management and the boards of specific partner bodies was highlighted, with specific reference made to the Developing Young Workforce board. | Board Members may not have the opportunity to be fully engaged in developing and maintaining good relationships with partner organisations to enhance the learning experience and employability for students. | R6 Consideration should be given to arranging a targeted Board Development Day, with key stakeholders invited, to discuss how they can work in partnership with the College to help deliver the Strategic Plan 2016-2021 aims around learning and employability. | To be actioned by: Clerk to the Board No later than: 31 July 2017 |

Update

Perth College has established relationships through partner organisations. Examples include Perth and Kinross Council, Community Planning Partners, Chambers of Commerce and their Board and Committees at all levels, and there is active engagement through these links. Working with businesses and in developing these links, the College targets opportunities for improved employment for students as well as looking at developing commercial relationships. These relationships have led to student delivered employability/enterprise projects within the curriculum in a number of areas including business and creative industries.

Section C: Accountability

| Observation | Risk | Recommendation | Management Response |
|--|--|---|--|
| A formal process is in place for recruiting the new Principal, and we have been advised that this process will allow input from the Student Representative on the Board of Management as well as staff input. The terms of reference for the Remuneration Committee state that the views of staff and students should be considered when setting the remuneration of the Principal. However, there is no formal consultation process in place yet to allow input from key stakeholders in setting the remuneration of the Principal. | The remuneration of the principal may be set without due consideration of the views of staff and students. | R7 A formal consultation process should be initiated to capture the views of staff and students on a set of principles (and associated parameters) to be applied in setting the Principal's remuneration both at appointment and for any subsequent salary review. | To be actioned by: Chair of the Board of Management No later than: 31 July 2017 |

Update

Recommendations received and agreed by the Remuneration Committee.

Section C: Accountability (continued)

| Observation | Risk | Recommendation | Management Response |
|--|--|--|---|
| The College risk appetite was reviewed in 2015 and the Strategic Risk Register was revisited at the start of academic year 2015/16, in light of the revised risk appetite and to reflect executive considerations of the risks facing the College at that time. However, there is a feeling amongst Non-Executive Board Members that a refresh of the College risk appetite is required, which will build on the work already considered by the Audit Committee and allow appropriate discussion at the Board of Management about the College's appetite for different categories of risk. | There may not be an up to date, shared understanding of the College appetite for different categories of risk. | R8 A review of the College's risk appetite should be conducted by the Board of Management and the Strategic Risk Register should be re- examined following this review. | To be actioned by: Vice Principal Finance & Estates 30 September 2017 |

Update

A formal review if risk appetite has not been undertaken but the Risk Register is considered to Audit Committee every quarter

Section D: Effectiveness

| Observation | Risk | Recommendation | Management Response |
|--|---|---|---|
| There is currently no formal mechanism for staff or student input to the setting of performance measures for the Principal, although we have been advised that this has been the subject of discussion between the Chair of the Board of Management and the President of Perth College Students' Association. The need for explicit linkages with the College's Strategic Plan and the Regional Outcome Agreement were highlighted during the Board workshop and during the Board of Management meeting. | There may be a lack of shared ownership of the performance measures agreed for the Principal. | R9 Consideration should be given, at the Chairs Committee and the Remuneration Committee, on how staff and students can realistically contribute, via staff consultation groups and the Student Representative Council, to the setting of performance measures for the Principal. The outcome of these discussions should shape the development of a formal process, which sets out the agreed steps to set the performance measures for the Principal and describing how these performance measures will be shared with stakeholders. | To be actioned by: Chair of the Board of Management No later than: 31 October 2017 |

Update

Recommendations received and agreed by the Remuneration Committee.

Section D: Effectiveness (continued)

| Observation | Risk | Recommendation | Management Response |
|--|--|--|--|
| Board Members expressed the view that the induction provided to newer Board Members had been adversely affected by the restricted time available to the previous Clerk to the Board of Management. This has impacted on the ability of newer Board Members to receive tailored guidance on the way that the College works and how this impacts on the individual committees they sit on. | Board Members may not receive formal induction on joining the Board, which is tailored to meet their individual needs. | <p>R10 Existing Board Members should make contact with the relevant Executive Lead for the committees they sit on to address any knowledge gaps around the way that the college works and how this relates to the responsibilities of individual Board committees.</p> <p>R11 In future the Clerk to the Board of Management should maintain a record of the formal skills assessment, arising from the one-to-one meetings with the Chair of the Board of Management, to identify any training required, over and above the generic corporate induction, and to tailor training to meet the needs of individual Board Members and the committees they will be aligned to.</p> | <p>To be actioned by: Clerk to the Board</p> <p>No later than: 30 September 2017</p> <p>To be actioned by: Clerk to the Board</p> <p>No later than: 31 July 2017</p> |

Update

New Board members appointed during 2018 attended their first Committees attended an induction on 16 April 2019. The former Chair undertook 1:1 discussions with independent Board Members and recorded the discussions and the Board matrix has been updated.

Section D: Effectiveness (continued)

| Observation | Risk | Recommendation | Management Response |
|---|--|--|--|
| There is a lack of transparency around the way that training needs are assessed and recorded. There is no Board Member Core Skills Matrix in place as described in the Guidance Notes for Boards in the College Sector – 1. A Board Development Framework which was published in November 2015. | Board Members may not have a common understanding of the core skills and knowledge required to be an effective board member and they may not have the opportunity to identify gaps in their own knowledge and to acquire the necessary support to develop the skills and knowledge they wish to acquire during their years on the board. | R12 A Board Member Core Skills Matrix should be developed, which captures the skills and knowledge of individual Board Members, to allow comparison against the core attributes described in Annex B of the Guidance Notes for Boards in the College Sector – 1. A Board Development Framework. Development of this matrix should pay particular attention to the needs of Student members who, by the nature of their role, are appointed to the Board for shorter periods. Thereafter this matrix should be reviewed annually as part of the appraisal process to ensure that training needs are identified, recorded and addressed for both new and established Board Members. | To be actioned by: Clerk to the Board No later than: 31 July 2017 |

Update

A matrix has been developed to capture the core key skills of Board members and this was shared with the internal auditors who are satisfied with the approach. The skills matrix will be further updated after Board Member: Chair 1:1s in the summer.

Section D: Effectiveness (continued)

| Observation | Risk | Recommendation | Management Response |
|--|---|---|---|
| There is a need for further engagement with the FERB and UHI Court to clarify precisely how the external evaluation of the performance of the Chair of the Board of Management will be conducted, as described in the Code of Good Governance. | Responsibilities around the completion of the external evaluation of the performance of the Chair of the Board of Management are unclear. | R13 Clarity should be sought from both the FERB and the UHI Court regarding the process for achieving compliance with Section D.27 of the Code of Good Governance. | <p>To be actioned by: Chair of the Board of Management</p> <p>No later than: 31 July 2017</p> |

Update

An annual appraisal discussion between the former Board of Management Chair and the Chair of FERB and Court first took place in April 2017. An appraisal with the new chair has yet to take place.

Perth College UHI

Paper 4

| | |
|---|--|
| Committee | Board of Management |
| Subject | College Governance – Ministerial Letter |
| Date of Committee meeting | 20/03/2019 |
| Author | Secretary to the Board of Management |
| Date paper prepared | 12/03/2019 |
| Executive summary of the paper | <p>On 18 February 2019, Richard Lochhead MSP, Minister for Further Education, Higher Education and Science, announced his decisions following the Good College Governance Consultation published in April 2017. This was communicated via a letter to the Convener of the Scottish Parliament's Education and Skills Committee, and made available to the sector by Colleges Scotland.</p> <p>The Chair of the Board of Management circulated the letter and further clarifications to the Board of Management, and it was agreed to include this as an item for discussion at the Board meeting on 20 March 2019.</p> <p>The Minister's letter and announcement made by Colleges Scotland are attached for ease of reference.</p> |
| Consultation How has consultation with partners been carried out? | Board members have seen the papers attached when they were first circulated |

Perth College UHI

| | |
|---|---|
| Action requested | <input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval |
| Resource implications (If yes, please provide details) | No |
| Risk implications (If yes, please provide details) | None |
| Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information | Board effectiveness and engagement |
| <u>Equality and diversity</u> Yes/ No If yes, please give details: | N/A |
| Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities | N/A: |

Perth College UHI

| | |
|--|------------------|
| (including other island communities)? | |
| <u>Data Protection</u> Does this activity/ proposal require a Data Protection Impact Assessment? | No |
| Status (e.g. confidential/non confidential) | Non Confidential |
| Freedom of information Can this paper be included in "open" business?* | 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 | <input type="checkbox"/> | Its disclosure would substantially prejudice the effective conduct of public affairs | <input type="checkbox"/> |
| Its disclosure would substantially prejudice the commercial interests of any person or organisation | <input type="checkbox"/> | Its disclosure would constitute a breach of confidence actionable in court | <input type="checkbox"/> |
| Its disclosure would constitute a breach of the Data Protection Act | <input type="checkbox"/> | Other [please give further details] Click or tap here to enter text. | <input type="checkbox"/> |

For how long must the paper be withheld?

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

From: Frances Harrower <frances.harrower@collegesscotland.ac.uk>

Sent: Monday, February 18, 2019 3:51:07 PM

Subject: College Governance - Ministerial Announcement



Dear Chairs and Principals (*copied to Board Secretaries and PAs*)

Today, Richard Lochhead MSP, Minister for Further Education, Higher Education and Science, has written to the Convener of the Scottish Parliament's Education and Skills Committee outlining his decisions following the Good College Governance Consultation which was published in April 2017. A copy of this letter is attached and will soon be available to view on the committee's [webpage](#).

The fundamental changes are noted below:

- The introduction of two trade union nominees to the boards of incorporated colleges, the Lanarkshire Board and the Glasgow Colleges' Regional Board *in addition* to the existing staff representatives.
- Amendment of Ministerial Guidance for college board appointments to:
 - strengthen the guidance on succession planning and multiple candidate appointments
 - require all board vacancies to be advertised on the College Development Network (CDN) website.
- CDN to embed teamwork within the induction training of board members.
- Developing guidance for the Scottish Funding Council (SFC) and colleges to follow in relation to any specific reviews undertaken by SFC of colleges under section 7C(7) of the Act.
- Introducing the ability for SFC to attend the board meetings of assigned colleges.
- Investigating the Auditor General for Scotland having the ability to conduct economy, efficiency and effectiveness reviews with the non-incorporated colleges that are not part of a local authority.
- Bringing colleges into line with other Scottish public bodies where appointing bodies may suspend board members.
- Remunerating the incorporated, assigned college chairs at a rate to be determined by the Scottish Ministers.

The Scottish Government has also [published](#) its report on the consultation responses.

The Good Governance Steering Group which is chaired by Ken Milroy, Regional Chair, North East Scotland College, will be working closely with the Scottish Government to implement the above changes and Colleges Scotland will keep members updated as developments unfold.

In the meantime, if you have any questions, please do not hesitate to contact me.

Kind regards

Frances





F/T: 0300 244 4000
E: scottish.ministers@gov.scot

Ms Clare Adamson MSP
Convenor – Education and Skills Committee
The Scottish Parliament
EDINBURGH
EH99 1SP

18 February 2019

Dear Convenor,

Colleges make a vital contribution to this Government's commitment to improving the lives and employability of all Scotland's people. Their effective governance is fundamental in securing public value; and in supporting colleges to improve the life chances of their students and the performance of businesses.

In 2016, the then Education Secretary's Good Governance Task Group reported back on the lessons learned at Glasgow Clyde, North Glasgow and Coatbridge Colleges. The Task Group also made a series of recommendations to improve governance in Scotland's colleges around four strategic themes of prevention; self-assessment; external assurance; and sanctions. These recommendations have been taken forward in conjunction with the Good Governance Steering Group which is a cross-sector body with a remit to support ongoing good governance across the college sector.

Two of the specific recommendations suggested that the Scottish Ministers consult on the introduction of a number of new provisions, either legislatively or administratively, to the college governance framework. The Scottish Government consulted on these recommendations in April and May 2017. The Scottish Government received 39 responses to this consultation – 28 from organisations, including 10 colleges, and 11 from individuals. The majority of the questions consulted on are complex and have required lengthy consideration.

The Scottish Government proposes to take forward a number of proposals where it has been clearly demonstrated that undertaking such an action would improve governance in Scotland's colleges and would not alter the chain of accountability in the sector as introduced by the Post-16 Education (Scotland) Act 2013.

As a result, I am proposing to undertake the following actions as a consequence of this consultation:

- **Partnership working:** introduce two trade union nominees to the boards of incorporated colleges, the Lanarkshire Board and the Glasgow Colleges' Regional Board *in addition* to the existing staff representatives, bringing the college sector into line with changes made in universities by the Higher Education Governance Act 2016.
- **Board appointments:** amend ministerial guidance for college board appointments to:
 - strengthen the guidance on succession planning and multiple candidate appointments, and;
 - require all board vacancies to be advertised on the Colleges Development Network Website.
- **Training:** ask the Colleges Development Network to embed teamwork within the induction training of board members.
- **Enhanced guidance:** develop guidance for the SFC and colleges to follow in relation to any specific reviews undertaken by SFC of colleges under section 7C(7) of the Act (which relate to reviewing statutory criteria for a body to remain eligible for funding).
- **Board meetings:** introducing the ability of SFC to attend the board meetings of assigned colleges.
- **Auditor General reviews:** we will further investigate allowing the Auditor-General for Scotland the ability to conduct economy, efficiency and effectiveness reviews with the non-incorporated colleges that are not part of a local authority.
- **Alignment:** bring colleges into line with other Scottish public bodies where appointing bodies may suspend board members.
- **Remuneration:** remunerate the incorporated, assigned college chairs (bringing them into line with their regional strategic body and regional college colleagues), at a rate to be determined by the Scottish Ministers.

I hope the Committee finds this information useful. Officials will work closely with the Good Governance Steering Group to take forward the implementation of these actions.

I also attach the responses to the public consultation, which will be shortly published on the Scottish Government website.

A handwritten signature in black ink, reading 'Richard Lochhead'. The signature is written in a cursive, flowing style.

RICHARD LOCHHEAD

Perth College UHI

Paper 5

| | |
|---|--|
| Committee | Board of Management |
| Subject | Learning Centres |
| Date of Committee meeting | 20/03/2019 |
| Author | Lorenz Cairns – Depute Principal |
| Date paper prepared | 20/01/2019 |
| Executive summary of the paper | The paper reviews the financial performance of the 3 College learning centres. It notes changes to the funding mechanism and based on combined evidence, makes a recommendation to close the 3 centres. |
| Consultation How has consultation with partners been carried out? | <p>This paper was written by Lorenz Cairns, Depute Principal and has been discussed at SMT and considered by F&GPC.</p> <p>Taking account of all available evidence, F&GPC recommends to the Board that the Learning Centres are closed.</p> |
| Action requested | <input type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input checked="" type="checkbox"/> For approval |
| Resource implications (If yes, please provide details) | No |
| Risk implications (If yes, please provide details) | <p>Yes</p> <p>The reaction from small elements within the community</p> <p><small>Click or tap here to enter text.</small></p> |

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| | |
|--|---|
| <p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information | <p>Financial stability, sustainability and efficiency</p> |
| <p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p> | <p>N/A</p> |
| <p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p> | <p>N/A:</p> |
| <p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p> | <p>No</p> |
| <p>Status (e.g. confidential/non confidential)</p> | <p>Confidential</p> |
| <p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p> | <p>No</p> |

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

Perth College UHI

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

For how long must the paper be withheld?

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

Learning Centres – Operations

The information in this report is based upon my initial visits to the Learning Centres throughout the month of August 2018, the lead up to the commencement of leisure courses and therein after.

Staff and Patterns of Work

| | Mon AM | Mon PM | Mon Ev | Tue AM | Tue PM | Tue Ev | Wed AM | Wed PM | Wed Ev | Thur AM | Thur PM | Thur Ev | Fri AM | Fri PM |
|---------------------|--------|--------|--------|---------------|--------|--------|-----------------------|--------|--------|-----------------------|---------|---------|--------|--------|
| Pathways: | | | | | | | | | | | | | | |
| Anne Hughes | | | | | | | | | | | | | | |
| Rachel Ewins | | | | | | | | | | | | | | |
| Kirsty Provan | | | | | | | | | | | | | | |
| Finla Chalmers | | | | 09:30 - 15:00 | | | 09:30 - 15:00 | | | 09:30 - 15:00 | | | | |
| Crieff: | | | | | | | | | | | | | | |
| Susan Carter | | | | | | | | | | | | | | |
| Kinross: | | | | | | | | | | | | | | |
| Maureen Ross | | | | | | | | | | | | | | |
| Blairgowrie: | | | | | | | | | | | | | | |
| Sue Gledhill | | | | | | | External (9.30-12) | | | External (11-1.30) | | | | |

Throughout my visits in August, there were no scheduled courses. Footfall over a 3 hour period ranged between 0-1 visits from potential students and/or students studying flexible courses/drop in using IT facilities. One Learning Centre Manager informed me that there was discussion a few years ago re: the learning centres being open term time only but for reason unknown this was not taken forward. Those centres who have one employee do have to close to accommodate staff holidays.

In preparation of the commencement of leisure classes, upon making contact with the leisure tutors, there were a few instances where tutors were surprised that the College had made contact. They were not aware that we were advertising courses where we would be expecting them to deliver. There was one particular course that has been advertised but has not ran for 3 years! This has also resulted in complaints from potential students who have signed up each time to then be let down by the course being cancelled.

Leisure tutors can teach in all Learning Centres including the leisure courses running at the main campus. It was brought to my attention, at an induction evening for leisure tutors, that some leisure tutors have been authorised to claim for travel expenses when delivering classes at the Learning Centres.

Staff who are employed as lecturers as well as leisure tutors are currently paid at their lecturer rate.

Perth Bridge Club

There is one course that we promote in our material, Learn to Play Bridge. Upon further exploration of this course, it transpires that although we promote via our material/marketing and undertake the administrative tasks of taking bookings and payments, the course is not actually a Perth College course. The course is actually run by the Perth Bridge Club where they then invoice the College for the full amount of fees captured, the College retaining no fees to cover our costs!

I have since met with the Bridge Club (29 October 2018) where they confirmed with me that we have had this arrangement in place for the last three years. They were led to believe that the

individuals who started the course were all enrolled at the College and that we were able to claim them as our students and draw down funding.

Since working with the College, the Club have seen an uptake in those wanting to learn how to play bridge where some individuals have even went on to compete in competitions. There is now a varied age range of those individuals taking up bridge.

The Bridge Club have stressed that the game of bridge is not a card game, it is something that allows individuals to utilise their strategic, numerical and problem solving skills whilst being interactive. To give it its full name, 'Contract Bridge', it does not involve gambling when played in a club.

Perth Bridge Club is the only club in the Perthshire region that offers lessons with other clubs being in neighbouring regions (Dundee and Stirling). The Club have produced course learning materials and do implement a course delivery plan. At the end of each week, relevant material is shared with the learners with some homework before the next scheduled class.

Individuals who commence their studies are registered and become a member of the Scottish Bridge Union (SBU), where there are many organised events and competitions. Stirling University has its own bridge club and have even established a PHD in the Sociology of Bridge. In my opinion it is a hobby that is taken very seriously akin to that of playing/competing in chess.

Perth Bridge Club operate out of their own premises and do have liability insurance.

The Club is run by volunteers and all monies received are invested back into the Club including their premises. The Club would like to continue working with the College albeit under a different arrangement that would work for both parties. The most obvious suggestion being some sort of collaborative partnership where the college will be in receipt of a % of the costs. The Club are keen to engage with our quality assurance systems and processes.

I believe working with the Bridge Club can bring a whole different experience to all our learners, through further promotion there may be the potential to having our own HISA Perth College Bridge Club!

I am looking for SMT to agree this in principle to allow us to move to the next stages of partnership working.

Partnership Working – Use of our facilities

Upon visiting the Learning Centres, the managers shared with me partnership working which transpires other organisations using our premises predominantly free of charge, as follows:

| Pathways Learning Centre | |
|---------------------------------|--|
| Community Art Group | Use the facilities every Monday for 4 hours (1000-1200 and 1300-1500) |
| Crieff Learning Centre | |
| PKC Job Club/CV writing | |
| PKAVS Carers | Last Tuesday of each month 0930-1430 |
| PKAVS Nurse Appointments | Last Tuesday of each month 0930-1430 |
| MEADS | Alternative weeks on a Tuesday 1400-1600 |
| PKC – Crieff High School | As part of the lease agreement to make available our premises for the school to have 1:1 pupil support (if required) |

| | |
|--------------------------------------|---|
| Essential Skills – Perth College UHI | Every 2 nd Friday (Karen Downs Team) 0900 – 1200 |
| Kinross Learning Centre | |
| PKC - Kinross High School | Occasionally accommodate non-attender meetings between the school and pupil |
| SDS | Use of premises to advise and mentor young people (0900-1300) |
| Parent to Parent | Fortnightly on Wednesday's, a meeting for parents who have disabled children (1300-1600) |
| Blairgowrie Learning Centre | |
| PKC – Live Active | As part of the shared premises, occasionally provide our rooms to accommodate meetings |
| PKC – Blairgowrie High School | As part of our lease agreement, if required, BHS can use our rooms for up to 20 sessions/wk |
| Learning Centre Manager | Attends Breadalbane Library on Thursdays between 1100-1330 to support drop in surgeries as part of partnership working with PKC (meantime our learning centre is closed at this time) |
| Learning Centre Manager | Attends Blairgowrie Library on Wednesdays between 0930-1200 to support job club as part of partnership working with PKC (meantime our learning centre is closed at this time) |
| Citizens Advice | 1 st and 3 rd Wednesday of each month from 0930-1200 (both rooms used) |

In addition to the above, there are two or possibly three classes being delivered to PKC Primary Teachers (re: languages). Spanish at Pathways and French at Crieff. I have since learned that PKC pay for this service and that it is an arrangement between PC UHI Language School and PKC, but we will need to explore how the members of staff are paid to deliver this service. At the moment it appears that payment is made via the Learning Centre budgets.

Additional findings:

- All staff including tutors have access to the premises (e.g. keys). Last one out is responsible for securing the building including switching off electricals etc. Where applicable, all staff know how to set and unset the alarms.
- Learning Centre Managers participate in other partnership working which can sometimes mean locking up our premises and participating in other tasks for other partners (e.g PKC)
- In addition to the Learning Centres, we also hire out other premises to deliver some of our courses, namely Madderty Hall for Upholstery and Pitlochry Scout Hall for Drawing and Painting also **Lochleven Campus in Kinross for Upholstery and Sewing**
- Facebook pages exist for all Learning Centres with very few maintained. Learning Centre Managers feel that there is not enough news/material to post regular
- Advertisements for leisure courses are placed in local booklets etc. (Crieff & Comrie Quair; The Atholl Quair; The Breadalbane Quair; Kinross Newsletter).
- To accommodate the dressmaking course, sewing machines were purchased a few years back and will need to be serviced and maintained. Other resources that we need to be

mindful of are the glass grinders for stained glass and the upkeep of maintaining these each term to the cost of £70 each (we have 4), as well as flowers for flower arranging, arts and crafts for drawing and painting etc.,

Learning Centre Budgets

At the moment there is an individual budget for each learning centre. However it is worth noting that the tutors who deliver classes tend to deliver in each of the centres and resources will follow suit. I have yet to establish if tutor contracts are raised for each learning centre or one overall!

September 2018 Classes

Not all courses that are offered actually run, however it is worth noting that there has been a considerable decline in the number of courses that have commenced this academic year in the Learning Centres as well as those delivered at the main campus for Semester 1, as follows:

| Location | Classes Offered | Classes Running | |
|----------------|-----------------|-----------------|------------|
| Blairgowrie LC | 26 | 10 | 38% |
| Crieff LC | 22 | 12 | 55% |
| Kinross LC | 32 | 18 | 57% |
| Pathways | 37 | 24 | 65% |
| Main Campus | 39 | 11 | 29% |
| TOTALS | 156 | 75 | 48% |

Learning Centre Managers have informed me that the learners who have enrolled, mostly all are returning learners with very few new learners. We are all aware that the Learning Centres are running at a loss and with the loss of rurality funding and a reduction seen this time round with enrolments, there will be a further hit to this financial position.

Going Forward – Proposed Action Plan

There is much to do with the Learning Centres and below is how I would suggest we move forward if the Learning Centres are to become sustainable in the future.

| Action | Expected Outcome |
|---|---|
| If information is available, to carry out a 3 year analysis on the leisure courses advertised 'v' what actually ran | To help determine the market demand and focus on promoting courses effectively ensuring that we have the resources (staffing, machinery and materials) in place to delivery effectively |
| To remove/take down the Learning Centre Facebook pages | To promote leisure courses more effectively on our main Facebook page |
| Partnership working | To revisit our partnership working to ensure it is beneficial to the community and Perth College. |
| Collation of travel expenses | To gauge the number of leisure tutors who claim travel expenses and take forward accordingly. |
| Leisure tutors who are also lecturers | To gauge the number of lecturers delivering leisure classes and therefore potentially |

| | |
|---|--|
| | claiming their lecturer hourly rate and take forward accordingly |
| To determine what is a viable class size | Cost effective running classes |
| Effective communication and keeping in touch with leisure tutors (keep warm) | To ensure those who are recruited in advance of a leisure course commencing are kept in the picture |
| Fully explore the partnership with Perth Bridge Club | To ensure there is no reputational risk to Perth College, loss of costs to market and administer, and potential GDPR breaches. |
| Fully explore the benefits of advertising in other publications that are not Perth | Cost effective exercise. |
| Calculate the footfall/usage over the summer period | To determine actual usage, explore other uses and or term time openings |
| Working with SDDs and Sector Managers | To work in partnership with the curriculum areas to determine what can be offered that could lead to progression onto main stream provision |
| Working with SDDs, SMs and Marketing | To explore the usage of the Learning Centres with the possibility of reaching out to our community with mini open days running at the Learning Centres |
| Cost analysis of the hiring of other accommodation (Madderty Hall and Pitlochry Scout Hall) | Cost effective exercise |
| Learning Centre Budget(s) | To determine if there is a need to have a budget for each learning centre. |

I have deliberately not included time-scales against each of the proposed actions above, however I would envisage completing most of these actions, if endorsed by SMT, by the end of the academic year in preparation for the next academic year. Guidance will be sought on how we go forward with the current partnership working.

