

Board of Management

Agenda

Meeting reference: Board 2019-20/02
Date: Tuesday 17 December 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 Wednesday 09 October 2019	Clerk	Chair	Paper 1
*5	Actions arising from previous minutes		Chair	Verbal
	Financial Reporting			
*6	Financial Statements 2018-19: Status	Principal	Principal	Paper 2
*7	Consultation Update & Funding	Principal	Principal	Paper 3
	Standing Reports			
*8	Chair's Report	Chair	Chair	Verbal
*9	Principal's Report	Principal	Principal	Verbal
*10	HISA Perth College Update	Student President	Student President	Paper 4
	UHI Reports			
11	UHI Quarterly Status Report (Sep-Nov 2019)	UHI	Principal	Paper 5

	Compliance & Performance Monitoring			
*12	Strategic Risk Register	Clerk	Clerk	Paper 6
13	Health & Safety - Quarterly Update	Health, Safety & Wellbeing Adviser	Clerk	Paper 7
*14	Balanced Scorecard – update to Nov 2019	Project and Planning Officer	Clerk	Paper 8
15	Direct Debit Bulk Change Deed (For signing and recording)		Clerk	
	Strategic Development			
*16	Regional Outcome Agreement Discussion (Background Paper: UHI ROA Self-Evaluation 2018-19)		Depute Principal (Academic)	Paper 9
17	Minutes of Board Standing Committees (approved by Committee Chair but unconfirmed by full Committee at this stage) For the Board of Management to note.			
18.1	Engagement Committee – 07 November 2019 (Draft minutes approved by Chair)	Clerk	Chair - Engagement	Paper 10
18.2	Chairs' Committee – 14 November 2018 (Draft minutes approved by Chair)	Clerk	Chair – Chairs'	Paper 11
18.3	Academic Affairs – 20 November 2019 (Draft minutes approved by Chair)	Clerk	Chair – Academic Affairs	Paper 12
18.4	Finance and General Purposes Committee – 11 December 2019 (Extract from minutes – decisions & actions)	Clerk	Chair – F&GCP	Paper 13
18.5	Audit Committee – 11 December 2019 (Extract from minutes – decisions & actions)	Clerk	Chair – Audit	Paper 14
19	Date of next meeting – 18 March 2019	Clerk		
20	Review of meeting		Chair	

Board of Management

Minutes

Meeting reference: Board 2019-20/01

Date and time: Wednesday 09 October 2019 at 5.30pm

Location: Room 019

Members present: Brian Crichton, Board Member (Chair)
David Littlejohn, Board Member (Vice-Chair)
Andrew Comrie, Board Member
Jim Crooks, Board Member
Sheen Devlin, Board Member
Sharon Hammell, Board Member (by video conference)
Debbi Hutchison, Board Member
Ann Irvine, Board Member
Charlie Shentall, Board Member
Margaret Cook, Principal & Chief Executive
John Dare, Staff Member
Declan Gaughan, Staff Member
Amy Studders, HISA Perth President
Debbie Das Chaudhry, HISA Perth

In attendance: Lorenz Cairns, Depute Principal (Academic)
Veronica Lynch, Vice Principal (External)
Ian McCartney, Clerk to the Board of Management

Apologies: Katrina Hodgson, Board Member
Lynn Oswald, Board Member
Craig Ritchie, Board Member
Anna Zvarikova, Board Member
Catherine Etri, Associate Principal (Curriculum)

Chair: **Brian Crichton**

Minute Taker: Ian McCartney

Quorum: 6

Summary of Action Items			
Ref	Action	Responsibility	Time Line
5	Board Effectiveness Development evening to focus on developing an action plan	Clerk	Next Development event
5	College Governance Strengthen section on conflicts of interest and charity trustees' responsibilities at Board Induction	Clerk	Next round of inductions
5	Chair's Report Update Board with Employers' Association consideration of national approach to Principal/SMT posts	Chair	Expected November
9	Indicative Budget 2019-20 Vice Principal (External) to present negative figures in parentheses	Vice Principal (External)	Immediate
11	Programme Board Chair to circulate draft response for comment by 14 th October then re-issue for further comment	Chair	14 October
12	Tay Cities Deal – Aviation Academy for Scotland Vice Principal (External) to include risk associated with over-run costs regarding the capital build within the project risk register.	Vice Principal (External)	Immediate
16.3	Audit Committee Clerk to examine best practice across sector re Board cognisance of Health & Safety matters	Clerk	Next Chair's Committee
18	Review of Meeting Clerk to produce glossary of common acronyms	Clerk	Next Board meeting

MINUTES

Item		Action
1.	<p>Welcome and Apologies</p> <p>The Chair welcomed everyone to the meeting, and noted apologies from Katrina Hodgson, Lynn Oswald, Craig Ritchie, Anna Zvarikova and Catherine Etri.</p>	
2.	<p>Additions to the Agenda</p> <p>There were no additions to the agenda.</p>	
3.	<p>Declaration of Interest in any Agenda Item</p> <p>Vice Chair declared an interest in Item 11, and would therefore not be contributing to the discussion on this item.</p>	
4.	<p>Minutes of Meeting held on 14 May 2019</p> <p>The minutes were approved as a correct record.</p>	
5.	<p>Matters Arising from Previous Minutes</p>	
	<p><u>5 Actions Arising from Meeting on 12 June 2019</u></p> <p>Action 1: HISA Perth College Update – Student Mental Health Agreement to be presented to next Engagement Committee.</p> <p>Action Update: HISA Perth President informed the Board that this Agreement was now a UHI/HISA matter.</p> <p>Action 2: Board Effectiveness – Development evening should focus on developing an action plan.</p> <p>Action Update: Clerk to Board still to organise.</p> <p>Action 3: College Governance: Ministerial Letter – Strengthen the section on conflicts of interest and charity trustees' responsibilities at Board induction at next round of inductions.</p> <p>Action Update: Next round of inductions to be arranged.</p> <p><u>7 College Governance – Union Nominees on College Boards</u></p> <p>Action: Write to Unison with the Board's decision on observers</p> <p>Action Update: Completed</p>	<p>Clerk</p> <p>Clerk</p>

	<p><u>8 Regional Outcome Agreement</u></p> <p>Action: Circulate the full ROA document electronically for the Board for information</p> <p>Action Update: Document received by Clerk, will be emailed to Board following meeting</p> <p><u>9 Evaluation of Regional Strategic Body</u></p> <p>Action: Communicate to UHI the Board's concerns</p> <p>Action Update: Completed</p> <p><u>10 Programme Board – Governance & Accountability Work Group</u></p> <p>Action: Manage Principal/SMT engagement in work over summer period to ensure an appropriate level of engagement without detriment to the College and the student experience</p> <p>Action Update: Completed</p> <p><u>11 Chair's Report</u></p> <p>Action 1: Update Board on progress with Employers' Association consideration of national approach to Principal/SMT posts</p> <p>Action Update: No response received to report to Board – expected November</p> <p>Action 2: Undertake individual Board evaluations over summer period</p> <p>Action Update: Completed</p> <p><u>12 Principal's Report</u></p> <p>Action 1: Convey Board's thanks to staff involved in College Expo event</p> <p>Action Update: Completed</p> <p>Action 2: Report on progress with community engagement with College opportunities post closure of learning centre</p> <p>Action Update: Refer to Item 8 on Agenda</p>	Chair
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	<p><u>13 Indicative Budget</u></p> <p>Action: Principal to provide Chair with short note once budget position is clear. Chair to notify Members/convene extraordinary meeting of Board as appropriate.</p> <p>Action Update: Refer to Item 9 on Agenda</p> <p><u>14 Tay Cities Deal update</u></p> <p>Action 1: Provide progress reports to first cycle of Committee meetings</p> <p>Action Update: Refer to Item 12 on Agenda</p> <p>Action 2: Submit application to UHI Executive Office for funding of professional fees</p> <p>Action Update: Completed</p> <p>Action 3: Sign Proprietary Information Agreement on Board's behalf as part of Moray Growth Deal</p> <p>Action Update: Completed</p> <p>Action 4: Bring risk assessment and plan for sustainable resource funding to Board</p> <p>Action Update: Refer to Item 12 on Agenda</p> <p><u>16 CITB – Subcontracting issue</u></p> <p>Action: Implement contractual changes as approved by Board</p> <p>Action Update: Completed</p> <p><u>21 Audit Committee Meeting minutes of 14 May 2019</u></p> <p>Action: Check assessment arrangements are consistent with Board agreed position on red/green evaluation of compliance matters</p> <p>Action Update: Completed</p>	
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6	<p>HISA Perth Update</p> <p>HISA Perth President presented an update on key areas of activity, noting in particular that the relocation of the HISA Perth office to the Webster building had had a positive impact of footfall. Freshers Fayre had proved successful, with 44 stalls in place providing information to students.</p> <p>It was noted that HISA Perth had been working with key College staff to deliver the changes made to the Class Rep system, with an focus on Class Rep training events later in October.</p> <p>It was further noted that work continues on the Student Partnership Agreement to ensure this is delivered to the next meeting of Engagement Committee.</p> <p>Board Member commended HISA Perth on the progress being made, with particular reference to the 3rd Sector focus of Freshers Fair.</p>	
7	<p>Chair's Report</p> <p>Chair informed Board of main items of interest at most recent FERB meeting, noting in particular that: funding challenges were being felt across the partnership; discussions were ongoing over the best way to take forward the National Manufacturing Institute locally; UHI may take over take responsibility for STEM hub management provision from Skills Development Scotland, contrary to FERB advice. In addition, the annual effectiveness review had not been completed.</p> <p>Chair noted that discussions had also taken place regarding potential for a successor to FERB that may encompass higher education, and there may be a meeting of Chairs, Court members and knowledgeable others to scope this proposal.</p> <p>Chair informed Board that a meeting with John Kemp, UHI's newly-seconded Senior Advisor for Change Implementation, had taken place.</p>	
8	<p>Principal's Report</p> <p>Principal informed Board of a number of key meetings that had taken place recently, including a Ministerial Visit from Richard Lochhead, Minister for Further Education, Higher Education and Science, a Colleges Scotland Parliamentary event, an induction meeting with John Kemp at UHI, and UHI Partnership Council.</p> <p>Principal updated Board on the current situation regarding Community Learning, noting that, while some classes were running, there had been little community interest in options presented despite</p>	

	<p>continued promotion. SMT will continue to monitor situation with particular focus on courses starting in January.</p> <p>Principal informed the Board that the College was on target re student numbers, and that induction for new students had been completed with focus on student retention.</p> <p>Principal advised the Board that Graduation had taken place, attended by the Princess Royal, with 325 students graduating.</p> <p>Principal noted that a new Sports Injury Clinic was opened in the Academy of Sports & Wellbeing today.</p>	
9	<p>Indicative Budget 2019-20</p> <p>Vice Principal (External) introduced a context paper for the 2019-20 Indicative Budget which highlighted a projected deficit of £1.12m, including an underlying operational deficit of £569,000, and provided a rationale for the increased cost base within the College.</p> <p>The paper also noted some areas of mitigation, including increased income growth in International revenue, and cost savings due to the removal of unfilled non-academic posts and cuts to non-pay expenditure.</p> <p>Vice Principal (External) noted that consultation with Trades Unions had commenced with a focus on reducing recurrent costs to achieve financial sustainability.</p> <p>In response to a question from a Board Member regarding the difference between projected deficit and operational deficit, Vice Principal (External) noted that the College is allowed a technical deficit due to asset values but was not permitted under Office of National Statistics regulations to plan for more than the technical deficit.</p> <p>Board Member queried why the financial impacts presented were all negative in nature. Vice Principal (External) noted that 2 areas were positive (HE ESIF Allocation and HE Controlled Numbers), however this was perhaps unclear within the layout. Vice Principal (External) was requested to ensure negative figures were presented in parentheses in future iterations of the Budget to avoid confusion.</p> <p>Chair clarified that current year finances provided an opportunity to self-fund a solution rather than not address and postpone issue for future years. Principal further noted that there will be no money available from the Scottish Funding Council for such a process as has happened in the past, therefore any associated costs are being covered by an item of Deferred Income which has been released via the accounts this year.</p>	Vice Principal (External)

	<p>Board Member sought clarification on the causal relationship between staff numbers and curriculum provision as control mechanisms would need to be examined. Principal noted that there had been a growth in programmes being provided but growth in student numbers had stalled, a problem shared across the Partnership.</p> <p>Board Member queried how much the unfunded growth in academic staff was impacted by the proposals. Vice President (External) noted that the National Bargaining process took staff numbers from the 2016/17 position, so any additional staff costs incurred for these positions since that time must be absorbed by the College.</p> <p>In response to Board Member seeking clarification on figures relating to cost-saving measures, Vice Principal (External) noted the actions taken to mitigate against future expenditure were already included. Principal further noted that these figures did not, however, include savings generated through any voluntary severance as there were no guarantees regarding the outcomes of this process; however, Board were advised that compulsory severances would only be required as a last resort.</p> <p>Following a Board Member query whether curriculum offer was meeting minimum class sizes, Chair noted that there was an expectation to critically review course levels to identify inviable courses and examine the knock-on effect of discontinuation of such courses beyond purely financial terms. Board Member further noted that the relationship between cost and curriculum is not a linear one, and that data-based decision-making might be helpful.</p> <p>Depute Principal (Academic) advised that course provision was evaluated every year, and that financial modelling takes place. In addition, classroom, as well as class sizes are a factor at Perth College. Board Member noted that there is also a need to examine what courses are started as much as what are stopped.</p> <p>Board Member queried impact on Budget of other partners not delivering, in particular ESIF. Vice Principal (External) noted that only 50% ESIF achievement had been assumed to provide a buffer, as this is an area beyond the College's control.</p> <p>Board Member asked about the impact on students regarding the removal of unfilled vacancies. Vice Principal (External) noted that these roles were not student-facing, and could be re-examined a and when the financial position improves.</p> <p>On conclusion of the discussion, Board</p> <ol style="list-style-type: none"> 1 - approved the College's Indicative Budget for 2019/20; 2 - endorsed steps taken by SMT to achieve necessary savings; and 3 - endorsed SMT progressing consultation discussions with staff and Trades Unions to identify broader savings. 	
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	Principal outlined proposed communication strategy with staff for the consultation.	
10	<p>Financial Forecast Return 2018-19</p> <p>Vice Principal (External) introduced paper detailing the Financial Forecast Return as required by the Scottish Funding Council, noting in particular the impact of the 4% reduction in SFC core grant funding, and the 3% increase in costs associated with the Public Sector Pay Policy. Vice Principal (External) also noted that changes to EU-related revenue streams will be off-set against revenues from non-EU revenues, Modern Apprenticeships, and others.</p> <p>Chair noted that £750k deficits being forecast each year from 2020/21 relate to the technical deficit referred to previously; in other words, the FFR represents a break-even model. Vice Principal (External) further noted that the figures presented reflected the recurrent cost savings discussed in Item 9.</p> <p>Principal noted Principal's Group had recently discussed an FFR exercise across all sector institutions to produce a realistic picture for both SFC and Government. Chair welcomed this development.</p> <p>Staff member queried the exceptional staff cost in 2019/20, which was clarified as the estimated costs of processes outlined in Item 9.</p> <p>Board approved the Financial Forecast Return 2019/20.</p>	
11	<p>Programme Board - Recommendation</p> <p>Chair introduced paper received from Programme Board and sought the views of Board in order to collate a formal response from Perth College.</p> <p>Principal expressed frustration over the time spent on this work for zero impact on the student experience whilst the financial situation worsened.</p> <p>Depute Principal (Academic) was perplexed by the document suggesting 14 recommendations with no detail on implementation and no reference to students. Depute Principal (Academic) further noted the need to build trust given the apparent lack of transparency over the use of top-sliced funding and fears over financial controls. Chair noted that cultural change is required in order for transparency and trust to develop.</p> <p>Vice Chair acknowledged frustrations but noted need to get balance of language in response correct, otherwise there was a risk of any forward movement not occurring. Board Member noted it was hard to accentuate positives due to concerns over transparency.</p>	

	<p>Board Member suggested that requirements are: prioritisation of recommendations; financial models and resource implications; clarity of costs of core governance; and clarity of governance to ensure conclusions over best way forward are reached.</p> <p>Board Member expressed surprise that paper referred to appointment of strategic lead HR professional given the talent pool and resources available throughout the partnership. Principal noted that where paper referred to Human Resources, it should have referred to Organisational Development.</p> <p>Board Member suggested there should be a set of principles that enshrines the Scottish Government's Empowerment Agenda, which proposes getting as close to the learner as possible and focused on culture over processes and systems.</p> <p>Chair thanked Board Members for their input and noted that he would circulate a draft response for comment by 14th October then re-issue for further comment.</p>	Chair
12	<p>Tay Cities Deal – Aviation Academy for Scotland (CLOSED)</p> <p>Vice Principal (External) introduced paper, noting that detailed discussions on the matter that had also previously taken place at Finance & General Purposes committee and the Board Strategy Day.</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	[REDACTED]

16.3	<p>Audit Committee – 17 September 2019</p> <p>The issue of how to best ensure Board's cognisance of Health & Safety matters will be discussed at the next meeting of Chairs Committee. Clerk to look at best practice across the sector and report to next meeting of Chairs Committee.</p>	Clerk
16.4	<p>Finance & General Purposes Committee – 23 September 2019</p> <p>Timescale for design and implementation of a visionary and pragmatic Estates Strategy is to be presented at next Committee meeting</p>	
17	<p>Date & Time of Next Meeting</p> <p>Wednesday 27 November 2019</p>	
18	<p>Review of Meeting</p> <p>Members agreed the meeting had covered Board business.</p> <p>It was identified that some Board Members would find a glossary of common acronyms used in papers and discussion useful. Clerk to produce.</p>	Clerk

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 ☒ (Except for Items 12 & 13))

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

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

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

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

Committee	Audit Committee
Subject	Financial Statements 2018/19
Date of Committee meeting	17/12/2019
Author	Veronica Lynch, Vice Principal External Engagement
Date paper prepared	06/12/2019
Executive summary of the paper	<p>This paper seeks approval to extend the date for approval of Perth College UHI Financial Statements for the year ended 31 July 2019.</p> <p>It is recommended that the Committee:</p> <ol style="list-style-type: none"> 1. Note the rationale for the extended date for completion of fully audited Financial Statements for the year ended 31 July 2019 2. Note the disclosures for inclusion within the Financial Statements for the year ended 31 July 2019. These will be kept under review until the conclusion of the financial reporting and audit processes are complete. 3. Note and Approve the College's revised approval timeline. 4. Endorse the proposed dates for completion of these statements.
Consultation How has consultation with partners been carried out?	<p>Consultation has been undertaken with External Auditors, EY and with the Regional Strategic Body.</p> <p>Paper has been approved in principle by both Finance & General Purposes Committee & Audit Committees, subject to amendments as recorded in the Extract of Minutes (tabled within Standing Committee Minutes section of Agenda)</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

<p>Resource implications (If yes, please provide details)</p>	<p>Yes/ No There will be staff time required to complete the audit which may impact other finance priorities.</p>
<p>Risk implications (If yes, please provide details)</p>	<p>Yes/ No There is a risk that the audit work may not be completed on time to meet the revised Board meeting dates. Mitigation –UHI EO have been approached for support. Agreement on delay of other deadlines has been offered. The investigation process may identify further disclosures. Mitigation – Action plans to address and mitigate further risks.</p>
<p>Link with strategy 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 This project supports the delivery of the strategic aim Financial sustainability This paper assists with risk management, compliance with legal duties and with the Code of Good College Governance.</p>
<p><u>Equality and diversity</u> Yes/ No If yes, please give details:</p>	<p>Click or tap here to enter text.</p>
<p>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)?</p>	<p>Yes/ No If yes, please give details: Click or tap here to enter text.</p>

Perth College UHI

Paper 2

<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>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 checked="" 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? Until the OBC and FBC are approved and funding awarded to begin the project. This would be for an estimated 12 months.

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

**FINANCE AND GENERAL PURPOSES COMMITTEE
AUDIT COMMITTEE**

FOR APPROVAL

FINANCIAL STATEMENTS 2018/19

11 DECEMBER 2019

INTRODUCTION

This paper seeks approval to extend the date for approval of Perth College UHI Financial Statements for the year ended 31 July 2019.

The Committee are requested to approve the recommended actions to complete the year end accounts for approval at an extraordinary meeting of the College Board on 12 February 2020. The intention is to schedule an extraordinary joint audit and finance and general purposes committee in advance of the extraordinary meeting of the board.

RATIONALE

In discussions with the College's External Auditor, EY, the College's Senior Management Team has agreed that the timescales for completion of a fully audited set of accounts for 2018/19 within the Scottish Funding Council/RSB reporting deadline of 31 December 2019 will be unable to be met. The factors leading to this recommendation are:

- Draft financial statements were not prepared until 15 November, against an originally planned and agreed timetable of 21 October. Further work is underway to ensure that the draft Financial Statements are compliant with the requirements of the SFC Accounts Direction. Revised and updated draft financial statements will be passed to EY for audit on 6 January 2020. This was as a result of high levels of staff turnover throughout 2018/19 leading to limited institutional knowledge, including within the College's Finance Team, exacerbated by the recent resignation of the Head of Finance in October 2019 and the former Chief Operating Officer in December 2018
- EY identifying areas requiring further evidence to support the information within the draft financial statements and allow the Accountable Officer to provide assurance to the Board on the effectiveness of internal controls.
- The level of staff time required to undertake these actions has resulted in the planned audit completion dates being unachievable
- The investigation process underway by UHI Internal Audit into the Issue of Concern raised to Audit Scotland on 20 November 2019 will require the Board to consider the implications for the financial statements, and the adequacy of disclosures.

DISCLOSURES FOR INCLUSION WITHIN THE FINANCIAL STATEMENTS

There are a number of governance and other matters identified during 2018/19 that will require disclosure within the governance statement. The Committee is asked to note each disclosure and the planned actions being undertaken to address these issues. All disclosures are included within the risk register. These will be kept under review until the financial reporting and audit processes are complete.

Issue Identified	Action Taken
<p>Payroll Errors relating to staff with more than one contract. These came to light following the conclusion of the internal auditor's review and receipt of their report in September 2019.</p>	<p>Where underpayment of National Insurance contributions, voluntary HMRC disclosure undertaken and meetings with staff impacted. Provision of £250k has been allowed as a contingent liability for 2018/19.</p> <p>Potential overpayment of pension contributions – work to review value and extent of overpayment and associated errors in tax payments. Communications to staff impacted and support to recover overpayment. Provision of contingent asset of £TBC included within accounts.</p> <p>Where staff registered in 2 pensions – rectify anomalies and work with impacted staff to consolidate pension contributions.</p>
<p>Equalities Duties Reporting non compliance within agreed timescales</p>	<p>Equality and Diversity Staff member now appointed.</p> <p>Work is progressing on outstanding statutory reporting requirements Draft Equal Pay Statement, Gender pay report being reviewed by the Head of HR & Organisational Development.</p> <p>Draft Mainstreaming report completed at end of October 2019.</p>
<p>Non reporting of Settlement Agreements to the RSB / SFC in accordance with requirements.</p>	<p>Payments made in lieu of notice with no severance payment included. Reporting to RSB and SFC undertaken retrospectively</p>
<p>A review by management of procurement processes in September 2018 was completed. This identified a number of significant weaknesses in procurement processes, including areas of non-compliance</p>	<p>Contract with APUC implemented with staff member now in place.</p> <p>Reviewing the contracts register to track and manage compliant procurement of contracts requiring renewal</p> <p>Implementing an updated Purchase Order process and communicating with suppliers to comply prior to payment</p>
<p>Implementation of contract terms and conditions</p>	<p>Implement robust terms, contract management, monitoring and recovery.</p>
<p>Deferred Income relating to 2015/16 and 2017/18 was released during 2018/19.</p>	<p>Budget holders and contract managers undertaking closer engagement with College Finance Team to ensure income released on completion of delivery in line with FRS 102 regulations.</p>

CONCLUSIONS

It is recommended that the Committee:

1. Note the rationale for the extended date for completion of fully audited Financial Statements for the year ended 31 July 2019
2. Note the disclosures for inclusion within the Financial Statements for the year ended 31 July 2019. These will be kept under review until the conclusion of the financial reporting and audit processes are complete.
3. Note and Approve the College's revised approval timeline.
4. Endorse the proposed dates for completion of these statements.

Perth College UHI

Paper No. 3

Committee	Board of Management
Subject	JNC Consultation Update
Date of Committee meeting	17/12/2019
Author	Dr Margaret Cook
Date paper prepared	13/12/2019
Executive summary of the paper	<p>This paper is an update on the position re the consultation process and also requires the Board to consider, at the TU's request, an approach to UHI for funding to bridge the financial gap to reduce/negate the impact of the restructuring proposals.</p> <p>Also to approve the outline Voluntary Severance Scheme.</p>
Consultation How has consultation with partners been carried out?	Consultation through the Joint Negotiating Committee
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)	Yes The restructuring exercise is an aspect of the College budget delivery
Risk implications (If yes, please provide details)	Yes The College's financial position is a risk on the Risk Register

Perth College UHI

<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>Click or tap here to enter text.</p>
<p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>Yes</p> <p>EIA will be carried out as part of the overall restructuring process</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>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>No</p> <p>Click or tap here to enter text.</p>
<p>Status (e.g. confidential/non confidential)</p>	<p>Confidential</p>

Perth College UHI

Freedom of information Can this paper be included in "open" business?	No
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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 checked="" 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"/>

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and

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Consultation Update, Financing and Voluntary Severance Scheme

Introduction

The Board at its October meeting approved a savings line in the budget of £600k. This saving is challenging and requires a restructuring exercise which the Board gave approval for and delegated this process to the Senior Management Team to conceptualise, consult, manage and implement. This report is intended to give an update to the Board on the various aspects of this process.

Update on Process

SMT issued a document to all staff on 21 October 2019 detailing proposals for restructuring which would deliver the required savings, this has been the basis for the consultation to date.