Pathways Learning Centre – Potential Staff Deployment Opportunities

In addition to the Learning Centre Managers placed at each of the Learning Centres and from the most daily involvement I have had, Rhona Munro must have taken on the role of Learning Centre Manager for those leisure courses that ran at the College. There is an expectation that with the closure of Pathways, all leisure courses that ran at Pathways would be relocated to the College.

I would therefore propose that we explore the deployment of staff at Pathways to the main campus to cover the workload of the courses that will be relocated as well as the leisure classes that currently run at the main campus.

Deborah Lally
Head of Student Experience
22 October 2018 (updated 19 November 2018)

Supplementary Recommendation

Supplementary Recommendation: Perth College UHI Learning Centres

www.perth.uhi.ac.uk



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Executive Summary

This supplementary recommendation outlines the argument for the consideration of the closure of the Perth College UHI Learning Centres within the Crieff, Blairgowrie and Kinross sites.

Research and analysis into the income and expenditure for all sites has highlighted Perth College UHI running their Learning Centres at a deficit for the last 3 years. Current course numbers and the upcoming loss of rurality funding has further augmented the consideration of the effectiveness the Learning Centres provide for the College.

Alternative opportunities have been reviewed and considered in order to view the potential positive and negative consequences of closure.

The current recommendation for timescales would be for all sites to be closed before the beginning of the 2019/20 academic year. These closures would fall in line with the Pathways site closing and allow for all necessary review and movement of courses and staff to occur.

Background and Introduction

The recommendation follows the detailed *Learning Centres – Operations* Report (Appendix 1.1) presented to the Perth College Senior Management Team in December 2018. Following this analysis and research into the effectiveness and sustainability of the current model was undertaken.

This paper outlines the findings from this research in order to provide a comprehensive recommendation.

For reference, Perth College currently operates 3 Learning Centres within the Perth and Kinross region.

Crieff

Crieff learning centre is situated in the main square of the village.

- *It is in good decorative state and comprises of 2 main rooms, a small IT suite and some smaller rooms*
- *The capacity is again around 10-12 in each room*
- *Leisure offer in crafts, language and low level ICT courses*

Blairgowrie

Blairgowrie learning centre is situated within the Blairgowrie leisure pool complex

- *It comprises of 2 main rooms, one of which is occasionally used by the school as an overflow class*
- *It looks quite run down and the main room has a capacity of 10-12 (using laptops)*
- *Leisure offer in crafts, language and low level ICT short courses*
- *The building is due for demolition within the next 18 months*
- *Perth College will not be housed in the new leisure building*

Kinross

Kinross learning centre is situated on a quiet side street near the village centre.

- Perth College owns the property
- The building is in decent decorative state with off street parking
- An IT suite for approx. 10, plus 2 main teaching areas/rooms – capacity 12 – plus some smaller rooms
- Leisure offer in crafts, language and IT

Research and Analysis

Research and analysis was conducted with various departments with the College in order to obtain the most accurate numbers concerning any financial or statistical information

Course Popularity

As of September 2018, a disproportionate percentage of all courses offered from our Learning Centres actually ran, furthermore when looking historically there has been a considerable decline in the number of courses that have commenced this academic year in the Learning Centres.

As the table below highlights out of a total of 80 classes offered, only 50% (40) actually ran.

| Location | Classes Offered | Classes Running | |
|---------------|-----------------|-----------------|-----|
| Blairstown LC | 26 | 10 | 38% |
| Crieff LC | 22 | 12 | 55% |
| Kinross LC | 32 | 18 | 57% |

Early forecasts for 2019 delivery reflect the same decline.

Financial Viewpoint

The below tables indicate the Income received and expenditure by site for the Leisure Centre sites over the last two years. As highlighted in the totals each centre has made a loss consistently over a four year period – this is with the current Rurality Funding from the Scottish Government.

Blairgowrie

| | ACTUAL | BUDGET | | ACTUAL | BUDGET | | ACTUAL | BUDGET | | ACTUAL | BUDGET |
|--|-------------|------------|--|-------------|------------|--|-------------|------------|--|-------------|------------|
| | AT | TO | | AT | TO | | AT | TO | | AT | TO |
| | 31/07/2016 | 31/07/2016 | | 31/07/2017 | 31/07/2017 | | 31/07/2018 | 31/07/2018 | | 30/11/2018 | 31/07/2019 |
| | AOUT 2 | AOUT 2 | | AOUT 2 | AOUT 2 | | AOUT 2 | AOUT 2 | | AOUT 2 | AOUT 2 |
| | BLAIRGOWRIE | | | BLAIRGOWRIE | | | BLAIRGOWRIE | | | BLAIRGOWRIE | |
| INCOME | | | | | | | | | | | |
| F.E.GRANT BASED ON WSUMS | 0 | 16,245 | | 0 | 12,846 | | 0 | 24,282 | | 0 | 27,031 |
| F.E.FEE WAIVER GRANT COMPENSATION | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| SUBTOTAL GRANT INCOME | 0 | 16,245 | | 0 | 12,846 | | 0 | 24,282 | | 0 | 27,031 |
| OPEN LEARNING | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| OPEN ACCESS | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| VOCATIONAL/NON VOCATIONAL | 21,634 | 18,500 | | 18,793 | 20,000 | | 21,222 | 20,000 | | 9,591 | 20,000 |
| OTHER INCOME | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| OTHER INCOME Digital Ninja Y31 | | | | | | | 0 | 0 | | 0 | 0 |
| SUBTOTAL NON GRANT INCOME | 21,634 | 18,500 | | 18,793 | 20,000 | | 21,222 | 20,000 | | 9,591 | 20,000 |
| TOTAL INCOME | 21,634 | 34,745 | | 18,793 | 32,846 | | 21,222 | 44,282 | | 9,591 | 47,031 |
| EXPENDITURE | | | | | | | | | | | |
| PERM. LECT.SALARIES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| TEMP. LECT. SALARIES | 14,706 | 14,000 | | 14,588 | 14,000 | | 17,707 | 14,000 | | 849 | 14,000 |
| ADMIN. SALARIES | 22,276 | 22,237 | | 23,497 | 22,733 | | 23,184 | 23,397 | | 7,301 | 23,890 |
| CLEANERS PAY & ALLOWANCES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| TRAVEL | 200 | 500 | | 175 | 500 | | 50 | 500 | | 48 | 200 |
| ELECTRICITY | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| GAS | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| BUILDING RENTALS | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| RATES NON DOMESTIC | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| WATER METERED CHARGES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| CLEANING EQUIPMENT | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| EQUIPMENT & MATERIALS | 398 | 850 | | 411 | 800 | | 874 | 800 | | 51 | 800 |
| PHOTOCOPYING CHARGES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| POSTAGES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| PHONES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| COMPUTING SUPPLIES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| SHARE OF CENTRE OVERHEAD ALLOCATION | 6,500 | 6,500 | | 5,960 | 6,500 | | 6,160 | 6,500 | | 2,167 | 6,500 |
| ADVERTISING (MARKETING) | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| HOSPITALITY | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| | 44,080 | 44,087 | | 44,631 | 44,533 | | 47,975 | 45,197 | | 10,416 | 45,390 |
| POSITIVE/(NEGATIVE)CONTRIBUTION TO OVERHEADS | (22,446) | (9,342) | | (25,839) | (11,687) | | (26,752) | (915) | | (824) | 1,641 |

Crieff

| | ACTUAL | BUDGET | | ACTUAL | BUDGET | | ACTUAL | BUDGET | | ACTUAL | BUDGET |
|-------------------------------------|------------|------------|--|------------|------------|--|------------|------------|--|------------|------------|
| | AT | TO | | AT | TO | | AT | TO | | AT | TO |
| | 31/07/2016 | 31/07/2016 | | 31/07/2017 | 31/07/2017 | | 31/07/2018 | 31/07/2018 | | 30/11/2018 | 31/07/2019 |
| | AOUT 4 | AOUT 4 | | AOUT 4 | AOUT 4 | | AOUT 4 | AOUT 4 | | AOUT 4 | AOUT 4 |
| | CRIEFF | | | CRIEFF | | | CRIEFF | | | CRIEFF | |
| INCOME | | | | | | | | | | | |
| F.E.GRANT BASED ON WSUMS | 0 | 16,245 | | 0 | 12,846 | | 0 | 24,282 | | 0 | 27,031 |
| F.E.FEE WAIVER GRANT COMPENSATION | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| SUBTOTAL GRANT INCOME | 0 | 16,245 | | 0 | 12,846 | | 0 | 24,282 | | 0 | 27,031 |
| OPEN LEARNING | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| OPEN ACCESS | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| VOCATIONAL/NON VOCATIONAL | 27,881 | 24,000 | | 31,434 | 26,000 | | 26,274 | 28,000 | | 12,617 | 28,000 |
| OTHER INCOME | 54 | 100 | | 40 | 100 | | 16 | 100 | | | 100 |
| OTHER INCOME Digital Ninja Y31 | | | | | | | 0 | 0 | | 0 | 0 |
| SUBTOTAL NON GRANT INCOME | 27,935 | 24,100 | | 31,474 | 26,100 | | 26,290 | 28,100 | | 12,617 | 28,100 |
| TOTAL INCOME | 27,935 | 40,345 | | 31,474 | 38,946 | | 26,290 | 52,382 | | 12,617 | 55,131 |
| EXPENDITURE | | | | | | | | | | | |
| PERM. LECT.SALARIES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| TEMP. LECT. SALARIES | 21,156 | 17,000 | | 20,009 | 17,000 | | 20,869 | 18,000 | | (170) | 15,000 |
| ADMIN. SALARIES | 28,947 | 29,629 | | 28,018 | 31,282 | | 26,563 | 26,602 | | 9,424 | 27,175 |
| CLEANERS PAY & ALLOWANCES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| TRAVEL | 742 | 500 | | 228 | 600 | | 162 | 600 | | 23 | 300 |
| ELECTRICITY | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| GAS | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| BUILDING RENTALS | 2,560 | 2,400 | | 2,590 | 3,500 | | 1,840 | 3,500 | | 800 | 3,000 |
| RATES NON DOMESTIC | 0 | 0 | | 344 | 0 | | 375 | 375 | | 125 | 375 |
| WATER METERED CHARGES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| CLEANING EQUIPMENT | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| EQUIPMENT & MATERIALS | 1,350 | 800 | | 914 | 800 | | 613 | 800 | | 203 | 800 |
| PHOTOCOPYING CHARGES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| POSTAGES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| PHONES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| COMPUTING SUPPLIES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| SHARE OF CENTRE OVERHEAD ALLOCATION | 8,000 | 8,000 | | 11,259 | 8,000 | | 8,040 | 8,000 | | 2,667 | 8,000 |
| ADVERTISING (MARKETING) | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| HOSPITALITY | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| | 62,755 | 58,329 | | 63,362 | 61,182 | | 58,462 | 57,877 | | 13,072 | 54,650 |
| POSITIVE/(NEGATIVE)CONTRIBUTION TO | (34,820) | (17,984) | | (31,888) | (22,236) | | (32,172) | (5,495) | | (455) | 481 |

Kinross

| | ACTUAL | BUDGET | | ACTUAL | BUDGET | | ACTUAL | BUDGET | | ACTUAL | BUDGET |
|-------------------------------------|------------|------------|--|------------|------------|--|------------|------------|--|------------|------------|
| | AT | TO | | AT | TO | | AT | TO | | AT | TO |
| | 31/07/2016 | 31/07/2016 | | 31/07/2017 | 31/07/2017 | | 31/07/2018 | 31/07/2018 | | 30/11/2018 | 31/07/2019 |
| | AOUT 5 | AOUT 5 | | AOUT 5 | AOUT 5 | | AOUT 5 | AOUT 5 | | AOUT 5 | AOUT 5 |
| | KINROSS | | | KINROSS | | | KINROSS | | | KINROSS | |
| INCOME | | | | | | | | | | | |
| F.E.GRANT BASED ON WSUMS | 0 | 21,660 | | 0 | 17,129 | | 0 | 35,075 | | 0 | 39,045 |
| F.E.FEE WAIVER GRANT COMPENSATION | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| SUBTOTAL GRANT INCOME | 0 | 21,660 | | 0 | 17,129 | | 0 | 35,075 | | 0 | 39,045 |
| OPEN LEARNING | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| OPEN ACCESS | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| VOCATIONAL/NON VOCATIONAL | 32,964 | 36,000 | | 44,764 | 36,000 | | 41,673 | 40,000 | | 14,253 | 40,000 |
| OTHER INCOME | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| OTHER INCOME Digital Ninja Y31 | | | | | | | 0 | 0 | | 0 | 0 |
| SUBTOTAL NON GRANT INCOME | 32,964 | 36,000 | | 44,764 | 36,000 | | 41,673 | 40,000 | | 14,253 | 40,000 |
| TOTAL INCOME | 32,964 | 57,660 | | 44,764 | 53,129 | | 41,673 | 75,075 | | 14,253 | 79,045 |
| EXPENDITURE | AOUT 5 | AOUT 5 | | AOUT 5 | AOUT 5 | | AOUT 5 | AOUT 5 | | AOUT 5 | AOUT 5 |
| PERM. LECT.SALARIES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| TEMP. LECT. SALARIES | 22,369 | 20,000 | | 29,128 | 20,000 | | 27,493 | 23,000 | | 220 | 23,000 |
| ADMIN. SALARIES | 31,066 | 30,997 | | 31,625 | 31,693 | | 31,757 | 31,640 | | 11,097 | 32,306 |
| CLEANERS PAY & ALLOWANCES | 3,345 | 3,966 | | 3,474 | 4,232 | | 3,677 | 4,418 | | 1,212 | 4,558 |
| TRAVEL | 855 | 600 | | 449 | 800 | | 420 | 600 | | 0 | 500 |
| ELECTRICITY | 872 | 1,000 | | 1,067 | 990 | | 1,123 | 1,129 | | 0 | 1,200 |
| GAS | 2,037 | 2,270 | | 1,688 | 1,701 | | 2,006 | 2,016 | | 646 | 2,000 |
| BUILDING RENTALS | 1,290 | 1,500 | | 1,443 | 1,500 | | 1,170 | 1,200 | | 345 | 1,200 |
| RATES NON DOMESTIC | 1,252 | 1,250 | | 1,267 | 1,265 | | 1,298 | 1,290 | | 442 | 1,500 |
| WATER METERED CHARGES | 1,000 | 1,000 | | 999 | 1,000 | | 892 | 892 | | 333 | 1,000 |
| CLEANING EQUIPMENT | | 0 | | | 0 | | | 0 | | | 0 |
| EQUIPMENT & MATERIALS | 949 | 1,000 | | 1,590 | 1,200 | | 1,410 | 1,200 | | 340 | 1,200 |
| PHOTOCOPYING CHARGES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| POSTAGES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| PHONES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| COMPUTING SUPPLIES | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| SHARE OF CENTRE OVERHEAD ALLOCATION | 1 | 0 | | 1 | 0 | | 1 | 0 | | | 0 |
| ADVERTISING (MARKETING) | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| HOSPITALITY | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| | 65,036 | 63,583 | | 72,731 | 64,381 | | 71,247 | 67,385 | | 14,635 | 68,464 |
| POSITIVE/(NEGATIVE)CONTRIBUTION TO | (32,072) | (5,923) | | (27,968) | (11,252) | | (29,574) | 7,690 | | (382) | 10,581 |

Other Considerations

Among the current financial challenges of operating the Leisure Centres the College faces numerous fiscal challenges externally.

Perth College UHI is set to lose all rurality funding next academic year 2019/20, when considering funding contributed £120,000 of the budget for 2018/19 a significant proportion of the funds used to run the Learning Centres will no longer be available.

Furthermore the College faces a significant fiscal challenge in meeting the demands of national bargaining, staff perminisation, recruitment challenges

and vital improvements to estates infrastructure (impacting on the student experience).

Scoping Alternative Opportunities

The College have met with Perth and Kinross council to explore efficient/sustainable alternative accommodation to maintain our presence in the region. The core outcomes from the meeting highlighted;

- Libraries are not viable as their opening times are severely curtailed by Council funding challenges
- Rental of rooms from Schools for evening provision seems to only other way forward however there is already independent community “leisure “ provision taking place in the schools

When reviewing this option for provision it was found that Rental of school facilities to deliver the same type of existing independent community leisure provision would not be cost effective

Recommendation

After review of the *Learning Centres – Operations* Report and further research and analysis into the operational and financial challenges the running of the Leisure Centres brings the recommendation to the Perth College Senior Management Team is to consider closure of all three sites (Crieff, Blairgowrie and Kinross).

In the current fiscal climate with the college facing significant financial challenges (specifically the loss of the annual Rurality Funding) running a cost-effective model that would benefit the College is currently unavailable.

Timescales

The recommended timescales for the closure of all three Learning Centre sites is before the beginning of the 2019/20 Academic year. This would allow it to run in tandem with closure of the Pathways site while also not cost the College the impact of running the sites without a significant proportion of the budget (Rurality Funding).

Appendix

Appendix 1.1 – Learning Centres – Operations Report

Perth College UHI
Learning Centres – Operations

The information in this report is based upon my initial visits to the Learning Centres throughout the month of August 2018, the lead up to the commencement of leisure courses and therein after.

Staff and Patterns of Work

| | Mon AM | Mon PM | Mon Ev | Tue AM | Tue PM | Tue Ev | Wed AM | Wed PM | Wed Ev | Thur AM | Thur PM | Thur Ev | Fri AM | Fri PM |
|---------------------|--------|--------|--------|---------------|--------|--------|-----------------------|--------|--------|-----------------------|---------|---------|--------|--------|
| Pathways: | | | | | | | | | | | | | | |
| Anne Hughes | | | | | | | | | | | | | | |
| Rachel Ewins | | | | | | | | | | | | | | |
| Kirsty Provan | | | | | | | | | | | | | | |
| Finla Chalmers | | | | 09:30 - 15:00 | | | 09:30 - 15:00 | | | 09:30 - 15:00 | | | | |
| Crieff: | | | | | | | | | | | | | | |
| Susan Carter | | | | | | | | | | | | | | |
| Kinross: | | | | | | | | | | | | | | |
| Maureen Ross | | | | | | | | | | | | | | |
| Blairgowrie: | | | | | | | | | | | | | | |
| Sue Gledhill | | | | | | | External (9.30-12) | | | External (11-1.30) | | | | |

Throughout my visits in August, there were no scheduled courses. Footfall over a 3 hour period ranged between 0-1 visits from potential students and/or students studying flexible courses/drop in using IT facilities. One Learning Centre Manager informed me that there was discussion a few years ago re: the learning centres being open term time only but for reason unknown this was not taken forward. Those centres who have one employee do have to close to accommodate staff holidays.

In preparation of the commencement of leisure classes, upon making contact with the leisure tutors, there were a few instances where tutors were surprised that the College had made contact. They were not aware that we were advertising courses where we would be expecting them to deliver. There was one particular course that has been advertised but has not ran for 3 years! This has also resulted in complaints from potential students who have signed up each time to then be let down by the course being cancelled.

Leisure tutors can teach in all Learning Centres including the leisure courses running at the main campus. It was brought to my attention, at an induction evening for leisure tutors, that some leisure tutors have been authorised to claim for travel expenses when delivering classes at the Learning Centres.

Staff who are employed as lecturers as well as leisure tutors are currently paid at their lecturer rate.

Perth Bridge Club

There is one course that we promote in our material, Learn to Play Bridge. Upon further exploration of this course, it transpires that although we promote via our material/marketing and undertake the administrative tasks of taking bookings and

payments, the course is not actually a Perth College course. The course is actually run by the Perth Bridge Club where they then invoice the College for the full amount of fees captured, the College retaining no fees to cover our costs!

I have since met with the Bridge Club (29 October 2018) where they confirmed with me that we have had this arrangement in place for the last three years. They were led to believe that the individuals who started the course were all enrolled at the College and that we were able to claim them as our students and draw down funding.

Since working with the College, the Club have seen an uptake in those wanting to learn how to play bridge where some individuals have even went on to compete in competitions. There is now a varied age range of those individuals taking up bridge.

The Bridge Club have stressed that the game of bridge is not a card game, it is something that allows individuals to utilise their strategic, numerical and problem solving skills whilst being interactive. To give it its full name, 'Contract Bridge', it does not involve gambling when played in a club.

Perth Bridge Club is the only club in the Perthshire region that offers lessons with other clubs being in neighbouring regions (Dundee and Stirling). The Club have produced course learning materials and do implement a course delivery plan. At the end of each week, relevant material is shared with the learners with some homework before the next scheduled class.

Individuals who commence their studies are registered and become a member of the Scottish Bridge Union (SBU), where there are many organised events and competitions. Stirling University has its own bridge club and have even established a PHD in the Sociology of Bridge. In my opinion it is a hobby that is taken very seriously akin to that of playing/competing in chess.

Perth Bridge Club operate out of their own premises and do have liability insurance. The Club is run by volunteers and all monies received are invested back into the Club including their premises. The Club would like to continue working with the College albeit under a different arrangement that would work for both parties. The most obvious suggestion being some sort of collaborative partnership where the college will be in receipt of a % of the costs. The Club are keen to engage with our quality assurance systems and processes.

I believe working with the Bridge Club can bring a whole different experience to all our learners, through further promotion there may be the potential to having our own HISA Perth College Bridge Club!

I am looking for SMT to agree this in principle to allow us to move to the next stages of partnership working.

Partnership Working – Use of our facilities

Upon visiting the Learning Centres, the managers shared with me partnership working which transpires other organisations using our premises predominantly free of charge, as follows:

| | |
|--------------------------------------|---|
| Pathways Learning Centre | |
| Community Art Group | Use the facilities every Monday for 4 hours (1000-1200 and 1300-1500) |
| Crieff Learning Centre | |
| PKC Job Club/CV writing | |
| PKAVS Carers | Last Tuesday of each month 0930-1430 |
| PKAVS Nurse Appointments | Last Tuesday of each month 0930-1430 |
| MEADS | Alternative weeks on a Tuesday 1400-1600 |
| PKC – Crieff High School | As part of the lease agreement to make available our premises for the school to have 1:1 pupil support (if required) |
| Essential Skills – Perth College UHI | Every 2 nd Friday (Karen Downs Team) 0900 – 1200 |
| Kinross Learning Centre | |
| PKC - Kinross High School | Occasionally accommodate non-attender meetings between the school and pupil |
| SDS | Use of premises to advise and mentor young people (0900-1300) |
| Parent to Parent | Fortnightly on Wednesday's, a meeting for parents who have disabled children (1300-1600) |
| Blairgowrie Learning Centre | |
| PKC – Live Active | As part of the shared premises, occasionally provide our rooms to accommodate meetings |
| PKC – Blairgowrie High School | As part of our lease agreement, if required, BHS can use our rooms for up to 20 sessions/wk |
| Learning Centre Manager | Attends Breadalbane Library on Thursdays between 1100-1330 to support drop in surgeries as part of partnership working with PKC (meantime our learning centre is closed at this time) |
| Learning Centre Manager | Attends Blairgowrie Library on Wednesdays between 0930-1200 to support job club as part of partnership working with PKC (meantime our learning centre is closed at this time) |
| Citizens Advice | 1 st and 3 rd Wednesday of each month from 0930-1200 (both rooms used) |

In addition to the above, there are two or possibly three classes being delivered to PKC Primary Teachers (re: languages). Spanish at Pathways and French at Crieff. I have since learned that PKC pay for this service and that it is an arrangement between PC UHI Language School and PKC, but we will need to explore how the members of staff are paid to deliver this service. At the moment it appears that payment is made via the Learning Centre budgets.

Additional findings:

- All staff including tutors have access to the premises (e.g. keys). Last one out is responsible for securing the building including switching off electricals etc. Where applicable, all staff know how to set and unset the alarms.

- Learning Centre Managers participate in other partnership working which can sometimes mean locking up our premises and participating in other tasks for other partners (e.g PKC)
- In addition to the Learning Centres, we also hire out other premises to deliver some of our courses, namely Madderty Hall for Upholstery and Pitlochry Scout Hall for Drawing and Painting also Lochleven Campus in Kinross for Upholstery and Sewing
- Facebook pages exist for all Learning Centres with very few maintained. Learning Centre Managers feel that there is not enough news/material to post regular
- Advertisements for leisure courses are placed in local booklets etc. (Crieff & Comrie Quair; The Atholl Quair; The Breadalbane Quair; Kinross Newsletter).
- To accommodate the dressmaking course, sewing machines were purchased a few years back and will need to be serviced and maintained. Other resources that we need to be mindful of are the glass grinders for stained glass and the upkeep of maintaining these each term to the cost of £70 each (we have 4), as well as flowers for flower arranging, arts and crafts for drawing and painting etc.,

Learning Centre Budgets

At the moment there is an individual budget for each learning centre. However it is worth noting that the tutors who deliver classes tend to deliver in each of the centres and resources will follow suit. I have yet to establish if tutor contracts are raised for each learning centre or one overall!