The JNC has been used as a vehicle for Consultation on the restructuring proposal document and involves representatives from EIS, UNISON and a Management Representative (representing staff who are on separate management contracts). The committee has met 7 times. In addition, we have set up an email account for staff across the College to make comment, ask questions or to make alternative proposals. To date we have received in excess of 70 emails from staff and this has been a very positive communications tool/ interactive platform for staff.

To date the JNC has looked at the Colleges overall financial position to aid an understanding of the requirement for savings. This process was concluded at a meeting on 11 December 2019 and the Trade Unions confirmed that they were content with the information they had been provided with.

We then moved on to look at the proposed Voluntary Severance Scheme, proposals had been given to the JNC and responses discussed and the proposal is detailed later in this paper.

We have also agreed with the JNC the way forward after the Christmas break. SMT are currently working through the proposals from staff and from the TU's and will present these with their comments to the next meeting which will take place week beginning 13 January 2020. The aim of this aspect of the process is

to agree the areas where reductions in staffing can be delivered to ensure the required savings.

- *The Board are asked to note this update.*

Financing

The JNC continues to be concerned about the level of savings required and the impact this will have on the operation of the institution.

In discussing the financial position, the question was raised about approaching UHI to bridge the gap in funding in this year. Management indicated that this was not something which we could do without Board support hence this question being part of this paper.

The proposals on the table do deliver the £600k savings from next year onwards but given the timing of decisions/agreements are likely to only deliver c£150k in this financial year.

- *The Board are asked to consider whether they wish to approach the University for funding to bridge the current gap in funding.*

Voluntary Severance Scheme

As part of this process the Board agreed that they would consider a Voluntary Severance Scheme as an accepted way to mitigate compulsory redundancies and this has been discussed extensively with the JNC, and legal advice also sought. The following outline scheme is proposed –

- Applications for VS will be sought from the areas where the need for cuts in staff numbers has been identified
- The Scheme will comply with the requirements of the SFC and appropriate permission will be sought from SFC through UHI
- The payments available to staff will be based on their statutory entitlements x 1.5, using an actual week pay
- Where appropriate individuals will be able to access their pension entitlements (STSS or LGPS) with no enhancement, this will potentially incur a strain cost dependant on individual circumstances
- The payments made to staff for redundancy and strain costs will not exceed a year's pay
- The College reserves the right to decline applications for VS on the basis of cost or the requirement to retain the individual's skills

- The VS Scheme will run till 31 July 2020, although we anticipate where possible staff will leave on 31 March 2020 to allow for in-year savings to be made
- Where possible individuals will work their contractual notice period but this will be assessed on a case by case basis
- Staff will be expected to take all of their accrued leave before their termination date unless agreed otherwise
- Staff whose VS application will be accepted will be required to sign a settlement agreement. The rationale for this being
 - To ensure that there is transparency about payments, liabilities as the staff members will be required to get legal advice on their settlement agreement at a cost to the institution of £300 per agreement
 - The VS package being offered is beyond statutory entitlement and so supports confidentiality of the agreement
To protect the institution from claims in the future from these individuals
- *The Board are asked to approve the outline scheme above and delegate authority to SMT to develop the full scheme for approval by UHI and SFC*

Perth College UHI

Paper No. 4

Committee	Board of Management
Subject	HISA Perth Update
Date of Committee meeting	17/12/2019
Author	Amy Studders, HISA Perth President
Date paper prepared	04/12/2019
Executive summary of the paper	This paper summarises recent relevant activities within HISA Perth
Consultation How has consultation with partners been carried out?	Click or tap here to enter text.
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
Risk implications (If yes, please provide details)	Yes / No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	

Perth College UHI

<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>Yes/ No</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>Click or tap here to enter text.</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>Yes/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"/>
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HISA Perth Update

To: Board of Management 17 December 2019

Operational changes

- HISA Perth have moved into our new home in the Union building. We are still working on the final touches to fully migrate into the new space and make it the most welcoming, and approachable organisation for our members.
- We are reviewing our **internal working processes**. This includes increasing the amount of co-creation (eg: SPA, Mental Health Champions) work we do with the College, and collaborative initiatives with external organisations. The Colleges and it's teams have been instrumental for the organisation as we go through this period of **growth** in order to serve our members, and the college community better. Working **collaboratively** with the **college and external** organisations, in order to increase our capacity in the spirit of **partnership**, so we can bring innovative initiatives.
- We are making **communication** a priority for the organisation as we move forward into the new year. Our efforts will be directed into building our Class Reps, Societies, On-site, and Online **communities**. We are reviewing our systems for better **accountability** to our members and stakeholders in terms of outcomes - to properly communicate the difference and value we bring to the college, and Perth community. This will be reflected in an investment into a new communications intern to increase & better manage our promotion and communication of our activities?

Class Rep Training

- We included more **interactive** training sessions was a good shift from previous years. Feedback indicates that the trainings were well received and our reps were more engaged with the training (**an example of how a better partnership process generates a greater impact*). The help from the colleges engagement team is appreciated.

SRC changes

- Dates Tuesday 26th and Wednesday 27th
- Following advice from Education Scotland, the associations Students Representative Council will be run differently this year. We will be carrying out SRC Gatherings **by curriculum area**. In an effort to create a real **3 way communication** between students, HISA, and the College

Rep Conference

- The event was postponed due to staff capacity. We want to bring a **professional** and **high level conference** that the college and students are **proud to be a part of** and get the most out of it - *Be the best in UHI and used as an example for others to follow*

GYST

- This first event of its kind, focussed on real **issues that affects students identity, mental health, welfare, hate crime, bullying, security**, etc. Attendance has been a hit and miss because of assignments however there has been lessons learnt here which are reflected in our internal processes as we move forward

Student finances - small things that puts the pound back in students pocket

- We have been campaigning for **Council Tax Exemptions** during the summer for our **progression** students (eg: progression from HND to Degree). Access to **water** fountains and **microwaves** (installation, cleaning, management, policing, health & safety, etc.) are still high on the agenda. We are working with sodexo for more student friendly **meal deals**, & **budgeting workshops** (through GYST) to create a “sticky campus” and keep our members on campus with for longer - for a better education experience

Internationalisation

- The association will be launching an **internationalisation strategy** for HISA Perth to ensure that we have a more culturally diverse (+ freefrom & hot) food offerings on campus. This is to further cement our work with the collage, eg: with the languages and ESOL (+ AST) dept to create a buddy system and language cafes to aid our International members integrate into our community and give them an edge in employment - as we move into a more globalised world

General Election

- **Educational** campaigns for students on the importance of exercising their **democratic rights** and **civic responsibility**

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 01 September – 18 November 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	19/11/2019
Date of committee meeting	27/11/2019
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: 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.
<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.

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

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Introduction from the Interim Principal and Vice-Chancellor

The aim of this report is to provide members of the court and academic partner boards with a broad overview of some of the key activities, challenges, and opportunities that are taking place within the university, and to receive these updates directly from the senior management team and academic partner principals.

I'm pleased to present to Court members the latest quarterly report covering the period 1 September 2019 to 18 November 2019.

Key meetings I have participated in during this period:

- 2/9 Meeting SFC Edinburgh (funding scenarios)
- 6/9 Hosting UHI table with potential collaborators/benefactors at SCDI annual awards dinner. Institute of Health Research and Innovation and Argyll College UHI both received awards.
- 8/9 Kirking of the Council Inverness
- 11/9 Launch of BSC Applied Software degree with IBM, Inverness College.
- Strategic Dialogue Meeting in Shetland – Islands Deal 16/17 September
- Review of Regional Strategic Body by SFC 1 October
- Attended PC and MC graduations on 3 and 4 October, and WHC on 11 October
- Attended US Main Committee Meeting in Edinburgh on 23 October
- University of Stirling Graduation Ceremony on 1 November – evening dinner with Prof McCormac UoS in Inverness on 31 October
- Met with DFM in Edinburgh on 5 November
- 4 November met Diana Murray, new Chair of SAMS
- 6 November met with Jane Lewis, Principal for SC, in Inverness
- 7 November attended HITC and HIEP Board Meetings
- ROA Workshop scheduled for 25 November in Inverness
- Optometry - General Optical Council advised on 13 November that the Optical Programme has granted provisional approval of UHI's application – Optometry Board meeting in Inverness on 26 November
- Federation of Ophthalmology and Dispensing Meeting scheduled for 11 December in Inverness
- Various Programme Board internal meetings – Partnership Assembly scheduled for 29 November at CfHS
- Meeting with David Stewart MSP on 6 December – general discussion
- Queens Anniversary Prize for higher and Further Education application unsuccessful

On 14 November I gave a presentation to the University Foundation on the significant activities, challenges and opportunities for the institution in the context of the forthcoming 10th anniversary of achieving taught degree awarding powers and university title. I was pleased to report to Foundation members that the status and profile of the University has increased significantly over recent years and the institution was now regarded by Convention of Highlands and Islands (COHI) and key stakeholders as a key partner with the potential to facilitate positive impact and future development within and beyond the region as opposed to an aspiration project.

Crichton Lang
Interim Principal and Vice-Chancellor

Chief Operating Officer and Secretary

Prepared by Fiona M Larg

Notable accomplishments

- The university commenced its 2019 (Advance HE) Aurora programme which will help five female staff from across the partnership develop their leadership capabilities from c20 applications received.
- Intranet project report completed and delivered to project group, principal's executive group and partnership council.
- Project group formed for brand ambassador project.
- HESA student return submitted and accepted by the deadline.
- Web accessibility – The partnership one-web sites (with the exception of SAMS and SMO which fall outside this work) have had their accessibility checked by the webteam. This is a substantial step towards legislative compliance and has also reaped benefits in other areas of web performance.
- UKVI audit - The university passed the recent audit by UKVI on our compliance as a Tier 4 sponsor of international students. As well as the successful outcome, the audit helped identify areas of development which will be part of the continued monitoring process to ensure compliance.

Significant events/ awards

- Delivered and supported Professor Trish Gorely's inaugural lecture.
- This year's annual admissions conference attracted the largest audience yet. Practitioners from all academic partners, along with other colleagues, came together to share good practice and update skills and knowledge.
- As part of Interfaith week, the university held a public 'lunch-and-learn' session and CPD on cross-cultural communications. Both events were near to capacity and received positive feedback.

Collaboration with other academic partners

- Supported academic partners with another successful round of graduations including centrally designed and printed common programmes and graduation scroll tubes. The graduations included the student of the year awards, the first PhD and the first cohort of professional golf graduates. Perth College UHI were assisted with hosting HRH The Princess Royal at their graduation.
- Launch of new BSc (Hons) Applied Software Development, with Inverness College UHI, Moray College UHI and IBM. The first in a programme of workshops/open evenings to promote the course to young people have already taken place with good initial feedback.

Issues or concerns

- Dewar Centre – The timescales and potential costs of this project have slipped significantly mainly due to tying the procurement and construction to the larger and potentially more complex NHS elective care centre. The proposal is now to decouple the HIE Innovation Centre and the university's research facility from the NHS building and build in an adjacent plot thus preserving the collaborative and synergistic elements of the project but significantly reducing the risk in terms of cost and timescale. A revised schedule is being drawn up and procurement routes investigated which will allow ERDF funding to be drawn down, budgets to be met and original timescales for completion to be met.

Vice-Principal Further Education and Work-based Learning

Prepared by Diane Rawlinson

Notable accomplishments

The Regional Strategic Body (RSB) was required to submit to SFC an evaluation of the activities of the RSB in July, assessing the progress that has been made in fulfilling the role and responsibilities of the RSB as detailed in the Post-16 Education (Scotland) Act 2013. As a follow-up to this, SFC arranged a strategic dialogue event with the RSB and representatives of academic partners. This event was organised over the course of a day in September during which SFC sought evidence from the RSB and partners that this role was being effectively fulfilled. This was a very positive event which concluded with SFC congratulating the RSB on the excellent progress made.

SFC Guidance on the development of the 2020/2023 Regional Outcome Agreement was published in October, requesting an evaluation of progress made against ROA targets by October 31st. This exercise precedes the development of the ROA itself which is required in advanced draft form by 13th December. The evaluation of progress against further education ROA targets was written during October with academic partners being consulted through Partnership Council and SMCT and the submission reported to FERB in the November meeting. Good progress has been made against targets for both student activity and attainment. The regional strategy for enhancement of student attainment developed in 2018/19 was shown to be particularly impactful with the attainment gap between mainstream students and those residing in areas of multiple deprivation being removed and student success for care experienced students improved by 10 percentage points.

Following submission of the progress report, work has begun to develop targets that establish the region's ambition for 2020/23, alongside accompanying enhancement initiatives. Consultation is on-going with partners through SMCT and Partnership Council to agree these ahead of further negotiations with SFC.

The first meetings of the Carbon Management and Sustainability Project Board have been held to develop regional initiatives to support the achievement of carbon emission reduction targets. This group will be tasked to develop a Single Carbon Management Plan once Government guidance has been revised. The first meeting of the Health and Safety Practitioners Group has also been held with the aim of implementing a common regional Health and Safety Management System.

The WBL hub led the submission of a regional consortium bid to a CITB Onsite Experience Commission, demonstrating how the WBL Hub approach can support a partnership response to other emerging opportunities. Although this bid was unsuccessful - initial CITB feedback has suggested our proposal was clear and strong, but that the Commission's focus and funding model was not aligned well for our region. A new suite of Modern Apprenticeship monthly contract management reports have been developed to support partners in managing their apprenticeship caseloads.

Significant Events/ Awards

I attended an Islands seminar in Shetland, organised by Prof. Neil Simco bringing together local authority partners, the Islands College, SDS and HIE to discuss the development of closer working practices in addressing the skills needs of the Islands. This was a very positive, well-received event.

On behalf of the RSB I attended the feedback session at WHC's Education Scotland annual Progress Visit where the college received a very positive report on progress made against their enhancement plan and the college's engagement with both local and regional enhancement initiatives.

The Project Manager for the Single policy environment delivered a presentation to visitors from West University in Sweden seeking to understand more about the regional infrastructure being developed. The Project Manager also provided input through a presentation to the Admissions Conference at UHI to raise awareness of the newly approved admissions policy. The WBL Hub has been successful in receiving an award of Foundation and Graduate Apprenticeship regional consortium contracts for new students starting in 2020 AY. The WBL managed the delivery of a Foundation Apprenticeship Community of Practice workshop to support evaluation of previous year's activity and future planning.

Collaboration with other academic partners

I joined the chair of Court, Chair of FERB and the University's Chief Operating Officer on a visit to Lewis Castle College to meet with members of the Board of Management and senior management team to discuss their action planning to address strategic and operational issues identified in 2018/19. The role of the RSB in supporting delivery of an action plan, through provision of additional senior staffing recourse was discussed.

Work is ongoing to provide support to the two Shetland institutions as they progress towards their merger. Although challenges remain, progress has been achieved through the establishment of a Shadow Board and appointment of a Principal Designate.

The Single Policy Environment Manager has initiative discussions with colleagues at Moray College and Inverness College, exploring opportunities to manage business-critical quality assurance processes through Sharepoint.

The WBL Hub has supported Shetland College in the development and promotion of local Foundation Apprenticeship offer, including attendance at Open Evening and meetings with key curriculum staff to address concerns regarding low take up of these awards.

Issues or concerns

Unsuccessful in bid to SDS to develop Engineering, IT Software and Business Management Graduate Apprenticeships – SDS has informed this is due to Scottish Government/SDS budgets and not the quality of our bid, but raises questions about the reliability of GA funding for the development of our HE Work-based Learning portfolio.

Vice-Principal Research

Prepared by Professor Neil Simco

Notable accomplishments

The University is the lead partner in a major bid which was submitted to the highly competitive UK Research and Innovation's Strength in Places fund in October. The bid, titled the Marine Economy and Technology Research and Innovation Cluster (METRIC) involves the Universities of Stirling and Heriot Watt, together with a wide range of industrial partners and seeks to draw down some £29M. The focus of the bid is the marine economy and if successful will have a transformational impact on a range of sectors. METRIC will increase the local economic value of the Marine Economy to £5Bn, supporting 3000 additional jobs and adding an estimated total net GVA impact of £270M to the H&I economy over the next 15 years.

Internally, there have been a number of developments: A student Intellectual Property framework has been drafted and supported by Partnership Council. A values framework for the University has been created and following discussion in a range of committees is to be considered at University Court. The University has launched a number of new MRes degrees, hence extending the portfolio of research degrees within the Graduate School.

Significant events/ awards

The biennial postgraduate research students' conference was held at North Highland College UHI in Thurso in early November. The theme of the conference was 'Preserving the Past and Building the Future' and the event provided an opportunity for research students across all disciplines to present their work. The conference was very well attended with a significant proportion of the University's 165 research students present.

In regard to the University's preparations for our submission to the national Research Excellence Framework 2021, our Code of Practice, which sets out the approach we are taking to identifying research outputs and the eligible staff cohort was fully approved in November 2019. In relation to our preparation, the current focus is on the second phase of the staff scoping exercise which will identify the cohort of staff across the partnership deemed to be in-scope, as well as progressing the impact case studies and collating information for the requirement to complete a return which articulates our submission intentions. On 14th November we held an event to scrutinise the draft environment statements which have been prepared for each of the 7 units of assessment.

Collaboration with other academic partners

The University is a member of a number of Scotland's research pools, and in regard to the Marine Alliance for Science and Technology in Scotland (MASTS), the University has been awarded five PhD studentships to commence in 2020. This is a significant achievement and builds our reputation within marine science further. We are looking to achieve further studentships through the Scottish Graduate School of Arts and Humanities. In relation to knowledge exchange activity, Inverness College were recently successful in a Knowledge Transfer Partnership (KTP) application, and the University now has two live KTPs.

Issues or concerns

There is considerable volatility in the external environment at the current time at national level, with a number of reviews running in parallel which may affect income streams and activity. Reviews include the national review of research pools, the subject price grouping review, and the Review of the Universities Innovation Fund, the latter of which I am a member of the national steering group. This is in addition to the uncertainty caused by BREXIT.

Vice-Principal International and External Engagement

Prepared by Professor Stuart Gibb

Notable accomplishments

International Student Recruitment – Phase 2 Project established: A time-boxed project-based approach to develop a partnership-wide approach towards growing numbers of fee paying students studying with the University; growing income, and reducing reliance on SFC funding. The project also seeks to: *‘to secure joint ownership and responsibility and to progress goals, in a managed, robust and transparent manner within a formalised project structure’* and will operate across seven ‘Workpackages’ (WPs), each with an appointed ‘owner’ overseen by Steering Group:

- WP1 - Internationalised Curriculum
- WP2- Marketing and recruitment
- WP3 - Admissions and administration
- WP4 - Student support and satisfaction
- WP5 - Structures and Sustainable Finances
- WP6 - Embedding internationalisation beyond recruitment
- WP7 International recruitment strategy

Significant events/ awards

- Scottish Government's first Arctic Policy Framework (APF) Official Launch – Orkney: Sets out how Scotland develop cooperation and mutual learning with Arctic partners. UHI and region are ideally placed to contribute to, and potentially benefit from, APF. EO and SAMS represented on formative Steering Committee; baseline report provided by NHC & GCU.
- Visits to UHI include Swedish “New Ways”/“New Roads” delegation (including Chairman of the Parliamentary Education Committee, Swedish Parliament; Swedish Universities, Colleges and Councils, Centria University of Applied Sciences (Finland), University of Novi Sad (Serbia); St Petersburg State University and the Russian Zoological Institute (involving EO, SAMS, NHC, IC)

Collaboration with other academic partners

- International Student Recruitment Project – WP owners (see above) from EO, HISA, SAMS, PC, OC, IC; WP contributors from EO, HISA, WHC, SAMS, PC, OC, IC.
- International website development – (primarily) IC, PC.
- Curriculum and research mapping - University of Akureyri (EO,LCC) and University of Gibraltar (EO, NHC)
- UHI-Hunan micro-campus development – PC (+ IC, LCC, NHC)
- Erasmus support – IC, EO
- Summer School programme development – IC, NHC, EO

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).

Vice-Principal Tertiary

Prepared by Lydia Rohmer

Notable accomplishments

Branding and Positioning Project

Following extensive consultation during Phase 1 of this project and agreement reached at Partnership Council and a joint FERB/Court workshop in February 2019, Phase 2 of the project progressing well with the consultant as well as the UHI project team:

- Following a comprehensive leadership engagement with Chairs and Principals in June/July testing options for change to deliver a more simplified and aligned approach to visual identity for UHI; the results of this consultation and the merging consensus have been presented to the interim Vice Chancellor, FERB and Partnership Council, and Court in September. The approach was fully approved, with options and costs for visual alignment currently being worked on for presentation in December/January.
- an internal brand ambassador programme is currently being set up, with a project group convened and an approach agreed. This will be rolled out across the whole partnership in the next few months, involving staff and student representatives from all parts of the academic partnership of the university
- following an initial successful an integrated marketing pilot for the UHI clearing campaign in the run up to AY 2019-20, a plan is currently developed for an integrated marketing approach.
- work is continuing with academic partners marketing and communications practitioners to further align collaborative efforts, and to develop a fully integrated marketing strategy for all of UHI.

This is a longitudinal project with multiple review points to ensure evaluation and validation of the approach to brand and positioning taken.

Curriculum Mapping Tool

The project was delayed to resolve procurement matters for this bespoke software tool in liaison with APUC. APUC support has now been secured and are now providing the bespoke procurement work for UHI to re-procure this project. Early engagement with potential providers is encouraging, with a number of relevant companies signaling interest. A market engagement day has been secured for 9 December, with full tender exercise to be completed thereafter. Despite delay, this project retains its strategic relevance, and with the right support now in place, is expected to be delivered fully in AY 19-20. Work is continuing on the tertiary curriculum pathways, in particular through SCMT on FE curriculum review.

School-College Liaison Strategic Review

Following consultation through a SCMT shortlife working group, a Strategy proposal was discussed and approved by Partnership Council in November. This proposal is now to move to implementation. This work is directly linked to the Branding/positioning project, as well as the Curriculum Mapping tool.

Widening/Fair Access

Work is continuing to refresh the University's approach to wider/fair access, including ensuring UHI's articulation data and articulation work is clearly reflected in SFC's refreshed national articulation database. Two recent meetings have taken place with SFC to agree and refine the approach to data capture and for UHI data to be integrated into the national articulation database and associated national reports. The National Articulation Forum report is due for publication in January 2020.

Significant events/ awards

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

Collaboration with other academic partners

All the above work involves collaboration across multiple academic partners and colleagues in executive office.

Vice-Principal Strategic Developments

Prepared by Gary Campbell

Notable accomplishments

- Agreement reached that UHI is the sole provider of training and research in the Aviation and Advanced Technology Campus being developed as part of the Moray Growth Deal (MGD).
- Following a successful meeting with the RAF, Boeing, HIE and the Moray Council, Boeing have agreed in principle to support the development. Currently in negotiations with UHI on detail, Heads of Terms (HOT) for the (MGD) delayed due to the calling of the election.
- Presentation to Cabinet Secretary Sir Mark Sedwill, outlining the challenges and opportunities for UHI and the region. He was *“particularly impressed by your whole systems approach to learning”* in reference to academics working with the Educational Development Unit (EDU) Jacky Macmillan and industry liaison staff (CDEEOs) Nicola Smith.
- Engineering Task Force paper approved at Partnership Council, including: (i) outline strategy, (ii) Engineering Management Group, (iii) development of a network of ‘advanced technology’ centres and (iv) request to UHI Programme Board for mechanisms to recruit staff in a ‘more university-like manner’ when circumstances dictated.
- BAE systems approached UHI after a STEM meeting at RAF Lossiemouth and requested details of our developments with a view to potential partnership.
- UHI will be submitting an application for £2.5 Million as part of a joint application with HIAL, Orkney Islands Council and Ampaire for a Zero-Carbon flight test facility.
- Successful talk on Low Carbon airspace given to the Council of the Regions in Brussels, this has led to some of the developments outlined above and below.

Significant events/ awards

- After a presentation to the Future of Flight competition in Glasgow, UHI have been asked to submit a proposal to the relevant Knowledge Transfer Network and Cranfield University have requested a meeting to develop a strategic relationship and a MOU.
- UHI has been acknowledged as the key university partner in the development of the zero-carbon airspace in the HIAL region following a workshop in Inverness 5th November.
- National Manufacturing Institute for Scotland have proposed a collaborative agreement with UHI, meeting to discuss on 11th November.
- Following visit to University College Isle of Man – discussions are taking place regarding a potential partnership arrangement for provision of Higher Education.

Collaboration with other academic partners

- All this work is based on and with Academic Partners, Highlands and Islands Enterprise, Highlands and Islands Airports Limited

Issues or concerns

- The Moray Growth Deal HOT delayed by election.
- Some of these developments require staff to be recruited in a ‘more university-like manner’ than is currently possible.

Argyll College UHI

No report provided.

Highland Theological College UHI

Apologies submitted – no report provided.

Inverness College UHI

Prepared by Communications & Marketing Team

Notable accomplishments

- The 2020-21 prospectus is available online & in print.
- The ESES survey ran from 7th to 25th October. It achieved an overall college response rate of 43.9% & an overall satisfaction rate of 95.38%. The data has been made available to all staff & will be used by teams to evaluate performance & suggest improvements.
- Amanda Bryan attended the Tokyo University of Agriculture International student summit.
- SSF has been shortlisted to bid for an overseas forest practice tour in India which would include 70-90 probationers visiting every year for 3 years.
- Students & staff from the Care team attended a Scottish Government – Men in Early Years Seminar, celebrating diversity in the early years workforce. They reported on the CHAMP course piloted at Inverness College UHI.
- Around 92 exhibitors attended Freshers' Fair.
- Four apprentices will compete in the final of Worldskills UK in Birmingham, 21-23 November.

Significant events/ awards

- Around 320 students graduated over 2 ceremonies on 4 October - Arts, Humanities & Business in the morning & Faculty of Science, Health & Engineering in the afternoon. Overall, the ceremonies went well.
- Open Day Saturday 26 October, attracted over 80 potential applicants from across the UK & Northern Ireland. This involved promoting courses starting September 2020 as well as an extensive January 2020 offer which includes part time & online courses.
- Care Experienced Week, 19-26 October.
- Alasdair Sangster, an HND Forestry Management student, won the Tilhill Forestry Award for Best New Planting Application following a report he prepared on woodland & creation in his forestry policy & law module.
- The Scottish School of Forestry celebrated 'Forestry: Past, Present & Future' with an industry showcase on Saturday 7th September. The event marked 100 years since the Forestry Act was passed & was supported by industry partners.
- The Early Learning & Childcare Centre at Inverness College UHI won the Staff Training & Development Award at the Scottish Nursery Management Today Nursery Awards 2019. Judges said the centre had the "best interests of the children" at its heart & the whole team were engaged & motivated to "learn, develop & consistently challenge themselves to strive for excellence."
- Entries are open for the University of the Highlands & Islands' Business Competition. Closing date is January 2020.
- On Friday 20 September 2019, Inverness College UHI formally recognised & declared a climate emergency – a commitment to cut its greenhouse gas emissions & set timescales & targets for action. The announcement was made by Prof Chris O'Neil at the Global Strike for Climate protest in Falcon Square, Inverness, following discussions with the Highlands & Islands' Students Association (HISA) Inverness, which has been campaigning for action.
- Inverness College UHI & Highland Rugby Club have signed a Memorandum of Understanding that will see them work closely together to create opportunities to encourage young people to stay in the region & attract talent.
- Inverness College UHI electrical apprentice, Sean Davies, was named SECTT Electrical Apprentice of the Year for Scotland, seeing off competition from 700 other apprentices to take the Stage 1 Apprentice of the Year title. Sean, who works for Korrie Technical Services, has just gone into the 2nd year of his four-year Modern Apprenticeship in Electrical Installation, attending Inverness College UHI on block release.
- Inverness College UHI has moved into artist studio space within Wasps, Inverness Creative Academy. The 3 space will be used by students studying art programmes at Inverness College UHI.
- Inverness College UHI hosted a fund-raising dinner & ceilidh, A Feast & a Fling, on Friday 1st November. Over £22,000 was raised for Marie Curie.
- Around 500 pupils attended Inverness College UHI on 24 September for the Highlands & Islands UCAS fair. Thirty exhibitors attended, mainly universities, but some employers & armed forces were also in attendance.
- Inverness College UHI hosted an inaugural Professorial Lecture by Trish Gorely. We will host a further event on 27 November for Philomena de Lima.
- Inverness College UHI hosting a Learn through Work event on 13 November when we are expecting 450 S3 pupils to participate in interactive exhibits by employers & curriculum areas.

Collaboration with other academic partners

Optometry – Following considerable efforts by the optometry team, the report has been put forward for ratification by the General Optical Council on 13 November. Awaiting marketing material from EO colleagues.

Issues or concerns

There have been challenges in promoting online HE modules as these are not supported by the university website database. There is currently no module descriptor database. Workaround has been put in place, however, no detailed plan on how this issue will be addressed next year.

Lews Castle College UHI

Prepared by Iain Macmillan, Principal

Notable accomplishments

A small team of staff have come together to set up a Mental Health Network with the aim of building capacity within the College in relation to Mental Health First Aid, Suicide Awareness, and the promotion of positive mental health and well-being. The group are working on practical ways to make a difference.

The Technology team have been working together to broaden the skills of our current HNC Jewellery students. They are getting the opportunity to apply the metal forming skills they are learning in the Jewellery lab and applying it to a project on a larger scale in the Fabrication and Welding workshop to construct their own work benches out of sheets of metal.

The Engineering section has once again recruited a large cohort of students from France onto the BEng Hons Energy Engineering and BEng Hons Mechanical Engineering degrees. A total of 12 students have come from Technology Institutes in the Rhone Alps region including Chambéry, Grenoble, Lyon, Saint-Etienne & Annecy.

Significant events/ awards

In October the College had a visit from two Chemistry lecturers from HEINRICH-HERTZ-BERUFSSKOLLEG (HHBK), a vocational college in Düsseldorf, Germany. They spent a few days with College staff, touring the facilities, sitting in on lectures and working on the possibility of some Erasmus exchange projects for their students. The College will host students from Düsseldorf during the summer on a chemistry project using Gas Chromatography–mass Spectrometry to analyse various aspects of Whisky.

S5 and S6 pupils studying Gaelic at The Nicolson Institute got the opportunity to learn about the Gaelic degree-level courses offered at LCC during an open day held on Wednesday 30 October at our Stornoway Campus. They were given the opportunity to discuss poetry and literature with Dr Anne Frater and also hear about the many career opportunities available in Gaelic.

An NQ Personal and Vocational Studies student at LCC recently won the English entry of the UHI Writing Competition having written an exceptional poem on the specified topic New Beginnings.

The annual music scholarship award to attend Blazin' in Beaulieu was won by LCC BA Applied Music student Eoghan McManus. Eoghan spent the week taking part in workshops and masterclasses gaining an insight into different approaches to learning and playing tunes from different regions.

LCC welcomed Kate Forbes MSP, Minister for Public Finance and Digital Economy, to our Stornoway campus in September 2019. The Minister gave an introductory address to a Digital Roundtable event hosted by the Government at the College before going on a tour of the College to meet students and staff. The tour provided the opportunity to demonstrate how College staff and students are embracing digital technology in activities ranging from meteorology to jewellery and fashion design.

Collaboration with other academic partners

Dr Alasdair Macleod Senior Lecturer at LCC attended the Hunan Institute of Engineering in October where he delivered two modules from our Engineering degree programme. This delivery was part of the initiative by Perth College to deliver the Engineering degree to regions in China.

Moray College UHI

Prepared by David Patterson, Principal

Notable accomplishments

Funding for Moray Growth Deal was announced jointly by the then UK 'Deputy' Prime Minister and the Scottish Government's Minister of FE, HE and Science at Moray College on 11 July. Moray College UHI is tasked with leading on two major projects within the Deal proposals.

Launch of new UHI Applied Software Development degree in association with IBM, jointly developed at Moray College, and GOC approval of new UHI Optometry degree also to be delivered at Moray College from September 2020.

Significant events/ awards

Moray College and UHI graduation on 4 October with Lorna MacNee, college alumnus and multi-award-winning chef as Guest Speaker.

Becky Poyner as HISA 'Most Inspiring Student' winner; Dr Suki Haider as HISA 'Best PAT/Learning Support Award winner. Construction apprentices won a number of podium finishes (including two golds) in a range of Scottish and UK regional skills competitions.

Mary Hawco was also UHI 'Culture and Heritage Best Interdisciplinary Project' winner.

Collaboration with other academic partners

Growth Deal-related work continues with Perth regarding aircraft engineering and with a number of Academic Partners and Executive Office roles regarding Business, Enterprise and Entrepreneurship.

Issues or concerns

As well as the significant UHI developments outlined above; and delivering student performance now well above Scotland averages for student retention, achievement and progression to positive destinations; Moray also delivered a third consecutive Annual Underlying Operating Surplus in the third and final year of its recent Financial Recovery Plan. It is therefore especially galling that the college has not yet been able to agree a 'balanced' budget and FFR at the start of the current year, this in the face of c.£1.0m adverse movements in funding and costs at the start of this period. While some of these movements are national issues (such as nationally agreed but unfunded cost of living increases for staff, and employers' teachers' pension cost increases), others are college- or region-specific changes relating to shortfalls in national bargaining funding, unplanned cost increases resulting from nationally agreed terms and conditions, and the removal of transitional funding.

The college continues to review its planning assumptions, is seeking to identify further in-year savings and income growth opportunities, and is in dialogue with the Vice Chancellor's office to agree a resolution to this issue.

North Highland College UHI

Prepared by NHC Marketing

Notable accomplishments

Graduate wins Young Highland Chef of the Year

A graduate of Burghfield House was awarded the Young Highland Chef of the Year at the annual competition in Dornoch in October. Jamie Macleod, from the Boath House, Nairn, won the competition with his outstanding menu.

Education Scotland Progress visit

Inspectors from Education Scotland met with a wide variety of staff, students, Board members and stakeholders during the Enhancement plan visit to Thurso on 5th and 6th November. The College was given a satisfactory progress outcome (Outcomes are either Satisfactory or Unsatisfactory)



Significant events/ awards

Diamond Anniversary Graduates

What a fantastic day we had celebrating Graduation on 14th September at St Peter's and St Andrew's Church, Thurso followed by a reception at the Pentland Hotel. It was great to see so many staff and students in attendance.

College Induction and Freshers Fayre

The College welcomed their new intake of 2019/2020 student intake at the Annual Freshers Fayres at the start of September, which took place in Thurso, The Rural Studies Centre in Halkirk, Dornoch and Alness campuses. The fayres had a sports theme, with a fun quiz at the end.



Class Rep Away Day

This year's new Class reps had their first team building and training away day at Brora golf Club in September.

General Secretary of STUC visits the College

Grahame Smith visited the Engineering, Technology and Energy Centre (ETEC) in Thurso in October as part of his visit to Caithness

Collaboration with other academic partners

Cyber Security joint venture

Cyber Security Scotland and North Highland College UHI have signed a Joint Venture Agreement to create a Cyber Security Institute.

Employer Fayre

At the end of October, the College held its Employer Fayre in the Main Hall at the Thurso campus. We had over 300 school pupils from 3rd to 6th year from Thurso High School as well as our own students visit the hall to chat to local employers. The hall had a slight makeover during the summer from our estates staff and it was great to see it so full.

Step into STEM event

The College held its second annual 'Step into STEM' event in our ETEC building, which saw over 150 S2 pupils from Thurso and Farr High schools attend the all day event. The event, a joint venture between the College, the Caithness Chamber of Commerce and Dounreay, encourages pupils to grow an interest in the STEM subject areas by taking part in a variety of hands on activities with exhibitors such as the Royal Navy, Army, Dunnett Bay Distillers, SDS and the Science Skills Academy. Activities included using a virtual welder, problem solving, designing remote control cars and DNA experiments.

UHI Post Graduate Research Conference

The Environmental Research Institute hosted the annual UHI Post graduate research conference in the first week of November, which was attended by over 50 Researchers from across UHI. The 3 day event opened with a welcome dinner and included sessions on progression opportunities, collaborations between scientists and artists our links with Europe/ The conference closed with a dinner and ceilidh.

Orkney College UHI

Prepared by Professor Edward Abbott-Halpin, Principal

Notable accomplishments

Ancient DNA study at The Cairns Lands Massive Whale Tale

Preliminary results of genetic research into whalebone from the University of the Highlands and Islands Archaeology Institute research site at The Cairns, South Ronaldsay, Orkney, show that some very large whale species were sourced for tools, vessels and equipment during the Iron Age.

In the early Summer 2019 Drs Vicki Szabo, (Western Carolina University) and Brenna Frasier (St Mary's University, Nova Scotia) collaborated with Dr Ingrid Mainland and Martin Carruthers at the UHI Archaeology Institute, to examine the collection of whalebone artefacts recovered from The Cairns and Mine Howe excavations, Orkney. The aim of the research was to obtain genetic information in order to provide an



Figure 2 Brenna creating a sample from a whalebone artefact unearthed at The Cairns

assessment of what types of whalebone, or cetacean, were actually present at the sites. The research is part of a large project, which is investigating the use of whalebone in Western Atlantic society over the last 1000 years. Both Brenna and Vicki are following up on work completed in Orkney during February 2018 where they examined the whales found at Cata Sand and other whalebone artefacts from Orkney Museum. Martin Carruthers, Site Director

at The Cairns archaeology excavation said, "Initial results from the study show some of the whale bones that were uncovered at The Cairns were from very large types of whale including sperm whale and humpback. One surprise, though, is the appearance of fin whale. Fin whales are the second largest species on the planet, after the Blue Whale itself, and can grow to 27 metres in length. In particular, one very significant artefact from the Cairns site is a very large vertebra from a fin whale, and that's an item that was carved into a vessel or container.

At the time of its discovery during the 2016 season it was found to contain a human jawbone and two neonatal lambs." Martin continued, "The vessel had been placed just outside the broch wall, very close to the entrance, when the broch was put out of use around the Mid- 2nd Century AD. As well as the whalebone vessel and jawbone, two red deer antlers had been propped against the vessel and a very large saddle quern, a grinding stone, had been positioned against the vessel to pin it firmly in place against the broch wall. All this treatment appears to have been part of the measures employed to perform an act of closure of the broch."

The discovery that this vessel is from a fin whale is fascinating in its own right, but there are several more Fin Whale items from the site so it should be possible to identify relationships between animals and also match bones across the site to the same animal. When more results are forthcoming from the study, it will be interesting to note any concentrations of fin whale from certain areas of the site, or phases. Martin suggests that it may be possible to effectively trace multiple items from the same animal and see how a carcass was distributed across the site.

Institute for Northern Studies

The first ever Virtual Island Summit was held last month. This entirely online event was the brainchild of INS Island Studies graduate, and UHI Postgraduate Student of the Year 2018, James Ellsmoor, founder of the consultancy firm Island Innovation. There were invited island speakers from places as diverse as Prince Edward Island, Iceland and the Aland Islands. It allowed islands to share their common experiences through a digital platform, allowing free access to world-class experts and many invited island speakers from places as diverse as Prince Edward Island, Iceland and the Aland Islands. There were a diverse range of viewpoints with speakers and attendees from 100+ island communities including the Arctic, Caribbean, Europe, Indian Ocean, Pacific Islands, and South America.

Sessions were interactive and included a range of highly relevant island themes such as Island Networks for Resilience, Green Technopreneurship, Financing a Blue-Green Economy and Digital Opportunities for Ambitious Islands. Such a wide range of themes involved a huge range of expert speakers including Giselle McWilliam Minister of Economic Development Curacao and Jeppe Jensen Project Coordinator for Clean Energy for the European Union Islands.



Figure 3 Vicki preparing one of the larger whalebone artefacts from The Cairns excavation



Figure 1 The whalebone in situ at The Cairns, Orkney

Perth College UHI

Prepared by Margaret Cook, Principal

Notable accomplishments

- Andrew Wardle – Took part in industry panel at the Audio Engineering Society Convention in New York in October.
- Yunion Aguiar Perdomo – ‘Not an Archive’ Exhibition of work at Primary in Nottingham 1 – 23 November
- ‘Cuba Introspective’ Exhibition of work at New Pesa of Rome October’19 – January’20.
- Lada Wilson selected to take part in an interdisciplinary artist residency at Hospitalfield.
- Lesley McKee has developed a series of External Stakeholder Projects for the Visual Communication Curriculum.
- Lisa Dods presented research poster presentation at SPARCs Conference in Edinburgh University. Lisa’s poster presented her finding following an Evaluation of an Intergenerational Student Led Strength and Balance Programme in Care Homes.
- Perth College has appointed its first campus cycling officer to encourage more staff and students to take up cycling.
- Perth College UHI Community Sport Hub have reviewed and renewed Community Sport Student Link Framework resulting in commitment from sport and fitness students to deliver over 800 hours of volunteering in community sport.
- The first cohort of the newly approved networked MBA programme commenced in September.
- Very positive S3 taster days were provided to pupils across Perth and Kinross in developing mobile applications.
- Perth Prison: Design intervention to improve the visitor experience for children. Working in partnership with SPS; Families outside; Crossreach & Perth Autism Support.
- Growth Mindset Yeti: developing early years teaching packs for schools and parents to develop resilience within children.
- Crannog Centre: Design of a Graphic Novel of the local folklore targeted at tweens for resale within the visitor centre
- FE and HE students involved in a range of innovative hospitality event activities. Their aim is to raise funds to enhance their learning by experiencing an educational residential at Gleneagles Hotel in January 2020.
- First, second and third years of BA (Hons) Food, Nutrition and Textiles Education are all on placement. The placements are all around Scotland and in secondary schools home economic departments.
- FE and HE students have been on visits to Braehead Foods and The Botanics in Edinburgh.
- Professional Chef Gold students in partnership with Perth Farmers Market have had a field trip from farm to plate....including Hugh Grierson’s Farm, Summer Harvest and Casella

Significant events/ awards

Perth College Graduation Ceremony took place at Perth Concert Hall on 3rd October 2019, with the Chancellor of UHI, HRH The Princess Royal presiding. 325 students graduated, and 1200 watched the ceremony. 20 Graduates received Individual Achievement Awards and all of these Graduates were individually introduced to the Chancellor, who then spent a good amount of time chatting with each of these award winners. The Alumnus of the Year went to Andrew Fairlie, posthumously. Andrew’s widow, Kate Fairlie accepted the award on his behalf and gave a very moving acceptance speech. Andrew’s restaurant at Gleneagles holds two ‘Michelin Stars’ and is currently the only two star restaurant in Scotland. The Guest Speaker was the award-winning writer and television presenter Cameron McNeish. Those receiving UHI Honorary Doctorates were John Keay, an historian who specialises in India, Southeast Asia and China and who also writes on Scotland and award-winning author, Peter May, who’s books include the internationally best-selling Lewis Trilogy, a crime series set in the Outer Hebrides. The UHI Student of the Year for Perth College was Lewis Melloy, a BSc(Hons) Sport and Fitness student, who is now the College’s Campus Cycle Officer.

Martin Price gave the opening keynote at the International Mountain Conference in Innsbruck, Austria and two keynotes at the 2nd Caucasus Mountain Forum in Ankara, Turkey. Ros Bryce attended the Arctic Circle meeting in Reykjavik, Iceland and the NPA conference on tourism in remote areas in Torshavn, Faeroes, and gave a presentation on the NPA-funded SHAPE project at each event. Diana Valero gave a presentation at the International Social Innovation Research Conference in Glasgow.

BAH Music Business and BAH Popular Music gained Scottish Music Industry Association Accreditation.

Language School gained high ranking in British Council Inspections.

Active Travel Design Consultation: Working with Urbantoo; PKC City planning and Sustrans. BAH Visual Communication students are assisting in the delivery of co-design workshops with School pupils regarding the cycle routes of Perth.

The Sport and Fitness team have been shortlisted for 3 Green Gown Awards. Awards Ceremony in November.

The Sodexo – Perth College partnership has been shortlisted for a Chamber of Commerce Business Star award.

Shortlisted for The Perth Chamber Star Awards for DYW category; results announced on 22nd November.

Our students requested a ‘Meet the Employers’ which was held on 23rd October. The student focused event attracted 18 employers who chatted with our students offering part time employment, work placements, shadowing/volunteering and information to help with their studies.

Collaboration with other academic partners

Centre for Recreation and Tourism Research (West Highland College UHI): NPA SHAPE project. Perth Contemporary Art students have collaborated with Inverness and Moray Students at the new Inverness Creative Academy for a workshop provided by Circus. Perth Contemporary Art students have collaborated with Inverness Students at Deveron Projects, Huntly in a workshop. Helen Roger is working with the V&A Dundee and collaboratively with Inverness College organise Design- Jams for High School pupils in both Perth and Inverness, co-hosted by our BAH Visual Communication Students.

Sabhal Mòr Ostaig UHI

Prepared by Gillian Munro, Principal

Notable accomplishments

A significant increase in students registered for SMO Gaelic courses for 2019-20

A successful graduation event at SMO in October 2019

Appointment of a new Head of Research at SMO, which has speeded up REF processes

Setting up of new budget control measures during 2018-19, which should help avert a deficit budget in 2019-20.

Significant events/ awards

Sabhal Mòr Ostaig Annual Lecture: held in November in Edinburgh at National Museums Scotland, it featured two SMO staff and a museums staff member, and it celebrated a working partnership which produced the NMS national exhibition for 2019, *Wild and Majestic* – the European Romantic movement in Scotland and its portrayal of Scotland and the Highlands.

Collaboration with other academic partners

Principally, but not exclusively, ongoing collaboration with Lews Castle College regarding the Gaelic and Related Studies Scheme of undergraduate degrees.

Ongoing support of the Soillse 2 project, with links to the Language Sciences Institute at UHI. Representation on the UHI Gaelic and Gaelic Implementation Committees.

Issues or concerns

Financial sustainability, as reflected across the country in all colleges and universities in Scotland

Maintenance of buildings, again a national issue

Concern that the UHI Programme Board *Case for Change* is more appropriate to some academic partners than it is for SMO with its unique focus on Gaelic nationally and on its Gaelic-medium environment.

Scottish Association for Marine Science UHI

Prepared by Euan Patterson

Notable accomplishments

In September we welcomed the highest number of new students to our BSc Marine Science (38), not including incoming Erasmus exchange students. This has also given us our largest undergraduate community of 120.

On October 12, we marked 10 years since our first robotic underwater glider was launched into the Atlantic Ocean.

Gliders are autonomous instruments that 'glide' through the water column to depths of around 1,000 metres, collecting oceanographic data. SAMS has regularly deployed gliders over the past decade and is among the European leaders in the use of this technology.

Technology designed by SAMS to measure sea ice in the polar regions has been trialled in the Cairngorms as an early warning system for avalanches and floods.

Significant events/ awards

In September, Dr Georgina Robinson was identified as rising star of UK research, when awarded a six-year UK Research and Innovation (UKRI) [Future Leaders Fellowship](#) worth £1.2m to address global food shortage by recycling waste from food production industries.

At September's graduation, PhD student Winnie Courtene-Jones gained the university's first PhD.

Collaboration with other academic partners

In September, the Scottish Government launched its Arctic Policy Framework in Stromness, Orkney. The Framework drew on contributions from UHI, and Prof Mark Inall of SAMS was on the Scottish Government Arctic Steering Group. The framework highlights UHI as a founding member of the University of the Arctic and identifies SAMS as having a leading role in Scottish Arctic research.

Dr Sally Rouse, is co-chairing UHI Energy Knowledge Exchange Hub alongside Benjamin Williamson from ERI. They will pool expertise in research topics such as energy, renewables, decommissioning and biomass and carry out horizon scanning.

Dr Adam Hughes led a UHI submission to the UKRI Strength in Places Fund. The METRIC proposal has 30 partners primarily based across the Scottish Highlands and Islands. It will build on UHI expertise in the marine economy to deliver economic growth within the region.

Issues or concerns

Our Head of Finance role is currently vacant and we are advertising the position.

Shetland College UHI

Prepared by Jane Lewis & Susan Berry

Notable accomplishments

Shetland College is pleased to have 96 new HE and 238 new FE students have been welcomed to the college as well as the return of 153 HE continuing students and 37 FE continuing students. 62 new Modern Apprentices have also started their learning with us.

Steady progress continues to be made towards the merger of NAFC, Shetland College and Train Shetland. Including arrival of new Principal Designate, agreement of name and an early draft of Ministerial business case. Shadow board continues to meet regularly and Chair for new board about to be advertised.

Significant events/ awards

18-21 September 2019: CRC Shoormal Conference, 134 attendees from across creative and cultural sectors for a variety of presentations and workshops. Excellent conference atmosphere and positive feedback received.

13th November: Open evening showcasing the offer across Shetland College UHI, NAFC Marine Centre UHI and Train Shetland, highlighting partnerships with industry and how the sector can continue to support development within Shetland.

Collaboration with other academic partners

Continued contribution to the development of single policy environment across UHI.

Islands Deal and Islands Strategy - working with EO, Orkney UHI and Lews Castle UHI to develop UHI approach to supporting Island Communities in delivering projects to support growth and development.`

Issues or concerns

Ongoing concerns with regards to allocation of network teaching on network programs.

NAFC Marine Centre UHI

Prepared by Willie Shannon

Notable accomplishments

NAFC has been successful in being awarded Heritage Lottery Funding for us to develop and support Citizen Science Projects to gather data to fill marine wildlife knowledge gaps, which can then feed into the Marine Spatial Plan and other organisations.

The fisheries team at NAFC have completed a busy field session and are continuing data analysis and reporting for the Gear Innovation Technology and Advisory Group. Dr Katie Brigden has been at sea with the pelagic fleet as part of the PANDORA Horizon 2020 project group working to facilitate fisher self-sampling to improve international stock assessment.

Significant events/ awards

The fully online CPD Aquaculture Management Course has its first enrolment starting January 2020. Our other online Fish Welfare and Containment Course are now being delivered in the southern hemisphere with students in Mexico.

Collaboration with other academic partners

Gregg Arthur has been involved in a collaborative interdisciplinary project with colleagues at the Centre for Health Studies, Rivers and Lochs Institute and Inverness College testing a novel therapeutic as a potential sea lice medication. The project was funded via the University Innovation Fund. Dr Beth Mouat has taken over from Dr Adam Hughes as the Chair of the UHI Aquaculture HUB.

Issues or concerns

NAFC is liaising with key stakeholders including UHI and SFC to address identified financial challenges.

The transitional funding for NAFC as part of the college merger process in Shetland has not been forthcoming to date.

West Highland College UHI

Prepared by Lydia Rohmer, Principal

Notable accomplishments

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

- Planning application granted by Highland Council in April 2019;
- RIBA Stage 4 report and building warrant now complete, making this project fully 'shovel ready'
- Project can proceed subject to capital funding, with Ministerial meeting scheduled for 20 November 2019
- The project is a key enabler for 'Fort William 2040', a master plan and delivery programme for Fort William and Lochaber with 20 strategic projects. FW2040 is a Scottish Government pilot for 'place based planning' (see <https://highland.maps.arcgis.com/apps/MapSeries/index.html?appid=7aa7f360fb4f44d29281e0457a8cf545#>)

SQA Star Awards, 15 November 2019

- A student currently studying on the School of Adventure Studies full-time non-advanced courses was a finalist in the SQA Star Awards, category – College Learner of the Year

CDN Awards 2019, 21 November 2019

The same student is also shortlisted as finalist in the CDN Awards in the category College Learner of the Year

West Highland College UHI Graduation, 11 October 2019

250 full-time further and higher education students were eligible to graduate in 2019. About 120 of them attended the graduation, together with friends and families about 400 people celebrated in a packed Nevis Centre in Fort William. Guest Speaker was Kate Forbes, MSP. The graduation also included the first ever PhD awarded for a WHC student, and included a record number of 1st class honours awards. The event also included a major expedition film created by SOAS staff and students of their Namibia exped, and musical interludes by students.