September 2018 Classes

Not all courses that are offered actually run, however it is worth noting that there has been a considerable decline in the number of courses that have commenced this academic year in the Learning Centres as well as those delivered at the main campus for Semester 1, as follows:

| Location | Classes Offered | Classes Running | |
|----------------|-----------------|-----------------|------------|
| Blairgowrie LC | 26 | 10 | 38% |
| Crieff LC | 22 | 12 | 55% |
| Kinross LC | 32 | 18 | 57% |
| Pathways | 37 | 24 | 65% |
| Main Campus | 39 | 11 | 29% |
| TOTALS | 156 | 75 | 48% |

Learning Centre Managers have informed me that the learners who have enrolled, mostly all are returning learners with very few new learners. We are all aware that the Learning Centres are running at a loss and with the loss of rurality funding and a reduction seen this time round with enrolments, there will be a further hit to this financial position.

Going Forward – Proposed Action Plan

There is much to do with the Learning Centres and below is how I would suggest we move forward if the Learning Centres are to become sustainable in the future.

| Action | Expected Outcome |
|---|---|
| If information is available, to carry out a 3 year analysis on the leisure courses advertised 'v' what actually ran | To help determine the market demand and focus on promoting courses effectively ensuring that we have the resources (staffing, machinery and materials) in place to delivery effectively |
| To remove/take down the Learning Centre Facebook pages | To promote leisure courses more effectively on our main Facebook page |
| Partnership working | To revisit our partnership working to ensure it is beneficial to the community and Perth College. |
| Collation of travel expenses | To gauge the number of leisure tutors who claim travel expenses and take forward accordingly. |
| Leisure tutors who are also lecturers | To gauge the number of lecturers delivering leisure classes and therefore potentially claiming their lecturer hourly rate and take forward accordingly |
| To determine what is a viable class size | Cost effective running classes |
| Effective communication and keeping in touch with leisure tutors (keep warm) | To ensure those who are recruited in advance of a leisure course commencing are kept in the picture |
| Fully explore the partnership with Perth Bridge Club | To ensure there is no reputational risk to Perth College, loss of costs to market and administer, and potential GDPR breaches. |
| Fully explore the benefits of advertising in other publications that are not Perth | Cost effective exercise. |
| Calculate the footfall/usage over the summer period | To determine actual usage, explore other uses and or term time openings |
| Working with SDDs and Sector Managers | To work in partnership with the curriculum areas to determine what can be offered that could lead to progression onto main stream provision |
| Working with SDDs, SMs and Marketing | To explore the usage of the Learning Centres with the possibility of reaching out to our community with mini open days running at the Learning Centres |
| Cost analysis of the hiring of other accommodation (Madderty Hall and Pitlochry Scout Hall) | Cost effective exercise |
| Learning Centre Budget(s) | To determine if there is a need to have a budget for each learning centre. |

I have deliberately not included time-scales against each of the proposed actions above, however I would envisage completing most of these actions, if endorsed by SMT, by the end of the academic year in preparation for the next academic year. Guidance will be sought on how we go forward with the current partnership working.

Pathways Learning Centre – Potential Staff Deployment Opportunities

In addition to the Learning Centre Managers placed at each of the Learning Centres and from the most daily involvement I have had, Rhona Munro must have taken on the role of Learning Centre Manager for those leisure courses that ran at the College.

There is an expectation that with the closure of Pathways, all leisure courses that ran at Pathways would be relocated to the College.

I would therefore propose that we explore the deployment of staff at Pathways to the main campus to cover the workload of the courses that will be relocated as well as the leisure classes that currently run at the main campus.

Appendix 1.2 – Overview Analysis

| Positive Outcomes of Maintaining Sites | Negative Outcomes of Maintaining Sites |
|---|---|
| <ul style="list-style-type: none"> • Physical Presence within local communities • Meeting some community (leisure) needs – note age demographic | <ul style="list-style-type: none"> • Leisure activities rather than learning • Capacity limited by site amenities • Running a financial loss operationally • Reputational damage of removing sites in local communities • No recruitment benefit |

Perth College UHI

Paper 6

| | |
|--|---|
| Committee | Board of Management |
| Subject | Programme Board: Governance and Accountability Work Group |
| Date of Committee meeting | 20/03/2019 |
| Author | Paper has been written by the Programme Director |
| Date paper prepared | 20/01/2019 |
| Executive summary of the paper | |
| Consultation How has consultation with partners been carried out? | |
| Action requested | <input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval |
| Resource implications (If yes, please provide details) | Potential – working group may be looking for resource from EO/Partners to progress the work. |
| Risk implications (If yes, please provide details) | None identified |
| Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> Compliance | PC UHI committed to working constructively for Partnership effectiveness improvements. |

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| | |
|--|------------------|
| <ul style="list-style-type: none"> • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information | |
| <p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p> | N/A |
| <p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p> | N/A |
| <p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p> | No |
| <p>Status (e.g. confidential/non confidential)</p> | Non Confidential |
| <p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p> | 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 | <input type="checkbox"/> | Its disclosure would substantially prejudice the effective conduct of public affairs | <input type="checkbox"/> |
| Its disclosure would substantially prejudice the commercial interests of any | <input type="checkbox"/> | Its disclosure would constitute a breach of confidence actionable in court | <input type="checkbox"/> |

Perth College UHI

| | | | |
|---|--------------------------|--|--------------------------|
| person or organisation | | | |
| Its disclosure would constitute a breach of the Data Protection Act | <input type="checkbox"/> | Other [please give further details] | <input type="checkbox"/> |

For how long must the paper be withheld?

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

and

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

UHI Partnership

| | |
|---|---|
| Committee | Boards of Management / UHI Court |
| Subject | Evidence base for change |
| Action requested | Discuss and approve |
| Brief summary of the paper | This paper asks boards of management and the UHI court to consider the evidence that our governance structure impedes our operational delivery. |
| Resource implications (If yes, please provide detail) | None |
| Risk implications (If yes, please provide detail) | None |
| Date paper prepared | 12/02/19 |
| Date of committee meeting | TBC |
| Author | Programme Director |
| Link with strategy Please highlight how the paper links to, or assists with: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan/enabler • other activity (eg new opportunity) – please provide further information. | Will assist with the effective delivery of the strategic plan. |
| Equality and diversity | N/A |
| Status (eg confidential) | Open |
| Freedom of Information Can this paper be included in “open” business? | Yes |
| Consultation How has consultation with partners been carried out? (Summary of response should be included in the paper) | |

Governance and operational delivery

Background

A clear message that came from many participants at the Partnership Assembly in September 2018 was that the governance structures of the UHI Partnership impede the operational delivery of our services; that UHI is succeeding despite, not because of the structure. This is a sentiment that has been expressed in other forums outside the Partnership Assembly and would appear to be a commonly held view by colleagues who work across the institutions that make up the UHI partnership.

The Governance and Accountability working group has been tasked by the Programme Board to consider a range of challenges that were raised at the assembly. The group agreed that challenging the veracity of the perception that our governance and decision-making arrangements impede operational delivery was a key element of their work.

On 5th February 2019 the working group held a meeting in Inverness and asked Dr Gary Campbell, Vice-Principal (Strategic Developments) for a staff view of some of these perceived challenges to supplement the assembly input and their own experiences. Dr Campbell presented a compelling set of evidence, some of which has been discussed at Partnership Council over the last year.

The view of the working group is that the evidence they have seen and discussed does demonstrate that the governance and decision-making arrangements lead to operational challenges in how we are able to regionally organise and deliver.

Furthermore, that the impact of this, in terms of;

- the fragility of our regional offering;
- the resource spent by senior leadership and staff managing the complications in our decision-making processes;
- the pace at which we can respond to opportunities and develop new courses;
- the impact that national bargaining and the new FE contract has on the provision of degree level courses;
- the constraints on staff to progress academic careers in an FE contractual framework;

require the UHI Partnership to explore how we can change the operational model to overcome these challenges.

The explicit objective of any proposed changes would be to ensure that we can release a greater capability and capacity of our staff and senior leadership to focus on delivering

high quality education across the Highlands and Islands, both locally and regionally, rather than managing resource draining delays and failures in our current decision-making arrangements.

We ask College Boards of Management and the UHI Court to consider the presentation, this paper and the advice of your Principal and respond to us by confirming or not that you agree that our arrangements for governance and decision making are impeding our ability to operationally deliver regionally.

Receiving this agreement from you, at this early stage in the process, will allow us to move forward to the frankly more difficult task of working with the assembly and colleagues from across the partnership to identify and consider the solutions to the operational challenges noted in the presentation.

The working group will then be able to assess the different options brought forward, what changes would be required in decision making arrangements to make them work, and present an options appraisal back to Boards and Court in due course.

I would be grateful if you could respond directly to me at Brian.Crichton.perth@uhi.ac.uk

Evidence Base

The working group has requested that Dr Campbell record a copy of his presentation and we hope that you have had the opportunity to review it before considering this paper. The presentation notes a number of challenges in organising and delivering regional provision in the context of current arrangements.

Planning regional provision regionally is in all probability more effective than planning it locally and trying to knit the sum of those plans and resources together coherently. The examples of how and why planning and coordination are failing in respect of regional provision, and how the structures of our decision-making are adding to that, are stark.

What was also evident from the presentation is that the operational challenges our governance and decision-making arrangements cause are not because of mischief, bad intent or poor local decision-making. In fact, it is quite the reverse, individual partners are making the right and rational decisions locally, but the sum of these at a regional level often do not make sense.

Two illustrative examples that struck us in particular were;

BSc (Hons) Psychology

As the Psychology programme increased in popularity, the number of students grew to more than 150 as did the number of academic partners contributing to delivery. The team also validated an online MSc in Psychology and both this and the undergraduate programme were accredited by the British Psychological Society (BPS). Among other things, the BPS accreditation was conditional on the recruitment of at least one more member of *research active* staff with a particular specialism.

There then followed around 20 months of discussions across the management of the involved academic partners, subject network and faculty to agree who would employ this member of staff. Eventually the matter was escalated to Partnership Council where a decision was finally made. This was always going to be the outcome; any rational person would make the decision to employ the additional staff. However, to solve the issue, a Principal was required to employ staff with limited additional income attached, an increase in costs straight to the bottom line. A decision, in these difficult financial times, that is not easy to make.

If we are to be frank about this issue.

- It shouldn't have occurred in the first place as the consequences of failure to recruit appropriately qualified and research active staff to meet BPS requirements should never have been a question.
- When it did occur, it should have been resolved straight away rather than consuming significant senior management time to make a decision that was always going to be taken.
- The funding / employment regime for the course should have the flexibility to allow for the employment of these staff without detriment to an individual partner.

Whilst this example highlights psychology, the challenges identified apply to a number of our regionally delivered courses.

Curriculum planning

The diversity of the UHI Partnership is one of our greatest strengths and providing remote and rural locations with a full range of FE and HE courses is fundamental to our purpose. We will never match other institutions for their head count in courses, in fact, we would be failing in our mission if we do.

However, Dr Campbell's presentation demonstrates the significant lack of co-ordination in how we plan our curriculum. This limits our ability to invest and grow those areas of our regional business that are most successful and will raise income for all partners and

limits our ability to identify and proactively support and cross-subsidise local courses, that are not financially viable in terms of numbers, but are essential for our diverse local communities.

It is inconceivable to think that a single partner, undertaking and implementing a curriculum review in isolation will not have unintended consequences for other partners. It encapsulates again that rational local decisions, made with the best of intentions, result in sub-optimal provision when added up to the regional level.

We are asking our senior executive leadership to manage the inconsistencies in these decision-making processes, rather than adapting the process to deliver a stronger and more coherent regional and local curriculum offering. One that releases the capacity and capability of our staff, builds on and strengthens our diversity and releases senior staff to focus on delivery.

The working group has also heard examples of where UHI have developed innovative sector defining courses.

BSc (Hons) Software development

This programme was developed after analysis of the existing curriculum and the developing requirements of actual and potential inward investors in the UHI region. It was also a product of the strategic imperative to develop work-based learning programmes in response to changes in expectations of students, employers and the Scottish Government. Using European funding (ESIF) it was possible to employ, two well qualified and ‘industry fresh’ academics, to work alongside a dedicated educational developer (EDU) and a Curriculum Development Engagement Officer (CDEEO). Their brief was to ‘start from scratch’ to develop an innovative programme which would produce highly adaptive and employable graduates.

In brief, the result is a programme which will be available in 2020, incorporates such a range of topics, values, projects, real world experience, and innovative pedagogy that IBM have asked to partner with us in its delivery and have their name associated with it. The programme is fully compliant with the SDS requirements for a Graduate Apprenticeship, should we wish to take that path. Crucially, it is anticipated that the graduates of the programme will be in such demand that we can help break the circle of - few UHI computing graduates as there are few jobs in the region – few employers will set up here as there are insufficient graduates.

In short, this, and a few other key examples, demonstrate that this university is at least the equal of any in the sector with regard to innovative curriculum design, when the resource, planning and crucially staff ‘headspace’ are aligned. In this case, this ‘luxury’

was afforded us via external funding, the challenge is to be able to mainstream this approach.

Moving to solutions

The working group recognise that the presentation and the detail noted within this paper are illustrative of issues, rather than providing a full evidence base for change. In discussions with key staff these examples do represent a few of the many “sticking plasters” that staff have applied to ensure we can deliver despite our decision-making arrangements.

As a Partnership we know these problems exist and we know they are not limited to the examples that have been given here, they are systemic to how we are organised. The working group believes that it is counter-productive to spend the next three months identifying and cataloguing our failures of partnership decision making for presentation in June. It would be a divisive process to go through, it would only demonstrate what we already know and it would waste valuable time in developing the options available to us to address these challenges.

We are therefore seeking confirmation from Boards of Management and the Court that you agree that our arrangements for governance and decision-making are impeding our ability to operationally deliver regionally and you are content for the working group to move on to considering the options we have to resolve these issues with the assembly and colleagues from across the partnership.

Recommendations

Boards of Management and UHI Court are asked;

- To discuss the paper and Dr Campbell’s presentation as part their March Board / Court meetings;
- To respond to Brian Crichton indicating whether the Board / Court agree that our arrangements for governance and decision-making are impeding our ability to operationally deliver regionally
- To note that should agreement be received, developing the options for changing regional operational arrangements with the assembly and colleagues from across the partnership will begin.

Perth College UHI

Paper 7

| | |
|--|---|
| Committee | Board of Management |
| Subject | Principal's Report |
| Date of Committee meeting | 20/03/2019 |
| Author | Margaret Cook – Principal |
| Date paper prepared | 13/03/2019 |
| Executive summary of the paper | Principal's update report |
| Consultation How has consultation with partners been carried out? | |
| Action requested | <input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval |
| Resource implications (If yes, please provide details) | Yes/ No Indicate whether there are any resource implications in the paper, not necessarily just financial, and summarise these if there are |
| Risk implications (If yes, please provide details) | Yes/ No Indicate whether there are any risk implications in the paper and set these out with any mitigation measures |
| Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: | Click or tap here to enter text. |

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|--|---|
| <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information | |
| <p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p> | <p>Click or tap here to enter text.</p> <p>Set out any E&D implications arising from the business/ proposal in the paper and whether an Equality Impact Assessment is required.</p> |
| <p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p> | <p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p> |
| <p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p> | <p>Yes/ No</p> <p>Set out any data protection aspects and whether a data protection impact assessment is needed</p> |
| <p>Status (e.g. confidential/non confidential)</p> | <p>Non confidential</p> |
| <p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p> | <p>Papers should be open unless there is a compelling reason for them to remain closed. If a paper, or parts of a paper, are to remain closed the reason for that exemption must be specified – see reasons below</p> |

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

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

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

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and

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

Perth College UHI

Principal's Report

20 March 2019

Introduction

This has again been a busy time with significant changes made to what we are doing and how we are doing it.

Tay Cities Deal

There is a Board paper with the detail on the Engineering aspect of the deal. The deal is wider than the Engineering issues and we are continuing to work on the Skills agenda with SDS and other partners, there is £20m in this aspect but this money will be spread over a 10/15 year period.

Political Interaction

The First Minister visited the campus on 7 January 2019 to announce further Tay Cities investment in infrastructure; this was a well-attended event with a range of organizations represented, many of whom do not routinely have the opportunity to see our facilities and what we have to offer. The First Minister met students from a number of areas and had some good discussions with students. It is always a good opportunity for students to be exposed to this type of event.

International

We continue to be involved in a range of international activities and welcomed colleagues from Sichuan University to discuss our in-country delivery with them.

We also saw the validation of the BEng Aircraft for China delivery.

Employee Relations

The EIS continue to be in dispute with the Employers and we have had three days of strike action, this dispute relates to the annual cost of living award.

Employee Engagement

We held Staff Conference in February and the feedback was significantly more positive and there was certainly more engagement in the room and more positive discussion.

In response to some of the previous comments, we have revised the internal groups as follows –

- Curriculum & Business Planning
- Student Engagement
- Staff Engagement
- Curriculum & Student Experience
- Professional Services Group
- Operations Group (Sector Managers)

This structure is currently being implemented but initial comments are positive. The new structure involves significantly more staff from different levels/areas across the College than previously.

We held our second Staff Awards Ceremony in February where we recognized 7 of our staff for 25 years' service and colleagues from different areas who had achieved qualifications.

Ellis Watson came back to College and presented to staff and students, this session was well received. Ellis is keen to continue to engage with us when the opportunity arises.

Structural Changes

As a result of the resignation of the COO I revised the structure of SMT and this had a consequent impact on CMT, the following appointments have been made on an interim basis till June 2019 –

- Associate Principal – Catherine Etri
- International Team Leader– Lin Shen
- Business Development Team Leader – Gareth McKenna
- Acting Sector Development Director – Gill Elder

Human Resources

There are some difficulties with the HR system and this has led to some issues with the provision of information to the Board and its Committees. We are in the process of resolving these issues but this has proved to be challenging but we are continuing to work on this and will be in a position to provide accurate data to the next cycle of meetings. There are also other HR issues which we are working through.

Pathways Relocation Progress

After the Board's decision to relocate the provision at Pathways to the main campus we have created and are implementing a project plan, arrangements are in hand to define the provision on this campus and to look at the staffing implications once the delivery model is clear. This process is clearly tied up with other decisions on the Board agenda.

Perth College UHI

Paper 8

| | |
|---------------------------------------|---|
| Committee | Perth College UHI Board |
| Subject | Tay Cities Deal Update – Aviation Academy for Scotland |
| Date of Committee meeting | 20/03/2019 |
| Author | Veronica Lynch, Vice Principal External Engagement |
| Date paper prepared | 11/03/2019 |
| Executive summary of the paper | <p>The Aviation Academy for Scotland (AAS) has received an indicative £8.1m of Capital funding from the UK Government part of the Tay Cities Deal (TCD. The Strategic Outline Case (SOC) submitted to TCD in October 2017 proposed the following financial split by partner:</p> <p>Perth College UHI and AST – £6.03m towards a proposed new build on Perth College UHI Campus.</p> <p>Tayside Aviation - £2.14m towards the fit out of an existing building owned by Dundee City Council at Dundee Airport.</p> <p>This funding is subject to the submission of an Outline Business Case (OBC) by 26 April 2019 and a Full Business Case (FBC) by September 2019.</p> <p>This paper outlines the current status of the project bid.</p> <p>It is recommended that the Board:</p> <ol style="list-style-type: none"> 1. Note the status of the Aviation Academy for Scotland (AAS) project within the Tay Cities Deal programme. 2. Note the status of the other Growth Deal bids relating to Aviation Skills being submitted in Moray and Ayrshire 3. Endorse the investment of £30,000 of consultancy expenditure to undertake the project scoping and financial case. 4. Delegate Authority to the College SMT to submit the AAS OBC by 26 April 2019 |

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|--|---|
| | <p>5. Delegate Authority for a sub committee of Perth College UHI Board to endorse the development of a Full Business Case for submission to TCD with an estimated date of September 2019. An update will be provided to the Board in June 2019 to confirm timescales and approval requirements as the business case is developed.</p> <p>6. Agree to SMT approaching EO for funding to fund the professional fees associated with scoping this project. This funding may be in the form of a loan and will be likely to require to be capitalised within the overall project costs. Funding of an estimated £500,000 to support the tendering of the Professional Fees to scope the building ahead of the TCD funding being formally awarded. This would be incurred at UHI or the College's own risk should the Full Business Case not be awarded for any reason.</p> |
| <p>Consultation</p> <p>How has consultation with partners been carried out?</p> | <p>The Board have been kept abreast of developments with the Tay Cities Deal programme as they have arisen.</p> <p>As a result of the short timelines for development of the Outline Business Case for the TCD projects, this is the earliest opportunity that a status update on this project could have been made to the Board.</p> <p>As a result, this paper has not been discussed previously at any of the Board committees.</p> |
| <p>Action requested</p> | <p><input type="checkbox"/> For information only</p> <p><input type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For recommendation</p> <p><input checked="" type="checkbox"/> For approval</p> |
| <p>Resource implications</p> <p>(If yes, please provide details)</p> | <p>Yes/ No</p> <p>There will be staff time required to develop the Outline Business Case for the TCD.</p> <p>Funding of an estimated £500,000 to support the tendering of the Professional Fees to spec the building ahead of the TCD funding being formally awarded.</p> |

Perth College UHI

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| <p>Risk implications</p> <p>(If yes, please provide details)</p> | <p>Yes/ No</p> <p>Professional fees will require to be incurred to quantify the build cost in order to submit a fully costed business case. There is a risk that if the Full Business Case is not approved, that expenditure would be at the College's own risk.</p> <p>Mitigation – Seek support for these fees through a potential partner such as Perth and Kinross Council or alternatively by requesting a non-repayable loan from UHI EO.</p> |
| <p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information | <p>Provide a summary of the how the paper links to key College priorities and what they are</p> <p>This project supports the delivery of the strategic aim</p> <p>2. Work in partnership to foster and drive positive change and growth in local, regional, national and international economies.</p> |
| <p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p> | <p>An Equality Impact Assessment will be undertaken as the project develops to ensure access to all audiences to the project.</p> |
| <p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p> | <p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p> |

Perth College UHI

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|---|---|
| <p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p> | <p>Yes/ No</p> <p>Set out any data protection aspects and whether a data protection impact assessment is needed</p> |
| <p>Status (e.g. confidential/non confidential)</p> | <p>Non confidential</p> |
| <p>Freedom of information</p> <p>Can this paper be included in "open" business?* -Yes</p> | <p>Papers should be open unless there is a compelling reason for them to remain closed. If a paper, or parts of a paper, are to remain closed the reason for that exemption must be specified – see reasons below</p> |

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

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

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

Perth College UHI

PAPER FOR APPROVAL

20 MARCH 2019

Tay Cities Deal – Aviation Academy for Scotland

1.0 Background

In February 2017 Perth College and Air Service Training (AST) submitted a Tay Cities Deal (TCD) Strategic Outline Case (SOC) for a Tayside Aeronautical Academy, this changed to the Tayside Aeronautical Engineering Academy in August 2017 following a second submission of the SOC. As a result of a secondary bid for an International Aviation Academy (IAA-D) submitted by Aviation Skills Partnership (ASP) involving Tayside Aviation, in September 2017, both lead bidders were asked to bring these projects together in a combined bid.

A collaborative SOC for The Aviation Academy for Scotland (AAS) involving Perth College UHI, AST, ASP and Tayside Aviation was submitted to Tay Cities Deal in October 2017. Heads of Terms for the Tay Cities Deal was signed off in December 2018 awarding £350m from Scottish and UK Governments supporting projects of economic importance to the Tay Cities Region.

2.0 Aviation Academy for Scotland

The SOC proposed the following;

‘The Aviation Academy for Scotland (AAS) is an innovative Tayside wide partnership project with the key objective of providing specialist training, skills and knowledge to the growth global industry of aviation and emerging clean technologies and low carbon transport sectors from a central Scotland location. The AAS will drive up the skills and technology-training base of these sectors led by Perth College, University of the Highland & Islands, the Aviation Skills Partnership and other key stakeholders.

The AAS will integrate local, regional and national aviation education and training providing development of a skilled workforce to respond to the global growth of the aviation, renewable and clean energy markets as part of the offer for seamless educational routes from secondary school through College, University and into industry.

The Perth AAS campus will focus on Engineering and Air Traffic Management and will co-locate the Engineering InnovationLab proposed in the Tay Cities Engineering Partnership Strategic Outline Case. The InnovationLab will be a space providing product development, design and business angel network connection, business mentoring, legal/IP support, and support for business start-ups created as down-stream activity from engineering activity across the region. The AAS campus at Dundee Airport will focus on Pilot and Cabin Crew Training.’

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2.1 The Tay Cities Deal AAS Project Partnership

Ahead of the first planning meetings hosted by Tay Cities Deal, all partners in the AAS attended a visioning meeting in February 2019, hosted by Dundee City Council. The purpose of the meeting was to discuss the project and how it would be taken forward to Outline Business Case stage.

At this meeting, ASP indicated that they would be formally withdrawing from the AAS project. ASP indicated that earlier that week they had already submitted another proposal for the creation of an International Aviation Academy Dundee incorporating an RAF Leuchars location. ASP proposed PC UHI and AST as partners in the new project. It is unknown where this proposal was submitted to.

The Tay Cities Deal Programme Lead and UK Government funders have confirmed that the project consortium minus ASP can continue to deliver the project as outlined in the previously approved SOC. All partners are comfortable that the withdrawal of ASP will not be detrimental to the achievement of the project outcomes as none of the original outcomes had been directly deliverable by ASP.

Tayside Aviation and AST have agreed that Perth College UHI continue to be the lead partner for all communications relating to this project.

2.2 AAS Proposed Funding Position

2.2.1 AAS Capital Funding

The Aviation Academy for Scotland (AAS) has received an indicative £8.1m of Capital funding from the UK Government part of the TCD. The SOC proposed the following financial split by partner:

Perth College UHI and AST – £6.03m towards a proposed new build on Perth College UHI Campus.