Significant events/ awards

- Sue MacFarlane, Depute Principal, commenced her 2 year UHI secondment at the end of September as Director of Transformation (FE).
- Fiona Grant, previously Assistant Principals, became Director of Academic Affairs at the end of September
- The college is currently recruiting for a new Chair of the Board.
- The college held an Open Day on 8 November. Traditionally aimed at School of Adventure Studies HE applicants, more than 35 applicants and their families were in attendance (largest ever turnout for this event). The event was supported by current students and HISA.
- The UHI SIF funded Chair of Tourism recruitment is progressing through AspenPeople, with interviews scheduled for 4 December 2019.
- Centre for Recreation and Tourism Research secured a major SNH project entitled: The Coast that Shaped the World, which they will lead for the next three years, supporting the Year of Coasts and Waters 2020, and Year of Storytelling 2021. CRTR continue Slow Adventure consultancy with European Travel Commission, working with 20 countries; CRTR also contributes to SG Arctic Policy.

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 Lews Castle Colleges to develop a pilot model for networked further education courses.

The Principal is a member of the UHI Programme Board, representing rural non-incorporated colleges, and is working on the student experience equivalence workstream, as well as inputting to other workstreams as required.

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

Committee	Board of Management
Subject	Strategic Risk Register Update
Date of Committee meeting	17/12/2019
Author	Ian McCartney, Clerk to the Board of Management
Date paper prepared	13/12/2019
Executive summary of the paper	<p>Perth College UHI's Strategic Risk Register is a live document that is continually managed, reviewed and updated on a regular basis, and appropriate action taken, as required.</p> <p>All new updates within the document have been highlighted in red.</p> <p>There have been amendments to the following Risk References:</p> <p>Risk 4: Cognisance has been taken over the increased risk relating to reputational damage linked to the ongoing Consultation process, and to the change in nature of current FOI requests</p> <p>Risk 9: Specific reference has been made to the risks associated with the Tay Cities Deal, with the Residual Risk increased accordingly due to the increased financial exposure linked to the project</p> <p>Risk 17: Specific reference has been made to the requirement to disclose non-compliance over Equalities Duties, albeit this is mitigated in part by the appointment of a new Equality & Diversity Lead in July</p> <p>A significant effect of the knowledge of non-compliance has been a material change to both the Gross and Residual risks in this area due to the resultant possibility for prosecution.</p> <p>Risk 21: Additional reference has been made to a range of areas potentially identifiable within an audit cycle to ensue this risk area is not solely focused on GDPR-related issues</p> <p>Risk 25: Updated to note the successful recruitment of a General Manager for AST</p> <p>In addition, 3 new Risks have been added to the Agenda:</p>

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	<p>Risk 26 - Payroll: following the Internal Audit report and actions received by the Board, this risk area provides detail on progress to date and further actions required</p> <p>Risk 27 – Deferred Income: As discovered during 2018/19, this risk area highlights the potential impacts to the College should there be a challenge to the approach adopted.</p> <p>Risk 28 – Procurement: Identified and commissioned as an area of investigation for Internal Audit during 2019/20</p> <p>NB – Audit Committee meeting of 11/12/2019 recommended that Asset Management be added to the Risk Register following advice from Internal Auditor.</p>
<p>Consultation</p> <p>How has consultation with partners been carried out?</p>	<p>Members of SMT have ownership of the risks within the register and have been consulted on updates for the period.</p>
<p>Action requested</p>	<p><input checked="" type="checkbox"/> For information only</p> <p><input type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For recommendation</p> <p><input type="checkbox"/> For approval</p>
<p>Resource implications</p> <p>(If yes, please provide details)</p>	<p>No</p>
<p>Risk implications</p> <p>(If yes, please provide details)</p>	<p>Without continual review of the risk register there are potential implications that strategic objectives are not met.</p>
<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p>	<p>The Strategic risk register is the core risk management tool used within Perth College UHI.</p>

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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>	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>	Open Business

* 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"/>

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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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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

UHI STRATEGIC RISK REGISTER TEMPLATE

PARTNER: Perth College UHI

DATE: Nov 2019

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

Ref	Risk Status	Category	Risk Description	Causes	Impacts/ Evidence	Owner	Likeli- hood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend	ACTION PLAN		
													Actions to minimise risk TO DO	Action Owner	Completion Date
1 *	Active	Working in partnership to meet the needs of our local economy and beyond. Providing a progressive curriculum which meets economic and social needs and aspirations.	Operations limited due to outcome of central or remote decision making reducing local impact and focus. Lack of understanding or clarity of the academic partnership within our external operating environment.	<ul style="list-style-type: none"> • Collective reporting • Dilution of local need within decision making • Changes to Partnership structures/ organisation. 	<ul style="list-style-type: none"> • Reduced student numbers. • Declining performance. • Loss of commercial potential. 	Principal	4	4	16	<ul style="list-style-type: none"> • College Board of Management and Chair kept informed of arising issues. • UHI Vice Principal Further Education and Chair of Further Education Regional Board made aware of issues. • SMT proactive in decision making forums. • Perth & Kinross CPP single outcome agreement embedded in ROA. • Create positive working relationships with Colleges Scotland and Scottish Government. 	16 (4,4)	↔	<ul style="list-style-type: none"> • Continue to highlight as appropriate. • Continue to work on and implement recommendations of current Programme Board • Work proactively within partnership and beyond. • Be proactive in discussions re. future integration 	Principal Principal Principal Chair	Ongoing Ongoing Ongoing Ongoing
2 *	Active	Working in partnership to meet the needs of our local economy and beyond.	Non achievement of numbers. Low allocation of funded Student Numbers from the region. Adverse impact of Regional funding and allocation	<ul style="list-style-type: none"> • Lack of marketing focus • Intra regional competition • Curriculum offered does not meet demand • Slow conversion of application to acceptance • Impact of school profile and jobs market • BREXIT 	<ul style="list-style-type: none"> • Financial. • Reputation. • National appetite for increased funded numbers. • Reduction in EU students. 	Depute Principal Academic/ Vice Principal External	4	3	12	<ul style="list-style-type: none"> • Review curriculum to ensure it is up to date and fit for purpose and relevant for the identified market. • Maintaining engagement with applicants. • Well informed with strong/robust evidence/business case for local demand. • Strong representation on PPF for FE and HE and on the Regional FE Committee. • Clear understanding and management of criteria within the ROA. • Endorsement of Community Planning Partnership. • Liaise with adjoining regions, colleges and providers for out of region provision. • Strategic discussions with PKC Education Department on Schools/College volume. • Ensure student numbers align to strategic plans. • Identify courses with highest EU student cohorts. • Effective marketing plan in place. • Student Number Planning using more robust data • EREP Action Plan Implementation 	9 (3,3)	↔	<ul style="list-style-type: none"> • Model and analyse impact of trends and updates. • Revised Marketing Strategy • Curriculum Review • Involvement with Tay Cities Deal 	Depute Principal Academic/ Vice Principal External Depute Principal Academic Vice Principal External	Ongoing Review again Mar 19 Ongoing Starting 5/19 Completion 1/20 Ongoing

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3 *	Active	Developing a successful and sustainable organisation.	Lack of International student recruitment. Lack of RUK student recruitment. Sustaining International Partnerships	<ul style="list-style-type: none"> • UK Regulation Registration (UKVI) • In country adverse political environment • Availability of suitable product • Marketing and attraction strategy 	<ul style="list-style-type: none"> • Loss of income. • Bad publicity. • Lack of student diversification 	Vice Principal External	5	4	20	<ul style="list-style-type: none"> • Student Testimonials. • Closer links with the curriculum areas. • Working with UHI World/UHI VP International and External Engagement • Explore combined product offering between College and AST. • Delivery of Trans National Education • Protection of Tier 4 UKVI Licence • Review opportunities for employing staff in market 	16 (4.4)	↔	<ul style="list-style-type: none"> • Wider product range to be developed. • International strategic approach for 2018/19 to be reviewed and revised. • Use strengths of AST market intelligence. • Develop International Partner Network • Rolling sales and marketing plan re. target markets and potential customers. • Influence UHI to create bespoke marketing and presentation materials. • Create Chinese website 	Vice Principal External	July 2019
4 *	Active	Developing a successful and sustainable organisation. UHI Common Risk	The institution has a poor reputation.	<ul style="list-style-type: none"> • Financial failure. • Consistent poor student experience/ performance • Contentious investment/ divestment • Predatory merger and acquisition • Breakdown in Partner and Staff relations • Confusion of brand identity re. Perth and UHI • Adverse publicity • Negative external perceptions due to internal processes (eg Consultation) 	<ul style="list-style-type: none"> • Loss of income • Increased costs • Staff retention/ recruitment • Student retention/ recruitment. • Loss of accreditations. • Damage to reputation • Evidence of increased FOI requests on sensitive issues • Increase in referrals to ICO related to College activity 	Principal	3	4	12	<ul style="list-style-type: none"> • Heightened awareness of causes of poor reputation. • Heightened reinforcement of the value of Perth College. • Building trust with Partners. • Effective marketing of College and UHI. • Maintain communication via employer engagement. • Annual marketing and PR Plan in place. 	8 (2,4)	↔	<ul style="list-style-type: none"> • Review, update and implement communications and PR strategy 	Principal	Ongoing

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5 *	Active	Inspiring and supporting our students to achieve their potential. Developing a successful and sustainable organisation. UHI Common Risk	College estate not fit for purpose.	<ul style="list-style-type: none"> Reduction of Capital Grant. Backlog of essential maintenance. Uncertainty of future Governance model. Lack of available funds. Age of current campus. 	<ul style="list-style-type: none"> Estate poorly maintained Inability to deliver a new improved estate fast enough. Availability of classrooms and academic equipment does not match demand. 	Depute Principal Academic	4	3	12	<ul style="list-style-type: none"> Attracting external investment. Backlog maintenance risk register has now been developed. Weekly 'Walk the Campus' and engage staff – Visible Management. Approval of identified major building projects. Priority to increase classroom accommodation. Update estates planning to ensure optimum use of space freed up by completion of ASW Ensure additional funding allocated by SFC for backlog maintenance is spent appropriately. 	9 (3,3)	↔	<ul style="list-style-type: none"> Identify estates requirements. Develop future campus vision. Development of estates strategy 	Depute Principal Academic Head of Estates	Ongoing July 2019 September 2019
6 *	Active	Inspiring and supporting our students to achieve their potential.	Technology not fit for purpose. No replacement or upgrade of critical ICT and academic equipment.	<ul style="list-style-type: none"> Changes in ICT development and technology. Changing in Learning and Teaching practices. Increase in network delivery of teaching. Increased use of social networking. Inadequate VC facilities for larger classes. Additional requirements from curriculum development and growth. Technological innovation. Lack of Integrated Information Systems 	<ul style="list-style-type: none"> Higher investment in resources required. Need to continually alter accommodation. Available resources limit delivery options. Poor student and staff feedback. Lack of knowledge of system design Duplication of data and processes 	Vice Principal External / Depute Principal Academic	4	3	12	<ul style="list-style-type: none"> Developed robust Curriculum Development Plan. Link ICT changes in L&T practice to Estates Planning. Review and implement working practices to optimise available space and working times through use of CELCAT Management Reports. Operational Planning process and resource commitments system in place. Prioritise investment required for resources for key curriculum areas. Ongoing evaluation of VC capacity and teaching space in line with curriculum delivery plan. ICT rolling programme of replacement Shared licence purchases with UHI UHI Wi-Fi Service upgrade: Continue existing Wi-Fi network service until the new service has been proved through a pilot Bright Space implementation Staff training sessions ongoing throughout February VC Application change to Webex teams. GDPR Training sessions: Awareness of issues around transferring data New Operational Planning Process Change tracker for Payroll Process Communicate changes to staff and students 	9	↔	<ul style="list-style-type: none"> Rigorous approach to timetabling and utilisation of rooms. ICT Budget and replacement. UHI ICT strategy discussions. New Learning & Teaching Enhancement Plan – will be part of the Curriculum Review Roll out of new UHI wireless network hardware and process Lead with Pilot in Webster Building before end of Easter recess 2019. Install in parallel with existing equipment Carry out major works out of term time to reduce impact on student experience. Publicise new service by posters: 2019/20 Info sessions at 2019/20 Induction periods 	Depute Principal Academic Vice Principal External Depute Principal Academic ICT Manager Vice Principal External/ Depute Principal Academic	Ongoing Ongoing July 19 Semester 2, 2019 Starting Pilot for Easter recess; project completion 31 July 19 Ongoing

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													<ul style="list-style-type: none"> • Integrated Systems (Payroll, HR etc.). -Identify and evaluate replacement IS -Purchase, design and Implement IS Systems including data migration 	ICT Manager	HR\Payroll: 04\2020 Ongoing: Continual improvement
													<ul style="list-style-type: none"> • Creation of new digital lab to enhance digital learning and teaching approaches 	Head of Learning and Teaching Enhancement	July 2019
7	Active	Developing staff to successfully deliver our Vision. UHI Common Risk	Disruption to services/projects and/or partnership working resulting from loss of a key staff member.	<ul style="list-style-type: none"> • Poor performance management of competence issues. • Fast pace of curriculum development. • Excessive demand on CPD. • Lack of staff capability. • Poor workforce planning. •Affordability/cost of staff 	<ul style="list-style-type: none"> • Inability to compete. • Loss of business and reputation. • Potential requirement to buy in specialist staff •High staff turnover. •Poor staff satisfaction. 	Principal	3	3	9	<ul style="list-style-type: none"> • CPD reports to SMT re progress against CPD targets for professional reviews, mandatory training etc • Prioritise an appropriate level of CPD investment linked to financial sustainability. • Staff Survey results and IIP Assessment Action Plan in place and monitored. 	9	↔	<ul style="list-style-type: none"> • Develop HRIS to provide robust workforce intelligence and implement effective workforce planning model. Capability Policy and procedure in updated and implemented. • Coaching and Conflict Resolution Training delivered to Managers. • Chartered Management Institute (CMI) Training Programme developed for Managers. • Managers trained in Capability Procedure. 	Head of HR & OD	July 2019
											(3,3)				

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10 *	Active	<p>Inspiring and supporting our students to achieve their potential.</p> <p>Providing a progressive curriculum which meets economic and social needs and aspirations.</p> <p>UHI Common Risk</p>	Academic quality is sub standard .	<ul style="list-style-type: none"> • Insufficient tracking of student. • Poor understanding of student requirements. • Product not fit for purpose. • Poor delivery. • Insufficient support for students. • Mis-selling of courses/provision.. 	<ul style="list-style-type: none"> • Loss of students. • Loss of earnings. • Adverse PR and poor reputation. • Poor future recruitment. • Poor achievement and retention. 	Depute Principal Academic	3	3	9	<ul style="list-style-type: none"> • Student tracking programme and reviews by Student Advisers. • Heightened student focus on internal communication and training evidenced by the BRAG reporting system. • Managing student expectations. • Active listening to student voice and acting on evidenced by feedback to students. • Act on Student Survey outcomes evidenced by action planning with quality reviews. • Ensure regular/ constructive formative assessment feedback to students/ customers. • Implement Complaints Procedure in line with new legislation and refresh training. • ASW opportunities roll out. • Student Partnership Agreement • NSS Action Plans implemented for courses with poor results. • Appointment of Head of Student Experience. • Self-evaluation process redesigned. • Working with HISA to conduct student focus groups. • A Student Experience Committee has been convened • Ensure findings are reported on with regards to the complaints procedure and actions identified and followed up on • Quality review process redesigned (course KPIs by exception) • Identification of protected characteristics and KPIs • Student Support Review • Revamp website with regards to the services available to support learning 	<p>3</p> <p>(1,3)</p>	↓	<ul style="list-style-type: none"> • Complaints Review • Student funding at Regional and National level. 	Depute Principal Academic (All)	Ongoing

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11 *	Active	Providing a progressive curriculum which meets economic and social needs and aspirations. UHI Common Risk	Regional curriculum plan and delivery not aligned to local demand.	<ul style="list-style-type: none"> • Fragmented ownership. • Lack of planning. • Over ambitious change in delivery methodology. • Wrong blend between online and face to face. • ESIF changes. 	<ul style="list-style-type: none"> • Lose students. • Financial risk through reallocation. • Students choose another provider. • Poor retention and achievement. • Disputed ownership/ responsibility for failings. 	Depute Principal Academic	3	3	9	<ul style="list-style-type: none"> • Influence/engage with development. • Meetings arranged with UHI Deans. • Keep in touch/listen to student views. • Active engagement in SMCT, QAEC and PPF. • UHI to commission research on impact of changed delivery methodologies. • Work with UHI, SDS and local stakeholders to enhance demand analysis. • Regional Outcome Agreement development and implementation. • Depute now sits on SMCT. • Vice Principal now sits on EPSC. • Associate Principal now sits on PPF. 	6 (2,3)	↔	<ul style="list-style-type: none"> • Proactively engage in implementation of UHI Strategic Plan. • Keep abreast of ESIF developments. • Tertiary working groups. • Curriculum Review 	SMT Depute Principal Academic	Ongoing July 19 July 19 Starting 5/19 Completion 1/20
12 *	Active	Developing a successful and sustainable organisation.	Threat to Business Continuity	<ul style="list-style-type: none"> • Major incident. • Pandemic. • Major fire. • Terrorist Activity. • UHI ICT loss of service. • Radicalisation 	<ul style="list-style-type: none"> • College closure. • Reduced/loss of service. 	Principal	2	4	8	<ul style="list-style-type: none"> • Annual Reviews of Business Continuity Plan. • Fibre ring installed. • ICT Risk Register developed and dynamic review. • Live ICT shutdown test. • Desktop exercise with CMT successfully completed. • UHI wide live exercise concluded • All actively involved in Single Policy Work Environment. • Significant increase in input to the UHI L&T Review documentation. 	6 (2,3)	↔	<ul style="list-style-type: none"> • Update of Business Continuity Plan the framework for compliance with most recent BSI guidelines. 	Principal	Dec 2019
13 *	Active	Developing a successful and sustainable organisation.	Lose control of critical processes and systems through Shared Services Shared Service Model controlled by UHI EO and UHI Finance & General Purposes and University Court.	<ul style="list-style-type: none"> • Insufficient planning. • Inadequate backup. • Poor training and inadequate communications. • Loss of control of direct employees. • Reduced service level. • Additional cost. • Lag in service improvement. • Loss of control over capital investment. 	<ul style="list-style-type: none"> • Disruption to business systems and student learning. • Increased costs. 	Vice Principal External	3	3	9	<ul style="list-style-type: none"> • Involved in thorough planning. • Members of the LIS Shared Service Board. • Member of the Shared Service Programme Board. • Maintain Perth College input into development of shared services. • Retain DH as nominated director of USSL. 	9	↔	<ul style="list-style-type: none"> • Service Level Agreements – Staffing, Communication, Core Services (operational details to be fleshed out). • Proactive within commissioning board. 	SMT SMT	Ongoing Ongoing

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14 *	Active	Developing a successful and sustainable organisation.	Failure to ensure sustainability	<ul style="list-style-type: none"> • Change in Government control/legislation. • Ongoing Implications of ONS 	<ul style="list-style-type: none"> • Unable to plan longer term. • Unable to save to invest in larger projects. • Capital Expenditure programme halted since depreciation cash equivalent no longer available. • Potential deferral of income out with reporting periods 	Vice Principal External	3	5	15	<ul style="list-style-type: none"> • Lobbied Colleges Scotland providing evidence of unintended consequences. • Staff professionally updated in public sector accounting. • Raised issues with SFC and Scottish Government. • Constantly review as clarification of rules continues to roll out. 	10	↔	<ul style="list-style-type: none"> • Keep abreast of interpretation and updates. • Maintain awareness. • Involvement with sector, Colleges Scotland and SFC working groups. 	Vice Principal External	Ongoing
15 *	Active	Developing a successful and sustainable organisation. UHI Common Risk	Financial failure/operating loss. Inability to achieve a balanced budget.	<ul style="list-style-type: none"> • Lack of student numbers. • AST under performance. • Reduction in commercial income. • Relaunch in international recruitment. • Underfunding of student support. • Dilution of unit of resource by increase in fees only students, topslice etc. 	<ul style="list-style-type: none"> • Increased competition. • Reduced funding available to invest or cover operational costs. • Strategic imperatives not met. • Reduction in quality of delivery/student experience. 	Principal	3	5	15	<ul style="list-style-type: none"> • Excellent internal control systems. • Ongoing dialogue re UKVI (Link to AST Risk Register) • Increased forecasting. • Flexing targets where appropriate. • Close working with sector and UHI partners 	6 (2,3)	↔	<ul style="list-style-type: none"> • Review of International Recruitment Strategy. • Develop Business Plan for AST • Create Business Development Strategy 	Principal Principal	Ongoing July 2019
16 *	Active	Developing a successful and sustainable organisation. Developing staff to successfully deliver our Vision.	National Pay Bargaining unaffordable	<ul style="list-style-type: none"> • National bargaining has local consequences. • Agreed pay awards unaffordable for individual college. 	<ul style="list-style-type: none"> • Loss of autonomy. • Risk of national strike. • Lack of sector agreement of mandate for negotiations. • Lack of additional funding for sector pay claims. 	Principal	4	4	16	<ul style="list-style-type: none"> • College membership of national forums via Chair and Principal. • Attend Colleges Scotland HR & OD Group and keeps abreast of national bargaining and workforce of the future developments and how these will affect the College. 	16 (4,4)	↔	<ul style="list-style-type: none"> • Continue to participate in national bargaining. • Contribute to thinking on Workforce of the Future. • Engage fully with Colleges Scotland 	Principal	Ongoing

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17	Active	Developing a successful and sustainable organisation.	Non-compliance of Statutory Health and Safety Legislation and Equality Legislation	<ul style="list-style-type: none"> • Introduction of amendments to existing legislation or new unforeseen and unplanned legislation. <p>Failure to comply with Equalities Duties and contingent statutory reporting</p>	<ul style="list-style-type: none"> • Introduces financial and staffing resources to administer. • Legal Action. • Risk of Business Continuity. • Financial fines. • Reputational damage. 	Principal	5	4	20	<ul style="list-style-type: none"> • Produced and implemented a detailed Health and Safety Operational Risk Management Register. Updated quarterly and reviewed by Audit Committee every 6 months. • Produce Annual Report on Health and Safety. • Competent Health & Safety Officer. • Internal audit actions/recommendations achieved. • Equalities Outcomes and Mainstreaming Report. • Regular review of HSE publications, website and notifications. • Health and Safety Management System annual review • Equality & Diversity lead appointed July 2019, with specific initial focus on statutory reporting requirements 	16 (4,4)	↑	<ul style="list-style-type: none"> • Internal inspection and audit actions/recommendations actioned • Complete Equalities Mainstreaming action plan 	HoD, Estates Manager, HSWA Equality Diversity & Inclusivity Adviser	Nov 2019 March 2020
18	Active	Developing a successful and sustainable organisation.	Implication of outcome of EU Referendum Leading to: Loss of EU Funding. Decrease in overseas (EU) students. Loss of EU national staff.	<ul style="list-style-type: none"> • Lack of numbers. • Students wishing to study within EU • Economic and fiscal uncertainty over EU exit. • Staff uncertainty 	<ul style="list-style-type: none"> • Reduced numbers of students/staff • Loss of commercial potential. • Loss of EU funding 	Principal	5	4	20	<ul style="list-style-type: none"> • Keep up to date with info flow. • Lobby through Colleges Scotland and Universities Scotland to increase funding to compensate. • Understanding the status of EU residents. • Use next two years productively as planning. • Look at opportunities, e.g. Increased fees. • Scottish Government Extension of free tuition for EU students 	15 (5,3)	↔	<ul style="list-style-type: none"> • Scottish Government looking to protect Erasmus + programme 		Ongoing
19	Active	UHI Common Risk	College does not achieve allocated HE student number targets.	Failure to recruit sufficient students due to various factors such as: over ambitious PPF target, poor marketing, curriculum gaps, poor NNS results etc.	Reduction of college income from UHI, regional student number target at risk resulting in possible claw back to SFC from UHI in year or reduction in future years grant.	Principal	5	3	15	<ul style="list-style-type: none"> • Review curriculum to ensure robust and up to date. • Continue close partnership working within UHI. • Ongoing dialogue with PPF and academic partners. • Plan, monitor and review student numbers/applications. 	9 (3,3)	↔	<ul style="list-style-type: none"> • Curriculum Review 	Depute Principal Academic	Ongoing

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20	Active	UHI Common Risk	College does not achieve allocated FE Credit targets.	Failure to recruit sufficient students due to various factors such as: over ambitious target, curriculum gaps, ineffective marketing and engagement with local schools/ employers.	Reduction of college income from UHI, regional student number target at risk resulting in possible claw back to SFC from UHI in year or reduction in future years grant.	Principal	5	3	15	<ul style="list-style-type: none"> •Review curriculum to ensure robust and up to date. •Develop external partnerships with schools. DYW and employers. •Plan, monitor and review student numbers/applications. 	9 (3,3)	↔			
21	Active	UHI Common Risk	Non-compliance with relevant statutory regulations.	<p>Lack of awareness of relevant laws and penalties.</p> <p>Management failures. E.g. new General Data Protection Regulation from 25th May 2018, Bribery Act, Health and Safety Regulations etc.</p>	<p>GDPR will provide new rights for individuals and impose additional obligations on data controllers and processors. GDPR will also introduce an increased penalty framework for non-compliance/ data breaches and includes new requirements for authorities to ensure that they maintain evidence to demonstrate compliance with the Law.</p> <p>Potential requirement for disclosure of technical non-compliance discovered via reporting and internal/external audit (eg accounting procedures, data protection, payroll, settlement agreements, pensions, procurement, etc)</p>	Principal	4	3	12	<ul style="list-style-type: none"> •Robust governance policy. •Robust management policies, procedures and systems in place. •Dedicated Health & Safety officer. •IT/Data Protection staff in place. •Mandatory staff training. •Close working relationship within UHI. •GDPR Implementation Plan • GDPR policies and procedures agreed. 	6 (2,3)	↔	<ul style="list-style-type: none"> • Continuous update and reinforcement of GDPR policies and procedures. 	Principal	Ongoing