Tayside Aviation - £2.14m towards the fit out of an existing building owned by Dundee City Council at Dundee Airport.

2.2.2 AAS Revenue Funding

In addition, a revenue funding request was made in the initial SOC for £1.65m towards equipment and staff costs for the project. No allocation of revenue funding has been provided at this stage through Tay Cities Deal. A £20m skills fund has been awarded with oversight of this fund being undertaken by Skills Development Scotland. No allocations from this fund have yet been made and it is unclear whether any of the existing projects funded by TCD will be eligible for an additional funding allocation from this strand.

Discussions are taking place with SDS to determine whether an award of funding may be possible as part of the overall Tay Cities Regional Skills Development Programme. This programme will also subject to the submission of an OBC.

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2.3 AAS Proposed Project Outcomes

The Aviation Academy for Scotland (AAS), proposes the following outcomes:

Key Outputs:

| Output | Value | Assumption |
|------------------------------------|--|---|
| Construction jobs | £2796k | <i>Assumes labour element of capital build requested at 40%</i> |
| Journey Time Savings | | |
| Development space unlocked | 280k | <i>Development space in grounds within PC UHI which would otherwise be unutilised.</i> |
| No. of houses unlocked | | |
| No. of new jobs | 20 | <i>New jobs created for the running of new facilities</i> |
| No. of jobs protected | 45 | <i>Aircraft Engineering Education sector, preservation of those employed within AST and part of the Engineering and Aviation Sector at Perth College UHI as well as those staff located at Tayside Aviation.</i> |
| No. of training places | 540 (240 by PCUHI and AST 300 by TA) | <i>Cumulative total over the first 4 years of operation. Courses will be on offer from Level 4 through 11 within the facility. These anticipated new numbers and not in place of other training routes. It is further anticipated that all training places will convert into jobs within the aviation industry</i> |
| No. of visitors | 5000 | <i>Cumulative total over 5 years</i> |
| No. of start ups | 20 | <i>5 per year supported through the InnovationLab</i> |
| No. of SMEs supported | | |
| Level of private sector investment | £1.95m | <i>£1.95m of capital by means of equipment not yet committed.</i> |

Additional Projected Outputs

| Output | Value | Description/ Assumption |
|--------------------------------------|-------|--|
| Research | £500k | Assumed refable papers and publications based on recruitment of research staffing to facility. Research-teaching linkages improved |
| Research conferences | £500k | One International conference every 2 years following completion of build. |
| Increase turnover in industry sector | £5m | £1m per annum over five years |

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2.4 AAS Project Approval Timescales

On 4th March the Tay Cities Deal Programme Team issued the templates and timelines for Project Leads to submit the Outline Business Case (OBC). The deadline for this submission is 26 April 2019.

Work is underway to draft the OBC and to create the financial case for the project. It is the College's intention to specify the capital build within the £6.03m allocated through the project. In the initial stages of the project, some of the existing equipment owned by the College and AST will be utilised within the new build until further funding is raised on until equipment donations are sourced from industry partners or other potential project sponsors. This approach has been endorsed by TCD and UK Government.

In relation to any additional staffing elements of the project, it would be the College's intention to profile these costs in the latter years of the project. This will rely on the utilisation of our existing staff in the early years of the project to deliver the new BSc Aircraft Maintenance and Management programme. The development costs for this programme has already been undertaken in the period following the submission of the SOC. This will allow greater flexibility over the use of the College's existing staff to deliver the additional elements of this project. Any additional posts projected to be recruited over the duration of the project would be recruited in year 3 or 4, once additional revenue funds have been sourced.

2.5 Project Milestones required to complete the OBC

A number of milestones are required to be completed to ensure the OBC can be submitted. These include:

- 2.5.1 Create a Governance Plan for managing the project, partner and stakeholder relationships and reporting progress and achievements to Board and funders.
- 2.5.2 Quantify the financial implications of the project including profiling timelines for the drawdown of the TCD funding
- 2.5.3 Define Brief and Create Scoping Document – Tender for Consultant for Project Management and Full Design Services
- 2.5.4 Assess options for the legal status of AAS. Consideration to be given to the optimum status to assist in the opportunity to reclaim VAT on the property development costs
- 2.5.5 Create a Financial Plan to identify additional sources of funding, sponsorship and equipment donations
- 2.5.6 Quantify the operational and resource requirements for the AAS
- 2.5.7 Complete Green Book training by key members of the Project Development Team to ensure the creation of a fully compliant OBC.
- 2.5.8 Fully understanding the Procurement requirements for all partners during the project
- 2.5.9 Map the timeline over a five year period of the realisation of outputs stated within the SOC submission
- 2.5.10 Achieve the sign off of the OBC by both AST and Perth College UHI Boards.

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2.6 Engaging Consultants and Contractors to Develop the

There are 3 points of commitment of funds to develop the Tay Cities Deal Project further. This will require the engagement of external expertise to inform and shape the project.

2.6.1 Scoping the Project – Timescale April 2019

The 1st stage is the scoping of the project, setting out what is required in terms of space requirements and the general description of the project. During this stage a design brief will require to be prepared to allow a contract to be established with a design team. This contract with the design team can either be subject to tender on the basis of the brief or negotiated via the Crown Commercial Services Framework.

This may involve some professional consultancy service to assist in defining the scope and terms of engagement of a design team. An allowance of up to £20,000 fees should be allocated for any initial scoping and design brief preparation.

The Outline Business Case will also require the completion of a financial and commercial case. Due to capacity constraints within the College's Finance team, support from within another Academic Partner will be sought. An allowance of £10,000 to cover the costs of this will be required.

2.6.2 Appointment of Full Design Team – Timescale November 2019

The 2nd stage is appointment of a full design team to design the building. The scoping document and design brief will allow the selection of an appropriate design team by an appropriate procurement route. If TCD funding is secured for the project then, at that stage, the design team can be appointed and the funding committed to design the building. An estimated £500,000 of fees depending on the scale, scope and size of building specification will be required.

2.6.3 Appointment of Main Building Contractor – Timescale August 2020

The 3rd stage is appointment of a main building contractor. Discussions with the design team to undertake a design and build contract or traditional tender. Both options will require an appropriate tendering procedure and tender evaluation of the building works. On receipt of tenders within the £6m budget, commissioning the building contract within TCD funding arrangements can commence.

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3.0 Recommendations

It is recommended that the Board

3.1 Note the status of the Aviation Academy for Scotland project within the Tay Cities Deal programme

3.2 Note the status of the other Growth Deal bids relating to Aviation Skills being submitted in Moray and Ayrshire (Appendix 1)

3.3 Endorse the investment of £30,000 of consultancy expenditure to undertake the project scoping and financial case.

3.4 Delegate Authority to the College SMT to submit the OBC by 26 April 2019

3.5 Delegate Authority for a sub committee of Perth College UHI Board to endorse the development of a Full Business Case for submission to TCD with an estimated date of September 2019. An update will be provided to the Board in June 2019 to confirm timescales and approval requirements as the business case is developed.

3.5. Agree to SMT approaching EO for funding to fund the professional fees associated with scoping this project. This funding may be in the form of a loan and will be likely to require to be capitalised within the overall project costs. Funding of an estimated £500,000 to support the tendering of the Professional Fees to scope the building ahead of the TCD funding being formally awarded. This would be incurred at the UHI or the College's own risk, should the Full Business Case not be awarded for any reason.

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APPENDIX 1

4.0 Growth Deals for Aviation Skills in Scotland

There are 2 other known bids for Aviation Skills Academies in Scotland. These are in Moray and in Ayrshire.

4.1 Moray Growth Deal

A similar project to the AAS, the Advanced Technology Academy (ATA), has been submitted to the Moray Growth Deal. The MOD, Highlands and Islands Enterprise, Moray Council and Boeing have been in discussions for some time with regards to the development of an Aviation Skills Academy, discussions with UHI commenced in June 2018.

Initially the development of the aviation academy was anticipated to sit out with the Moray Growth Deal (MGD) however more recently there has been clear support for the project sitting within the MGD at governmental level and thinking has developed to the stage where it has been possible to include a proposition in a Strategic Outline Case (SOC) within the deal Strategic Outline Programme. This SOC has been developed based on discussions with Boeing over a number of months and was based on delivery via UHI in collaboration with local partners and Boeing. The MGD was written by UHI Vice Principal Gary Campbell on behalf of the partnership with advice from Professor Andrew Rae, Jennifer Thompson-Young, Perth College UHI and AST.

The Moray Growth Deal, as submitted and awaiting Heads of Terms agreement, consists of a coherent suite of interrelated projects to deliver transformational change in Moray. They include centres for:

- Community resilience
- Enterprise and innovation
- Advanced Manufacturing
- Smart Systems
- Aviation and aerospace

The Advanced Technology Academy (ATA) will be an industry-facing centre-of-excellence, comprising Smart Systems and Aerospace Divisions. The two divisions will be based in bespoke facilities and will be appropriately co-located to optimise partnership working and efficiency. This will create highly productive locations where industry challenges and opportunities interact directly with developers and deliverers of cutting edge technologies and skills.

The Aerospace Division will deliver specific capacity to meet the emerging requirements of companies, such as Boeing, and future inward investors. The initial focus is for circa 60 highly-skilled staff to support Boeing's investment in the P8 Poseidon deployment.

Beyond Boeing, the Highlands and Islands is poised for a once in a generation opportunity to become a powerhouse of aeronautical and aerospace industries. A timely investment in the Advanced Technology Academy will secure and accelerate Moray's pre-eminence in these developments.

In addition to providing technical training such as the European Aviation Safety Agency (EASA) approved Part 66, the Academy will provide access to managerial training, such as

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an Aviation MBA and other advanced programmes including Masters Programmes in Aviation, both taught and by research.

Among other things, the Aerospace Division of the Advanced Technology Academy will provide the aerospace industry with access to training and certification in:

- Aircraft operations and maintenance
- Certification by design in relation to Spacecraft Propulsion and Technologies
- Aircraft Design, including fixed-wing and drone-type platforms
- Engineering Design Processes, including the development and application of multi-disciplinary design optimisation (MDO) tools
- A type-rating environment
- Supply-Chain Management and Logistics
- Flight Simulation, including virtual reality

The Advanced Technology Academy will actively seek out and develop synergistic relationships with a wide range of collaborative partners, including the other elements of the Moray Growth Deal and, in particular, the Enterprise and Innovations, Advanced Manufacturing and Smart Systems Hubs.

Other significant collaborators will include: RAF Lossiemouth and the MOD more widely; schools-based STEM initiatives; and an ever increasing list of sectors who will be embracing smart systems and advanced technologies to enhance their competitive edge.

This project will ensure that the Moray Growth Deal can deliver the step-change required to supply the highly-skilled labour, enterprise and innovation for the economy. It will provide a focus for skills development, research and knowledge transfer. It will create 21st century skills development in a rural environment in fit-for-purpose facilities that will blur the boundaries of education and business, and proposing to offer a model that can be replicated in other remote and rural regions. This project will be supported by both AST and Perth College as the only UHI campus which has Aircraft Engineering expertise.

Currently, Aviation Skills Partnership (ASP) are proposed to be engaged within the project as a potential supply partner to Boeing. ASP are proposing formation of an International Aviation Academy (IAA) at Moray. The proposal was of the same nature as the initial proposal submitted as part of the Tay Cities Deal and offers 6 pathways of Aviation. More recently a 7th area 'Aerospace and Space wheels.' has been developed. It is useful to note that there are further developments in the North of Scotland related to Aerospace and more specifically space which could explain the development of the 7th pathway.

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4.2 Ayrshire Growth Deal

The Heads of Teams for the Ayrshire Growth Deal (AGP) was approved in March 2019 with £100m from UK government and £100m from the Scottish Government.

The AGP includes a number of transformational projects across the region covered by three councils. The aerospace related projects are presented as “The Prestwick Proposition”, covering both commercial aviation and space. There are five distinct project groups:

- Commercial Build (new hangars / workshops etc)
- Road Connectivity
- Spaceport
- District Energy Networks (facilitating cheaper green energy for Ayrshire based companies)
- Digital Transformation

It is unclear how the skills will be developed to support either the Prestwick Proposition or the other non-aerospace manufacturing initiatives, although there is investment in manufacturing and innovation centres.

South Ayrshire Council, Ayr College and airlines / MROs based at Prestwick Airport are discussing setting up a Part 147 approved training centre. Although this does not appear as a distinct project within AGP, it may still benefit from some of the generic skill development monies in AGP.

AST has had meetings with South Ayrshire Council and Chevron Aircraft Maintenance and already provide courses at Prestwick for Ryanair / Prestwick Aircraft Maintenance. AST has offered to work with local providers and customers, initially sheltering the Ayrshire training activity under the AST Part 147 approval. It is expected that the long term intention would be for the Ayrshire centre to have its own approval.

THE AYRSHIRE GROWTH DEAL COMMITMENTS WITHIN THE HEADS OF TERMS

Aerospace and Space Programme

The Deal will position Ayrshire as one of the UK’s leading centres of Aerospace and Space activity through an ambitious and transformational Aerospace and Space Programme. This will be supported by both the Scottish and UK Governments, with total funding for the programme of £80 million. £32 million will be invested by the UK Government and £30 million by the Scottish Government, with a further £18 million from South Ayrshire Council.

The Aerospace and Space sector employs over 4,000 people in Ayrshire, more than 50% of the sector’s total workforce in Scotland. With Growth Deal investment it has the opportunity to double this number over ten years. It is home to a cluster of global companies including BAE Systems, GE Aviation, Spirit, UTC and Woodward. Both Governments and local partners recognise the current importance and development potential of this sector to the region, Scotland and the UK.

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The Programme consists of five distinct interconnected elements:

- Investment secured through the Deal will deliver **Spaceport** infrastructure to support the ambition of establishing a horizontal launch facility at Glasgow Prestwick Airport.
- An **Aerospace and Space Innovation Centre (ASIC)** will be created to drive new technologies and skills in order to position Ayrshire and Scotland as a hub of aerospace and space technology. The ASIC will be a purpose built 10,000ft² multi-occupancy building providing a central hub for the growing aerospace cluster, as well as key facilities and services to encourage growth, supporting aerospace and space businesses in Scotland and the UK. The facilities will focus on business development, skills development and training needs of the Aerospace and Space sector in partnership with local and national higher and further education establishments, including University of Glasgow, University of Strathclyde, University of the West of Scotland and Ayrshire College. The ASIC will work alongside existing research and innovation at Prestwick and across Scotland to provide the focus, coordination and support required to improve advanced manufacturing techniques and productivity, and sustain and grow the sector's businesses.
- Developing **Prestwick's Commercial Space** will create substantial and additional high quality industrial/commercial accommodation. The project will also see the creation of a training hangar, followed by a further hangar within the Prestwick Aerospace and Space Campus. In addition the project will allow for site preparation to provide serviced plots for the future development of up to 350,000ft² of industrial manufacturing space. The Development of Commercial Space project has been formulated to address market failure in the provision of commercial premises at Prestwick, a problem reflected across Scotland. The project is vital in order to capture the economic growth opportunity from the Space and Aerospace sectors.
- Funding for **Prestwick Transport Infrastructure** will help enable the creation of high specification industrial and office spaces to meet the needs of the growing aerospace sector, advanced manufacturing units, spaceport and launch operator infrastructure. Discussions with Transport Scotland and Ayrshire Roads Alliance will continue to assess the potential impact on the transport network in and around the site resulting from growth in the business base and visitors to the Prestwick campus. Transport assessment studies are being commissioned by the Ayrshire Growth Deal partners and initial findings will be required to inform the Final Deal Document. Outstanding risks around costs and timescales for delivery of any significant on and off-site enabling works will need to be considered as part of these discussions.
- A **Visitor/STEM Engagement Hub** at site will be a stand-alone centre that would have a focus on STEM in relation to aviation, aerospace and space.

| | |
|---|---|
| Committee | Board of Management |
| Subject | Safeguarding Policy |
| Date of Committee meeting | 20/03/2019 |
| Author | UHI Single Policy Group: Safeguarding |
| Date paper prepared | January 2019 |
| Executive summary of the paper | <p>UHI has been progressing work on a Single Policy Environment Project and a number of policies have been prepared.</p> <p>Academic Affairs Committee considered the attached Safeguarding Policy at its meeting on 12 February, but did not approve it in its current form. It recommended that some editing be undertaken to 'tidy up' the policy and to ensure it takes account of all relevant legislation.</p> <p>This work will be undertaken and a further draft will be considered by the Academic Affairs Committee at its meeting on 8 May 2019 with a view to it coming back to the Board on 12 June 2019.</p> |
| Consultation How has consultation with partners been carried out? | <p>Staff from all Colleges have dedicated significant time to the Policy Ownership Groups and there has been discussion with practitioners throughout this process.</p> <p>Partnership Council have endorsed this Policy and the Vice Principal for Further Education has requested that local Boards of Management consider the Policy and/or they delegate consideration to the relevant approval committee</p> |
| Action requested | <input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion |

| | |
|---|---|
| | <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval |
| Resource implications (If yes, please provide details) | There are no resource implications in the paper |
| Risk implications (If yes, please provide details) | There are no risk implications |
| 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 policy provides a commitment to provide a safe and supportive learning environment for all. The policy complies with all relevant legislation, external guidance and regulations to support these principles. |
| <u>Equality and diversity</u> Yes/ No If yes, please give details: | An Equality Impact Assessment was completed on 23/1/2019 and there were no equality and diversity risks raised as a concern. |
| 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 |
| <u>Data Protection</u> Does this activity/ proposal require a Data Protection Impact Assessment? | No |

| | |
|--|------------------|
| Status (e.g. confidential/non confidential) | Non confidential |
| Freedom of information Can this paper be included in “open” business?* | open |

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

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

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

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

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

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



Safeguarding Policy

| | |
|--|---|
| Lead Officer (Post): | All amendments to the policy must be submitted to the UHI Single Policy working group via the Quality Manager |
| Responsible Office/ Department: | UHI VP FE |
| Responsible Committee: | Academic Affairs Committee |
| Review Officer (Post): | All amendments to the policy must be submitted to the UHI Single Policy working group via the Quality Manager |
| Date policy approved: | Click or tap to enter a date. |
| Date policy last reviewed and updated: | n/a |
| Date policy due for review: | 01/01/2022 |
| Date of Equality Impact Assessment: | 01/01/2019 |
| Date of Privacy Impact Assessment: | n/a |

Accessible versions of this policy are available upon request. Please contact the Governance and Policy Officer on 01463 279000.

Title: QUAL045 Safeguarding Policy

Version/Status: 6

Approved By/Date: February 2019

Effective Publication Date: February 2019

Owner: Depute Principal, Academic

Lead Author: Head of Student Experience

Lead Editor: Student Services Manager

Review Timing/Date: 3 years

Policy Summary

| | |
|-------------------------------|---|
| Overview | <p>Why is the policy required?</p> <p>This policy is required to fulfil the safeguarding obligations of the University of the Highlands and Islands and all Academic Partners.</p> |
| Purpose | <p>What will the policy achieve?</p> <p>The policy will provide a unified approach to safeguarding across the network and ensure parity of student experience.</p> |
| Scope | <p>Who does the policy apply to?</p> <p>The policy applies to the University and all Academic Partners.</p> |
| Consultation | <p>Who has been consulted on the policy, and who will be notified?</p> <p>The policy has been developed by a group of practitioners from the University and Academic Partners to ensure that best practice is reflected in the policy and accompanying procedures.</p> |
| Implementation and Monitoring | <p>Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred?</p> <p>The University and Academic Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.</p> |
| Risk Implications | <p>What are the risk implications of this policy?</p> <p>This policy will reduce risk for the University and Academic Partners by ensuring that best practice from across the partnership is being shared and followed.</p> |
| Link with Strategy | <p>How is this policy linked to University strategy?</p> <p>This policy supports the University's commitment to provide a safe and supportive learning environment for all, aligned with the Strategic Theme of "Our Students", responding to the diversity of our student population by enhancing inclusive practice, and widening access and participation. It also aims to ensure the University discharges its duty of care and meets legislative requirements on safeguarding.</p> |
| Impact Assessment | Equality Impact Assessment: Completed 09/01/19. No action required. |
| | Privacy Impact Assessment: |

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1. Policy Statement

- 1.1 The policy outlines our commitment to provide a safe and supportive learning environment for all. In addition, the policy sets out strategies to manage known risk (and any potential risk) to ensure all are protected from harm, abuse, neglect or exploitation.
- 1.2 Perth College recognises and complies with our legal and statutory obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, the Adult Support and Protection (Scotland) Act 2007, the Counter-Terrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014 and other relevant guidance and regulations.

2. Definitions

- 2.1 **Safeguarding:** Involves carrying out our 'Duty of Care' responsibilities in relation to minors, children, adults at risk, students and staff, ensuring the safety and welfare of all. It involves protecting people's health, wellbeing and human rights, thus enabling all to live and study free from harm, abuse, neglect or exploitation. It is fundamental to high quality learning and engagement.
- 2.2 **Duty of Care:** Our responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship.

Please read and consider Appendix 1 for further important information and definitions that help partners fulfil their safeguarding duties.

3. Purpose

- 3.1. Safeguarding, and the emerging agendas connected to safeguarding and duty of care are posing ever increasing challenges and demands in tertiary education. It is a key part of our remit and responsibilities to manage any real (or potential) risk we face, including online, as a learning community.
- 3.2. Our duty is to provide a safe and supportive learning environment for all users. For example, recent Scottish and UK government legislation has placed new legal duties and obligations on all Colleges and Universities.
- 3.3. The increasing demands and complexity of these responsibilities make it imperative that the University and all Academic Partners utilise and develop shared expertise, models, systems and processes to meet these challenges going forward.
- 3.4. The following underpinning principles are shared by the University and all Academic Partners:
 - 3.4.1. We will utilise a system of named staff (Safeguarding Leads) in the University and each Academic Partner with key responsibilities and duties linked to this role.
 - 3.4.2. We are committed to Continuing Professional Development and ongoing safeguarding training, especially for Safeguarding Leads.
- 3.5. **Criminal Convictions**
 - 3.5.1 We encourage all applicants and students to disclose information about any criminal convictions or police proceedings which may affect their ability to complete key aspects of their programme or placement. This includes personal restrictions or other

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conditions arising from court orders or parole conditions e.g. travel, contact with others and use of equipment.

- 3.5.2 We will offer support and guidance to applicants/students with criminal convictions about course selection and career planning, and advise on the scope for any potential course or placement adjustments.
- 3.5.3 We have a duty of care to students, staff, visitors and clients to provide a safe and secure environment for all, and will undertake a risk assessment in the event of receiving criminal offence data relating to an applicant/student, to ensure that we do not admit or retain individuals who may pose a significant risk to our community.
- 3.5.4 We undertake to ensure that, by this policy and related procedures, we operate in consideration of all relevant statutory legislation and professional body requirements.

4 Scope

- 4.1 This policy applies to the University and all Academic Partners.
- 4.2 This policy applies throughout University and Academic Partner premises and campuses, including:
 - Student accommodation managed by the University or Academic Partners directly
 - Sports facilities
 - Nurseries operated by the University or Academic Partners
 - Any other areas or facilities where University or academic partner activities are carried out
- 4.3 This policy applies to activities undertaken by all students as part of their studies, including but not limited to:
 - Work placements and work experience
 - Summer schools, field trips and outreach activities
- 4.4 This policy applies in all environments, including physical and virtual (e.g. social media and online learning platforms).

5 Exceptions

- 5.1 This policy does not apply to accommodation advertised by or signposted to by University or Academic Partners (e.g. privately managed student accommodation or listings of private tenancies)
- 5.2 Third parties using University or Academic Partner facilities (e.g. Highlands and Islands Student Association, other academic institutes, external sports clubs and societies)
- 5.3 Students attending activities organised and hosted by another academic institute or body e.g. conferences, symposiums, sports tournaments and society gatherings.
- 5.4 Safeguarding considerations related to studying abroad, ERASMUS or work placement should be referred to the relevant policy (see Section 9).

6 Notification

- 6.1 All staff are responsible for safeguarding students through their student journey and will be made aware of any changes to the policy.
- 6.2 Safeguarding Leads will be briefed and trained on the policy and procedures.

- 6.3 The policy will be publicly available on our website.
- 6.4 We will make information available about our Safeguarding Lead and how to contact them. This information will be available both on the our website and the University of the Highlands and Islands' website.
- 6.5 The regional Student Support Group (SSG) will include any updates to the policy or procedure as an agenda item to ensure that staff group have a forum to discuss changes and best practice.

7 Roles and Responsibilities

- 7.1 Perth College UHI Board of Management devolves its responsibility for approving the policy, ensuring the legal compliance of the policy and ensuring that it is followed to its relevant sub-committees or Corporate Management Team as appropriate. Senior Management Team is also responsible for ensuring the strategic effectiveness of the policy.
- 7.2 Principals / Senior Management Teams are responsible for operational compliance with the policy set by the delegated authority given in 7.1 above, and making recommendations to the Board or delegated authority about updates to the policy. Principals / Senior Management Teams are also responsible for ensuring the operational effectiveness of the policy and making provision for training for all staff.
- 7.3 Safeguarding Leads – are accountable responsibilities as detailed in the Safeguarding Procedures.
- 7.4 Line managers are responsible for ensuring staff participate in training and follow the policy in their day-to-day role.
- 7.5 All staff are responsible for familiarising themselves with the policy and procedures.

8 Legislative Framework

- [Adults with Incapacity \(Scotland\) Act 2005](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Counter-Terrorism and Security Act 2015](#)
- [Council of Europe Convention on Action against Trafficking in Human Beings](#)
- [Data Protection Act 2018](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)
- [Equalities Act 2010](#)
- [EU Directive of 5th April 2011 on Preventing and Combating Trafficking in Human Beings and Protecting its Victims](#)
- [Forced Marriage etc. \(Protection and Jurisdiction\) \(Scotland\) Act 2011](#)
- [General Data Protection Regulation \(GDPR\) 2018](#)
- [Human Trafficking & Exploitation \(Scotland\) Act 2015](#)
- [Mental Health \(Care and Treatment\) \(Scotland\) Act \(2003\)](#)
- [Police Act 1997](#)
- [Police and Fire Reform \(Scotland\) Act 2012](#)
- [Protection of Children \(Scotland\) Act 2003](#)
- [Protection of Children and Prevention of Sexual Offences \(Scotland\) Act 2005](#)

Title: QUAL045 Safeguarding Policy

Version/Status: 6

Approved By/Date: February 2019

Effective Publication Date: February 2019

Owner: Depute Principal, Academic

Lead Author: Head of Student Experience

Lead Editor: Student Services Manager

Review Timing/Date: 3 years

- [Protection of Vulnerable Groups \(Scotland\) Act 2007](#)
- [Rehabilitation of Offenders Act 1974](#)
- [Sexual Offences Act 2003](#)
- [Sexual Offences \(Scotland\) Act 2009](#)
- [United Nations Convention on the Rights of the Child 1992](#)

9 Related Policies, Procedures, Guidelines and Other Resources

- [Approved Placement Policy](#)
- [Complaints Handling Procedures](#)
- [Fitness to Practice Guidelines](#)
- [Fitness to Study Guidelines](#)
- [IT Acceptable Use Policy](#)
- [Promoting a Positive Learning Environment Policy](#)
- [Student Code of Conduct](#)
- [Study Abroad Policy and Guidance](#) (forthcoming)

10 Version Control and Change History

| Version | Date | Approved by | Amendment(s) | Author |
|---------|---------------|-------------|---|--------|
| 0 | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | June 2016 | | Previously published as part of QUALO45 V4. Now published separately. | |
| 5.1 | December 2018 | | Change of role to Quality Manager | |
| 5.2 | January 2019 | | Footer added. | |

Title: QUALO45 Safeguarding Policy

Version/Status: 6

Approved By/Date: February 2019

Effective Publication Date: February 2019

Owner: Depute Principal, Academic

Lead Author: Head of Student Experience

Lead Editor: Student Services Manager

Review Timing/Date: 3 years

Perth College UHI

Paper 10

| | |
|---|---|
| Committee | Board of Management |
| Subject | Academic Appeals Policy |
| Date of Committee meeting | 20/03/2019 |
| Author | UHI Single Policy Group: Academic Appeals |
| Date paper prepared | January 2019 |
| Executive summary of the paper | <p>UHI has been progressing work on a Single Policy Environment Project and a number of policies have been prepared.</p> <p>Academic Affairs Committee approved the Academic Appeals Policy at its meeting on 12 February 2019 and recommended its approval to the Board of Management.</p> |
| Consultation How has consultation with partners been carried out? | <p>Staff from all Colleges have dedicated significant time to the Policy Ownership Groups and there has been discussion with practitioners throughout this process.</p> <p>Partnership Council have endorsed this Policy and the Vice Principal for Further Education has requested that local Boards of Management consider the Policy and/or they delegate consideration to the relevant approval committee</p> |
| Action requested | <input type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input checked="" type="checkbox"/> For approval |

Perth College UHI

| | |
|---|---|
| Resource implications (If yes, please provide details) | There are no resource implications in the paper |
| Risk implications (If yes, please provide details) | There are no risk implications |
| 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 policy provides a support mechanism and process for students to raise concerns they may have with the assessment process and effective application of assessment regulations. It meets strategic aim 1.7 Enhance student engagement by strengthening the student voice |
| <u>Equality and diversity</u> Yes/ No If yes, please give details: | An Equality Impact Assessment was completed on 23/1/2019 and there were no equality and diversity risks raised as a concern. |
| 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 |
| <u>Data Protection</u> Does this activity/ proposal require a Data Protection Impact Assessment? | No |
| Status (e.g. confidential/non confidential) | Non confidential |

Perth College UHI

| | |
|--|------|
| Freedom of information Can this paper be included in “open” business?* | open |
|--|------|

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

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

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

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

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

and

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



Perth College, University of the Highlands and Islands

Further Education Academic Appeals Policy

POL

| | |
|--|---|
| Lead Officer (Post): | All amendments to the policy must be submitted to the UHI Single Policy working group via the Quality Manager prior to being presented for approval |
| Responsible Office/ Department: | UHI VP FE |
| Responsible Committee: | Academic Affairs Committee |
| Review Officer (Post): | All amendments to the policy must be submitted to the UHI Single Policy working group via the Quality Manager prior to being presented for approval |
| Date policy approved: | Click or tap to enter a date. |
| Date policy last reviewed and updated: | n/a |
| Date policy due for review: | January 2022 |
| Date of Equality Impact Assessment: | 23/01/2019 |
| Date of Privacy Impact Assessment: | n/a |

Accessible versions of this policy are available upon request. Please contact the Governance and Policy Officer on 01463 279000.

Policy Summary

| | |
|-------------------------------|--|
| Overview | <p>Why is the policy required?</p> <p>This policy, together with the associated Academic Appeals Procedures, represents an appeals framework that ensures students can request a review of an assessment decision made by Perth College, where there are grounds to do so.</p> |
| Purpose | <p>What will the policy achieve?</p> <p>The purpose of the policy is to set out the circumstances in which a student may wish to appeal against a decision provided during an assessment process or against a decision about progress between levels (e.g. a decision by a Progression Board).</p> |
| Scope | <p>Who does the policy apply to?</p> <p>This policy applies to all Further Education courses (normally up to and including SCQF Level 6)</p> |
| Consultation | <p>Who has been consulted on the policy, and who will be notified?</p> <p>The policy was developed by a group of practitioners made up from across the University of the Highlands and Islands partnership. All relevant staff and students will be notified.</p> |
| Implementation and Monitoring | <p>Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred?</p> <p>Colleges will be responsible for local implementation of the policy. The policy is part of the business-as-usual function of the college.</p> |
| Risk Implications | <p>What are the risk implications of this policy?</p> <p>Failure to adopt a strong policy and follow the procedures would undermine the student experience and the academic reputation of the College.</p> |
| Link with Strategy | <p>How is this policy linked to University strategy?</p> |
| Impact Assessment | <p>Equality Impact Assessment: 23/01/2019 – No negative impact.</p> |
| | <p>Privacy Impact Assessment: n/a</p> |

1. Policy Statement

- 1.1 This policy, together with the associated Academic Appeals Procedures, represents an appeals framework that ensures students can request a review of an assessment decision made by Perth College, where there are grounds to do so.
- 1.2 The policy aims to ensure appropriate, fair and consistent treatment of all parties involved in any further education academic appeal across the partnership.

2. Definitions

- 2.1 **Academic Appeal:** a procedure through which students may in certain circumstances ask for a review of a decision relating to their academic progress or award.
- 2.2 **Progression Board:** a panel of staff from the College who consider and determine student awards and progression to a more advanced stage.
- 2.3 **Awarding Body:** an organisation that designs, develops, delivers and awards the recognition of learning outcomes (knowledge, skills and/or competences) of an individual following an assessment and quality assurance process.

3. Purpose

- 3.1 The purpose of the policy is to set out the circumstances in which a student may wish to appeal against a decision provided during an assessment process or against a decision about progress between levels (e.g. a decision by a Progression Board).
- 3.2 The procedure allows the student to raise an appeal at an informal level and, if the outcome of this is not satisfactory, to use the formal procedure.

The internal formal Academic Appeal Procedure should be followed before escalation to external Awarding Body appeals processes. Students will be signposted to relevant external Awarding Body appeal processes at the start of their programme of study.

- 3.3 External appeals procedures vary, depending on the type of qualification for which the appeal is being made and the awarding body. The overriding principle is that all appeals will be treated fairly and objectively.
- 3.4 Without prejudice to the outcome of an appeal, a student may continue to attend classes and make use of the facilities of the College whilst their appeal is being heard.
- 3.5 Students who have completed their programme, who have grounds to appeal an award decision or programme progression board, will be unable to receive their award until the matter has been fully resolved.
- 3.6 The timescales set out in the Procedures must be followed. Students and staff should note where there may be variations between awarding bodies.

4. Scope

- 4.1 This policy applies to students enrolled on courses normally up to and including SCQF Level 6 (see Section 4.2 for variations to this criteria).

- 4.2 There are a small number of Scottish Vocational Qualification (SVQ) courses at SCQF Level 7 that are considered as Further Education courses for the purposes of the UHI Partnership. This policy applies to these students.

4.3 Grounds for Appeal

Appeals against an assessment decision will normally only be considered on one or more of the following grounds:

- 4.3.1 That a student's performance in the assessment was adversely affected by illness or other factors. The student must have been unable to, or have a valid reason not to, divulge the information to their lecturer prior to assessment. In the case of a Progression Board, the information must have been unavailable at the time the determination was made. In these cases, the appeal must be accompanied by documentary evidence to the **relevant member of staff** (see Procedures).
- 4.3.2 Evidence of College academic assessment administrative error or that an assessment was not conducted in accordance with the College's specific assessment policies/procedures.
- 4.3.3 That evidence is produced that some other material irregularity has occurred.

5. Exceptions

- 5.1 This policy does not apply to Higher Education students, e.g. normally those students studying courses at SCQF Level 7 and above (see Section 4.2 for variations to this). These students should refer to the UHI Academic Standards and Quality Regulations.
- 5.2 Appeals that question the academic judgement of a member of staff or an academic assessment body will not be considered.
- 5.3 Students undertaking non-regulated qualifications (NQs), have no further right of appeal against internal assessment decisions. The final decision rests with the academic partner. External awarding bodies will not accept internal assessment appeals.
- 5.4 Appeals will not normally be permitted from third parties on behalf of a student.
- 5.5 SQA Post-results Services for National Qualifications and other external assessments. Please refer to relevant Awarding Body Guidance for further details.
- 5.6 Exceptional Circumstances Considerations. Please refer to relevant Awarding Body Guidance for further details.

6. Notification

- 6.1 All staff members will be notified of changes to the Academic Appeals Policy and Procedures through the normal channels.
- 6.2 Teaching staff and staff advising students should have a detailed knowledge of the Academic Appeals Policy and Procedures.
- 6.3 Any changes to awarding body regulations will be reflected in the annual review process of this policy and associated procedures.
- 6.4 Students will be made aware of the policy within four weeks of commencing their course.
- 6.5 The policy will be publicly available on the College's website.

7. Roles and Responsibilities

- 7.1 **Boards of Management** are responsible for approving the policy and ensuring that it is followed. **Boards of Management** are also responsible for ensuring the strategic effectiveness of the policy.
- 7.2 **Principals / Senior Management Teams** are responsible for operational compliance with the policy set by the **Board of Management**, and making recommendations to the Board about updates to the policy. **Principals / Senior Management Teams** are also responsible for ensuring the operational effectiveness of the policy and making provision for training for relevant staff.
- 7.3 The Further Education Academic Appeals Policy Ownership Group is responsible for overseeing annual updates to the Policy and Procedures.
- 7.4 Line managers are responsible for ensuring staff participate in training and follow the policy in their day-to-day role.
- 7.5 All relevant staff are responsible for familiarising themselves with the policy and procedures.

8. Legislative Framework

- [Data Protection Act 2018](#)
- [Equality Act 2010](#)
- [General Data Protection Regulations](#)

9. Related Policies, Procedures, Guidelines and Other Resources

- Academic Standards and Quality Regulations
- Further Education Academic Appeals Procedure
- Perth College Access and Inclusion Strategy
- Complaints Policy and Procedure
- Positive Learning Environment Policy and Disciplinary Procedure
- Fitness to Study Guidelines
- Learner Support Policy and Procedures
- Progression Board Guidance

10. Version Control and Change History

| Version | Date | Approved by | Amendment(s) | Author |
|---------|---------------|-------------|--------------|--------|
| 0 | | | | |
| 1.0 | February 2019 | | New Policy | |
| 2 | | | | |
| 3 | | | | |

SMT and AP Quarterly Status Reports

UC19-006

| | |
|--|---|
| Committee | University Court |
| Subject | Academic Partner and University Senior Management Team Quarterly Status Updates |
| Action requested | <input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval |
| Brief summary of the paper | Update reports for period covering 1 December 2018 – 28 February 2019 |
| Resource implications (If yes, please provide details) | No Click or tap here to enter text. |
| Risk implications (If yes, please provide details) | Yes Issues/ concerns captured in paper |
| Date paper prepared | 13/03/2019 |
| Date of committee meeting | 20/03/2019 |
| Author | University SMT and AP Principals (compiled by N Oakley) |
| Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information. | Information sharing |
| <u>Equality and diversity</u> Does this activity/ proposal require an Equality Impact Assessment? | No If yes, please give details: Click or tap here to enter text. |

SMT and AP Quarterly Status Reports

| | |
|---|--|
| <u>Data Protection</u> Does this activity/ proposal require a Data Protection Impact Assessment? | No If yes, please give details: 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 |
| Freedom of information Can this paper be included in "open" business? | Open |
| Consultation How has consultation with partners been carried out? | Described in paper |

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

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

For how long must the paper be withheld? [Click or tap here to enter text.](#)

SMT and AP Quarterly Status Reports

Introduction from the Principal and Vice-Chancellor

This quarterly report provides a broad overview of some of the key activities, challenges, and opportunities that are taking place within the university with contributions provided by members of my senior management team and academic partner principals.

I have identified below a few areas that are occupying my time currently and which will be major areas of focus for management over the next three to five years.

Financial Management and Sustainability: Collective Management

The financial environment is extremely challenging and budgetary pressures persist, therefore, we must adapt and collectively manage our resources better to ensure that we deliver the best possible experience for learners across the region. The SFC's indicative funding announcement for the main teaching grant for 2019/20 was announced on [28th February](#) and this represents a real term cut in our primary income source. (£32.6 million in 2018/19 reducing to £32.1 million in 2019/20)

Accordingly, there is a need for us to act now, to review priorities, to maximise income from other sources and to implement efficiencies across the partnership by working smarter together. To this end I have been working with colleagues within Executive Office to lead by example and to identify savings of around £500k within the EO budget next year and I am currently working with Partnership Council and finance directors to examine and review assumptions made within Financial Forecast Returns for the next five years and to develop a consistent approach with some collective solutions. Some good progress has been achieved and further work is progressing including a focussed discussion at the next face:face meeting of Partnership Council on 3rd April.

Key areas for discussion include; identifying value for money, developing consistent processes and shared services, identifying guiding principles for curriculum review, opportunities for growth and improving project management/monitoring and controls.

A full report on this work will be presented to Court in June.

Strategic Investments

FGPC established a strategic investment fund 2017/18 and invited bids from partners for funding in accordance with competitive criteria around growth, leadership, alignment, sustainability, innovation and institutional development. The fund has been fully utilised with £2.135M committed and a summary of the successful bids is listed below for information.

It is important that these investments deliver results for the benefit of the University and we will continue to monitor progress and provide further progress/impact reports on these projects in due course.

1. Argyll College UHI – MOD Faslane Project. **Investment of £227k.** A new Learning Centre in Helensburgh to support the delivery of a range of university HNC/D and BEng programmes to MOD personnel and providing increased access to FE and HE opportunities for the people of Argyll. By year 4 of the project, it is forecast to achieve additional income of £200,000.
2. Highland Theological College UHI-Paisley Campus. **Investment of £130k.** A permanent base for the BA (Hons) Theological Studies degree. The investment has facilitated provision of three classrooms capable of accommodating up to 12 students each with VC. Staff and students have been extremely enthusiastic about the new facility and this has already been reflected in student numbers. 8 students in 2017-18 (5 FTE) increased to 24 students this year (18.5 FTE).
3. Inverness College UHI – HE Curriculum Growth. **Investment of £195k.** Funding provided for two years to support the appointment of an additional Depute Principal with a mandate to develop HE programmes outwith our student number cap and specifically to grow Inverness and networked HE, RUK, online and International students. In year 2 of the project, it is forecast to recruit an additional 5 international and 5 RUK students (income of £90,000) and in year 3, 15 international and 20 RUK students (income of £310,000).

SMT and AP Quarterly Status Reports

4. Inverness College UHI - Optometry Programme. **Investment of £135k.** The college received funding to support the appointment of a Head of Optometry and to develop curriculum with a view to initiating programmes subject to GOC accreditation from September 2019. Unfortunately GOC accreditation has been delayed, however, we are confident that this will prove to be a successful development in the long term. At steady state 222 students would be enrolled. This will generate a contribution to the University of >£800k per annum.
5. Moray College UHI – Integrative Health Provision. Funding provided to expand the reach of the Integrative Health degree by: developing new modules to convert HNC/D qualifications into He Cert and HE Dip qualifications as part of a four-year degree, validating the modules developed for CPD purposes, securing international approval for the revised qualification and enabling further UK articulation agreements. By year 3, it is forecast to make a net contribution of £145,00, including 20 additional students, plus research and other income streams. **Total investment for items 5,6 and 7 of £390k.**
6. Moray College UHI – Advanced Technology Hub. Investment to focus on the recruitment of key academic staff and essential specialised equipment to deliver at apprentice and postgraduate levels together with associated scholarship and commercial research
7. Moray College UHI – Development of Masters Degree in Whisky: history and culture. Investment to develop a distance learning module that may form part of a proposed PG Cert/Dip package and test the market.
8. North Highland College UHI – Development of Dornoch Campus. **Investment of £500k.** Investment to facilitate integration of educational activity for the Dornoch campus on one site. The revitalised campus will create facilities to address the needs and opportunities for the college and its curriculum, which supports key economic drivers for the region. The campus will initially accommodate three key provisions –the curriculum in golf and hospitality together with the Centre for History with opportunities for growth.
9. West Highland College UHI – Creation of a Chair in Tourism. **Investment of £170k.** Three years of leadership funding in the delivery of curriculum and research to position the university as a recognised international leader in tourism, providing the direction, excellence and vision to lead and drive the development of teaching, research and knowledge exchange. By year 5, the project is forecast to deliver additional net income of £213,000, due to an additional 100 FTE's in postgraduate online courses, split between home, RUK and international students.
10. West Highland College UHI – Capacity building in STEM (Engineering and Computing). **Investment of £250k.** With funding from the University, HIE and SFC to develop and staff a new centre for technology in Fort William. By 2020/21, the forecast is to achieve a net income of £128,000 in engineering activity and £93,000 in computing science and digital activity.
11. Cross Partner – Modern Apprenticeships Regional Development. **Investment of £138k.** To establish a regional MA contract with Skills Development Scotland and academic partners. Providing workshops, Facebook advertising and a first phase of digital masterclass production of an online tutorial (for the hospitality MA).

Strategic Dialogue Meetings

We are currently seeking to establish strategic dialogue meetings with each Academic Partner in order to promote greater interaction. It is anticipated that these meetings would mirror the Scottish Funding Council format and be progressed on a three year cycle.

Brexit Uncertainty

There is continuing uncertainty in relation to Brexit. All scenarios have significant implications for the university sector and the Highlands and Islands, with “no deal” implications being the most immediate and severe. Court will receive a paper on 20th March from our Director of European and International Development setting out the current challenges and possible options/recommendations when considering university strategy for the post-Brexit scenario in each of these priority areas.

SMT and AP Quarterly Status Reports

Deputy Principal

Prepared by Professor Crichton Lang

Notable accomplishments

Staffing changes in the Academic Directorate: Following Dr Gary Campbell's appointment as VP Strategic Developments, Dr Sue Engstrand will be covering the Dean's role on an Interim basis for the Faculty of Science, Health and Education. Backfill for Dr Engstrand's subject network leader role is now being recruited from the partnership.

I myself have now (from 1st March 2019) stepped down as Head of the School of Health to allow more time to support the Programme Board/Assembly work and to allow transition into Interim VC role from 1st August 2019. Professor Sandra MacRury has rebalanced her clinical/academic time to provide leadership for clinical links within the School of Health management team. She will take specific responsibility for ScotGEM activities and will act as Head of the School of Health over this interim period.

Significant events/ awards

- Inverness City Deal-funded appointment of Chair in Medical Nanotechnology now appointed. ERDF (ILEX) funding for expanded R+D facility on the Beechwood campus linked to the City Deal developments now secured.
- Ongoing work with Programme Board and with Finance and Sustainability Working Group through this period.
- Attended Moray College SDM meeting with SFC on 27th February.
- Formal launch of UHI Postgraduate Midwifery programme on 7th January, first cohort of 19 students welcomed by UHI staff and NHS representatives.
- Chaired annual Subject Network Leader and Quality Manager forum on 17th/18th January. A key part of the annual Quality Monitoring Cycle this event allowed reflection on quality data and themes arising from programme and subject network self evaluations and reports and informs the review of Quality enhancement priorities now undertaken by the Quality Assurance and Enhancement Committee.

Collaboration with other academic partners

- Exploratory meeting with CEO and Director of Conservation at RZSS in Edinburgh on 22nd February 2019. Follow up discussions with Curriculum Employer Engagement Team, STEM leads and Research Staff now taking place. Potential opportunities for curriculum/research collaborations at Highland Wildlife Park, Edinburgh Zoo and overseas to be explored.
- Meeting in Inverness with Colleagues from Hunan Institute of Engineering on 3rd December 2018. Mainly in relation to staff development opportunities.
- Visit from Dr Subo Shanmuganathan, Interim Director of Education, General Optical Council, to discuss future direction of professional frameworks and education in optometry. Meeting with representatives from Specsavers and Federation of Ophthalmic and Dispensing Opticians on 4th and 19th February to maintain stakeholder support given delay in programme launch to 2020. Also participated in evening staff recruitment events for Optometry in Inverness/Elgin on 11th/12th December.

SMT and AP Quarterly Status Reports

Chief Operating Officer and Secretary

Prepared by Fiona M Larg

Notable accomplishments

- Progression of the purchase of the Centre for Health Science – valuation agreed in principle with HIE and loan funding secured from the Scottish Government financial transactions via SFC. Plan to agree Heads of terms with HIE by 31/3/19 and conclude purchase by 31/7/19.
- Agreement in principle reached with Technology One which should allow our finance system project to be concluded.
- The university's Gaelic Language Plan 2019 to 2022 approved by Bòrd na Gàidhlig.

Significant events/ awards

- Following an invitation from the European Commission, speaker provided to a University Business Thematic forum in Portugal as recognition that the university is significantly ahead of many other regions in Europe in terms of managing and benefiting from external relationship building with businesses, especially in a rural context.

Collaboration with other academic partners

- Two meetings held with academic partner finance chairs (Dec 2018 and Feb 2019) to help them better understand our funding mechanisms and look to identify areas for shared services.
- Implementation of an online registration and payment solution for Inverness College UHI to provide a single transaction for Evening and Leisure Courses, Commercial Courses and Cambridge ESOL to produce estimated savings (in processing costs) of £24,000 a year.
- Annual SITS forum (student record system) held with registry staff from across the partnership sharing best practice, discussing upcoming changes and addressing issues.

Issues or concerns

- Delay in General Optical Council accreditation of optometry degree has led to delay in the programme being offered until 2020/21. This has potentially significant financial and reputational impacts on the university.
- Occupancy of student residences in Inverness, Dornoch and Elgin continues to cause major concern and has been the subject of a recent internal audit report.

SMT and AP Quarterly Status Reports

Vice-Principal Further Education and Work-based Learning Prepared by Diane Rawlinson

Notable accomplishments

Work Based Learning Hub

Over recent months the WBL Hub's work has been particularly focussed on development of effective systems to support regional Modern Apprenticeship (MA) contracting and delivery. Other key work streams have included managing the cycle of procurement and reporting for Foundation Apprenticeship (FA) and Graduate Apprenticeship (GA) programmes, development of regional marketing support (particularly for FAs), and facilitating communities of practice focussed on enhancing quality and consistency of learning materials, delivery models and the learner experience. During this time the WBL Hub has developed a draft regional vision and set of strategic aims to further support the realisation a high quality and consistent regional approach to work-based learning across UHI.

Single Policy Environment Project

In December 2018, a new Sharepoint site was established for regional policies, procedures and associated resources, accessible for staff across the partnership. Two further policies (Academic Appeals (FE) and Safeguarding (Tertiary) endorsed by Partnership Council in January. In February a new Guidance Policy Ownership Group was established, Partnership Council approved Promoting a Positive Learning Environment (Tertiary) Policy and standard procedures were agreed for Enrolment/withdrawal/Transfer and Resulting of students in Further Education.

Significant Events/ Awards

Work Based Learning Hub

A significant programme of MA development work is underway, with Strategic Investment Funding from the university to support this. This has included the delivery of a series of workshops and meetings to progress development of enhanced learning materials, digital resources, core skills, customer service, staff development and communities of practice, including integration with other significant workstreams such as the Brightspace VLE roll out, UHI Quality Forum, and the development of the UHI CRM system. For Graduate Apprenticeships and other HE level work-based learning, the WBL Hub has supported the continued development of the pilot Graduate Apprenticeship BA in Early Learning and Childcare programme, including the coordination of two employer workshops to support development and recruitment, and facilitated ongoing development within the Civil Engineering GA programmes between the programme team and EDU, including initial planning for 2019 cohort recruitment. Further to this, the WBL has facilitated ongoing planning and discussions with Senior Management, Deans, Subject Network Leaders and CDEOs regarding the potential future development of new GA frameworks and other HE WBL provision across UHI, including a potential 'franchise' type model with other colleges around Scotland, and ongoing support of the BSc (Hons) Applied Software Development development.