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													Actions to minimise risk TO DO	Action Owner	Completion Date
22	Active	UHI Common Risk	Governance Failure.	Governing body does not have an appropriate balance of skills and experience. Role of a governor/director is onerous and it is difficult to attract a broad range of high calibre individuals to serve for non-remunerated roles	Recent advertisements for new members have attracted few applications	Chair, Board of Management	3	3	9	<ul style="list-style-type: none"> Recruitment process robust, transparent and open. Skills matrix approach in place. Networking/proactively encouraging diversity of applicants. 	4 (2,2)	↔			
23	Active	UHI Common Risk	Poor Student Experience	Poor college estate. Dispersed campus with limited facilities for social interaction. Technology failures. Limited teaching/library resources.	Poor performance in national student satisfaction surveys. Reputational damage. Impact on ability to recruit future cohorts. Risk to core income streams.	Depute Principal Academic	3	3	9	<ul style="list-style-type: none"> Partnership approach with HISA Continuous student engagement, feedback and dialogue. Ongoing Estate Maintenance and minor Refurbishments 	6 (2,3)	↑	<ul style="list-style-type: none"> Goodlyburn Boilerhouse refurbishment CCTV installation around Perth Campus Various minor building works during summer recess 2019 	Head of Estates	September 2019
24	Active	UHI Common Risk	Institutional, personal and sensitive data is corrupted, lost, stolen or misused or services are disrupted through malicious and illegal activities by external individuals or bodies.	Poor IT security measures. Equipment with security holes. Poor patching regime. Anti-virus is not up-to-date and comprehensive. Firewalls are configured incorrectly. Coordinated DDOS attack on university infrastructure. Increasing number of security alerts. DDOS attacks on UK academic institutions up to 527 in 2015 - Janet CSIRT. Increase in cyber-attacks such as ransomware reported in national media.	Information Commissioner fine of up to £500k. Adverse press coverage. Loss of confidence by regulators, stakeholders and HE sector. Ransomware encryption has been detected on UHI network.	Vice Principal External	4	4	16	<ul style="list-style-type: none"> Firewalls and filters updated regularly. Anti virus software on all corporate devices. UHI protocols applied and adhered to. Passwords changed regularly. 	12 (3,4)	↔	<ul style="list-style-type: none"> Roll out of new UHI wireless network hardware and process 	ICT Manager	Starting Pilot for Easter recess; project completion 31 July 19

Ref	Risk Status	Category	Risk Description	Causes	Impacts/ Evidence	Owner	Likeli- hood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend	ACTION PLAN		
													Actions to minimise risk TO DO	Action Owner	Completion Date
25	Active	Developing a successful and sustainable organisation	Financial failure of commercial subsidiary	Non-compliance with governance, financial and legal processes and procedures.	Contracts signed without required approvals. Failure to consult with College SMT and AST Board	Vice Principal External	5	5	25	<ul style="list-style-type: none"> • AST management structure reviewed. • Interim Manager in place. • Policies identified • Best practice adhered to • College Governance applied. • Advice given to AST Management Team • General Manager appointed 	12 3,4)	↔	<ul style="list-style-type: none"> • Continue to review AST policies • Regular meetings held • Procedural Manual review 	Vice Principal External	31 July 2019
26	Active	Developing a successful and sustainable organisation	Failure of payroll system results in non-compliance with standards	Lack of integrated HR, Payroll and Finance systems	Recorded instances of erroneous NI payments Incorrect reporting of pensions liabilities and tax payments arising from erroneous NI payments	Depute Principal Academic	5	3	15	<ul style="list-style-type: none"> • Internal Audit Action Plan commissioned and partially actioned • Affected staff informed of issue and steps being taken to rectify and recompense • Amended the payroll system user access rights to ensure that that these are appropriate for user roles and remove all generic users from the payroll system • Strengthened controls around variations to staff salaries on the payroll system to reduce the opportunity for unauthorised entries to be added to the tracker and inadvertently processed • Introduced mechanisms to ensure that payroll checklists are always completed and held on file and that these checklists are always checked and signed off by someone independent of the payroll team prior to processing of the payroll. • Internal Audit commissioned to conduct evaluation of pensions and tax payments • Voluntary HMRC Disclosure made 	12 (4,3)		<ul style="list-style-type: none"> • Ensure that all differences noted as part of this audit between gross salaries on the HR and Payroll system are followed up • Implement more robust procedures over the calculation of union and pension employee deductions • Put in place more robust systems to ensure that payroll amounts are correctly calculated, processed and paid. This should include the provision of formal training to the Payroll Finance Assistant. • Ensure that variance reports have been reviewed and signed off. • Ensure that payroll accounts are reconciled on a regular basis and where reconciling differences are identified then these are followed up and resolved. • Review internal pensions arrangements 	Payroll Manager/ Head of HR&OD Payroll Manager Payroll Manager/H ead of HR&OD Head of Finance/ Payroll Manager College Financial Accountant Head of HR&OD	31 Dec 2019 31 Dec 2019 31 March 2020 31 Dec 2019 31 Dec 2019 31 March 2020

Ref	Risk Status	Category	Risk Description	Causes	Impacts/ Evidence	Owner	Likeli- hood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend	ACTION PLAN		
													Actions to minimise risk TO DO	Action Owner	Completion Date
													to ensure full compliance with pensions legislation		
27	Active	Developing a successful and sustainable organisation	Deferred Income decision rescinded/ amounts overstated	Processes undertaken to determine level of Deferred Income interpreted by SFC as not permissible	Monies allocated for spend by March 2020 in accordance with SFC guidelines no longer available Rescinding/ downward revision of amounts accounted for could lead to significant shortfall in 2019/20 budget	Principal	2	5	10	<ul style="list-style-type: none"> • Approach agreed with External Auditor re treatment of deferred income on grounds of non-materiality • Discussions conducted with SFC to carry over 2018/19 surplus into 2019/20 • Board instructed that SFC be informed of intention to utilise fund by exception • Funds invested in College Estate during 2018/19 to ensure maximum utilisation 	10 (2,5)		<ul style="list-style-type: none"> • Review systems to ensure that income released at milestone delivery 	Vice Principal External	31 July 2020
28	Active	Developing a successful and sustainable organisation	Procurement processes are not fully compliant with regulations	Internal processes not suitably robust	Contracts register incomplete	Vice Principal External	4	3	12	<ul style="list-style-type: none"> • APUC provision of remote services from November 2018 • Contracted member of APUC staff engaged by College from July 2019 	12 (4,3)		<ul style="list-style-type: none"> • Update contracts register • Examine appropriate contracts to ensure compliance & identify areas of potential compliance shortfall • Amend processes and circulate to key decision-makers to ensure compliance at all times 	Head of Finance	31 March 2020

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

LIKELIHOOD CRITERIA **TIMESCALE 3 YEARS**

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

IMPACT CRITERIA **TIMESCALE 3 YEARS**

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

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

RISK MAP (for Gross risk & residual risk)

TIMESCALE 3 YEARS

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

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

Perth College UHI

Paper No. 7

Committee	Board of Management
Subject	Health & Safety – Quarterly Update
Date of Committee meeting	17/12/2019
Author	Ian McCartney, Clerk to the Board of Management
Date paper prepared	13/12/2019
Executive summary of the paper	This paper highlights key information to ensure the Board is advised of any impactful issues or process defects, and to be advised of instances of areas of non-compliance relating to statutory issues.
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
Risk implications (If yes, please provide details)	Yes / No Click or tap here to enter text.
Link with strategy	

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<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><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>Yes/ No</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>Click or tap here to enter text.</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>Yes/No</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.

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

Quarterly Update on Key Health & Safety Issues – Risk & Compliance

Control Area	Key Issues Identified	Current/Proposed Actions
Risk Assessments	Concerns have been raised regarding Risk Assessments. In accordance with Regulation 3, Management of Health and Safety at Work Regulations 1999 (as amended), employers are to make “suitable and sufficient” assessment of risks to employees. Currently, not all areas and departments comply.	We are working with curriculum areas and departments to provide training and guidance and advances have been made. The situation is being monitored.
Maintenance & Inspection	<p>Curriculum areas and departments are required to provide to the Estates Department, an inventory of all plant, machinery and portable equipment within their areas to enable maintenance and inspection contract specifications to be drawn up. There is a requirement within the Provision and Use of Work Equipment Regulations 1998 (as amended), Regulation 5 and 6, and the Lifting Operations and Lifting Equipment Regulations 1998 (as amended) maintenance and inspection.</p> <p>Not all areas have completed their registers which will make Estates planning difficult and may also contravene legislation.</p>	Estates management are reminding those who have yet to comply.
Health & Safety Inspections	Areas for improvement are being identified whilst conducting Health and Safety Inspections. To date there have been six inspections of higher risk areas and another will take place 10 December in Automotive Engineering	During these inspections, nothing was identified which would place the College or our employees at immediate risk
Workplace Inspections	With the adoption of Workplace Inspection Checklists, staff are now more aware of what is required for basic Health and Safety within their specific work environment.	Continuation of monitoring

Ian Bow, Health, Safety & Wellbeing Adviser

December 2019

Perth College UHI

Paper No. 8

Committee	Board of Management
Subject	Balanced Scorecard – Interim Progress Report 2018/19
Date of Committee meeting	17/12/2019
Author	Kirsty Campbell, Project & Planning Officer
Date paper prepared	13/12/2019
Executive summary of the paper	<p>The attached paper is the Balanced Scorecard interim progress report for 2018/19 providing an overview of the measures provided to date to the 2019/20 cycle of Board committees. Measures still to be reported, are shown as blank.</p> <p>The Balanced Scorecard aligns with the aims and measures for the strategic plan Vision 2021, outlining where possible, the final measures for AY 2018-19.</p> <p>The KPIs represented remain the same as previous years. SMT took the decision that the KPIs should stay the same for the remainder of the period covered by the college's current strategic plan 2016-21 with a view to carrying out a fuller review of the balanced scorecard and it's measures as part of the work for the next strategic plan.</p> <p>The presentation of the data follows on from the proposal recommendations presented to SMT, the Board and its Committees earlier this calendar year and is based upon Design Proposal One.</p> <p>The data is presented in 2 parts:</p> <p>Part 1 - is a summary of the measures in a simple table layout with measures of current performance categorised as Red (worsening), Amber (stable) and Green (improving)</p> <p>Part 2 – provides more detailed analysis and insight with a trendline giving a pictorial representation of data over the past 3 years.</p>

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	<p>The following points are to be noted:</p> <p>The new design for the Balanced Scorecard should be seen as a work in progress and feedback from Senior Management and the Board will continue to feed into the final version of the revised Balanced Scorecard. This is also expected to form part of the work due to begin on the College's next Strategic Plan.</p> <p>It has not been possible to build in tolerances for the measures at this time however, the final version of the revised Balanced Scorecard will look to include tolerance levels.</p> <p>Where it has not been possible to give an indication of Sector Averages, work will continue with the business owners of the data on how best to identify and capture these figures to allow for benchmarking/comparison.</p>
<p>Consultation</p> <p>How has consultation with partners been carried out?</p>	<p>Click or tap here to enter text.</p> <p>For measure 3 the HR Interim Lead was consulted</p> <p>For measures 4, 5 and 6 the Quality Manager was consulted</p>
<p>Action requested</p>	<p><input checked="" type="checkbox"/> For information only</p> <p><input checked="" type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For recommendation</p> <p><input type="checkbox"/> For approval</p>
<p>Resource implications</p> <p>(If yes, please provide details)</p>	<p>No</p>
<p>Risk implications</p> <p>(If yes, please provide details)</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p>Link with strategy</p>	<p>The Balanced Scorecard KPI's stems directly from the Perth College UHI Strategic Plan 2016-21.</p>

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<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><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>No</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>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>No</p> <p>Click or tap here to enter text.</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>Open business</p>

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Strategic Plan Targets and KPIs: Progress Report 2018-19

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






Key: KPI performance status




Improving	↑
Maintaining	↔
Worsening	↓

Key: Target performance status

Target achieved	Green
Target progress maintained	Amber
Target missed	Red









Measure	Key Performance Indicator or Target	Performance
	Students and Staff Achieving their Potential	
1	a) Number of FT programmes that offer opportunities for work experience of equivalent to one unit or more	
	b) Number of students undertaking apprenticeships (total): a) SDS-funded b) Non-SDS Funded	
	c) Number of Vocational qualifications delivered to senior phase students	
2	Students moving onto positive destinations (including progressors) i. HE ii. FE	
3	Staff	
	a) Number of staff days spent on CPD/year (average per head)	↑
	b) Percentage of permanent staff with TQFE or equivalent	↓
	c) Number of staff: presenting papers of conferences number of publications	↑ ↓
	Student Satisfaction	
4	Track FE and HE Student Satisfaction through national student surveys	
	The proportion of students overall satisfied with college experience in: a) Student Satisfaction and Engagement Survey	↓
	b) National Student Survey	↑
5	Proportion of classes with a student representative or agreed structure i. HE ii. FE	↔
6	Proportion of Students that agree or mostly agree with the statements from the End of Year Student Survey Outcomes(SSSES):	↑

	a) Course / Achievement i. I feel this is the right course for me (prev. The course was what I expected) ii. I feel this is the right course for me (prev. I am achieving what I set out to do)	
	b) Destination i. My time at college has helped me develop knowledge and skills for the workplace (prev. I am aware what I can do after my course) ii. I have received sufficient advice and guidance in relation to my course (prev. I feel prepared to take my next steps)	
		
	c) College i. Overall I am satisfied with my college experience (prev. I would recommend the College to a friend)	
	Student Activity Measures	
7	Meet published FTE recruitment targets for: a) HE b) FE	
8	Recruitment of students to FE courses: i. SIMD20 ii. Care experienced iii. Minority Ethnicity iv. Disability	
	Number of courses with a gender ratio >3:1	
9	FE Retention a) Students in courses over 160hours (inc. FT) i. Overall ii. SIMD20 iii. Care experienced iv. Minority Ethnicity v. Disability vi. Gender b) FT FE students	
	FE Attainment b) Proportion of students attained for courses over 160 hours (inc. FT) i. Overall ii. SIMD20 iii. Care experienced iv. Minority Ethnicity v. Disability vi. Gender c) Proportion of students attained for FT FE courses	
	Sustainability	
10	Financial:	
	a) Outturn	
	b) Gross carbon footprint	

	c) Non-core funding income (inc. Knowledge Transfer)	
11	Staff rates of:	
	a) Turnover	
	b) Sickness absence	
12	Number of accidents reported to HSE	
13	Number of businesses that engage with Perth College UHI	

Section 2: Detail of Performance by Measure

Detail of Performance: Measure 3

Students and Staff Achieving their Potential			
Measure	Key Performance Indicator or Target	Performance	Trend
3	Staff		
	a) Number of staff days spent on CPD/year (average per head)		
	b) Percentage of permanent staff with TQFE or equivalent		
	c) Number of staff: presenting papers of conferences number of publications	 	 

Baseline: a) 5.3 days b) 84% c) 19 and 8

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

Trend: a) Improvement from previous year; improved performance overall
b) Marked decrease from previous year and overall, please see notes
c) Decrease from previous year; performance maintained overall





Tolerance: tbc
(+/-)

Sector Average: tbc
(+/-)

Note on performance

- a) This figure represents the 3rd consecutive year where there has been an improvement from the previous year. The target number of staff days spent on CPD/year fell short of target by 1.7, work will continue on in 2019/20 to improve the figure and meet target.
- b) This figure represents the third consecutive year where there has been an improvement from the previous year. The target number of staff days spent on CPD/year fell short of target by 1.7, work will continue on in 2019/20 to improve the figure and meet target.
- d) Values for 2018-19 are indicative of progress and are accurate up to August 2019, based on data received from the college's Research Co-ordinator and from the PURE database. The college have identified 6 staff with significant responsibility for research who are expected to have a research output that will be eligible for the Research Excellence Framework (REF) 2021.

Detail of performance: Measure 4

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

Baseline: a) 93% b) 76%

Target: Improve on previous year's performance

Trend: a) Decrease from previous year; slight decrease overall
b) Decrease from previous year; improved overall

Tolerance: tbc (+/-)





Sector Average: a) b) +1.00%
(+/-)

Note on performance

- a) An overall satisfaction rate of 91% was achieved. The response rate was 46%; this was a drop from 64% from the Early Student Experience Survey (ESES). This is a concern since the same methodology was used for both surveys and lower feedback rates give less information for identifying actions to improve performance; the College will look to ways to improve the response rate. The overall satisfaction level was also a drop from 97% from ESES.
- b) The 85% overall satisfaction rating was a 3% decrease from 2018 however the benchmark for the institution overall has been achieved with a 9% increase from the baseline. The College also sits above the Scottish and UK average of 84%. The response rate was 80%

The overall UHI response rate was 83% and overall satisfaction rate 85%

Detail of Performance: Measure 5

Measure	Key Performance Indicator or Target	Performance	Trend
5	The proportion of classes with a student representative or agreed structure :		
	a) HE b) FE		

Baseline: a) 52% b) 34%

Target: Improve on previous year's performance

Trend: a) Maintaining from previous year; improving overall
b) Improved on previous year and overall

Tolerance: tbc percentage point (+/-) previous 3-year average





Sector Average: (+/-)

Note on performance

In 2018-19, 79% of eligible HE classes and 65% of FE classes (ie classes with 5 or more students) had a student representative. In total, this equated to 261 Student Reps with some classes preferring to nominate more than one representative. This continues the overall trend of an increase of the number of classes with a student representative.

The overall percentage of Student Reps who received the sparqs (student partnerships in quality scotland) Introductory Course Rep Training was 62%. The Perth Quality and HISA Perth officers delivered the sparqs training jointly.

Detail of Performance: Measure 6

Measure	Key Performance Indicator or Target	Performance	Trend
6a	Proportion of Students that agree or mostly agree with the statements from the End of Year Student Survey Outcomes(SSES): a) Course / Achievement		
	i. I feel this is the right course for me (prev. The course was what I expected) ii. I feel this is the right course for me (prev. I am achieving what I set out to do)		

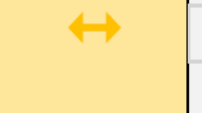



Baseline: i) 84% ii) 91%

Target: i and ii) Improve on previous year

Trend: i) Improved on previous year and overall
ii) Maintained from previous year and overall

Tolerance: tbc
(+/-)

Sector Average: (+/-)

Measure	Key Performance Indicator or Target	Performance	Trend
6b	b) Destination		
	i. My time at college has helped me develop knowledge and skills for the workplace (prev. I am aware what I can do after my course) ii. I have received sufficient advice and guidance in relation to my course (prev. I feel prepared to take my next steps)		

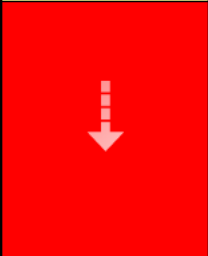
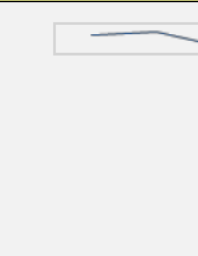
Baseline: i 92% ii 91%

Target: Improve on previous year

Trend: i. and ii. Maintaining from previous year and overall

Tolerance: tbc percentage point (+/-) previous 3-year average

Sector Average: (+/-)

Measure	Key Performance Indicator or Target	Performance	Trend
6c	Proportion of Students that agree or mostly agree with the statements from the End of Year Student Survey Outcomes(SSES): c) College i. Overall I am satisfied with my college experience (prev. I would recommend the College to a friend)		

Baseline: 92%

Target: Improve on previous year

Trend: Slight decrease from previous year; maintaining overall

Tolerance: tbc percentage point (+/-) previous 3-year average

**Sector
Average:** (+/-)

Note on performance for measure 6

This year the SSES (previously Annual Student Survey) was issued to students electronically through JISC Online Surveys (using Bristol Online Surveys (BOS): this had previously been issued as a paper version. The use of electronic survey was first used as a methodology for the Early Student Experience Survey (ESES) in October 2018.

The move to online surveys is a UHI initiative to introduce a single regional approach to sampling methodology and capturing specific qualitative data to enable benchmarking. As such the same question set was used by all Academic Partners, although it is to be noted that the first 10 questions are set by the Scottish Funding Council and a return is made to them for the FE data. The number of questions used in the survey was reduced from 50 used in previous years to 33. Each AP has the option of adding an additional 6 questions but Perth College chose not to use this facility in the first year of change of methodology.

A total of 2621 students were targeted and a total of 1205 students completed the survey, giving an overall response rate of 46%. This is a decrease of 7% on the 2017/18, which was 53%. This is also much lower than the response rate for the Early Student Experience Survey carried out in October 2018, using the same methodology, which received an overall response rate of 64%.

The SSES response rate for 2018-19 can be broken down to level/mode:

FE overall 56% - FE FT 59% FE PT 32%



HE overall 37% - HE FT 44% HE PT 19% HE DL 7%

It is to be noted that the Student Funding Council target response rate was 50%. UHI response target for the SSES, which was endorsed by SMT, was set at 60%. Whilst this was 7% higher than achieved in 2017/18 based on the ESES response rate it was thought a reasonable target to aim for. It is disappointing therefore to see that a large proportion of response rates fell below the agreed SFC target and that very few achieved the agreed Perth College target. We acknowledge that this is the first year that the SSES has been issued electronically to the students however as stated the same methodology used in the ESES gave a more favourable response rate. It is determined that mitigation for poor results may be due to the timing of the release of the survey which spanned the 2 weeks either side of the Easter break, and the recent ASOS although this is speculative as there is no firm evidence of this.

The overall student satisfaction is 91%, which is a combined figure of students that agree and strongly agree. However viewed as a weighted average to take into account students who disagreed and apportioning a different weighting to that of strongly agree and agree the overall satisfaction is reduced to 64%. The same satisfaction question was asked in the Early Student Experience Survey and received an overall student satisfaction of 97%, with a weighted average of 70%. The overall satisfaction figure from the 2017/18 SSES however was 95% overall and 76% weighted average. So there has been a 12% decrease in the overall satisfaction figure from last year, and a 6% decrease from the early experience survey. A course by course comparison analysis of the ESES vs SSES will be completed and available for the next CMT meeting.

The change of methodology also provided the option of using service level satisfaction questions and 9 service level satisfaction questions specific to the Student Experience Department at Perth College were used.

Detail of Performance: Measure 10b

Sustainability			
Measure	Key Performance Indicator or Target	Performance	Trend
10	Financial		
	b) Gross Carbon Footprint		

Baseline: 20

Target: Improve on previous year's performance with a reduction in CO2 emissions

Trend: Downward trend for previous 3 years

Tolerance: tbc
(+/-)

Sector Average: tbc
(+/-)

Note on performance

Perth College UHI Carbon Emissions 2018-2019.

The College's carbon footprint is reported each year in the Public Sector Bodies Climate Change Duties report submitted annually since 2015.





The largest elements of the carbon footprint are the gas and electricity usage, which constitute 86%. Business Travel is the next largest component with 13% of carbon footprint of which the larger elements relate to flights abroad. Water, Waste and Other sundry items contribute the final 1% of the carbon footprint.

The College waste is not sent to landfill. The waste contractor compacts general non-recycled waste and exports it for incineration and this contributes a tiny amount of 2.8 tonnes of CO2 to the total 1432 Carbon Footprint.

Since the year 2015 Perth College UHI has reduced its Carbon Footprint each of the three years by up to 10% per year. This period of reduction coincided with an expansion of the Campus by 20% with the addition of the Academy of Sport & Wellbeing in 2016.

For the coming year further LED Lighting replacement in classrooms and offices and the replacement of the Goodlyburn Boilerhouse equipment and controls in summer 2019 will potentially lead to a further modest reduction in carbon emissions via reduced gas and electricity consumption.

Detail of Performance: Measure 11

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

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

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

Trend: a) increase from previous year; maintaining overall
b) 65% decrease from previous year; significant improvement overall



Tolerance: tbc percentage point (+/-) previous 3-year average

Sector Average: (+/-)

Note on performance for measure 11

- c) Staff turnover continues to be maintained below the national average; 2018-19 saw a slight increase of 3% from the previous year.
- d) The number of days staff spent on sick leave reduced by almost two-thirds in 2018-19, it decreased by 9.5 days (on average) compared to the previous year and is a decrease of 4.2 days from the baseline.

Detail of Performance: Measure 12

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

Baseline: 3

Target: Improve on previous year and maintain safe working environment

Trend: Decrease from previous year; significant improvement

Tolerance: tbc percentage point (+/-) previous 3-year average

**Sector
Average:** (+/-)

Note on performance for measure 12

Only one accident was reportable which was a positive result for 2018-19.

We continue to work with departments to educate around safe practice and reporting responsibilities.

Perth College UHI

Paper No. 9

Committee	Board of Management
Subject	UHI ROA – Self Evaluation 2018-19
Date of Committee meeting	17/12/2019
Author	Lorenz Cairns, Depute Principal
Date paper prepared	13/12/2019
Executive summary of the paper	<p>This document provides details of progress against the 2019-20 UHI ROA priorities. The self-evaluation includes details of the regional approach to the priority areas.</p> <p>This document is intended to be used as background information for a wider discussion on the ROA.</p>
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
Risk implications (If yes, please provide details)	Yes / No Click or tap here to enter text.

Perth College UHI

<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><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>Yes/ No</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>Click or tap here to enter text.</p>
<p>Status (e.g. confidential/non confidential)</p>	<p>Non-confidential</p>

Perth College UHI

Freedom of information Can this paper be included in “open” business?	Yes/ No
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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.

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

Highlands and Islands regional outcome agreement self-evaluation for 2018-19

Following the guidance published by SFC, this document provides details of progress against the 2019-20 ROA priorities. These were:

- Access (to Higher Education)
- High quality, efficient and effective Learning
- Right learning, right place
- A developed workforce
- Internationally competitive research base (including impact of REG funding)
- Greater innovation in the economy (including delivery against the 2017-18 UIF plan)
- Sustainable institutions

The report also addresses progress in relation to (the four high-level college outcome agreement priorities):

- Recruitment
- Retention
- Attainment
- Progression

This self-evaluation includes details of the regional approach to the priority areas and links to a summary from each college on their regional contribution can be found in appendix one.

Section 1: Access

1. HE Admissions: adjusted grades

The University of the Highlands and Islands is in the unique position of being able to offer a wide range of entry points into the learner journey making us a highly accessible institution to all groups of prospective students irrespective of background or life circumstances. When considering applications we look beyond grades achieved to find the right option for each individual. We are also continuing to develop our contextualised admissions process, trend data and reporting. We made a commitment last year to make an offer of a place to care-experienced applicants who meet the minimum entry requirements for the course to which they have applied.

The university does have concerns about the development and, in particular, monitoring of adjusted grades and what is discussed as the university sector's commitment to publishing adjusted grades. Throughout this development we have made our distinctive position clear. Our published entry requirements are set at the minimum required to successfully complete the programme, they do not present an unnecessarily high (selective) barrier for applicants, however this also means that publishing a set of lower adjusted grades for widening access applicants is not be appropriate. We have committed to ensuring that access thresholds are considered during any proposal to increase requirements for a programme and for new programmes that may have a more selective position in terms of applicant pool and therefore where standard entry requirement may be set at a higher level. Data being requested from universities on their progress in introducing and offering adjusted grades is proving problematic across the sector and currently will require manual checking through applicant records for these offers. For the University of the Highlands and Islands to comply with any data collection exercise when we do not promote adjusted grades will mean that this individual applicant checking will be more difficult, time consuming and will not be consistent with reporting from the rest of the sector.

2. HE articulation theme: we are continuing to work with colleagues in SFC on the university's data in the national articulation database. In particular to devise ways of measuring progression of our own HNC and HND students into our degree programmes with advanced standing in a way that is comparable with the college to university measures. This is to allow the full extent of HNC/D articulation to degree within our region to be included in subsequent national reporting.

Our articulation agreement with North East Scotland College has been refreshed with some new links into our degree courses, adding to the existing creative industry links:

- BA (Hons) Adventure Education from HND Coaching and Developing Sport
- BA (Hons) Adventure Performance and Coaching from HND Coaching and Developing Sport
- BA (Hons) Sport and Fitness from HND Fitness, Health and Exercise.

3. Other HE access routes

During 2018-19 our agreement with SWAP East was expanded with twelve additional degree links made available to SWAP students. We are also introducing new SWAP access courses in nursing at a number of our academic partners.

While not a member of Focus West, we support students making applications to the university and provide information to staff to assist with admissions.

Advice and support is provided directly to applicants who are considering making a request to the university for Recognition of Prior Learning as part of their application. An increasing number of applicants are taking up this offer.

4. Progress on specific at risk groups

The university has created a new cross-partnership group called the Priority Groups Forum starting in 2019-20. The group will focus on key vulnerable groups such as care experienced, student carers, veterans and estranged students. As part of our commitment to widening access and supporting retention, we are also undertaking a review of the data currently captured for student support.

Care-experienced learners:

Our plans and commitments to care-experienced learners have been published on a [dedicated page](#) on the university website. Some specific developments:

- The university Partnership Council agreed to the creation of a graduation bursary for care experienced students to help with costs such as gown hire, travel and photographs.
- A review of the corporate parenting online module took place and Partnership Council were asked to encourage a wider uptake of this module across academic partners.
- The university is a founder member of the Highland Corporate Parenting Board bringing together care experienced young people and senior managers from regional agencies.

Student carers

Our plans and commitments to student carers have been published on a [dedicated page](#) on the university website.

- The university is actively working towards its submission to the Carers Trust Going Higher Award and it is hoped this will be gained by end of this academic year.

British sign language users

The University published its [BSL plan](#) in October 2018.

- The university has been linking with local agencies such as Highland Council and NHS Highland with plans to jointly hold training by contactSCOTLAND.
- BSL plan progress is a standing agenda item on the Disability Practitioner Group

Health and wellbeing – mental health

The university has started the implementation of recommendation from an institutional review on the theme of support for student mental health, specifically:

- Creation of a new regional role of mental health and counselling manager' which is currently filled by a fixed term internal secondment.
- Mental health strategy has been developed and is currently going through committee structure for approval
- Staff trained to deliver Scottish Mental Health First Aid to staff and students across the region.
- The university and HISA gained a 3-star award at the Healthy Body Healthy Mind awards in June 2018. These awards demonstrate the university's commitment to mental health, physical health and smoking cessation.

Gender-based violence (GBV)

- The university was an early adopter of the Equally Safe toolkit. An Equally Safe Group has been established since 2018.
- Staff guidance has been created detailing the steps to take should a student disclose they have been a victim of GBV.
- As part of the university's single policy environment, a new Student Code of Conduct and Promoting Positive Learning Environment policy and procedures have been approved.
- The university will be creating an online staff training resource, which will be available externally across the Scottish sector and initial discussions with other universities have been positive with offers received to assist with funding and content.
- We are also reviewing staff investigation training for staff members who must carry out investigations of a sensitive nature.

Gender balance/gender action plan

During the last year we have reviewed engagement across the partnership which is a particular challenge in a multi-partner, regional institution. We recognise the need for a new approach which will allow for better monitoring of progress at a university, region and college level. Work has already started to develop the next phase of gender action planning looking at a process where centrally set actions are flexible enough for partners to adopt for their own needs.

The UHI STEM hub and our academic partners are continuing to challenge gender imbalance across subject areas through their work with schools, targeted marketing and single gender taster workshops. Partners have also had some success in recruiting staff from the non-dominant gender group, to challenge gender stereotyping and further promote gender balance where historically there has been gender segregation. Progress is being made but this is slow.

Specific activities/successes:

- Men in Early Years Challenge Fund: the university was successful in gaining support for a project through this fund. In 2018-19, 21 students were recruited to the course by Inverness, Argyll and West Highland colleges. Of those completing, five progressed to the HNC, two moved on to the level 6 programme and four were suitable candidates for the HNC but could not access funding. One student progressed to a degree in another subject and one gained employment. The remaining six students decided the time was not right for them to progress further. Recruitment was quite difficult and further marketing will be undertaken and the programme will be expanded to more colleges in the region in 2019-20.
- Inverness College UHI presented an overview of the project at the Scottish Government Men in Early Years Seminar in September 2019. Colleagues from Perth College UHI also presented on their Men in Childcare programme with Perth and Kinross Council.
- Our college partners are also running other programmes focused on gender imbalance and stereotypes such as men into hairdressing and women into construction and engineering.

SIMD 10 (FE) and SIMD20 and WARF (HE)

More effective, nationally agreed, measures of rural deprivation are needed to adequately identify areas where poverty and deprivation are more dispersed, such as the highlands and islands. These measures could sit alongside and complement the SIMD. Only 2.4% of our region's working age population are in an SIMD10 area and 5% reside in an SIMD20 data zone. Currently our proportion of FE credits is 3.5% and 8.2% for HE entrants respectively. However for the university partnership a significant proportion of our activity in the region supports those who struggle with higher costs of living, fuel poverty and poor access to services and public transport. In reality, therefore, the region supports far greater numbers of students living in deprivation than the SIMD measures suggests.

The university submitted a response to the recent WARF consultation and, stressed the importance of this funding to a university with the increased delivery costs associated with our regional mission and again made the case for a focus on rurality in the funding, while acknowledging the importance of other indicators such as low prior attainment.

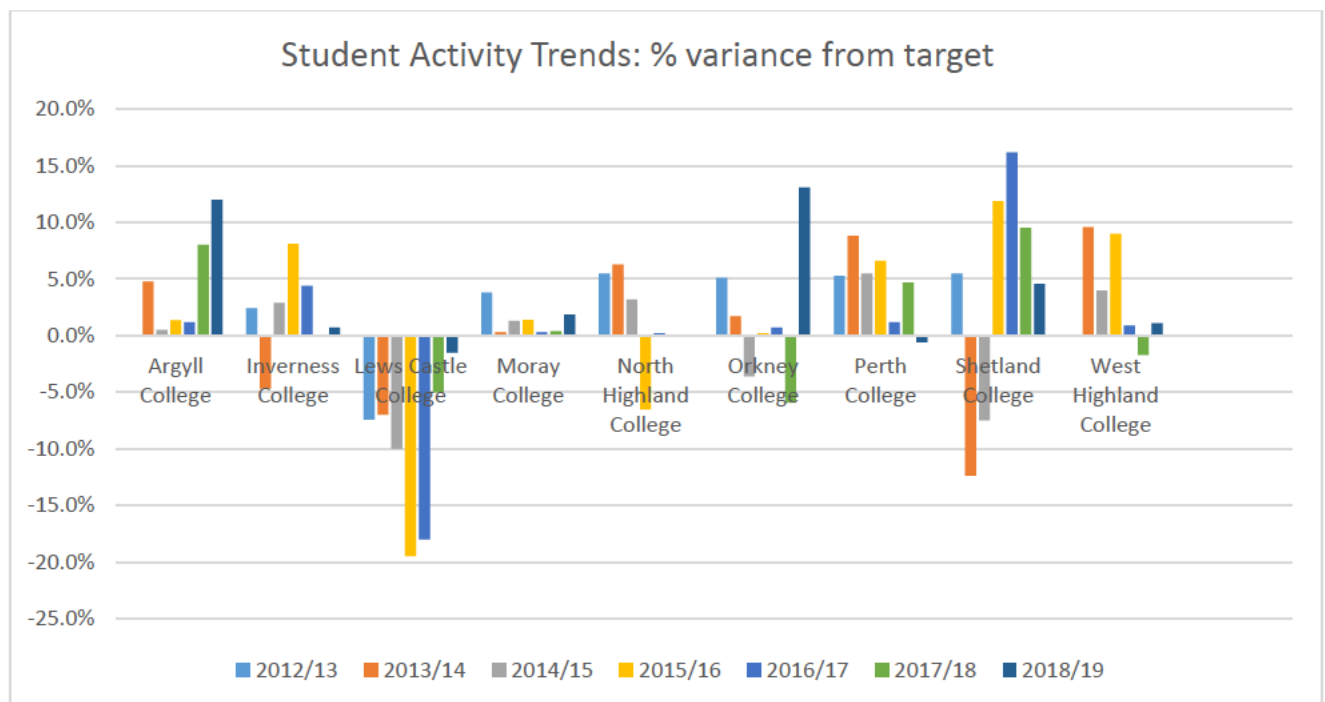
5. Statistical data (national measures) – reflection on progress on recruitment

Further Education

Measure 1: Volume and proportion of credits attributed to specific student groups.

In 2018-19, the region exceeded its combined core and ESIF student activity target. This has become the norm for the region with activity targets being exceeded on average by 1.8% for the past seven years. This trend does however mask annual fluctuations in activity delivered by the region's colleges largely caused by demographic changes, with reducing numbers of school leavers in most local authorities, and significant shifts in demand for different modes of delivery to which colleges are having to respond. Partner colleges are reacting to rapidly changing recruitment profiles, with a reduction in numbers of full-time learners, through in-year adaptation of curriculum plans. The demographic shifts and changing recruitment profiles are adding to an already complex challenge of managing activity targets and accurate end-of-year forecasting

Table 1 below illustrates the fluctuation in activity across partners in recent years



Despite consistently exceeding regional target, only two partners, Argyll and Moray, have done this annual over the past six years, with Moray finding this to be particularly challenging in three of these years. Management of student activity through the Regional Strategic Body has enabled partners to navigate local demographic changes and changing demand for modes of delivery by balancing activity across the region. In this way, the RSB is able to mitigate any potentially damaging financial turbulence that may otherwise undermine any one college's ability to adapt to short term fluctuations in demand, while ensuring that regional targets continue to be met.

Levels of activity delivered by colleges should not, however, be regarded as a direct proxy for demand. Smaller partners are particularly mindful of the need to curtail activity to a level that can be supported within current funding constraints as delivering unfunded activity in excess of activity targets puts additional strain on already stretched budgets. This practical need to limit activity to funded levels can disguise unmet demand in some local authority areas. Shetland, Argyll and West Highland colleges have identified need for growth to support planned strategic developments in the coming years. Currently, however, there is no identified regional capacity to transfer activity to these colleges to support planned expansion in further education.

The region is proactive in encouraging participation from our most deprived data zones and this is reflected in the proportion of further education activity dedicated to this work. The region delivers 3.5% of further education student activity to students from SIMD10 data zones while only 1.7% of the region's population resides in these areas.

Provision delivered to care experienced young people has grown from 0.7% in 2014-15 to over 3% in 2018-19. This compares well to the Scottish benchmark of 1.99%. Our success in creating a learning environment in which students feel comfortable declaring their care experience, reflects the region's on-going commitment to, and prioritisation of, corporate parenting.

Colleges have been similarly successful in providing a learning environment that supports students declaring a disability, with 27.5% of further education activity falling into this category. This compares well to national benchmark of 19%.

Activity is fairly well-balanced in relation to gender at regional level with slightly higher numbers of male than female students. This balance varies however across the region's colleges. A few partners have a gender imbalance linked to the curriculum offer. For instance, North Atlantic Fisheries College delivers further education supporting male dominated naval cadet provision, impacting the gender balance in participation levels in Shetland. Some partners have a slight male dominance linked to the large amount of activity supporting training in engineering and construction trades. Others, such as Argyll lacking facilities to support such provision, have a disproportionately high number of female enrolments.

Overall the volume and proportion of student activity being delivered to students with protected characteristics reflects the inclusive environment created locally and regionally and the successful implementation of access and inclusion strategies across the region.

Linked to the demographic shifts and reflecting a national trend, the last two years have seen a noticeable reduction in the proportion of activity delivered to 16-19 year olds. In 2018-19, 2,011 fewer credits were delivered to this age group than in the previous year, although this still represented 50% of total credits delivered, only slightly less rather than 51% target. Between 2008 and 2016, a decline in the number of 16-19 year olds has been reported across all local authority areas in the region, with the exception of Perth and Kinross. This population decline varied from -3% in Highland to -22% in the Western Isles. An indication of the region's on-going commitment to the Development of the Young Workforce is that, despite the demographic shift, full-time 16-19 enrolments fell by 7% between 2016-17 and 2018-19, while the total full-time enrolment fell by 15%. During this time the proportion of full-time learners in this age group increased from 57% to 62%.

The proportion of activity delivered to students from ethnic minority backgrounds has remained steady at 2.3% of overall activity. The region made a strategic decision in 2018-19, not to focus efforts on growing the proportion of activity delivered to students from ethnic minority groupings, given that this reflected the region's demographic but focussed instead on addressing the attainment gap between mainstream students and students with protected characteristics. This impact of this strategy is further discussed in relation to measure 4 in section two.

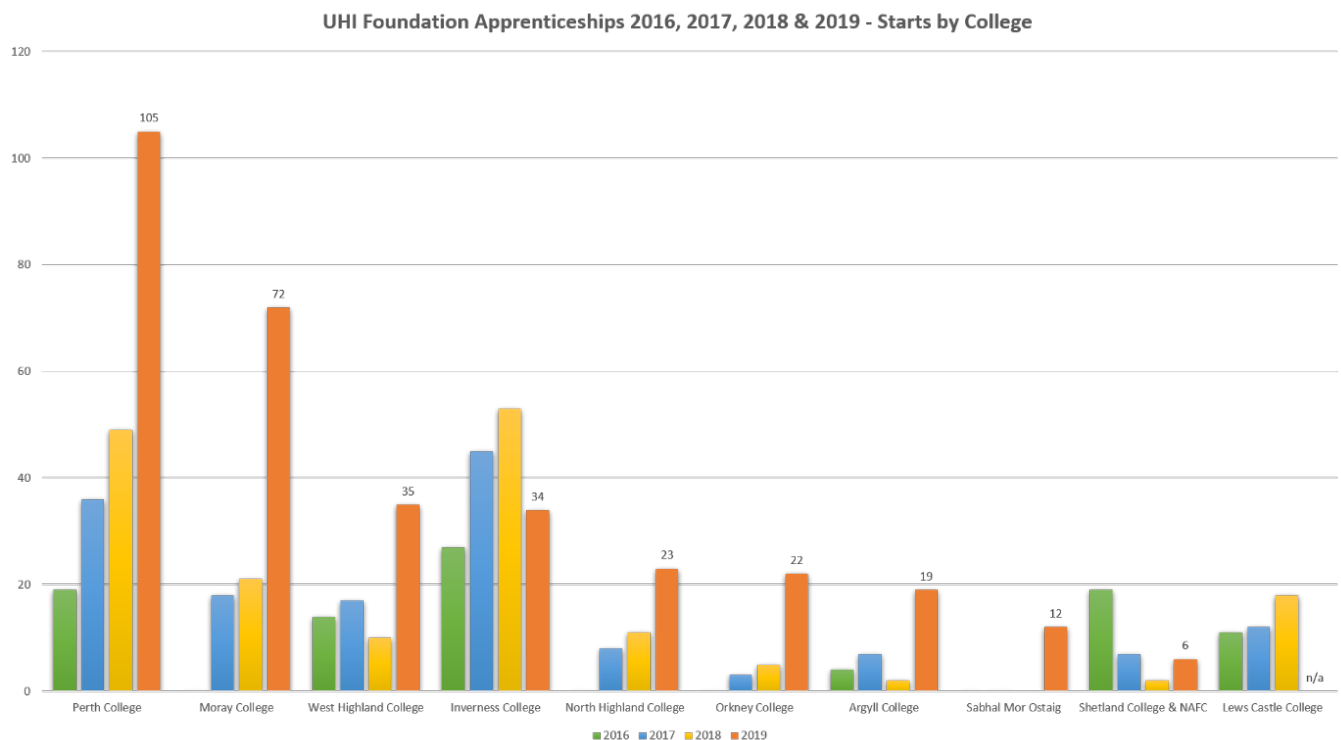
Measure 2 – School/College Partnerships

Colleges in the region have strong partnerships with schools. Delivery of vocational programmes to senior phase school pupils has grown significantly in recent years, in terms of headcount, senior phase participants in vocational pathways delivered by colleges in the region rose from 389 to 984 from 2013-14 to 2018-19. While total credits delivered increased from 1.3% in 2013-14 to 4% in 2017-18, there was a drop of 851 credits in 2018-19. Some colleges are experiencing a reduction in January recruitment of school winter leavers as more choose to stay at school until the end of their final year. More significantly however, as currently reported, the measure of credits attributed to senior phase vocational pathways for school pupils does not recognise the change to the funding methodology for Foundation Apprenticeships. These are no longer part of the SFC credit count as they are now funded through a regional SDS contract. This shift would account for an approximate drop in credit count of 1,114. In real terms therefore, the

proportion of the region's activity dedicated to vocational programmes for senior phase pupils has grown to 4.2%. The national benchmark for this activity is 1.3% of total credits delivered.

A significant part of that growth has been through the introduction of work-based learning options. Since the establishment of the UHI Work-Based Learning Hub, the region has been particularly successful overall in growing provision of Foundation Apprenticeships. Table 2 below shows year-on-year growth of Foundation Apprenticeships by most colleges in the region.

Table 2

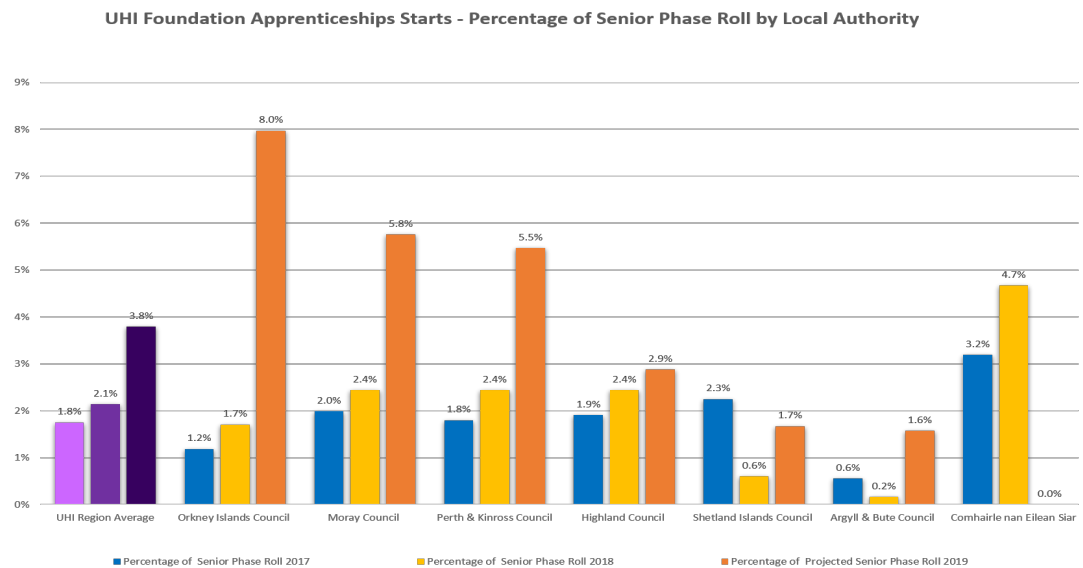


Take up in Foundation Apprenticeships is increasing overall as local authorities begin to understand the value of offering an alternative to the traditional Highers. Inverness has experienced a downturn however after three years of steady growth and Shetland has fewer Foundation Apprenticeships than in year one of the programme. Inverness has encountered resistance from schools with fewer supporting the two-year FA programmes. Lewis Castle College no longer contracts through the Work-Based Learning Hub as the contract for the Western Isles is held by the local authority but as can be seen in Table 3, there has been growth in delivery of these programmes in the Western Isles, albeit small.

Some local authorities have been slower than others to recognise the benefit of this work-based pathway to senior phase pupils. The rapid growth in enrolments in Perth and Kinross, Moray, Argyll and Orkney, between 2018 and 2019 illustrates the potential impact when the local authority works strategically with colleges to promote this pathway.

Table 3 below illustrates the impact of the collaborative effort of the UHI Work-based learning Hub, the local authority and schools in Orkney, in growing the percentage of senior phase student roll participating in Foundation Apprenticeships from 1.7% to 7.4%. In 2019-20 the Work-Based Learning Hub will be supporting partners in other local authorities to increase the proportion of the senior phase roll participating in these programmes in Shetland, Argyll and Highland.

Table 3



The degree to which the region's colleges support schools from S3 and above is reflected in the 13% of activity dedicated to this work. Nationally, the benchmark for this activity is 5.3%. The differing role colleges play in rural and remote areas is clearly illustrated by the divergence of the region's work in this sphere from national trends. In a region as rural as Highlands and Islands with some very remote schools, collaboration with the college sector is essential to provide curriculum breadth and often, to fill skills gaps and shortages in subjects such as computing, science and engineering. The more rural colleges in the region tend to deliver the highest proportion of available credits to schools, reflecting the key role they have in supporting local authorities in delivering the core curriculum as well as offering vocational pathways to young people in their catchment.

Measure 3: STEM Provision

The region annually surpasses the Scottish benchmark in delivery of STEM courses. In 2018-19 this declined slightly from 30% of total activity to 29%. Although this compares well to the latest reported national benchmark of 26.7% the slight reduction is a concern. Performance in the delivery of STEM activity has varied across the region with four partners experiencing growth in this area but this is offset by reductions in activity in three others. As the STEM Hub becomes established and begins to work with partners on the delivery of a regional STEM Strategy, we would expect this reduction to be addressed and further growth to be achieved in this area.

Measure 5: The number of starts for contracted apprenticeships

A regional contract with SDS for Modern Apprenticeship delivery was negotiated in 2017-18. Almost all partners participated in this contract, developed and managed through the UHI Work-based Learning Hub. The target set for new Modern Apprenticeship starts in the region for 2018-19 was 595, which was exceeded by 30, representing a growth of 9% on the previous year. The regional contract has brought economies of scale to Modern Apprenticeship provision and has facilitated growth in the region. Working collaboratively has enabled partners to be more responsive to employer demand when in-year growth opportunities arise. Each partner has access to more frameworks through which to support local skills development and places can be readily transferred across the region as need arises. Each year of delivery, the regional contract awarded

has grown. In 2018-19, the region was awarded construction apprenticeship numbers through managing agent arrangements rather than sub-contracting through CITB and therefore has the flexibility to respond to whichever apprenticeship model employers prefer. The UHI Work-based Learning Hub contracted for Foundation Apprenticeship, Modern Apprenticeship and Graduate Apprenticeship programmes, enabling the region to maximise the potential of work-based learning pathways as routes to rewarding careers.

National Measure 7: Student transferring to HNC or HND programmes with advanced standing. This measure does not apply to UHI.

Higher education

Enrolment (FTE) to SFC target for students eligible for funding in 2018-19

	2018-19	SFC Target	Variance to target	2017-18	Change (year-on-year)
PGT	223.8			176.8	+47
PGDE Primary	89	84	+5	80.3	+8.7
PGDE Secondary	32	34	-2	24	+8
UG teaching routes	33	38	-5	10.5	+22.5
Nursing UG	261.3	258	+3.3	122	+139.3
Non-controlled UG	6103.9	5783	+320.1	6223.7	-119.3
STEM UG	1936.7			1966.6	-29.9
Other UG subject	4167.2			4257.1	-89.9

Research postgraduate FTEs = 101.2 compared to 100.1 in 2017-18

Early indications suggest that recruitment has fallen again in non-controlled subjects in 2019-20, with a reduction mainly in HNC/D provision but also in some degree courses and affecting full-time study. This is linked to demographic shifts and increased competition across the sector as a result. A detailed programme of data analysis on application numbers and conversion and continuing student progression, as well as sector trends is planned over the next few months to gain a better understanding of the key challenges.

National measures: (provisional, prior to final HESA Student Records submission). Proportion of Scottish-domiciled UG entrants relevant groups in:

	2018-19	Original ROA target *	2017-18	Change year-on-year
SDUE TOTAL	3190		3607	
SIMD20	8.2%	8.9%*	7.9%	0.3%
SIMD20 FT first degree	10.0%	8.9%	8.1%	1.9%
SIMD40	24.6%	27.5%*	24.1%	0.5%
From SHEP schools	3.9%	4.5%	4.6%	-0.7%
Protected characteristics:				
Male	37.5%	42%*	39.8%	-2.3%
Female	62.2%	58%*	60.1%	2.1%
Under 21	44.1%	48%*	43.2%	0.9%
Over 21	55.9%	52%*	56.8%	-0.9%
White	96.6%	97%	96.3%	0.3%
BME	2.6%	3%	2.8%	-0.2%

Ethnicity not known	0.8%	-	0.9%	-0.1%
No known disability	76.8%	83.7%	84.2%	-7.4%
Has a disability	23.2%	16.3%	15.8%	7.4%
Care leaver	1.5%	1.7%	1.4%	0.1%
On STEM courses	27.8%	31%*	26.8%	1.0%

**Targets were revised in the 2019-20 ROA reflecting changes in 2017-18. In particular the impact of the new nursing undergraduates who were predominately female, with an older age profile than initially expected. The on-going review of the STEM curriculum also affected the profile of any anticipated growth in STEM entrants.*

As stated previously, headcount and FTEs in our own internal calculations for non-controlled fundable students fell in 2018-19 compared to the previous year. However, the margin of decrease that seems to be showing using the SFC national measure counting methodology is far greater than we would recognise. Analysis of the HESA core files suggests shifts that need further investigation.