Regional Further Education matters

A workshop was held with members of Partnership Council to consult on draft Regional Outcome Agreement Targets. Following this workshop, the draft ROA was submitted to SFC on 10th December. Through membership of the HISIP Programme Board, an input is also being made to the re-refresh of the HISIP Action Plan. Discussions have been held with SFC regarding national bargaining and the position of non-incorporated academic partners. Support visits have been made to Orkney College and Shetland College/NAFC Marine Centre. The latest visit to Shetland was to establish and support the first meeting of the Programme Board, established to recruit to the Shadow Board of the proposed new college in Shetland.

Single Policy Environment Project

Wherever possible the SPEP seeks to embed its work in the operational infrastructure of the partnership. In December the work of the Learner Support Policy Ownership Group was shared with the UHI Student Support Group to facilitate discussions with a wider group of colleagues engaged in student support. The PM for SPEP presented at a two day Quality Forum event held at Ness Walk. The work of the Admissions Policy Ownership Group (FE) has also been shared with a wider group of colleagues, particularly those focused on HE admissions.

Collaboration with other academic partners

Work Based Learning Hub

Within MAs specifically, particular achievements have included the successful regional contract management, monitoring and reporting for our 2018-19 regional contract with Skills Development Scotland (SDS), and the facilitation, writing and submission of our regional bid to SDS for a new 2019-20 MA contract, including regional level discussions regarding the future delivery of construction MAs and our relationship with CITB. Each of these work streams is dependent on collaboration with all participating academic partners and liaison with external agencies. The WBL Hub has worked with marketing practitioners from across the partnership to coordinate the development of a new regional FA brochure with locally tailored inserts, and worked with partners to deliver a substantial programme of radio, newspaper and social media advertising that aligns with both the SDS national marketing campaign and partner's own local marketing activities.

Single Policy Environment Project

In recognition of the number of tertiary policies that are being developed, links are being forged with colleagues in Highland Theological College, Sabhal Mòr Ostaig and SAMS to secure representatives on Policy Ownership Groups for tertiary policies wherever possible.

SMT and AP Quarterly Status Reports

Vice-Principal Research

Prepared by Professor Neil Simco

Notable accomplishments

In December the University held its biennial research conference, which in 2018 was hosted by Perth College UHI. Around 240 research students and staff attended the event. Delegates had the opportunity to listen to a range of external speakers and to understand something of the rapidly changing external environment in research and impact. There was also an opportunity for delegates to present a wide range of research papers across a number of disciplines. The four research clusters were a key part of the conference and one outcome of the event is a strengthening of the research clusters as a key element of our work.

The University is now part of 2 Doctoral Training Programmes (DTPs) and we have been awarded 6 studentships in connection with the Marine Science DTP. This is a significant achievement, reflective of the quality of the applications.

Significant events/ awards

In January 2019 the final national guidance for the Research Excellence Framework 2021 exercise was published. This guidance provides the University with a confirmed set of arrangements to support our planning. The University is required to produce a code of practice to demonstrate how it is planning to identify staff and select research outputs and this has now been drafted and is currently going through committee approval. Another part of the preparation for REF 2021 is the writing of impact case studies and drafts of all of these have been prepared for a scrutiny event in March.

Collaboration with other academic partners

The University has signed a licensing agreement with QHB Ltd, a Chinese company, in connection with anticancer immunoglobulin technology. This is a welcome step forward in terms of commercialization of a health product.

The University's collaboration with Scotland's Rural College (SRUC) continues and further work has occurred to create a framework for collaboration. A next step is to engage with external industry partners.

Meanwhile further collaborative work is developing relating to the blue economy in collaboration with Heriot-Watt and Stirling Universities.

Issues or concerns

The potential impact of BREXIT continues to be an issue of real concern across both in terms of research income, but also in terms of the numbers of research students, as in the latter case nearly 1/3 of research students are funded through European funds. This is currently being mitigated by the University's involvement in the DTPs, noted above, but also by the development of our MRes programmes, by exploring potential new international collaborations and in the longer term by the potential development of professional doctorates

SMT and AP Quarterly Status Reports

Vice-Principal International and External Engagement

Prepared by Professor Stuart Gibb

Notable accomplishments

- 'International curriculum': 'Prioritisation of UHI programmes for international marketing' progressing: > 60 online and on-campus programmes reviewed against criteria agreed with PPF. Aim to agree and 'develop an internationally distinctive and competitive curriculum that builds institutional reputation and credibility (internationally and nationally)' and 'develop an international curriculum that is recognisable in terms of quality, relevance & responsiveness'.
- 'ERASMUS': Higher education student and staff mobility within programme countries submitted (24month, project end date 31 May 2021; €49, 075) – covers student and staff mobility; staff mobility for training and student mobility for traineeships between Programme Countries.
- 'Admissions and administration': Data base of programmes validated for international delivery or Tier 4 eligible completed. Together with streamlining & parallel processing for international application process, and development of on-line application process should contribute to improvement in conversion rates.

Significant events/ awards

- Participation in UHI Staff and PGR research Conference (December 2018, Perth)
- Participation in British Council International Education Services Conference (December 2018, Manchester). Themes: Strategy: How the world is changing and how we can navigate for success; Innovation: Fresh approaches for connecting with international students; Intelligence: Exploring external influences on international student recruitment.
- Participation in Santander Universities visit to UHI - exploring potential for the University to become one of Santander's university partners in future, including access to the range of support programmes they provide to member institutions.

Collaboration with other academic partners

- Global Challenge Research Fund application – NHC
- Contribution to Hunan Renewable Energy Association – PC, NHC
- Wrap-up of HOME project: Promoting links between UHI and Changsha University of Science and Technology – NHC, PC, EO (Funded by Hunan Provincial Government)
- Application to British Council for developmental funding progressed (Vietnam)– IC, OC
- Transnational education funding models - PC

Issues or concerns

- Aspirations and expectations around international student recruitment needs to be balanced with, and in proportion to, the level of investment and resources available
- Ability of partnership to work coherently and collegially in a consistent manner, to communicate effectively and minimise risk (in an increasingly competitive external environment).

SMT and AP Quarterly Status Reports

Vice-Principal Tertiary

Prepared by Lydia Rohmer

Notable accomplishments

Branding and Positioning Project

A Partnership Council workshop was held in January 2019 to review the findings from the stakeholder engagement phase of the project and agree the proposed way forward. Subsequently, a workshop was held for FERB and Court in February 2019 to consult on the proposed approach. In both workshops, findings and proposed approach were formally endorsed, with broad agreement that we needed to assure brand coherence based on the proposed single brand framework going forward. Work is underway to ensure all AP Boards are fully briefed and to develop an implementation plan going forward.

Curriculum Mapping Tool

The project is still seeking to resolve procurement matters for this bespoke software tool in liaison with APUC, who provided formal advice in February 2019. Work is continuing on the tertiary curriculum pathways, in particular through SCMT on FE curriculum review.

School-College Liaison Strategic Review

Work is continuing on both curriculum and marketing/information/guidance. Partnership Council requested that the school engagement work for STEM is included to create a single strategy framework for UHI engagement with young people.

Widening/Fair Access

Work is continuing to refresh the University's approach to wider/fair access, including ensuring UHI's articulation data is clearly reflected in SFC's refreshed national articulation database.

Significant events/ awards

Continued representation of UHI in the Learner Journey Review Implementation Groups and the National Articulation Forum.

SMT and AP Quarterly Status Reports

Argyll College UHI

Prepared by Maureen McKenna, Head of Marketing and Communications

Notable accomplishments

- Statistics released by the Scottish Funding Council show the proportion of Further Education students completing their full-time courses at Argyll College UHI in 2017-18 has increased by over 15% in the last five years. The overall total of 76% is now nearly 10% above the national average.

Significant events/ awards

- Rothesay student Lisa McConnell featured as part of the SQA Shine Exhibition 2018

Collaboration with other academic partners

- The College continues to play a leading role in the Oban as a University Town Project.
- The College now shares a Digital Marketing Officer with West Highland College.
- We continue to work with colleagues in Engineering across the partnership to develop and deliver a programme of study to the Royal Navy at Faslane.

Issues or concerns

- The built environment of the College continues to be a concern on two levels. Firstly, some centres lack capacity to deliver courses in line with demand and as none of them have been designed and purpose built as educational establishments, there is inconsistency in the student experience across Argyll and particularly when compared with partner UHI institutions.
- As with other partners, the uncertainty surrounding Brexit continues to be a concern.

SMT and AP Quarterly Status Reports

Highland Theological College UHI

Prepared by Hector Morrison, Principal

Notable accomplishments

- (22 Jan) Staff training in the use of Brightspace was led by Dr Rob Shillaker, HTC Brightspace Champion
- (28 Jan) We welcomed 14 new BA students to our programmes in the semester 2 intake, with the result that we have met our predicted student number targets for this academic session.
- In recent weeks, the BA Philosophy (Hons) degree, with its associated joint awards, was successfully led through validation by one of our HTC staff members, Rev Dr Innes Visagie, who has been Programme Leader for the PPE degree since it was inaugurated.

Significant events/ awards

- (17 Jan) Dr Jamie Grant, VP (Academic) at HTC, gave a lecture in Dundee for the Chalmers Institute on the theme: 'Nurturing Christian Identity and the Role of Theological Education.' This was part of a one-day conference organised by the Institute.
- This week Rev Dr David Kirk will be delivering a paper at the Affinity conference in Northampton on the topic 'When you come together.'

Collaboration with other academic partners

- Recently some of our academic staff facilitated a mock viva for an M(Res) science student who had issues with his own Academic Partner. This was in preparation for the viva, also held at HTC, which went well for the student.
- The BA Philosophy (Hons) degree, as with the PPE degree also, is a networked degree with teaching input from a number of UHI APs including HTC.
- The Theological and Philosophical Studies with Education degree proposal progressed through SN and Faculty Board (subject to some points of clarification). It will next progress to PPF. This will expand UHI's teacher education portfolio and is developed in cooperation with Perth College.
- Dr Innes Kennedy (Orkney College) is teaching from HTC-Paisley this semester due to personal circumstances.

SMT and AP Quarterly Status Reports

Inverness College UHI

Notable accomplishments

IC UHI has developed a new Finance Strategy with the support of its Board. In addition the Executive has developed a priority based budgeting methodology to examine the effectiveness and ROI against all spend and investment. As a result, the FFRs produced have been updated to include SMART income targets around commercial RUK, international and CPD. This approach has looked at marginal gains across all areas (see FFR Driven Data table below). Court is invited to consider this approach to planning and monitor the effectiveness of IC UHI's direction and the effective support that will be required from EO.

Inverness College UHI has begun a comprehensive curriculum review - assessing the currency of the offer, the human and physical resources and developments needed to effectively/efficiently drive the curriculum. This demand-led review uses Heidi+ data, local/national/international intelligence and IC UHI's professional advisory groups. Much of what we do needs to be refreshed and some radically changed or dropped/rested. This work is being led by Professor Ken Russell. Initial results conclusions are that the Masters levels routes need to be refined and developed in areas such as public health, engineering and varied MBA routes for the domestic, RUK and international markets. The undergraduate programmes need some development with a wider range of industry focused offers and the FE programmes need to show greater opportunity for articulation. IC UHI understands that changes will need to be recommended and discussed with UHI partners,

| | 18/19 £000 | 19/20 £000 | 20/21 £000 | 21/22 £000 | 22/23 £000 |
|--------------------------|---------------|---------------|---------------|---------------|---------------|
| Original FFR | (257) | (627) | (567) | (1,284) | (1,895) |
| First Position Dec/Jan | (60) | 15 | 286 | (220) | (620) |
| Current Position/ Jan 19 | (60) | 15 | 444 | 106 | (120) |

Education Scotland rated Inverness College UHI one of the top performing colleges in Scotland. Out of 27 colleges in Scotland, Inverness College UHI is one of only 5 colleges to receive an 'excellent' rating for leadership and approach to improvement, and 'very good' ratings for both student outcomes and the quality of provision and service. SFC Performance Indicators: Success rates for students studying further education courses at Inverness College UHI are now amongst the best in the country. Inverness College UHI is ranked 3rd highest of all 'large' colleges in Scotland in terms of success rates for both full-time and part-time courses & is only one to see a year-on-year improvement over the last 5 years.

Significant events/ awards

- The Scottish School of Forestry launched a new Modern Apprenticeship in Trees and Timber. Eight new MAs employed by Forestry Commission Scotland started at SSF on 29th January for a three month block of training before heading out to work with FCS teams across the North of Scotland. This is a new development for the sector. SSF hosted a visit from Fergus Ewing Cabinet Secretary for the Rural Economy and Connectivity as part of Scottish Apprenticeship Week.
- IC UHI had two student winners at the Lantra Learner of the Year Awards Winner - Isla Campbell, a BA Forest Management student, and Janis Brivkalns, Modern Apprentice/Aquaculture. Janis was named joint overall winner on the night.
- Inverness College UHI received a Customer Service Excellence review in January 2019. The review findings were exceptionally positive.
- Stephanie Gardiner, a BA (Hons) Accounting and Finance has reached the final 4 for the National University Class rep of the Year. Stephanie started her learning journey as a NC Intro to Business Management and Accounting (Jan start).
- Helen Coker had the following journal article published in The International Review of Research in Open and Distributed Learning, "Purpose, Pedagogy and Philosophy: "Being" an Online Lecturer". Andrew Duncan and Liz Barron-Majerik had the following article published in the Scottish Mathematical Council Journal, "When Textbook Answers are the Problem"

Collaboration with other academic partners

- Inverness College UHI teamed up with Developing the Young Workforce and Skills Development Scotland to present the Highland Apprenticeship Showcase on Thursday 7th March. Around 450 S3 pupils attended during the day alongside more than 30 employers. The event was opened up to members of the public in the evening to coincide with the Inverness College UHI Open Evening.
- Inverness College UHI drama students have collaborated with Highland Hospice to present a play offering insight into the patient experience of palliative care.
- Inverness College UHI has been nominated to be the lead partner to deliver a Graduate Apprenticeship in Early Education and Childcare from September 2019. It is also leading a fast-track childcare course targeted at men, starting in March, after successful bidding to SFC.
- Inverness College UHI has appointed a new Depute Principal (Academic Development) to lead on strategy and curriculum development, Professor Ken Russell.
- 8 Highland Council secondary school teachers have started the Additional Teaching Qualification (ATQ) Computing Studies.
- Demolition of the Longman campus is now underway and is expected to last until mid-July.
- Professor Chris O'Neil has just returned from a visit to Nigeria/Ghana as part of our internationalisation strategy, promoting University of the Highlands and Islands courses.
- The Business Solutions Team is working with 42 employers on applications for Flexible Workforce Development Funding worth around £590K.
- 2 Knowledge Transfer Partnership applications, have been submitted - working BSW Group and National Trust Scotland, one of which if successful would be in partnership with staff from North Highland College UHI.

SMT and AP Quarterly Status Reports

Lews Castle College UHI

Prepared by Iain Macmillan, Principal

Notable accomplishments

- The Western Isles Library Service and LCC have been awarded a grant £5000 of Digital Xtra funding to create new STEM (Science Technology Engineering and Maths) activities involving digital technology for school pupils in the islands. This includes the purchase of some new equipment and staff time to develop exciting new projects for the pupils to undertake.
- Our Engineering Department along with Energy Skills Partnership (ESP), the IET & Ajenta have been running the inaugural Outer Hebrides First Lego League competition. Teams from four island secondary schools gathering at the end of January 2019 in Sir E Scott School to battle it out to become the Outer Hebrides Lego League champion. The aim of the competition was to get school pupils involved in STEM activities in a fun and engaging way. The standard of work by the pupils was outstanding and the competition was a great success.
- Deputy First Minister John Swinney visited our Stornoway Campus on 14 February 2019 and had the opportunity to see what the College does on a day to day basis. He was able to visit several different student groups including Jewellery and Engineering as well as a visit to our Innovation Centre.

Significant events/ awards

- Anna-Wendy Stevenson very deservedly won Music Tutor of the Year at the MG ALBA Scots Trad Music Awards and was presented with her prize at the awards ceremony on 1 December 2018 in the Perth Concert Hall which was broadcast live on BBC ALBA and BBC Radio Scotland, as well as being streamed worldwide.
- From 7-11 January 2019, SIRFA (Scotland's Island Research Framework for Archaeology), ran a research symposium hosted in Lochmaddy, North Uist. SIRFA is coordinated by LCC staff member Rebecca Rennell as the Project Researcher, and is run in partnership with three island-based council archaeologists. The aim of the symposium in Uist was to bring together a wide range of stakeholders to identify and discuss research gaps, opportunities, and priorities for archaeological research across the Western Isles.
- A Holocaust Memorial Day Seminar was held at LCC on 28 January 2019. The event was run by the Western Isles Diversity and Equality Steering Group and featured keynote speaker Mhairi Snowden, Human Rights Consortium Scotland Co-ordinator.
- In January 2019, Frank Rennie took up an invitation to speak at a symposium in Kyoto, Japan which brought together academics from all universities in Japan who study rural geography and community development. Other invited international speakers included guests from Ethiopia, Laos, Korea, and China, and the presentations were structured to provide a comparison with similar issues in rural Japan.

Collaboration with other academic partners

- We are currently working with West Highland College and North Highland College to agree a framework for a level 5/6 Business/Administration course. We all have challenges in recruiting viable numbers so working collaboratively could address this. It is hope to be able to network a small element of the course in 2019/20.

SMT and AP Quarterly Status Reports

Moray College UHI

Prepared by David Patterson, Principal

Notable accomplishments

The college held its tri-annual Strategic Dialogue Meeting with the SFC on 27 February 2019. This meeting first noted, the:

- effective delivery of the 3-year Financial Recovery Plan since August 2017, to a position of underlying surplus with positive cash generation
- significant upturn in student achievement (and satisfaction) to a position above the Scotland average

Discussions around the college's local engagement and impact highlighted:

- significant engagement with *DYW Moray* and the schools sector including STEM Week events for hundreds of Primary School pupils; Taster Sessions for all Moray's S2 pupils; DYW Sector Days to help inform Senior Phase choices; and underpinning of supported work experience for c.100 Senior Phase pupils not taking national examinations
- extensive employer engagement through curriculum review and planning; expansion of FWDF with major employers; increased capacity to deliver Apprenticeship provision
- the college's key role in formal CPP arrangements including development of the new Moray Economic Strategy 2019-29, the Moray Growth Deal, and the Moray Skills Investment Plan; and comprehensive staff and student engagement in a wide range of community activities
- improved engagement within UHI in the development of both cross-UHI initiatives (e.g. Learning and Teaching Review) and new curriculum (e.g. new Software degree)

The SFC team also held dialogue sessions with a staff group and a group of students. While both groups echoed the challenges we had highlighted in the morning session regarding accommodation and resources, they were both said to be groups we should be proud of, and in particular, the students were said to be "extraordinary, inspirational, and very, very positive."

Issues or concerns

Discussions included the current financial challenges of the sector and the difficulty of medium-term financial planning in an uncertain environment of one-year funding settlements. In particular there was discussion about:

Backlog maintenance funding: SFC announced in 2017 that Moray would require £13m over a five-year period to make the campus wind- and water-tight and to prevent further deterioration. £1.33m has been allocated and spent in 2018/19 on priority items for first year of this funding, however, only £950k has been allocated to entire region for 2019/20.

National Bargaining: 'Harmonisation' and other actual costs are only guaranteed to be fully funded in the current financial year and 2019/20. We also need to have full visibility of those costs.

Cost of Living pay awards: These pay awards are unfunded and are being settled nationally at a time of decreasing FE credit funding. The disputes and changes in terms and conditions are also having an impact on the flexibility of staff deployment and staffing

SMT and AP Quarterly Status Reports

North Highland College UHI

Prepared by NHC Marketing

Notable accomplishments

A new NHC Business Development Team established. Based at our campuses in Thurso and Dornoch, the team's primary goal will be to contribute to the overall sustainability of the college by generating new additional income to help enhance the provision made to our students. Team members are currently working with local employers and agencies to better understand potential markets and raise awareness of the College's services to new clients. We have been able to meet the costs of establishing the team through generous financial support from the Scottish Colleges Foundation.



Significant events/ awards

This month, we look forward to welcoming Mr Richard Lochhead MSP, Minister for Further Education, Higher Education and Science to our main campus in Thurso to perform the official opening of Scotland's first Newton Room. This event will be closely followed by our Strategic Dialogue event with the SFC on the 2nd April and our hosting of the UHI Partnership Council meeting in Thurso on the 3rd April.



We also want to congratulate NHC students Ryan MacNicol and Sam Lyle on reaching the final of the national Field to Fork competition which recently took place at the Scottish Parliament in Edinburgh.

Collaboration with other academic partners

During the reporting period, we welcomed a number of new colleagues to our Centre for Energy & the Environment (CfEE) in Thurso.

- Natalie Isaksson is a PhD researcher who moved from Sweden to investigate the use of tidal flow areas by seabirds and the potential for interactions with tidal stream renewable energy. Before joining ERI she worked as a field ornithologist/project/research assistant at Lund University, Sweden.
- James Slingsby is a PhD Researcher from Corwen, North Wales. His research project examines top predator, seabird and marine mammal and usage of tidal-stream habitats such as the Pentland Firth.
- Melissa Costagliola-Ray joined ERI in December as a PhD student from the Bryden Centre working on the Quantification of seabird use of tidal environments:
- Megan Grant is a visiting research fellow who has put her PhD on hold at the University of Tasmania to visit us for 3 months.



SMT and AP Quarterly Status Reports

Orkney College UHI

Prepared by Professor Edward Abbott-Halpin, Principal

Notable accomplishments

St Magnus Cathedral Graffiti Project, archaeologists from the Institute working with Orkney Archaeology Society to investigate, record and analyse the graffiti and mark making present on the walls both inside and outside the building.

Orkney Research Centre for Archaeology (ORCA) based at Orkney College UHI have secured grant funding from Historic Environment Scotland and the Orkney Archaeology Society for a new landscape project in Orkney.

The Heart of Neolithic Orkney World Heritage Site Landscape Project will provide hands-on training and memorable experiences in field archaeology to the local community. The study area will be around Maeshowe and Brodgar, taking in parts of the parishes neighbouring the Loch of Harray and Loch of Stenness, West Mainland, Orkney.

Parts of the landscape will be studied with archive research, field walking, walkover survey and lochside surveys - picking up surface finds and recording features visible on the ground surface. These will explore landscape change from the Mesolithic to the present day. Previous field walking in the area has recovered prehistoric flints, axe heads and quern stones, which often correspond to ancient settlements. Some of these have also been identified during large-scale geophysical survey, and this project aims to bring together evidence from these wide-ranging sources. Finds from the more recent past are also being collected, such as those from camps used during WW2, bringing the story right up to the present day. The project aims to take people through the whole archaeological process from finding objects in the field, to mapping, processing finds, and interpreting the results. Participants will produce internationally significant research in the World Heritage area, contribute to the wider understanding of these sites and landscapes through time, and learn new skills. Field walking will start in March 2019 and continue into April. Other activities will be spaced throughout the year.

If you are interested in taking part please contact studyarchaeology@uhi.ac.uk

The project is supported by Historic Environment Scotland and Orkney Archaeology Society.

Significant events/ awards

Professor Edward Abbott-Halpin took up his post as Principal on 7 January 2019 following the retirement of Dr. Bill Ross.

DYW Orkney hosted an information evening for senior teaching staff, guidance teachers and careers advisers from local schools. Senior managers from the Education Department and Orkney College also attended. This event was supported by staff from the Work Based Learning Hub at University of the Highlands and Islands and Curriculum Leads from Orkney College UHI. The event provided an overview of Foundation Apprenticeships in Scotland along with some of the success stories from elsewhere in Scotland. Orkney College curriculum leads then spoke in more detail about the frameworks offered in Orkney in 2019, highlighting the academic aspect of the subjects and the benefits the vocational, work placement element offers young people. There was an opportunity for those present to ask questions from the presenters, which was a useful opportunity for teachers to ensure they were well equipped to support young people during the senior phase subject choice period.

Collaboration with other academic partners

Work is ongoing on the Islands Deal, including meetings with Heriot Watt University and Robert Gordon University.

Issues or concerns

None.

SMT and AP Quarterly Status Reports

Perth College UHI

Prepared by Margaret Cook, Principal

Notable accomplishments

- Successful re-approval of MBA product to include 2 new Pathways – MBA Resilience and MBA Environmental to home and international students.
- Successful re-approval of BA Hospitality Management.
- Successful re-approval of BSc Sport and Fitness.
- Approval of BSc Sports Therapy.
- A BA4 Visual Communication and Design student secured £5000 Angel Share Funding for the development, refinement & production of a design intervention regarding Understanding Corporate Parenting. The prototype used for the pitch was conceptualised as a part of a live curriculum based project, in partnership with Perth and Kinross Youth Services and Perth College UHI.

Significant events/ awards

- Martin Price gave two keynote presentations at 'Mountains 2018' in Nova Friburgo, Brazil.
- 10 students won awards at The Sodexo Salon Culinaire at Hampden
- Heather Paul (FE student) was at Gleneagles and is through to the finals for The Gibby Scholarship
- Article in the Care Inspectorate – Generations working together publication on the partnership project between HND Sport and Fitness students and local Care Homes – encouraging exercise in this intergenerational project.
- 20 of our Creative Industries students have just returned from 4 days soaking up the art and culture of Amsterdam. From Rembrandt's House and the Van Gogh Museum through to a cathedral of contemporary art in the Stedelijk Museum.
From Sunday 24th February until Friday 1st March, Andrew Dyce and 9 students from both BA Hons Music Business and BA Hons Popular Music participated, as part of a Erasmus project, in an international programme delivered at Pop Akademie, Mannheim, Germany. They joined students and staff from the US, Ireland, Holland, Sweden, England and Germany for the programme. Students have commented specifically on their confidence improving, understanding of European music markets widening and industry contacts increasing.
- Girls into plumbing event on the 7th March. This event is to encourage girls and young women to take up a career in plumbing as a modern apprentice, this event is in conjunction with International Women's Day and Scottish Apprenticeship Week. Industry professionals will be on hand to answer any questions and female plumbing apprentices will give their experience of the industry.