- Full-time and part-time degree SDUE actually increased in 2018-19
- Part-time OUG SDUE fell by 398. Within this category, a significantly higher number of entrants were on undergraduate course aim codes not included in the national measures definition – 472 compared with 279. This may suggest a different pattern of part-time attendance or possibly a change of course aim code in our/HESA system.

Section 2: High quality learning and teaching

1. Enhancement - Learning and teaching strategy

The university has been progressing the three strands of work around the QAA Scotland national enhancement theme 'Evidence for Enhancement: Improving the Student Experience'.

- Strand 1: linking evidence to curriculum enhancement. Projects have been identified on piloting surveys within a networked HN; increasing student engagement with surveys; using evidence at a programme level and use of region-wide surveys
- Strand 2: Linking student representation to enhancement (lead by a HISA officer). A one-day Student Rep Summit was held in February 2019. Projects in this strand are enhancing belonging and representation for online and distance learning (ODL) students and closing the feedback loop.
- Strand 3: Linking feedback to progression. A two-day Assessment and Feedback Symposium was held in November 2018. The project in this strand is looking at feedback as dialogue within different disciplines, using the BA (Hons) Social Sciences and BSc (Hons) Bioscience programmes.

Evaluative Reports and Enhancement Plan (EREP) reports: links to academic partners' summaries of progress in appendix one.

2. Gaelic plan

The university's 2019-22 Gaelic Language Plan has been approved and progress is being monitored. The plan shows our continued and growing commitment to the Gaelic language and the important place the language has within the university. Lews Castle College UHI and Sabhal Mòr Ostaig UHI have their own Gaelic Language Plans

3. Student representation and HISA. HISA and local officers have continued to make significant progress on local student partnership agreements with many now signed by academic partner

principals. Partnership agreements are one mechanism through which students lead on university initiatives. The Student Rep Summit held in Feb 2019 was attended by HISA officers, deputies and student reps from across the university and aimed to engage students as creators and users of evidence. The interactive sessions included developing KPIs and student representation which will be taken forward by HISA.

4. Statistical data (national measures) - reflection on progress on attainment, retention, satisfaction and employability

Further education

National Measure 4: Proportion of enrolled students achieving recognised qualifications

The region routinely exceeds the national benchmarks for full-time further education student attainment, some of the colleges in the region have the highest student rates in the sector. In 2017-18 the attainment rates was 70%, against a national benchmark of 65.3%. In 2018-19, the rate fell slightly to 68.4%. This was disappointingly one percentage point below the regional target and 0.3% below the national target. Only two colleges in the region improved attainment rates with one recovering from an anomalous drop in previous year. All other partners reported a fall in attainment, albeit minimal for some and where attainment rates had previously exceeded 70%, well above the national benchmark. Partners will be working collaboratively to address the drop in attainment as part of the agreed regional enhancement activity.

The region benefits from working collaboratively through regional structures overseen by the RSB to support quality enhancement. The regional Quality Forum has worked to harmonise quality management arrangements over the past few years and in 2018-19 instigated for the first time, regional subject review arrangements, working with practitioners to address issues where attainment levels were low and facilitate sharing good practice where it was identified. In each of the previous two years, there has been some fluctuation in attainment rates with one partner each year experiencing a significant decline. In each case the reduction in attainment has been corrected within one year.

In 2017-18, the RSB worked with partner colleges to develop a Regional Strategy for the Enhancement of Student Attainment in Further Education. This was primarily designed to address the attainment gap between mainstream students and those with protective characteristics and was implemented in 2018-19. The impact of the collaborative activity across the region has been notable. In 2018-19 the reported attainment rates for full-time further education students residing in SIMD10 areas in the region (68.7%) improved by 3% and equalled those of the mainstream student cohort. The attainment rate for part-time senior phase school pupils on vocational programmes delivered by colleges was 72%. This is 10% below the region's mainstream part-time student attainment rate but 4.4% above the last national benchmark.

The region has experienced steady growth in the numbers of enrolled students declaring care experience and more of these students are successful in achieving their qualification aims. In 2018-19 attainment rates for care experienced students improved by over 11%.

The proportion of young people aged 16-19 on full-time further education programmes achieving a qualification was 66%, slightly below the overall full-time attainment rate of 68.7% and a slight fall from the 67.8% recorded the previous year. Although this was still 2% above the last reported national benchmark, it will be a focus for improvement in 2019-20.

The success the region has had in reducing the attainment gap for students with care experience and removing it for students from areas of multiple deprivation has clearly demonstrated the value of working collaboratively on these challenges and deploying resource regionally.

One such collaborative development has been a regional approach to learning and teaching review. Several colleges in the region had mechanisms in place through which they undertook an evaluation of learning and teaching. Through this, colleges engaged staff in a professional dialogue which informed local programmes of staff development and facilitated transfer of effective practice. During 2018-19, we built on these foundations to develop a regional approach to learning and teaching review that provides colleges with a process by which learning and teaching practice can be evaluated against the recently published Professional Standards for College Lecturers. This developmental practice has been well-received in the colleges where it has been piloted and will be implemented across the rest of the region's colleges from 2019-20.

Measure 9 Student Satisfaction

In 2018-19, the region's colleges reported an overall satisfaction rate in further education of 94.1%. The last published sector benchmark was 91%. The response rate to this survey varies across the partnership and work continues to improve this where response rates are low. More than 96% of respondents agreed that students were expected to take responsibility for their learning and 86% felt they were able to influence learning on their course. More than 90% of respondents reported that the way they were being taught helped them learn and 93% believed that they were being helped to develop knowledge and skills for the workplace.

National Measure 8: Leaver Destinations

The SFC College Leaver Destinations publication reports refers to those qualifying from college programmes in positive destinations 3-6 months after leaving. Nationally, a target was set to establish confirmed destinations for 88% of leavers. The region exceeded this target in 2017-18 confirming the destinations for between 88.9% and 96.5%. Nationally, of all SCQF 1 – 6 sector leavers with confirmed destinations, 89.1% had positive destinations, the equivalent for all SCQF 1 – 6 qualifiers was 95.4%. Within the region, of the college qualifiers with a confirmed destination 95.6% had a positive destination, an improvement of 0.8% from the previous year.

Higher education

Student overall satisfaction (including national measure 7):

	<i>2018-19</i>	<i>2017-18</i>
National student survey	<i>84.5% (benchmark 84%)</i>	<i>85% (benchmark 83%)</i>
Postgraduate taught experience survey (PTES)	<i>89% (Scottish average 80%)</i>	<i>79% (Scottish average 78% (2016-17))</i>
Postgraduate research experience survey (PRES)		<i>87% (Scottish average 82% (2016-17))</i>

The NSS result consolidates the improvements made last year, achieving our benchmark with only a small decrease in overall satisfaction. Our targeted action planning process continues to have a positive impact with several programmes undertaking this process seeing significant improvement in their overall satisfaction scores.

The result in the PTES places the university tenth out of the 84 HEIs who took part in the survey and represents a 10% increase in overall satisfaction compared to the previous survey.

See research section for comment on PRES

Retention (including national measure 6):

	Degree	Benchmark	Other undergraduate	Benchmark
2017-18 entrants	14.3%	9.4%	17.2%	16.0%
2016-17 entrants	11%	9.4%	16.1%	16.8%

The increase in non-continuation is disappointing, with some data issues contributing to the outcome. It should be noted that our young degree entrant measure is particularly affected by a relatively small population size, which means this is a volatile statistic. Also our regional mission to widening access to further and higher education, including providing opportunities for students to join us at any point in their studies, means our students take many different journeys. This includes the option to leave their course when a suitable job becomes available, because of new caring commitments, or because of a change of location and that is a decision personal to them. However we are taking a closer look at our data and have also recently received final feedback on our commissioned market research study on withdrawal and progression, the non-continuation strategy group will be preparing an action plan as a result.

Employability Higher education

Full results from the first graduate outcome survey will not be available until April 2020 for 2017-18 graduates. As the first survey has progressed through the different cohorts we have been concerned by the response rate and resulting validity and reliability of any results even at an institutional level, but certainly to allow the level of analysis usually done internally to inform our academic partners and subject networks.

Section 3: A developed work-force – employer engagement and curriculum development

1. Employer engagement

The university's ESIF funded curriculum development employer engagement team continued to work with the subject networks across the partnership and evidence their impact throughout 2018-19, specifically:

- Eight new degree programmes supported through employer surveys, environment scanning, alumni surveys and focus groups
- 10 programmes supported through revalidation, bespoke modular development and development of PG options and pathways
- 448 businesses participating in market research surveys
- 105 external speakers involved in a range of activities eg classroom talks, mock interviews and student development days
- 44 new placements with a further 33 businesses expressing an interest in hosting a placement. Since the start of the project there has been a 58% growth of placement and work experience opportunities.
- 47 businesses engaged in advisory board activity
- 35 multi-purpose industry insight videos produced ie career insight, curriculum promotion and commercial awareness

- 69% of all businesses contacted and engaged have been new contacts. Value was directly added also through renewing contacts and offering a more integrated service supported by a named point of contact.
- There has also been a 36% growth of employer engagement in the development and currency of the curriculum.

The team is incorporated within Careers and Employability and have supported integrating and delivering careers and employability services through the curriculum. For example:

- A career/employability programme in the BSc (Hons) Computing is now in its second year. This programme is co-designed with the programme leader. Up to 50 students take part in each workshop with employer input.
- A pilot Employability Conference for HNC/D Equine Studies students ran during 2018-19. This was a day-long conference involved 20 students. The day included skills exercises, mock interviews, CV clinics and inputs from local employers. Feedback from the event was excellent and the event is now an established part of the course curriculum.
- Within the creative industries, a collaborative programme was run with a variety of local employers including Fort George, HM Prison Inverness, Urquhart Castle and Historic Environment Scotland where students from courses within creative industries were commissioned to create a piece of work with each of the employers.

At the end of 2018-19, the Careers and Employability Centre convened an Employer Advisory Group. The goal of the group is to provide input, advice and guidance to the centre in shaping current and future strategies across a wide variety of career development and employability practises. The Advisory Board includes representatives from prominent recruitment consultants and various business associations representing their membership. Our new online careers platform – FutureMe –currently has 781 employers registered, with 142 based in the university's catchment area.

2. Statistical data: progress on national measures

Further education

National Measure 6: The number of full-time learners with substantial work experience as part of their programme of study

During 2018-19, the region's colleges worked collaboratively to develop a Further Education Strategy for Work Experience. The strategy aims to further enhance student retention, attainment and post-course success across the region. Specifically, two key aims have been agreed:

- To ensure that all students have access to high quality, meaningful work experience and industry practice in line with the SFC Work Placement Standard
- To contribute to increasing the college leaver positive destination rates, consistent with national benchmarks by 2021 and maintain improvement thereafter.

The region to date has not adopted a standard approach to data collection for work experience, this will be prioritised in 2019-20 to enable a robust regional benchmark to be established. Current reports show only 22.4% of students having substantial work-experience as part of their programme of study. Nationally, this benchmark is reported as being 21%. This work experience measure however adopts a very narrow definition of work experience, limiting the count to those enrolled on a 40 hour work experience unit. In reality, most work experience spans several units of a programme of study and is not formally recorded on the student records

system. Through the development of more work experience opportunities, employer guidance for work experience and evaluation of placements, the region intends to develop more appropriate data capture mechanisms that will better reflect the amount of work experience being undertaken while also enhancing the quality of this activity.

3. Higher education curriculum developments

Health, social care and life sciences

The university continues our participation in the ScotGEM programme supporting delivery for students in the region and promoting the opportunity to our students, graduates and wider population within the highland and islands.

The university recruited the first cohort of 18 students to a shortened pre-registration PgDip Midwifery in January 2019. The programme was designed for registered adult nurses wishing to move into this specialism where there is high workforce demand.

Our innovative BSc (Hons) Optometry should be delivered for the first time in September 2020. Approval from the General Optical Council is expected soon.

During 2018-19, a range of health and social care CPD awards were identified through consultation with the sector using an ESIF-funded curriculum development post aimed at strengthening and supporting the changing needs of the health and social care workforce. The following CPD awards have been put forward for development and delivery:

- Palliative and end of life care
- Mental health
- Forest kindergraten
- Oral health science
- Holding all the ACEs – challenging adverse childhood experiences and building resilience

STEM

The university continued to review the STEM curriculum throughout 2018-19, through an engineering and digital task force, the developing STEM strategy and also in light of various initiatives coming through the City/region deals, including links with major employers, inward investment opportunities and significant advances in technology and infrastructure.

STEM strategy: the university has been working with HIE, SSA and SFC to define a model that works for STEM partnership across the region. The model will be based on satellite hubs around academic partners with STEM activity, and representation from these groups into the Highlands and Islands Regional STEM Partnership. The first meeting of the Highlands and Islands Regional STEM Partnership will be 28 Nov in Inverness. Baseline data on our FE and HE STEM activity is being collated. The university is working on our STEM strategy to feed into the regional activity.

Engineering and Digital Task Force: the taskforce was establishment of 'do something Different' in order to meet the once in a generation opportunity presented by the regional investment being made by the UK Government, Scottish Government and private companies in the Highlands and Islands. A review of the current provision showed that enrolments on the university's engineering provision has been falling, partly a result of our new networked degrees proving to be problematic to run and less attractive than anticipated. The university model has a clearly identified advantage in being able to offer FE, HE and research to potential commercial

partners but changes are required to take full advantage. The task force has agreed to support the newly developed engineering management group in developing and implementing a strategy for engineering and related disciplines. The university will also develop a connected network of advanced technology centres to harness emerging strategic themes for local, regional and national benefit, in close association with colleagues in Highlands and Islands Enterprise.

Advanced manufacturing challenge fund: three bids were successful in the first round for this funding, which are being supporting through to the next stage: Advanced manufacturing in the West Highlands for SMEs (WHC); mobile and static equipment for timber technology and modern methods of construction (IC partnering Construction Scotland Innovation Centre) and BatteryNorth – lifecycle engineering research centre for SMEs and academic staff in battery and renewable energy sectors.

Aviation, aerospace and space: there are particular developments within this area that are being taken forward, particularly through the Moray and Tayside growth deals.

The BEng (Hons) Graduate Apprenticeship recruited 13 students in 2018-19 and 10 in 2019-20.

Our BSc (Hons) Applied Software Development in collaboration with IBM was launched in September 2019 for 2020 entry. Through the link to IBM, students will have access to the latest technologies, with world-class technical input to add a real business context. The innovative study method replicates modern software development practices.

The new BSc (Hons) Aircraft Maintenance Engineering and Management recruited a cohort of 21 first year students in 2019-20. This degree encompasses the industry recognised practical qualification for aircraft maintenance, EASA Part 66, giving graduates work-ready skills and offering degree opportunities for engineers already holding the ESAS Part 66.

Our new MSc engineering recruited a first group of eight students in 2019-20.

Teacher education

A new qualification was promoted for 2019-20 entry through local authorities in our region. The additional teaching qualification in computing is aimed at GTC qualified teachers looking to gain a second subject and also addressing a teacher shortage in computing across the region. Six students have started for far in 2019-20.

During 2018-19, the university approved the development of a BA (Hons) Theological and Philosophical Studies with Education in response to the Scottish Government's prioritisation of religious and moral education for teacher training and recruitment, following identified teacher shortages in this subject.

Early learning and childcare

See page four for details of the men in childcare initiatives.

The pilot of the BA (Hons) Early Education and Childcare Graduate Apprenticeship recruited 15 in 2019-20.

Sabhal Mòr Ostaig UHI launched the HNC Childhood Practice in the medium of Gaelic in 2018-19, with seven part-time students.

Section 4: Internationally competitive and impactful research (see appendix two for a summary of the impact of the REF funding)

1. Enhancing partnership working and collaborations

The university's involvement in a number of research pools continued through 2018-19. We are the national lead for the SOILSE and SAGES research clusters and are also closely involved with MASTS. The university's first involvement as core members of the SUPER DTP and the DTP associated with the Scottish Graduate School of Arts and Humanities in 2019-20 is further evidence of partnership working, and builds on our existing arrangements with the Scottish School of Social Sciences.

The university is implementing the first year of the approved GCRF strategy in 2019-20 including allocation of approximately £120K across a number of projects covering a wide range of ODA countries and disciplines.

During 2018-19 a number of new partnerships were strengthened. For example in the blue economy our collaboration with the University of Stirling and Heriot Watt University underpinned both the submission of a second bid to the Strength in Places Fund and the development of a blue economy prospectus. A further example is our developing work with Scotland's Rural College relating to Natural Capital in the Blue and Green Economy. There were other numerous examples of partnerships with other institutions and bodies throughout all disciplines, and the university's Institutes of Northern Studies and Archaeology have been noticeable in this activity.

Arrangements for interdisciplinary focus on the university's four research clusters continues. All clusters took the opportunity to arrange networking sessions at the UHI Conference in December, in addition to a range of themed seminars and workshops.

The university's research work has significant dependency on European funding of various kinds and Brexit creates a great deal of uncertainty. Two examples illustrate the point. Firstly, of the approximately 165 research students, nearly 50 are European funded, and the university is currently looking for alternative funding streams. Secondly the university is a key partner in the Inter-reg funded Bryden Centre in the field of energy and involving institutions in Northern Ireland and the Republic of Ireland.

3. Enhance performance in the next REF

In 2018-19, a systematic approach was taken to preparation for REF 2021, including:

- A mock REF event in June 2019. This involved a full day of scrutiny for each of the seven Units of Assessment (UOA) to be submitted. The panels consisted of internal peers and external critical friends.
- A specific scrutiny event for the case studies associated with each UOA was held in March 2019, and involved a critique, again from internal peers and also external consultants.
- The Code of Practice for the REF was developed during the year, with consultation in the spring prior to submission to the national REF team in June 2019. In August the university was informed that this has been approved subject to one minor clarification.
- Two professional development events were held during the year, one for case study preparation and the other related to unconscious bias. Both events were for UOA leads and core staff involved in REF 2021 preparation.
- Two drafts of the Institutional Environment Statement have been completed

- The Vice Principal (Research and Impact), the Dean of Research and members of the core administrative team have attended a range of external events, this ensuring that sector wide developments are properly reflected in the university's submission.
- The Dean of Research was appointed to the national REF panel related to the development of arrangements for the Institutional Environment Statements.

All of the REF activities were developed through the university's REF Managers' Group and the REF core administrative team.

4. Ensure a high-quality environment for research training and development

The university provided a number of opportunities for staff development in 2018-19

- The UHI 2018 Research Conference took place at Perth College UHI on 11-13 December 2018 and was attended by over 240 research staff and postgraduate research students. Sessions covered a wide range of topics, including: maintaining and supporting PGR student mental health and wellbeing; mentoring in the university; research, knowledge exchange and impact in Scotland; Brexit and the future relationship of Scottish HE with Europe. A number of external speakers took part from organisations such as Scotland Europa, Innovate UK and the Scottish Funding Council.
- The University has a number of funding streams for staff to access professional development. We allocate funding every year for a number of staff to undertake paid research sabbaticals to support the development and further embedding of a research and scholarship informed culture. Normally four or five sabbaticals have been supported per year with each sabbatical lasting three months full-time.
- Other funds are administered through the university's Learning and Teaching Academy, and within this context we have established a structured mentoring scheme for early career researchers, with links to the university's accreditation framework for Fellows, Senior Fellows and Principal Fellows of the Higher Education Academy.
- The university provides funding for staff to attend research conferences of national or international standing to enable them to enhance their individual research profile and develop networking arrangements for future personal and institutional benefit.
- Equality and diversity are fundamental to all opportunities for staff development and was reflected in the university's Athena Swan application in 2016 which led to a bronze award. We have been preparing for our application for Athena Swan re-accreditation. 10 staff were supported to participate in the Advance HE Aurora Leadership Development programme.
- PGR Supervisor Training – May 2019. 1-day event, with sessions covering the viva process, student mental health awareness and supporting and developing students – including training needs analysis and establishing roles and working practices.
- The University together with Highlands and Islands Enterprise hosted Sir Mark Walport from UKRI in June 2019. This visit provided an networking opportunity for staff in health, environmental science and humanities.

Specifically for research students, a key focus of the university's Graduate School's is training and development. In 2018-19, activities included:

- PGR Induction – 43 participants
- Presentation Skills – November 2018. Five participants.
- Vivomotion Workshop: how to create a 2-minute film and a 2D whiteboard animation about a research topic - February 2019. 27 participants

- NVIVO Training – February 2019. Eight attendees. Qualitative data analysis software training
- Viva Training – April 2019. Seven attendees.
- Writing Retreat – April 2019: Nine participants.
- Skills Training – May 2019. Six attendees. Included managing your time, managing yourself and building creativity and innovation into research and work
- Writing for international students – June 2019. Three participants. Workshop, supporting the development of English language writing skills for non-native speakers.

Further training is available through academic partners and additional opportunities are provided through the university's membership of the Scottish Graduate Schools for Arts and Humanities, and for Social Sciences, and the MASTS SuperDTP.

A notable achievement was our 2019 PRES results which revealed that the overall satisfaction for our students responding was 85%. This was 4% higher than the score for all participating institutions, 4% higher than participating Scottish institutions, 5% higher than the score for Post-92 institutions and 7% higher than the score for MillionPlus Group institutions.

Section 5: Greater innovation in the economy

Seven KE sectoral hubs are currently active within the university focused on: aquaculture, energy, rural health, sports and well-being, tourism, creative economy and water quality innovation. These groups were created to help facilitate and support the main SFC UIF priority outcomes as outlined in our regional outcome agreement. Targets for each group were designed to align with one or more of the UIF priority outcomes. The groups are now progressing towards their UIF driven goals and report quarterly, in terms of performance against targets.

In addition, a separate UIF funded project has been providing training for staff and students in entrepreneurship, including a 3-day boot camp delivered in January 2019, two Enterprising Researcher one day workshops delivered in May 2019 as well as a business idea competition run in October/Nov 2018.

The university has also been actively involved in all the UIF-driven RCDG-led national collaborative initiatives contributing to the strategy and planning process for each of the four main cluster groups. In addition, we are a member of the Innovation Cluster steering group (with Aberdeen University and UWS) and are leading the innovation cluster strand focused on stimulating SME demand. During 2018-19, this strand has focused on two main activities:

SME mapping

- The universities, in collaboration with key stakeholders (including Innovation Centres, Interface, Research Pools, SE/HIE and the Scottish Government) are mapping the SME innovation journey with a view to creating a new tool. This tool would set out options at each stage of the SME journey for advice, support and funding and is, initially, intended for KE practitioner use. However, the map could be further developed for other users including possibly, SME themselves. It is hoped that this innovation journey map will enhance the quality of support and, in time, increase the number and quality of business-led innovation projects with university collaborators, leading to greater impacts on the companies involved and the Scottish economy

SME demand stimulating events

- Working with key stakeholders (as above plus e.g., Can-do and Venturefest), to develop a platform to produce a self-sustaining pipeline process for creating and delivering collaborative events focused on stimulating the demand from SMEs for university innovation services.

The outcome agreement target of securing a sustained income exceeding £10 million by 2020-21 is on course with a total KE income for AY 2017-18, as submitted in November 2018, running at around £10.5 million.

The 2018-19 SFC Outcome Agreement target of ten SFC Innovation Vouchers (IVs) has not been achieved. Unfortunately, only seven standard Innovation Vouchers were “live” during AY 2018-19:

Standard Innovation Vouchers:

- Cromarty Harbour Trust, awarded April 2019. Project end: 15 June 2019 (Engineering)
- CogniHealth Ltd, awarded January 2019. Project end: 15 August 2019 (Health)
- The Reindeer Company, awarded September 2018. Project end: 01 February 2019 (Tourism, Environmental)
- Norse Pilgrim Ltd. awarded February 2019. Project end: November 2019 (Agriculture)
- Biomatrix, awarded April/May 2018. Project End (after successful project change request) November 2018. Final report submitted January 2019 (Environmental)
- Crubag awarded July 2019. Project end: to be confirmed (Creative Economy)
- Shetland ForWirds awarded July 2019. Project end: December 2019 (project start September 2019) (Creative Economy)

The fact that this target has not been met was not unexpected. Researchers and academics had been indicating for some time that the time and effort required to apply for and complete an Innovation Voucher was significantly more than the (up to) £5000 funding available. This issue was highlighted through the RCDG Innovation Cluster at the SME demand stimulation workshop in January 2019 and escalated to the Research and Commercialisation Director Group (RCDG) and in turn to the Research and Knowledge Exchange Committee. However, to date, there has been no move by SFC to increase the standard innovation voucher award. The university therefore decided in September 2019 to use some of its UIF outcome grant to supplement newly won IVs with an additional £2500 per voucher. It is hoped that this will re-incentivise researchers and help the university achieve its increasing year-on-year targets for IVs.

However, no increase in funding for IVs is still a barrier to the university achieving our ambitious targets, as all Scottish Universities will, no doubt, have set rising year-on-year targets for IVs in their outcome agreements with SFC, but the total number of vouchers available has remained the same – so in effect the universities are currently being set up to fail on Innovation Voucher targets.

During 2018-19, the university also invested UIF funding a new Industrial Strategy Challenge Fund (ISCF) project aimed at increasing income to the university and its consortium partners from ISCF and other similar grand challenge/UKRI programmes. This included the creation of a new post as well as a challenge fund.