Collaboration with other academic partners

Inverness College UHI: 'Loch Arkaig Baseline Socio-economic Study' funded by Woodland Trust.

Joint supervision of PhD students at Inverness College UHI (2) and SAMS UHI (1).

Centre for Recreation and Tourism Research (West Highland College UHI): NPA SHAPE project.

SMT and AP Quarterly Status Reports

Sabhal Mor Ostaig UHI

Prepared by Gillian Rothach, Principal

Notable accomplishments

Beginning of semester 2 teaching delivery.

First year students all on 3-week placements with Gaelic related organisations across Scotland

Employment of a new Head of Research, Prof RAV Cox.

Employment of Head of Gaelic Teacher Education.

Collaboration with other academic partners

Teaching collaboration with LCC.

Issues or concerns

National Pay Bargaining; drop in on-site student numbers this academic year but working on strategy for recruitment for coming year.

SMT and AP Quarterly Status Reports

Scottish Association for Marine Science UHI

Prepared by Dr Anuschka Miller

Notable accomplishments

- Four SAMS contributors to UN Global Reporting and Assessment of the State of the Marine Environment Panel of Experts
- Hosting 67th annual meeting of the British Phycological Society
- Nick Owens takes over as Chair of the Partnership for Observation of the Global Ocean
- Signing MOUs with University of Mayala and University of the Philippines Visayas Foundation for collaboration on GlobalSeaweedSTAR project
- Major publication in *Science* revising understanding of North Atlantic ocean current drivers

Significant events/ awards

- Prof Mark Inall appointed to Scottish Science Advisory Council
- Contribution of algal resources to RI Christmas Lecture 2018
- SAMS annual lecture: Stephen Hall (SUT) on Blue Future: how new technology is going to change our relationship with the global ocean
- Contributing key lectures to Scotland's International Marine Conference
- MSc student Andrew Richardson among finalists in LANTRA awards

Collaboration with other academic partners

- Bryden Centre doctoral programme: SAMS hosts science lead (Prof Ben Wilson) and Post-Doc (Dr Raeanne Miller) who coordinate UHI students at LCC, NAFC, ERI, IC and SAMS
- SAMS hosts MESE Cluster lead (Prof B Wilson) and admin support (R Culver): Award of first trans-partner funding round supports collaborations between NAFC, ERI, IC (RLI), EO, SAMS
- SAMS' commercial subsidiary completed programme management of consultancy for large company re offshore wind developments around Scotland with NAFC, ERI, LCC and SAMS
- SAMS staff provide support / leadership to REF Unit of Assessment 7 preparations with involvement from NAFC, ERI, RLI (IC) and others
- Nick Owens chairs UHI Ethics Committee; B Wilson & C Fox on Animal Welfare & Ethics Committee
- Dr Bhavani Narayanaswamy is UHI lead for NERC funded SUPER DTP (Scottish Universities Partnership for Environmental Research Doctoral Training Programme). ERI, IC (RLI) and SAMS are beneficiaries in the first PhD round.
- SAMS contributes to University Innovation and KE portfolio for Energy and Aquaculture

Issues or concerns

SAMS' Governing Council has been changing fundamentally, with only three members with SAMS experience, bringing both exciting new opportunities and posing challenges

- At December AGM seven new trustees were voted onto SAMS Governing Council
- Recruitment of new chair has yielded candidate for election at EGM in March 2019
- This will be the most diverse governing council in SAMS history, with a majority of women and a greater age and discipline/sector distribution

SMT and AP Quarterly Status Reports

Shetland College UHI/ NAFC Marine Centre UHI

Prepared by Rory Gillies, Operations Manager, Shetland College UHI

Notable accomplishments

The Shetland Tertiary Education sector continues to demonstrate high performance in student outcomes for both full-time and part-time students. With 77.8% of full-time students completing their programme successfully, this places Shetland 11.7% above the national average and 7.5% above the University of the Highlands and Islands average. The 93.7% of part-time students who completed their programmes successfully places Shetland 15.5% above the national average and 8.8% above the UHI average.

Significant events/ awards

The annual Bridge Building competition was held at Shetland College UHI as part of the 2019 Apprenticeship Week. Eight teams of S3 pupils from schools throughout the islands participated in the event where pupils plan, design and build a wooden bridge that is then load-tested to destruction. There are prizes for the overall winners, best team work and most aesthetic (bonniest!) bridge. The event is run in conjunction with the Shetland Construction Training Group and the CITB.

Collaboration with other academic partners

Discussions are ongoing with other UHI partners to deliver agricultural programmes through the network.

The sector is continuing to develop a suite of Creative Industries programmes through collaboration with the Centre for Rural Creativity and the Shetland Arts Development Agency.

Issues or concerns

There are concerns regarding the introduction of BrightSpace and the lack of consideration given to the amount of staff time that will be required. There are also concerns regarding ongoing issues and uncertainty with VC.

SMT and AP Quarterly Status Reports

West Highland College UHI

Prepared by Lydia Rohmer, Principal

Notable accomplishments

Centre for Science, Technology, Health and Engineering, Fort William

SFC approved the full business case for this 15M capital project 'subject to funding'

Planning application was submitted to Highland Council in early December 2018, with a planning decision expected in March 2019

College Sector Performance Indicators for 2017-18 published by SFC in February 2019 confirm yet again that WHC is one of the highest performing colleges in Scotland (<https://www.whc.uhi.ac.uk/about-us/facts-and-figures/publications/>)

College Evaluation and Enhancement Report published by Education Scotland in February 2019:

The report can be found here <https://education.gov.scot/other-sectors/further-education/688503> and confirmed that the college is 'very good' in all three categories of leadership/quality culture, outcomes/impact and delivery of learning/student support.

The college successfully re-validated its BAH in Marine and Coastal Tourism end of February 19.

Significant events/ awards

The Principal attended the Westminster Launch of the Four Nations Blueprint for 'the College of the Future' and launch of the new national commission for this in January 2019, representing Scotland.

The college hosted a visit for Iain Blackford MP in December 2018, and engaged with Jamie Hepburn MSP during his DYW West Highland Visit to Fort William in February 2019.

Students and staff participated in a number of Skye Connect conferences/events, promoting skills and innovation in the tourism and hospitality sector. BAH Marine and Coastal students provided event management support at Scotland's Marine Tourism Conference in February.

A student from Isle of Eigg studying an FA in Digital Media, Struan Robertson, has created and helped design and develop the well-known Lucky2BHere website which provides defibrillator location information. Struan was showcased as part of Scottish Apprenticeship Week.

Centre for Recreation and Tourism Research staff were expert panel members at the spring Skye Connect, Wild about Argyll and Wild Scotland tourism conferences on slow tourism, as well as speakers at the European Travel Commission February summit in Krakow.

Collaboration with other academic partners

The college works collaboratively in all aspects of its operation as a matter of routine.

The college continues collaboration with North Highland, Argyll and Lewis Castle Colleges to develop a pilot model for networked further education courses.

The Principal is a member of the Programme Board, representing rural non-incorporated colleges, and is working on the student experience equivalence workstream.

Issues or concerns

- Intensive discussions about routes to funding are continuing between SFC, HIE and WHC/UHI to secure the Centre for Science, Technology, Health and Engineering as a sub-regional hub for UHI in the face of no available capital funds for either college or university sectors
- Continued uncertainty over the second student residences development in Fort William is impeding plans for further RUK/international development of Adventure degree courses.

Air Service Training Board of Directors' Meeting

Minutes

Meeting reference: AST
Date and time: Tuesday 29 January 2019
Location: Perth College Room 019

Members present: Charlie Shentall
 Margaret Cook
 Sean McGovern
 Craig Ritchie
 Anna Zvarikova

Apologies: Sharon Hammell
 Robert Sutherland

In attendance: Veronica Lynch, Vice Principal (External)
 Andrea Saunders, Head of Finance (HoF)
 Mark Taylor, Interim General Manager (IGM)
 Mike Haufe, Senior Manager Training
 Paul Cartmail, Senior Manager Operations

Chair: Charlie Shentall
Minute Taker: Maureen Masson
Quorum: 4

| Ref | Action | Responsibility | Time Line |
|-----|---|----------------------|-----------------|
| 5 | Clarify the number of company directors required and the terms of reference | Chairs and Principal | ASAP |
| 5 | Introduce a cover sheet template in line with other College committees | Secretary | Next meeting |
| 5 | Contact Perth and Kinross Council to explore potential funding opportunities related to the Tay Cities deal | Principal | By next meeting |
| 5 | Pass on details of contact at Bristow | Secretary | ASAP |
| 5 | Finalise the pricing/costing model and develop process/procedures (2 actions) | IGM and HoF | ongoing |
| 5 | Explore opportunities for language support for students undertaking AST courses | VP (External) | Next meeting |
| 5 | Check the processes with regard to CAA training and design licenses | IGM | ASAP |
| 6 | Check whether the Libya monies can be held off balance sheet | HoF | ASAP |
| 6 | Review branding options for second sites | IGM | Next |



| | | | |
|-----|---|-------------------|-----------------|
| | | | meeting |
| 7 | Use a leger identifier for students on debtors list | IGM | ASAP |
| 8/9 | Bring forward the Strategy day to late March early-mid April 2019 | Secretary | ASAP |
| 8/9 | Review CAT payments to ensure they remain on track | IGM/HoF | ASAP |
| 8/9 | Investigate credit value for international students | IGM/VP (External) | By next meeting |

| Item | Action |
|---|--|
| <p>1 Welcome and Apologies</p> <p>The Chair welcomed everyone to the meeting. Apologies were noted.</p> | |
| <p>2 Additions to the Agenda</p> <p>The Principal requested that a confidential item be added after the main business for the Board of Directors only.</p> | |
| <p>3 Declaration of Conflict of Interest in any Agenda Item</p> <p>There were no declarations of conflict of interest in any agenda item.</p> | |
| <p>4 Minutes of the meeting held on 11 September 2018</p> <p>The minutes were approved; however, there would be further discussion about the status of new College Board Members in relation to company directorships and the separation of responsibilities in the two roles. The Terms of Reference for the Committee may have to be altered in the light of decisions made about the number of company directors. Further discussions would be held with the Chair of the Board of Management and Chair of AST and the Principal.</p> | Chairs and Principal |
| <p>5 Matters Arising from 20 November 2018</p> <p>Templates – updated and a new Committee coversheet template would be introduced for the next meeting.</p> <p>Modern Apprenticeships – The IGM was continuing to work with colleagues in the College to develop courses. The Board noted the ongoing position with Ayr College in relation to delivery of Modern Apprenticeships and that a new Principal was to start at Ayr in the near future – that may alter the College’s approach.</p> <p>Tay Cities Deal – following the recent announcement, the Board noted that work to update the Heads of Terms costings had started in discussion with UHI Executive Office. It was agreed that Perth and Kinross Council would be approached to discuss any potential funding opportunities in taking this forward.</p> <p>Business Plan – on the agenda for the meeting</p> | Secretary Principal |

| | |
|--|----------------------|
| <p>Bristow Helicopters – the Board noted that a new management structure was in place. A Board Member agreed to pass on details of a contact he had.</p> | <p>Secretary</p> |
| <p>Lossiemouth Poseidon Opportunity– the Principal reported that the Assistant Principal UHI was working with Boeing and Moray College with input from Perth College staff, and that further meetings were scheduled for mid-February. Some further intelligence around the work that Boeing was undertaking with partners would be helpful.</p> | |
| <p>Henderson Loggie recommendations – the business model had been developed and would be rolled out in AST.</p> | |
| <p>The pricing/costing model had been developed with some final decisions on its operation to be made e.g. on the allocation of overheads.</p> | <p>IGM/HoF</p> |
| <p>The apparent discrepancies between the budget and the financial statements were resolved.</p> | |
| <p>A full time finance staff member supporting AST would start on 4 February, but work closely with staff in the College’s Finance Department. This approach would help to build the knowledge base in terms of financial processes and protocols, leading to a wider understanding of finance business across AST and improved business continuity. The Board welcomed this is a positive step forward but recommended that it would be prudent to document all procedures/processes to ensure business continuity, including the assumptions in the costing model. This would be undertaken as part of the ongoing change process.</p> | <p>IGM/HoF</p> |
| <p>Debtors analysis – the items flagged were addressed in the IGMs report included in the agenda for the meeting.</p> | |
| <p>Leonardo – work to re-plan the timing of course delivery and student numbers was ongoing. Delivery of courses in 2018-19 academic year was slower than expected and the latest indication was for a spike in September, so it was important to plan for this to ensure it could be accommodated alongside other business. The Board discussed the potential for the College to support the delivery of language options to support international students. This would be investigated.</p> | <p>VP (External)</p> |
| <p>The IGM explained the way that he intended to change the relationship with customers. A schedule showing dates for the review of second sites had been drawn up and a fixed agenda established to assist with meetings. This would include a review of compliance, relationship management, commercial performance and business rates, looking forward as appropriate. A review of the payment model had also been undertaken. This combined approach would assist in moving forward on a more informed basis.</p> | |
| <p>The Principal had received a summary of the complaints and outstanding certificates.</p> | |

| | | |
|-----|---|--|
| | <p>The Risk Register was on the agenda for the meeting.</p> <p>Brexit - the EASA application had been lodged and it was expected that the certificate would be issued at the end of March 2019. In relation to the CAA, it was agreed to check that the College had followed the correct processes in relation to licenses for design and training as these appeared to be different.</p> | IGM |
| 6 | <p>Management Accounts</p> | |
| | <p>The Board noted the management accounts and the particular areas of concern including plans to monitor and address these.</p> <p>In relation to the Libyan monies, it was agreed that Henderson Loggie would be approached to explore options for holding off balance sheet. In addition, the position with the accruals would be investigated, as they were significantly higher than last year.</p> <p>The Board discussed tuition income. The Board was keen to for the IGM to review the current branding of second sites to explore options for changing their marketing and description as part of the wider annual review and relationship management.</p> | HoF IGM |
| 7 | <p>Debtors Analysis and Processes</p> | |
| | <p>The Board noted the Debtors analysis and that a significant claim was settled in January. The Board welcomed the breakdown in the profile and the detail in the report. However, it was agreed that a ledger identifier should be used in future to avoid identifying individual students.</p> | IGM |
| 8&9 | <p>IGM Report and Business Plan Status Update</p> | |
| | <p>The Board noted the IGM Report and current significant issues; a decision had been made by senior managers not to pursue the early vacation of the main hangar at Scone because of various business factors and potential risk.</p> <p>In terms of the business plan, the Board noted that it was currently a 'work-in-progress' with considerable effort being directed to the cost and marketing models. Following discussion of timing, it was agreed that the strategy event, currently scheduled for a date in June, should be brought forward to a date in late March/early April so the Board could discuss the Business Plan before its final endorsement in May 2019.</p> <p>The IGM tabled two reports which showed a summary of actual forecast income against budget to 31 July 2019 – they had been prepared on different dates, with the most recent report showing a larger deficit. The Board noted the worsening financial position, but the IGM reassured the Board that a full investigation was ongoing particularly in relation to CAT payments and that this included work to establish budget assumptions. At</p> | Secretary IGM/Head of Finance |

this stage, it was fully expected that the CAT payments would be made and that the deficit would reduce and be brought back to budget.

The IGM also tabled the Sales and Business Development pipelines which were split into separate documents. The Board noted these reports and the potential contribution that the sales pipeline would make to overall final position at the year end.

The Board discussed the credit value from Scottish vs international students and how that might be accounted for in the overall financial position. Further work would be done to understand this.

IGM

Risk Register

The Board noted the update to the risk register and the addition of a new risk related to professional indemnity insurance and the mitigating actions taken.

Marketing Update

The Board noted the marketing report and forthcoming activities including an update on China developments. The Board discussed South Africa markets but opportunities there depended on the conclusion of an outstanding matter currently being resolved.

BREXIT

The Board noted that the EASA application had been made.

- 10 **Pay Award Update**
Reserved business

- 11 **Any Other Business**
None

- 12 **Date and time of next meeting:**

7 May 2019 at 17.30

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** ☐ **Closed** ☒

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

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

The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 1988. 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 1988? Yes ☐ No

Draft Minutes

Meeting reference: Engagement 2018-19/03

Date and time: Thursday 31 January 2019 at 5.30pm

Location: Room 019

Members present: Sharon Hammell, Prince Honeysett (by vc for items 6.1 and 6.2 only), Ann Irvine (by teleconference), Margaret Cook, Lynn Oswald

Apologies: David Littlejohn, Deborah Hutchison, John Dare

In attendance: Lorenz Cairns, Depute Principal (Academic)
Veronica Lynch, Vice Principal (External)
Susan Hunter, Head of HR and OD

Chair: Sharon Hammell

Minute Taker: Maureen Masson, Secretary to the Board of Management

Quorum: 3

| Summary of Action Items | | | |
|-------------------------|--|-------------------|--------------|
| Actions from meeting | | | |
| Ref | Action | Responsibility | Time Line |
| 6.2 | Bring the HISA KPIs back to the Engagement Committee when these have been agreed | HISA President | Next meeting |
| 6.2 | Bring the HISA implementation plan back to the Engagement Committee | Student President | Next meeting |

Minutes

| Item | Action |
|--|--------|
| <p>1 Welcome and Apologies</p> <p>The Chair welcomed everyone to the meeting. Apologies were noted.</p> | |
| <p>2 Additions</p> <p>There were no additions to the agenda.</p> | |
| <p>3 Declaration of Interest in any Agenda Item</p> <p>There were no declarations of a conflict of interest in any agenda item.</p> | |

4 Minutes of Meeting held on 8 November 2018

The minutes were approved as a correct record.

5 Actions Arising from Minutes on 8 November 2018

6.1 HISA Perth College Update

Check protocols around provision of strips in terms of sponsorship

Action update: The strips were the same as those used by sports ambassadors in ASW so there were no issues.

6.2 Enhanced Student Engagement

Develop an Implementation Plan with milestones and targets

Action update: on the agenda for the meeting.

***7.1 External Engagement Update**

Balanced Scorecard Update

Provide a breakdown on sickness absence and turnover for academic staff and support staff

Action update: on the agenda for the meeting

8.1 External Engagement

Discuss opportunities for the building links with local independent schools

Action update: Action complete – the VP (External) had been in touch with local independent schools to discuss opportunities.

6 Student Engagement

***6.1 HISA Perth College Update**

The Committee noted the update on HISA activities.

***6.2 Enhanced Student Engagement**

The HISA President introduced the paper setting out activities that had taken place since the last meeting in terms of HISA's plans for Student Engagement. Following meetings with some of the College's Senior Management Team, a number of work streams were identified and those were being planned and taken forward working with the College's Project & Planning Manager. The Committee noted the update, but was keen to see an implementation plan for work areas with key milestones and timelines identified. It was agreed this would come to the next

Student
President

meeting.

The Committee noted that HISA's KPIs were currently being reviewed. These would be agreed at a regional level and would come back to a future meeting of the Committee.

HISA
President/

***6.3 Student Engagement Group**

The Committee noted the membership, purpose and Terms of Reference for the new Student Engagement Group and that it would formally report to the College's Management Team. The Committee further noted that the Group was one of a number of Committees/Groups that were being established or reviewed to align with a re-shaped College Management Team.

The Committee welcomed the new Committee as a positive step forward in taking forward student learning priorities, gathering feedback and making recommendations on key student engagement activity.

7 Student Surveys

7.1 Early Induction and Experience Surveys

The Depute Principal (Academic) introduced the paper, which summarised the results from the Early Induction and Experience Surveys. The Committee noted the paper, in particular that the survey had been conducted online and that a participation rate of 64% had been achieved. The Committee commended the overall student satisfaction outcome at 96.85%, which was marginally higher than last year.

The Committee discussed the retention rates and the correlation with the survey outcomes and the Committee noted that the sector managers were carefully monitoring this. The Committee queried why the outcomes from the questions about student funding were a little lower than others. Timing was thought to be an issue, particularly when students did not complete application forms correctly. The College was active in advertising the timescales, a new appointments process was introduced this year, and students were encouraged to apply early.

8 External Engagement

8.2 The Vice Principal (External) introduced the paper. The Committee noted the wide range of activity that was ongoing and that a revised structure for the International and Marketing team would soon be in place to support business activity going forward.

A new Curriculum and Business Planning Group had been established following the re-organisation of the College's meeting

structure, and that Group would consider aspects of external engagement. Representation on these groups had been carefully considered so as not to over burden staff.

In terms of Academy for Sport and Wellbeing (ASW) and income generation, the Committee noted that the facility remained open during the Christmas period but that did incur additional costs. However, a number of new gym memberships and climbing registrations were secured and that was positive. The Committee noted that the income for the year to date for ASW was ahead of target at this stage, and that the overall position was monitored carefully by F&GPC. The cost base was likely to rise for ASW due to the impact of national bargaining.

The Principal reported that the Terms of Heads for the Tay Cities deal were being revised, as the initial costings that were submitted were out of date. Discussions were ongoing with UHI and a paper would be prepared for the March Board meeting.

The Committee welcomed the work on the schools prospectus and noted that digital and printed versions were available; the printed version was especially important for schools. The target audience was all the high schools in Perth and Kinross and the College was now working more closely with local independent schools.

9 Staff Engagement

9.1 Staff Engagement Forum

The Depute Principal (External) updated the Committee on the establishment of a new Staff Engagement Forum.

9.2 HR and OD Update

The Committee noted the paper introduced by Head of HR and OD. The Principal updated the Committee in terms of national bargaining and ongoing discussions with Colleges Scotland. A number of further strike days were planned and, similar to other Colleges, Perth College UHI had remained open during strike days, but not for scheduled classes.

In terms of the Health and Safety statistics, the Committee noted that they differed from previous reports but this was down to the data issues that had been discovered in the College's Ciphre system. The Head of HR and OD reassured that Committee that the system errors had been fixed and explained the basis of reporting. The Committee noted the revised absence statistics and the context for these.

11 Board Development

***11.1 Board Development**

The Secretary reminded members that the 8 May development event had been cancelled due to a clash of meetings involving the Chair and Principal. A new date would be sought. In addition, the Secretary reminded members that the questionnaire on Board Effectiveness was due for return and that should help inform the development events programme for next Academic Year.

12 Committee Minutes

12.1 EDIT 6 December 2018 – noted

13 Date and Time of Next Meeting

2 May 2019

14 Review against Terms of Reference

The Committee agreed it had discussed business in line with its terms of Reference.

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Status of Minutes **Open** ☒ **Closed** ☐

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

Minutes

Meeting reference: Session 2018/19, Meeting 2 of 3
Date and time: Wednesday 12 February 2019 at 2.30pm
Location: Room 19, Brahan

Members present:

| | |
|---|--|
| Margaret Cook Principal and Chief Executive (Chair) | Lorenz Cairns, Depute Principal (Academic) |
| Veronica Lynch, Vice Principal (External) | Catherine Etri, Associate Principal (Academic) |
| Andrew Comrie Board of Management | Harold Gillespie Board of Management |
| Professor Martin Price, Chair of Research, Scholarship and Knowledge Exchange Committee | David Gourley, Head of Learning and Teaching Enhancement |
| Rob Boyd, Teaching Staff Member on the Committee | Prince Honeysett President HISA Perth |
| Tabitha McKechnie, VP Education and Engagement | Maureen Masson Secretary to the Board of Management |

Apologies: Sheena Devlin, Board of Management
 Declan Gaughan, Teaching Staff Member on the Board of Management
 Deborah Lally, Head of Student Experience

Minute Taker: Maureen Masson
Quorum: 6, including the Chair or Vice-Chair

| Summary of Action Items | | | |
|-------------------------|--|--|--|
| Ref | Action | Responsibility | Time Line |
| 5 | Actions Arising from Previous Minutes Meeting on 21 November 2018 10.1 Balanced Scorecard Update Follow up on queries relating to Balanced Scorecard Update 11 Policies Provide feedback to UHI on the reasons why the Board did not approve the Intellectual Property Policy and identify a way forward. | Depute Principal (Academic) Principal | Next meeting ASAP |

| | | | |
|--|---|---|---|
| | Meeting on 12 February 2019 6.1 HISA Perth College Update Develop links with Education Scotland Assessors and seek additional feedback on exam board and module evaluation | HISA President/ Associate Principal | Report back at next meeting |
| | 6.2 Student Induction and Early Experience Survey Review the 're-freshers' fayre at Inverness College and options for nurture marketing | Depute and Associate Principals working with HISA | For next year's freshers week |
| | 6.3 Student Funding Update Investigate the feasibility of gathering data on student use of food banks | Student Services Manager | Report back at next meeting |
| | 8.2 Workforce Planning Review how the +1 hour is now accounted for | Head of HR and OD | Next meeting |
| | 9.2 Student Partnership Agreement- update on themes Widen the scope of the partnership themes to include other protected characteristics. | HISA President | For consideration of themes next Student Partnership Agreement |
| | 11.1 Safeguarding and Academic Policies Both policies to go to the next Board meeting with a recommendation that the Safeguarding Policy is not approved and that the Academic Appeals Policy is approved subject to the correction of some typographical errors. Quality Team to work on amendments to both policies. | Secretary Quality Team | Next Meeting of the Board ASAP |

Minutes

Item

1 Welcome and Apologies

The Principal welcomed members in particular Tabitha McKechnie and Rob Boyd who were attending their first meeting of the

Action

Committee. Apologies were noted, including from new Board Member, Sheena Devlin, who had also joined the Committee.

2 Additions to the Agenda

There were no additions to the agenda.

3 Declaration of Conflict of Interest in any Agenda Item

There were no declarations of a conflict of interest.

4 Minutes of Meeting Held on 21 November 2018

The minutes were approved as an accurate record.

5 Actions Arising from Previous Minutes

5 RSKE Terms of Reference

Action: Finalise the Scholarship and Research Committee Terms of Reference

Action Update: Complete

6 Presentation

Action: Consider a paper to identify the underlying research for the BA Food Nutrition and Textiles Education

Action Update: to be considered in due course

7 Revised Terms of Reference and Membership of the Committee

Action: Update the Terms of Reference and other small changes

Action Update: complete

10.1 Balanced Scorecard Update

Action: Report back on why there had been a drop in the number of staff presenting papers and report on work to address performance in the area of care experienced retention levels

Action Update: The Depute Principal (Academic) would report on these actions at the next meeting.

Action: Add a discussion on the ROA to the Board agenda

Action Update: complete – the Board discussed this item at its meeting on 12 December 2018

Depute
Principal
(Academic)

11 Policies

Action: The Learner Support and Intellectual Property Policies to be recommended for approval to the Board

Action Update: The Committee noted that the Board approved the Learner Support Policy but did not approve the Intellectual Property Policy. The Principal would convey this outcome to UHI and a way forward would be established.

Principal

12 Plan of Work

Action: Update plan of work for the Committee to refer to the Scholarship and Research Committee and remove reference to commissioning research from the plan of work

Action Update: complete

6 Student Experience 6.1 HISA Perth College Update

The Committee noted the paper introduced by the HISA President. The President reported that the annual Regional Council had been a good event; a small number of class representatives had attended and it gave positive insight into student representation across the partnership. The future of HISA and the Partnership Agreement was discussed and the Committee noted that the UHI Dean of Students and HISA Regional President would attend the Engagement Committee in May to talk about the future of HISA.

In terms of the Feedback Groups, the Student President explained the approach to gathering feedback and the process for reporting it back via the Student Engagement Group. The Associate Principal would help HISA officers develop appropriate links with Education Scotland student assessors. It was further agreed that HISA would also seek feedback on exam boards and module evaluation.

HISA
President/
Associate
Principal

6.2 Early Student Experience Survey (ESES) 2018-19

The Depute Principal (Academic) introduced the paper, which summarised the outcomes from the ESES. The Committee noted the paper, in particular that the survey had been conducted online and that a participation rate of 64% had been achieved against a UHI target of 80%. The Committee was pleased to hear the overall student satisfaction outcome at 96.85%, which was marginally higher than last year.

Committee members discussed the outcomes and were reassured that the Sector Development Directors reviewed the results carefully and sought to learn lessons for the year ahead. The Committee queried why the outcomes from the questions about student funding were lower than others. Timing was thought to be an issue,

particularly when students did not complete application forms correctly. The College was active in advertising the timescales and a new appointments process was introduced this year and students were encouraged to apply early.

The Committee discussed the differences in the HE/FE split in some outcomes. In terms of Freshers Week, it was acknowledged that it may be more geared to FE rather than HE. The Committee noted that Inverness College runs a 're-freshers' fayre and that may be worth investigating. Options for improving the experience for Freshers would be explored.

Depute
and
Associate
Principals
working
with HISA

6.3 Student Funding Update

The Committee noted the paper and that the funding landscape continued to change. The recommendations from the national review were due to go to the Scottish Parliament and that this may alter future funding levels and their distribution.

A query was asked about whether any data was collected on students' use of food banks, and it was agreed the feasibility of gathering this data would be explored.

Student
Services
Manager

7 Strategic Planning

7.1 Student Numbers Planning Update

The Committee discussed the update and trends that were emerging. For FE, the Committee noted a decline in FE full time recruitment across the curriculum whilst HE was static and showing growth in some areas. A number of reasons were identified for the decline in FE numbers and the Committee discussed the implications for partnership. The FE sector, at a national level, was also struggling to recruit to the national target.

The Curriculum Review would provide an opportunity to review/reform the curriculum to redefine the provision/offer to students and the marketing of that. Industry requirements and curriculum flexibility would also be important in the future.

The Committee discussed the approach to undertaking the Curriculum Review to ensure positive staff engagement; an inclusive approach was suggested with emphasis on curriculum reform, working in partnership with staff.

8 Curriculum

***8.1 Curriculum Review/Planning**

The Depute Principal reported that the Curriculum Review would be in the form a professional dialogue to look critically at areas of provision for HE and FE. Market research and data would inform decisions and the College's financial position would have to be considered. It was likely that the review may take place over a

longer time period, into next year. The review would take account of data available such as student surveys and areas of strength, wider partnership provision and numbers and known challenges e.g. low numbers of students in engineering and professional accreditation.

8.2 Workforce Planning

The Committee noted the paper. In terms of remitted time for research capacity, the significant drop in number of hours recorded was related to changes in accounting the weekly +1 hour for research. A revised approach to building research capacity was being taken forward to consolidate areas of strength for future Research Excellence Framework exercises. The Committee agreed the aspirations/plans for building research capacity should be a project with identified timescales and deliverables. Further analysis on the reporting of the '+1' hour would be carried out to see how that is being used and measured.

Head of
HR and
OD

The Committee discussed Brightspace implementation that would replace Blackboard virtual learning environment. The Head of Teaching and Learning Enhancement explained that all staff had an extra hour a week for training in Brightspace. The Committee noted that there would be no parallel run in its implementation, so it was critical that all staff were appropriately trained and had undertaken refinement of course material, where needed, in making the transition between systems.

8.3 Quality Review/Evaluation Process

The Depute Principal provided an update. The Evaluation Report and Enhancement Plan (EREP) had identified actions relating to the quality review and enhancement process. It was expected that a different approach would be taken which would comprise three elements:

- Data driven analysis to review sector requirements, trends and targets;
- Input from sector Development Directors; and
- By exception in quality review meetings where there was cause for concern in courses.

This would take shape in the coming weeks.

9 Engagement

***9.1 Tay Cities Deal Update**

The Principal reported on the latest development with regard to the Tay Cities deal. The Heads of Terms for the Scottish Aviation Academy were being revised, as the initial costings required updating. Discussions were ongoing with UHI and a paper would be prepared for the March Board meeting.

***9.2 Student Partnership Agreement – update on themes**

The Student President provided an update on the 3 partnership themes. In terms of the theme on representation and improvement, it was agreed to widen the scope to include other protected characteristics groups such as, LGBT, gender and faith. In addition, it was further agreed to consider widening future partnership themes to include the creative arts to reach a greater number of students

HISA
President

10 Performance Monitoring

***10.1 Student Retention and Attainment Report 2017-18 and SFC Benchmark Report on KPIs**

The Committee noted the paper. The Committee discussed the reason for the decline in some indicators. A number of actions to address areas of concern had been identified in the EREP. In addition, there would be further analysis of data and a “drilling down” to programme level to review anomalies /identify areas of poor performance and action plans would be put in place. Areas of strength would also be reviewed to learn lessons.

11 Policies and Procedures

11.1 Safeguarding Policy

The Committee discussed the Safeguarding Policy. Some members of the Committee found the policy to be diffuse and inconsistent e.g. in referencing legislation, some legislative aspects were referred to on multiple occasions and other legislation e.g. bullying and harassment did not appear to be referenced at all. The Committee was also keen to see how the policy would be implemented in practice and to ensure that all relevant training was provided and recorded. The Committee noted that a paper on Safeguarding would be considered by Audit Committee at its meeting on 19 February.

The Committee did not approve the policy in its current form but recommended it be ‘tidied up’ to fix typographical errors before final approval by the Board. A further draft would be prepared for the next meeting.

Quality
Team

11.2 Academic Appeals Policy

The Committee approved the Academic Appeals Policy and recommended its approval to the Board. It also recommended that an annual report should be received by Academic Affairs on appeals. Some further tidying of the policies was also recommended.

Secretary

12 Scholarship and Research

Minutes of the Scholarship and Research Committee on 21 January 2019

The Committee noted the minutes from the first meeting of the newly established Scholarship and Research Committee. The meeting had been positive with good contribution from members. The research agenda at the College was undergoing some change and six members of staff were to be submitted to the REF. A new Mountain Studies research staff member had recently been employed on a part-time basis.

The Committee noted that the Research Strategy would be revised for re-consideration by Academic Affairs. SFC had funding available for innovation and this may be helpful for research transformation.

The UHI Research Conference was a great success with very positive feedback given.

13 13.1 Updated Plan of Work for the Committee 2018-19

Noted

14 Date and time of next meeting

8 May 2019 at 2.30pm

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

Members agreed the meeting had covered its Terms of Reference.

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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** ☒ **Closed** ☐

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

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

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

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

Yes ☐ No ☒

Minutes

Meeting reference: Audit 2018-19/03

Date and time: Tuesday 19 February 2019 at 5.30pm

Location: Room 019

Members present: Jim Crooks, Andrew Comrie, Ann Irvine, Lynn Oswald

In attendance: Margaret Cook, Principal
Lorenz Cairns, Depute Principal (Academic)
Veronica Lynch, Vice Principal (External)
Rob Jones, EY
Stuart Inglis, Henderson Loggie
Maureen Masson, Board Secretary

Apologies: Anna Zvarikova, Stephen Reid, EY, David Archibald, Henderson Loggie, Andrea Saunders, Head of Finance

Chair: Jim Crooks

Minute Taker: Maureen Masson, Secretary to the Board of Management

Quorum: 3

| Summary of Action Items | | | |
|-------------------------|---|--|--|
| Ref | | Responsibility | Time Line |
| 6 | Balanced Scorecard Revise the Balanced Scorecard | Principal/ Project & Planning Manager | For implementation next Academic Year |
| 8 | Risk Management Strategic Risk Register including ICT Risk Register Update Review the scoring of risks 10, 17 and 23 | Project & Planning Manager | For next Audit Committee meeting |
| 10 | Safeguarding Update Invite the Student Services Manager to a future meeting of the Audit Committee to provide an update on the impact of recent legislation | Secretary | For next Audit Committee meeting |
| 12 | Committee minutes Health and Safety Committee - Terms of Reference Review quorum for the Committee and introduce a template for common reporting for areas represented on the Committee | Health, Safety & Wellbeing Adviser | For next H&S meeting |

| | | | |
|--|---|-----------------|------------------|
| | Minutes from meeting on 7 February 2019 Remind staff who use their own vehicles for College business about the terms of the business insurance. | Head of Finance | Next H&S meeting |
|--|---|-----------------|------------------|

| Item | Action |
|---|--------|
| 1 Welcome and apologies The Chair introduced everyone to 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 the Meetings of the Audit Committee held on 28 November 2018 The minutes were accepted as an accurate record subject to the Principal being noted as an 'in attendance' member. | |
| 5 Actions arising from the meeting on 28 November 2018 9.5 Presentation Action: Check the level of basic training that students receive. Action Update: The Principal reported that the College's Health and Safety Adviser had confirmed that students receive class-based health and safety training. The delivery of this would be verified through audit/assessment processes. 6.1 H&S reporting Action: Report back on the sickness absence figures Action Update: The figures that were prepared for the Engagement Committee would be circulated when they had been checked. 10.1 Strategic Risk Register Action: Draft an estates risk for consideration | |

Action Update: A paper on estates risks was on the agenda for the meeting

Action: Report back on where high level risks related to the protection of children are recorded and how they are mitigated

Action Update: A paper on Safeguarding was on the agenda for the meeting

Action: Include the ICT Risk Register on the next Audit Committee meeting agenda

Action Update: The ICT Risk Register was on the agenda for the meeting

11.2 Revised Internal Audit Annual 2018-19

Action: Consider whether the procurement audit should go ahead and possible timing

Action Update: As noted in the Internal Audit Progress Report, the fieldwork for Procurement and Creditors/Purchasing audit was deferred until August 2019 and the report will be presented to the September 2019 Audit Committee meeting.

Action: Include a further objective regarding pastoral support provided to students in the international business audit

Action Update: This was included in the updated scope.

11.3 Internal Audit Report: 2017/18 Student Activity Data

Action: Implement recommendations contained in the report

Action Update: The two actions recommended were being taken forward.

12 Audit Committee Annual Report to the Board of Management

Action: Forward to the Board for consideration at the December 2018 meeting

Action Update: Complete

13.1 Health and Safety Committee

Action: Feed back to the Health and Safety Adviser the items the Board would expect to see on the Health and Safety Committee agendas. items

Action Update: the items were fed back to the Health and Safety

Adviser. These were considered when drawing up the Terms of Reference for the Committee.

6. Balanced Scorecard

The Committee noted the Sustainability and Health and Safety Balanced Scorecard indicators. The Principal reported that she intended to revise the Balanced Scorecard for implementation at the start of the next Academic Year so it was strategic in focus with meaningful and measurable indicators. Currently, the document is not widely seen internally nor is it requested by the SFC or UHI. The Committee noted that the 'breakeven position' was 'red' due to the impact of the technical deficit. Although this was understood by the Committee, it was important that individual measures included contextual information, particularly for wider audiences, and the new Balanced Scorecard would reflect this.

Principal/
Project
& Planning
Manager

7 Procurement Strategy and Annual Action Plan

The Committee noted the paper which set out the review of procurement activity for the year past and the action plan for the 2019 calendar year. The Committee noted that in November 2018, the College decided to outsource procurement to APUC under their shared services scheme, and a new member of staff was currently being recruited to a new post. As a result, there would be much greater procurement and planning support as well as the ability to source suppliers from the APUC Framework. In addition, the College would benefit from market intelligence that APUC held in relation to BREXIT and other areas.

The Board endorsed this approach whilst noting the impact on local suppliers. This was an issue for all public bodies using national frameworks and was something that was being considered by the Perth and Kinross Fairness Commission, which had not yet reported.

8 Risk Management

8.1 Strategic Risk Register including ICT Risk Register Update

The Principal introduced the paper setting out the updated risks for the third quarter, pointing out that there were no significant changes. The ICT Risk Register had been incorporated into the College's Strategic Risk Register. Following discussion, the Committee noted the most significant risk was ICT sustainability and the Brightspace rollout where no parallel run with the existing system was planned. The Committee was keen to hear of the mitigation measures to manage this risk. The Head of Learning and Teaching Enhancement was active in managing the transition working with the UHI Educational Development Unit. Perth College UHI was well placed within the partnership, and a number of issues were being worked through including copyright licensing. The Committee recommended that this might be an area for Internal Audit to review in future.

8.2 Estates Risk

The paper had been prepared as a follow up to from the last Audit Committee meeting following discussion about the risks associated with estates funding. The Committee noted the paper and the College outcomes from the SFC sector wide condition survey published in December 2017, the most pressing items and their cost.

The Committee noted the Principal's update about the sector-wide funding environment and the limited resources available for capital spend/new build. The impacted on the College's ability to control and properly manage the estates risk. With this in mind, it was agreed that a review of Risk 23 should be undertaken with a view to potentially changing the residual risk score.

Depute
Principal
(academic)
and Head of
Estates

8.3 Health and Safety Risk Management Profile

The Committee noted the H&S risk profile which represented the position at October 2018 and the ongoing work to mitigate the amber risks. The graphic used to show this was found to be particularly helpful.

A query was raised in relation to PAT testing equipment owned by students. This was recognised to be an issue but H&S had mitigation measures in place.

General discussion in relation to all risk registers

The Committee discussed financial risks and management of them particularly in the light of the Chief Operating Officer leaving the College. The Committee noted that the Head of Finance was a qualified accountant and had access to professional support networks. The Committee recommended a review of risk items 10 and 17 to ensure they were still amber and green respectively.

Project&
Planning
Manager/
Health and
Safety and
Wellbeing
Adviser

The Chair asked the Audit Committee whether there were any H&S items to be flagged to the Board. There were none.

9 Internal Audit Progress Report 2018/19 Plan

The Committee noted the Internal Audit Progress report and the update provided by the Internal Auditor and revised timings.

10 Safeguarding Update

The Depute Principal (Academic) introduced the paper which had been prepared the Student Services Manager. The Committee noted that a pan UHI policy on safeguarding had been drafted, but the Academic Affairs Committee recommended some 'tidying up' up of the policy



before its approval. The Board would have an opportunity to see the policy at its next meeting.

The Committee noted the comprehensive description of the processes around how safeguarding was managed in the College, which it found helpful. The Committee was also keen to hear more about the impact of recent legislation for the College in terms of how it takes account of that and how it takes forward actions and resource implications. The Committee was keen for the Student Services Manager to attend a future meeting of the Committee to cover this.

Secretary

11 Freedom of Information and Data Protection six monthly report 2018-19

The Committee noted the report.

12 Committee minutes

Health and Safety Committee - Terms of Reference

The Terms of Reference were noted. However, a query was raised in relation to the quorum particularly when the Board wanted to drive mandatory attendance at meetings. It was agreed that the quorum should be adjusted to reflect the fact that attendance should be across all areas. In addition, it was suggested that a worthwhile approach would be to ask each area represented to provide a written report, via a standard template, for their areas.

Health,
Safety &
Wellbeing
Adviser

Minutes from meeting on 7 February 2019

A Board Member queried whether all staff understood the business insurance requirement when using their own vehicle for College business. A reminder would be sent to all staff.

Head of
Finance

13 Date and time of next meeting

14 May 2019 at 5.30pm

***14 Review of Meeting**

Members agreed the meeting had covered its Terms of Reference.

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

Status of Papers Open ☒ Closed ☐

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The College may also be asked for information contained in minutes and papers about living individuals, under the terms of the Data Protection Act 1998.

Do the papers contain items which may be contentious under the terms of the Data Protection Act 1998? **Yes** ☐ **No** ☒

Finance and General Purposes Committee

Paper 16

Draft Minutes

Meeting reference: FGP2018-19/03
Date and time: Wednesday 27 February 2019 at 5.30pm
Location: Room 019

Members present: Margaret Cook, Brian Crichton, Deborah Hutchison, Harold Gillespie, Craig Ritchie

In attendance: Katrina Hodgson, Co-opted Board Member
Lorenz Cairns, Depute Principal (Academic)
Veronica Lynch, Vice Principal (External)
Andrea Saunders, Head of Finance
Gilbert Valentine, Head of Estates, for item 9
Maureen Masson, Secretary to the Board of Management

Apologies: David Littlejohn, Susan Hunter

Chair: Harold Gillespie
Minute Taker: Maureen Masson
Quorum: 3

| Summary of Action Items | | | |
|-------------------------|--|-----------------------------|---|
| Ref | Action | Responsibility | Time Line |
| 7 | Balanced Scorecard Review Balanced Scorecard for implementation during Academic Year 2019/20 | Principal | For discussion and approval at next set of meetings |
| 8 | Learning Centres (closed) Include this item on the agenda for the next Board meeting | Secretary | Next Board meeting |
| 9 | Estates Update and Tenders Provide an update to the Board at next Board meeting | Depute Principal (Academic) | Next Board meeting |

Minutes:

| Item | Action |
|---|--------|
| 1. Welcome and Apologies The Chair welcomed everyone to the meeting and apologies were noted. Katrina Hodgson, a new co-opted Board Member, was welcomed to her first meeting of F&GPC. In the absence of the Chair, the Vice-Chair would lead the meeting. | |

2. Additions to the Agenda

There were no additions to the agenda. The Committee noted there would be no HR paper for consideration as the Head of HR and OD was currently off sick.

3. Declaration of Interest in any Agenda Item

There were no declarations of a conflict of interest.

4. Minutes of Meeting held on 28 November 2018

The minutes were approved as a correct record.

5. Matters Arising from Previous Minutes

4 Minutes of Meeting held on 25 September 2018

Action: Update templates in the new year

Action Update: complete

7.1 Estates Update

Action: Defer to Audit Committee on whether an estates risk relating to funding be included as a separate risk in the Risk Register or given greater prominence in the existing estates-related risk

Action Update: Complete. Audit Committee had discussed the estate risk at the last meeting

7.2 Residences – Option Appraisal

Action: Include the residence matter on the Board agenda for the December meeting

Action Update: Complete – the Board approved the recommendation made by F&GPC at the last meeting

8 & 9.1 Implementing Lean and Efficiency Savings

Action: Provide an update bi-annually on lean and efficiency savings

Action Update: a paper will come to the next F&GPC meeting on this

10 HR Report

Action: Prepare an HR report for next meeting including on sickness absence figures

Action Update: This was not on the agenda due to unforeseen circumstances

6 Accounts

***6.1 Perth College Management Accounts – 6 months to 31 January 2019**

The Head of Finance introduced the paper. The pay and non-pay expenditure were on track to the end of period 5 and finance staff continued to work closely with budget holders to ensure expenditure remained within budget.

The Committee welcomed the new format for the accounts and agreed they were more user friendly. A query was raised in relation to estates expenditure which was higher than expected, but the Head of Finance explained that the figures would be brought back on track when estates income was released. All income streams were under review and there was nothing of concern. The Committee noted that additional government funding would cover the pay element of national bargaining, but that the cost of living element of the pay award was not funded and had to be met from College budgets.

Accounting for tuition fees would be revised to make that clearer going forward. A number of other queries were clarified and the Committee noted the accounts at the six month position. It was agreed to remove reference to named individuals.

***6.2 Perth College Group Forecast to year end 31 July 2019**

The Vice Principal updated the Committee on the forecast to the year-end. The forecast could not be finalised at this stage because of a number of factors in relation to the permanisation of staff. In addition, further work was required to clarify an inconsistency that had emerged in the balance sheet, and advice was being sought from the internal auditors, as there may be reputational risk exposure. Once the advice was available, a full update would be provided to the Board.

***6.3 AST Management Accounts – 6 months to 31 January 2019 - Closed**

The Committee noted the accounts and commentary for the 6 month position. There were no matters of concern at this stage. A re-forecasting exercise was currently ongoing. This would reflect an

increase in staff costs relating vacancies which had been filled and the pay award, which had been accepted. The Committee found it helpful to receive the debt profile and the Head of Finance explained work ongoing to manage debt patterns.

The Principal reported that the post of General Manager was about to be advertised.

7 Reporting

***7.1 Balanced Scorecard**

The Principal introduced the F&GPC Balanced Scorecard indicators. The Principal also outlined that the Balanced Scorecard was under review and that a new, more strategic scorecard would be developed for Academic Year 2019-20. The scorecard aimed to show progress against strategic plan deliverables and the Committee further noted that a new Revised Strategic Plan would be developed during 2020.

Principal

8. Learning Centres (Closed)

The Depute Principal introduced this item. The papers set out the findings of a fact-finding exercise conducted by the Head of Student Experience and the current financial position associated with the operation of the Learning Centres. The Committee noted the rationale for the arguments to close the centres particularly given the current funding environment and that the majority of the offer was for leisure, not learning purposes.

The Committee discussed the impact this decision might have in relation to student recruitment. F&GPC noted the College works closely with schools to promote opportunities but it was recognised that outreach to rural schools was more challenging compared to city schools.

Following discussion of all of the evidence, the Committee agreed to recommend to the Board the closure of the three learning centres. F&GPC further recommended that the press and PR aspects related to the closure of the leisure centres be carefully managed to minimise any adverse publicity.

Secretary

9 Estates Update (Closed)

The Director of Estates attended to present this item.

Condition Survey

The Committee noted the College condition survey outcomes and the items that were identified for renewal/upgrade. SFC funding would address some of the priority issues, but a funding gap remained for some other estates work.

CCTV

The Committee noted the benefits of overhauling and extending the CCTV system across campus. No formal approval was required for this project as this total cost was below the delegated levels.

Goodlyburn Boiler Replacement

The original tender for this was undertaken in 2016-17 and a preferred tenderer was identified, but no funding was identified at that time. Funding was now available and the work would be undertaken during the summer of 2019. The Committee noted that the preferred tenderer would abide by the original estimate adjusted for an inflationary uplift. F&GPC **approved** the appointment of the preferred tenderer at the agreed amount uplifted for inflation.

Properties

Flat at 28 Morris Court

The Board had already agreed this disposal at an earlier meeting.

Chief Caretakers house at Appin Terrace entrance

F&GPC noted the merits and demerits of selling the property and **approved** the recommendation that the house is retained for appropriate College use.

Lead caretakers house at Brahan Entrance

The Committee **approved** the recommendation that the house is retained for appropriate College use pending developments related to the Tay Cities deal.

Flat at Webster providing accommodation for the student warden

The Committee **approved** the recommendation that the house is retained for College use.

Provision of callout responses and out-of-hours

The Committee **noted** the proposals to review the callout arrangements.

Kinross Learning Centre

The Committee **approved** the recommendation to review the viability of use of the Learning Centre, dependent on the Board's decision on the future of the Learning Centres.

Tenders

The Committee agreed to recommend to the Board the extension of the Sodexo tender for a further year. This would provide sufficient time for a tender timeline to be established and the advert to be placed in the OJEU. The residences tender would also be extended for one year.

Secretary

10 Human Resources Update

No update provided

11 Joint Negotiating Committee

The minutes for the following meetings were noted:

- Support Staff – 13 December 2018
- Lecturers – 13 December 2018

F&GPC noted that a further strike day was planned for 6 March 2019 and that further action 'short of a strike' was planned.

11 Date of Next meeting

22 May 2019 at 5.30pm

12 Review of Meeting

The Committee agreed the meeting had covered its Terms of Reference.

Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

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

Status of Minutes – Open ☒ with removal of Papers 3, 5 and 6

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Do the minutes contain items which may be contentious under the terms of the Data Protection Act 1998? **Yes** ☐ **No** ☒