The university is currently leading a ~£25 million bid for a UKRI ‘Strength in Places’ Call. The application was submitted in October 2019. The consortium consists of around thirty organisations including Stirling and Heriot Watt universities, private companies and two Innovation Centres (SAIC and IBioIC) as well as SEPA, the Crown Estates and the European Marine Energy Centre (EMEC).

Section 6: High performing institutions

Work continued with the region’s colleges in 2018-19 to develop the standard policy infrastructure bringing a greater level of consistency to the student experience. This project has developed ten regional policies, several spanning further and higher education. The first policies were student-facing

further education policies including academic appeal, admissions, essential skills, fee waiver and guidance. Those spanning further and higher education were equality, diversity and inclusivity; learner support; promoting a positive learning environment; safeguarding and student support funds.

The project has also provided support to create the partnership-wide mental health strategy through the mental health and counselling manager. Quality Managers have been supported in their work to develop cross-partnership further education quality assurance processes mirroring those at higher education level. Work has been undertaken with student data specialists to streamline processes throughout the student journey and PVG applications across all academic partners ensuring the same costs for students and sharing of information as early as possible the application process.

As well as bringing greater levels of consistency to the student experience and sharing and building on best practice, the project has brought additional benefits to the region. These include reducing risk and building resilience in colleges where specialist functions are often only one person deep, creating communities of practice to facilitate on-going professional dialogue and creation of efficiency through reduction in duplication of activity. The standard policy infrastructure and common working practice will support the region's enhancement plans and achievement of regional outcome agreement targets

Evaluative Reports and Enhancement Plan (EREP) reports: links to academic partners' summaries of progress in appendix one.

Equality and diversity

The university partnership has reported on progress on our equality outcomes and mainstreaming report. The university report focused on co-ordination across the region and facilitating consistent approaches to planning, reporting and monitoring. Successes noted included:

- Increased capacity through full-time E & D advisor at the university executive office
- Establishment of a cross-partner working group to develop a single E & D policy
- Exploring a cross-partner gender action planning process
- Initial plan with Advance HE to ensure greater cross partner involvement in HE sector and college liaison groups.

We are involved in the Advance HE disabled staff recruitment project to increase the number and proportion of staff with declared-disabilities and long-term health needs. The project will receive practical support from the third sector, and allow us to feed into national policy and procedure.

Sustainable institutions

FE measure 10 and HE measure 14: Gross carbon footprint (tCO₂e)

Each of the region's colleges produces a Climate Change Report and reports on its carbon emissions. A request has been made to the Sustainable Scotland Network (SSN) to allow the region to produce a single Climate change report which would enable us to produce aggregate carbon emissions data. Due to a forthcoming Scottish Government review of the Climate Change Report process, SSN has requested that all relevant institutions in the university partnership submit Climate Change Reports as normal by October 2019. However, SSN understand the logic of our request and we will be asking for their support when the review and consultation begins. In the interim period each college will continue with individual climate change reports but will participate in a regional Carbon Management and Sustainability Project Board with delegated authority from Partnership Council to research and initiate projects and work packages in the carbon management and sustainability sphere. This board will also oversee the production of a regional carbon management plan in subsequent years.

Engagement Committee

DRAFT Minutes

Meeting reference: Engagement 2019-20/02

Date and time: Thursday 07 November 2019 at 5.30pm

Location: Room 019

Members present: Sharon Hammell, Board Member (Chair)
Debbie Hutchison, Board Member
David Livingstone, Board Member
Lynn Oswald, Board Member
Margaret Cook, Principal
Amy Studders, President HISA Perth

In attendance: Lorenz Cairns, Depute Principal (Academic)
Catherine Etri, Associate Principal (Curriculum)
Veronica Lynch, Vice Principal (External)
Katy Harrington, Head of HR & Organisational Development
Ian McCartney, Clerk to the Board of Management

Apologies: John Dare, Board Member (Staff)
Michaela Asisten, VP Education & Engagement HISA Perth

Chair: Sharon Hammell
Minute Taker: Ian McCartney
Quorum: 3

Summary of Action Items			
Ref	Action	Responsibility	Time Line
6.2	Student Partnership Agreement Clerk to liaise with Principal, HISA Perth and Marketing to arrange for official signing of Agreement	Clerk	ASAP
8.3	International Strategy Further clarity required on income and surplus levels	Vice Principal (External)	F&GP/Audit meetings
8.3	International Strategy Publish final paper following redaction of Appendix 3	Clerk	Completion of approval cycle

Minutes:

Item		Action
1.	Welcome and Apologies The Chair welcomed everyone to the meeting. Apologies were noted.	
2.	Additions to the Agenda There were no additions to the agenda.	
3.	Declaration of Interest in any Agenda Item There were no declarations of a conflict of interest.	
4.	Minutes of Meeting held on 29 August 2019 The minutes were approved as a correct record.	
5.	Matters Arising from Previous Minutes	
	<p><u>6.1 HISA Perth Plan of Work</u></p> <p>Action: Plan to be circulated once additional details around targets, etc had been added</p> <p>Action Update: Verbal update provided as part Agenda Item 6.1; HISA Perth President to distribute full Plan of Work prior to next meeting.</p> <p><u>6.2 Student Partnership Agreement</u></p> <p>Action: Progress to be reported at next meeting</p> <p>Action Update: Completed Agreement on Agenda as Item 6.2</p> <p><u>10.1 Promoting a Positive Learning Environment</u></p> <p>Action: Clerk to liaise with the College's Quality Manager to provide clarity of role definition under Section 7.1 of policy</p> <p>Action Update: Deferred to next meeting</p> <p><u>10.2 Student Code of Conduct</u></p> <p>Action: Clerk to discuss issue over wording with the College's Quality Manager with a view to providing HISA with clearest advice on taking the matter forward.</p>	

	<p>Action Update: Deferred to next meeting</p> <p><u>12 EDIT – Disability Confident Scheme</u></p> <p>Action: Clerk to explore lapse of Scheme and respond to Committee</p> <p>Action Update: Scheme still operation, matter discussed at EDIT and carried forward to November meeting</p>	
6	Student Engagement	
*6.1	<p>HISA Perth Update</p> <p>President HISA Perth provided a verbal update, summarising the range of work carried out by the HISA Perth team since August.</p> <p>Main points noted included; a shift from output to outcome based work; a higher level of Communications, with particular focus Class Reps, Societies, Halls, and Online communities; working collaboratively with the college and external organisations in order to increase capacity and develop partnerships; ensuring systems are in place to ensure better accountability to our members and stakeholders in terms of outcomes and properly communicate the difference and value we bring to the college, and the wider Perth community.</p> <p>President HISA Perth note that the Association is investigating the possibility of recruiting a student Communications Intern to increase and better manage the promotion and communication of HISA Perth activities, with particular focus on developing the Association' social media presence.</p> <p>President HISA Perth extended thank to the College for assistance provided in the training provided to Class Reps, in particular the staff support provided in the delivery of numerous training sessions. Feedback from the Reps was positive, and the shift to more interactive sessions than in previous years was well-received.</p> <p>HISA Perth President informed Committee that the planned Rep Conference has been postponed until January due to staffing shortages, and to ensure there is enough time to produce a high-quality event.</p> <p>HISA Perth President noted that the GYST (Get Your Self Together) campaign - focusing on some of the real issues that affects students, eg identity, mental health, welfare, hate crime, bullying, security, etc - is due to start on 4th November, and the workshops are being heavily promoted across the College.</p>	

	<p>HISA Perth President also noted that the Association is currently working with the local Council regarding Council Tax Exemptions during the summer for our students progressing from HND to Degree programmes.</p> <p>Committee noted that HISA Perth is currently producing an internationalisation strategy, with a focus on ensuring more culturally diverse (including free-from) food offerings are available on campus; working with the Languages, ESOL and AST to create a buddy system to aid International students better integrate into our community; and assist in the promotion of different cultures and languages to provide students with an edge in employment within a more globalised world.</p> <p>HISA Perth President also noted that the Association will be heavily promoting a Voter Registration drive in advance of the General Election, and asked for assistance in ensure IT facilities were available to assist in this campaign.</p> <p>Board Member noted amount of work being undertaken by HISA Perth and sought reassurance that this was being reflected within the Plan of Work. HISA Perth President confirmed that the Plan of Work would cover the core aspects noted in the verbal update.</p> <p>Chair asked HISA Perth President to expand on the staffing shortages raised during the update. HISA Perth President noted that HISA had arranged for temporary cover and additional support to be in place whilst a key staff member was off sick.</p>	
*6.2	<p>Student Partnership Agreement 2019/20</p> <p>President HISA Perth introduced the Student Partnership Agreement for 2019/20, noting that the themes had been developed following input by SRC during AY 2018/19, and that the Agreement had been scrutinised and approved by the most recent meeting of Student Engagement Group.</p> <p>Board Member noted a number of positive aspirations within the Agreement, however asked how certain aspects of the Agreement could be resourced, eg the move to paperless classes and course materials. Principal noted that the wording used within the document was a positive factor as it reflected the longer-term nature of the aspirations.</p> <p>Committee APPROVED the Student Partnership Agreement 2019/20. Clerk to liaise with Principal, HISA and Marketing to arrange for a suitable time and venue for the official signing of the Agreement to allow for maximum publicity.</p>	Clerk

*6.3	Student Mental Health Agreement 2019/20 - Update <p>President HISA Perth noted to Committee that the Student Mental Health Agreement was now a UHI—led project, and therefore does not need approval by partner Colleges. President HISA Perth further noted that HISA Perth would be represented on the UHI committee leading the project.</p> <p>Following a question from the Chair regarding the effect this may have locally, President HISA Perth noted that the approach to the Agreement will be a more generic framework with a small amount of localised input.</p> <p>Principal noted on related topic that Scottish Government funding of 80 counsellors within post-16 education was due to be finalised, and that UHI approach was likely to be centralised retention of this funding with a division of resource to academic partners will be confirmed via Partnership Council.</p>	
7	Performance Monitoring	
7.1	Balanced Scorecard <p>Clerk noted that not enough raw data had been provided to produce a meaningful commentary scorecard at this point, with particular shortfall related to the number of full-time programmes containing substantial work experience, and the number of students undertaking apprenticeships.</p>	
8	External Engagement	
*8.1	External Engagement Update <p>Vice Principal (External) apologised for the late tabling of the External Engagement paper, which was due to a recent business trip to China, before summarising the document.</p> <p>Vice Principal (External) noted in particular that Perth College was now the top-rated British Council Language School in Scotland; that the partnership with the Hunan Institute of Engineering continues to develop with the highest number of students now progressing to degree level, which will prompt a review of the delivery model given future expansion; that routes to new partnerships are looking favourable in China, US and India; and that the Statement of Assurance from Education Scotland related to UKVI Tier 4 licenses had noted the College's "exemplary practice".</p> <p>HISA Perth President noted the paper's reference to the visit of</p>	

	<p>Richard Lochhead (Minister for FE, HE & Science) to the campus, and asked why the Association had not been informed of this campus visit. Principal apologised for this oversight and assured the Association that such an omission will not be repeated.</p> <p>Board Member queried the focus on developing links with China given the current negative press surrounding digital security and risks. Vice President (External) noted that the College had robust policies and firewalls in place within the ICT department as students based in China can access the College VLE, however consideration was being given to bolstering systems in terms of IP and data.</p>	
*8.2	<p>Business Development Strategy</p> <p>Vice Principal (External) introduced the Business Development Strategy paper, noting that the primary goal is to significantly impact the growth and development of the regional economy, while achieving closer engagement between Business Development and Curriculum teams within the College.</p> <p>Vice President (External) noted that a more focused targeting of sources of revenue would be required, as would better alignment to local and regional business needs. A core aspect of the strategy will be the use of a “key account” approach to business development, rather than selling education-based “products”.</p> <p>Vice Principal (External) concluded by noting that the document was very much in an iterative stage as would need discussion and approval at F&GP and Board level, however the initial staff consultation had already been conducted, and the document provides a framework for how to target new business opportunities.</p> <p>Board Member welcomed the paper, noting that it clearly sets out the direction of travel for this area, however asked for clarification on some key data as some information does not tie in with Council projections in terms of timescales for implementation. Clarity was also sought regarding 2-weekly wage figure within the Business Base.</p> <p>Board Member noted that there was no timeline utilised within the RAG summary. Vice Principal (External) will add this to future iterations.</p> <p>Committee discussed the opportunities provided by the College meeting the needs of micro-businesses and the use of collaborative business spaces</p>	

*8.3	<p>International Strategy (CLOSED Item)</p> <p>Vice Principal (External) introduced paper 5, noting the strategic need for increased sources of income and the opportunity to build on College's international reputation.</p> <p>The proposed strategy provides a phased approach to developing existing international markets and moving into growing and target markets, assisted by the recent changes to post-study work visas.</p> <p>Vice Principal (External) outlined that the metrics in the growth targets were linked to the Strategy Map & Balanced Scorecard section, producing a projected increase in overall Perth College share of revenues from £900k in current year to £2.7m by Year 5.</p> <p>Board Member thanked Vice Principal for comprehensive paper before seeking further clarity on income and surplus levels. Vice Principal agreed, and would produce an updated paper for consideration by Finance and Audit Committees.</p> <p>Committee discussed closed nature of this item, noting that that paper could be published on the website following redaction of Appendix 3 due to commercially-sensitive information.</p>	<p>Vice Principal (External)</p> <p>Clerk</p>
9	<p>Staff Engagement</p> <p>Head of HR & Organisational Development provided update on staffing issues, noting the progress made on job evaluations, and the 6th December deadline for feedback being submitted to the consultation process.</p> <p>Head of HR & Organisational Development expanded on the summary of work being conducted on TOIL, noting that analysis of current levels of TOIL was being prepared for the next meeting of CMT. It was also noted that date for transition from old to new TOIL arrangements would need agreed.</p> <p>Following a brief discussion, Committee agreed that Clerk would discuss issue over wording with the College's Quality Manager with a view to providing HISA with the clearest advice on taking the matter forward.</p>	
10	<p>Board Visibility & Understanding of the Board's Role</p> <p>Chair introduced a discussion item based around the need to sense-check Committee's current understanding of the Board's role around key issues, particularly within the context of the current consultation</p>	

	<p>process, and asked Committee to consider how the Board could be doing anything differently.</p> <p>The discussion resulted in some suggestions for wider consideration, noting that more reassuring messages about the transparency of PCUHI governance processes would be helpful in building and maintaining staff and student confidence in the college's response to financial challenges which are being experienced across the FE sector.</p>	
11	<p>Chair's Update</p> <p>Chair noted an intention to step down from the Board in the new year, and outlined the likely process once a leaving date and succession plan had been agreed.</p>	
12	<p>Committee Minutes</p> <p>The minutes for the following meetings were received and noted:</p> <ul style="list-style-type: none"> • EDIT, 05 September 2019 • Staff Engagement Group, 06 September 2019 • Student Engagement Group, 09 September 2019 	
13	<p>Date of Next meeting</p> <ul style="list-style-type: none"> • 30 January 2020 at 5.30pm 	
14	<p>Review of Meeting</p> <p>The Committee agreed the meeting had covered its Terms of Reference.</p>	

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Status of Minutes – Open ☒ (Except Item 8.3)

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

Chairs' Committee

DRAFT Minutes

Meeting reference: Chairs 2019-20/02

Date and time: Monday 18 November 2019 at 5.30pm

Location: Room 019

Members present: Brian Crichton, Chair of the Board of Management
David Littlejohn, Board Member
Sharon Hammell, Board Member (via video conference)
Charlie Shentall, Board Member
Margaret Cook, Principal

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

Apologies: Jim Crooks, Board Member

Chair: **Brian Crichton**

Minute Taker: Ian McCartney

Quorum: 3

Summary of Action Items			
Ref	Action	Responsibility	Time Line
6	Consultation Update Response to the vote of no confidence motion passed by EIS be passed to the Board for information.	Principal	Before next Committee meeting
7.1	Independent Board Membership of Committees Board members to be approached about taking on Vice Chair or additional Sub-Committee roles	Chair BoM	Next Board cycle
7.2	Staff/Student Membership of Committees Clerk to discuss membership of F&GP/Audit Committee with HISA and seek clarity on their choice prior to joint meeting on 04 December	Clerk	04 December
8.1	External Effectiveness Review Clerk to identify potential reviewers and tie in a Board Development Evening with the process	Clerk	Next Committee meeting
8.2	Board Scrutiny of Health & Safety Health & Safety be a Standing Agenda Item at all future Board meetings	Clerk	Next Board meeting

Minutes:

Item		Action
1.	<p>Welcome and Apologies</p> <p>Chair welcomed everyone to the meeting, and noted Apologies received from Chair of Audit Committee.</p> <p>Chair informed Committee that Chair of Audit Committee will be taking a leave of absence from PC UHI Board of Management activities for the next few months to concentrate on other professional matters in his life. Vice Chair of Audit Committee will deputise throughout this period.</p>	
2.	<p>Additions to the Agenda</p> <p>Chair added a verbal update on the UHI Foundation (now Item 9).</p>	
3.	<p>Declaration of Interest in any Agenda Item</p> <p>There were no declarations of a conflict of interest.</p>	
4.	<p>Minutes of Meeting held on 04 September 2019</p> <p>The minutes were approved as a correct record.</p>	
5.	<p>Matters Arising from Previous Minutes</p>	
	<p><u>Ref 7.1 – Independent Board Membership Of Committees</u></p> <p>Action: Chair of Board to invite Debbie Hutchison to join Finance & General Purposes Committee</p> <p>Action Update: Action had already been completed.</p> <p><u>Ref 7.2(a) – Staff/Student Membership of Committees</u></p> <p>Action: Chair of Board to invite staff and student members to attend Finance & General Purposes Committee and Audit Committee with a formal response requested</p> <p>Action Update: Addressed under Item 7.2 on Agenda.</p> <p><u>Ref 7.2(b) – Staff/Student Membership of Committees</u></p> <p>Action: Clerk to source additional materials on conflicts of interest relating to F&GP and Audit Committees for inclusion in induction training for student officers</p>	

	Action Update: Clerk had sought materials and arranged one-to-one session with HISA Perth	
*6	Consultation Update	
	<p>Principal provide update to Committee, noting that 4 consultation meetings had taken place, with a 5th to follow on 21 November.</p> <p>Principal noted that responses to the Consultation Email address had provided some responses/ideas that were being explored within the confines of the process. In addition, some matters raised during the Text Wall section of the recent Staff Conference were being responded to individually as technical issues meant some texts were not displayed at the time.</p> <p>Principal advised that Consultation response timeframe closes on 06 December, with formal responses provided before the Christmas shut-down.</p> <p>Chair of Board requested that the response to the vote of no confidence motion passed by EIS be passed to the Board for information.</p>	Principal
7	Committee Membership	
*7.1	<p>Independent Board Membership of Committees</p> <p>Chair of Board updated Committee on the proposals for Vice-Chairs received for various Committees:</p> <p>Engagement Committee: Debbie Hutchison F&GP: Craig Ritchie Audit: Ann Irvine</p> <p>Following discussion, it was agreed that:</p> <ul style="list-style-type: none"> • Andrew Comrie be approached about taking on role of Vice-Chair of Academic Affairs Committee; • While no Vice-Chair is required for AST Board as it is a commercial operation, it would be useful to appoint an external Board member; • Engagement Committee be bolstered by adding Katrina Hodgson to the Committee. 	Chair BoM

*7.2	Staff/Student Membership of Committees Chair of Board noted that he had received a response from one staff member, declining the invitation, with no response from other staff member. HISA Perth had responded, requesting that the HISA Perth President attend both Committees. Noting that regulations preclude membership of both Committees, Clerk was instructed to discuss with HISA and seek clarity on their choice prior to joint meeting on 04 December.	Clerk
*8	Board Effectiveness	
8.1	External Effectiveness Review – March 2020 Chair of Board informed Committee that the External Effectiveness Review required by the Code of Good Governance to take place every 3 years, was due to take place before March 2020. Following a brief discussion on the matter, Committee agreed to look at options beyond the previous Auditors appointed to conduct the Review. Clerk to liaise with College Development Network to identify potential reviewers and ensure a Board Development Evening is scheduled at a time that ties in with the review process to ensure appropriate Board input.	Clerk
8.2	Board Scrutiny of Health & Safety Clerk presented Paper 2, which provided information on alternative arrangements for Health & Safety reporting within the College sector, and proposed a range of potential options. Chair of AST stated that the role of Board Champion on Health & Safety Committee was an important link to the Board, citing an example of direct input to illustrate this point. Chair BoM supported this position, noting that the Champion role demonstrated the Board's commitment to health and safety, as expected by the Health & Safety Executive. Committee agreed to retain current reporting/scrutiny route for Health & Safety via Audit Committee, supported by the Board Champion role. It was additionally agreed that Health & Safety be a Standing Agenda Item at all future Board meetings, addressed by Principal, to ensure	Clerk

	Board was advised of any impactful issues or process defects, and to be advised of instances of areas of non-compliance relating to statutory issues.	
9	UHI Foundation – Update Chair of Engagement Committee provided a brief verbal update from last week's UHI Foundation meeting, noting that there was a level of concern that Board members were being overly influenced by Chairs and Principals in providing local inputs across the Partnership. Principal noted that statutes are clear that primary interests of Board members are to their assigned College.	
10	Date & Time of next meeting <ul style="list-style-type: none"> Monday 10 February 2020 at 5.30pm 	
*11	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.

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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** ☐

Academic Affairs Committee

DRAFT Minutes

Meeting reference: Academic Affairs 2019-20/02

Date and time: Wednesday 20 November 2019 at 5.30pm

Location: Room 019

Members present: Margaret Cook, Principal (Chair)
Andrew Comrie, Board Member
Sheena Devlin, Board Member
Lorenz Cairns, Depute Principal (Academic)
Catherine Etri, Associate Principal (Curriculum)
Michaela Asisten, HISA Perth VP Education & Engagement
Deborah Lalley, Head of Student Experience
David Gourley, Head of Learning & Teaching Enhancement
Robert Boyd, Teaching Staff Member on the Committee

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

Apologies: Amy Studders, HISA Perth President
Veronica Lynch, Vice Principal (External)
Martin Price, Chair of Research, Scholarship & Knowledge Exchange Committee

Chair: Margaret Cook
Minute Taker: Ian McCartney
Quorum: 8

Summary of Action Items			
Ref	Action	Responsibility	Time Line
4	Minutes of Meeting held on 8 May 2019 Clerk to amend minutes re student staff members referred to in Item 13.1 did not including Mountain Studies staff.	Clerk	ASAP
6.1	HISA Perth Update Principal/Clerk to investigate working with Who Cares? Scotland as part of the Board's Development activities.	Principal/ Clerk	June 2020
6.1	HISA Perth Update HISA to investigate whether there was an opportunity to do more for student residents over the Xmas period	HISA	ASAP
8.1	Balanced Scorecard Clerk to investigate incorporation of sector/UHI comparison within the Scorecard.	Clerk	Next meeting

Minutes:

Item		Action
1.	Welcome and Apologies The Chair welcomed everyone to the meeting. Apologies were noted.	
2.	Additions to the Agenda There were no additions to the agenda.	
3.	Declaration of Interest in any Agenda Item There were no declarations of a conflict of interest.	
4.	Minutes of Meeting held on 8 May 2019 It was noted that the 6 student staff members referred to in Item 13.1 did not include Mountain Studies staff. Clerk to amend minutes accordingly. The minutes were otherwise approved as a correct record.	Clerk
5.	Matters Arising from Previous Minutes	
	<u>5.1 Actions Arising</u> Action: A Workforce Planning report would come to the next meeting of the Committee Action Update: Deferred to next Meeting <u>6.1 Student Engagement</u> Action: Extending Student Mental Health training to students was to be taken forward with HISA Action Update: Training was scheduled to take place this week. An opportunity had also arisen to potentially extend this training provision in partnership with Perth & Kinross Council <u>12.1 Safeguarding Policy</u> Action: Future revisions to Policy to take place by email with decision confirmed at next meeting of Committee Action Update: Deferred to next meeting.	

6	Student Engagement	
*6.1	<p>HISA Perth Update</p> <p>HISA Perth VP Education & Engagement summarised the key points of Paper 2, highlighting the number of Class Reps trained, the relatively disappointing number of attendees at the GYST sessions despite the positive feedback received about the programme, and the campaign for Council Tax exemptions for progressing students.</p> <p>Board Member commended HISA on the report, noting in particular the desire to work with the College in areas of mutual benefit such as co-creation.</p> <p>Board Member noted the role of College and Board as Corporate Parent and suggested working with Who Cares? Scotland as part of the Board's Development activities. Principal/Clerk to investigate.</p> <p>Teaching Staff Member on the Committee asked whether there was an opportunity to do more for student residents over the Xmas period, possibly in conjunction with ASW, as ASW is open over much of the vacation period. HISA to investigate.</p>	<p>Principal/ Clerk</p> <p>HISA</p>
*6.2	<p>Student Surveys: Student Satisfaction & Engagement Survey</p> <p>Head of Student Experience introduced main findings of the most recent Student Satisfaction & Engagement Survey (SSES) per Paper 3, noting the move to electronic methods for data capture. Response rate of 46% was ahead of the Sector average (43%).</p> <p>Head of Student Experience advised that future versions of the Survey will include comparators to show progress over time.</p> <p>Board Member asked about Action Plan to tackle areas of shortfall. Head of Student Experience noted that Course Teams had undertaken self- and course-evaluations to address. Committee Member further noted that a Digital Skills Strategy was being tabled at the next CMT meeting. Board Member noted that accreditation for digital skills might be available in partnership with Perth & Kinross Council.</p> <p>Committee Member asked about electronic response rates vs paper. Head of Student Experience noted that response rates on paper system was around 60%, however expectations were for an initial reduction in response rate in Year 1 of new methodology.</p>	
*6.3	<p>Student Surveys: National Student Survey</p> <p>Head of Student Experience introduced main finding of most recent</p>	

	<p>National Student Survey (NSS) per Paper 4, noting the differences in responder profile from SSES, and the upward trend being demonstrated.</p> <p>Head of Student Experience drew attention the potential issues linked to cross-College delivery, noting that an action plan was being developed to address areas of poor performance which takes this issue into account.</p> <p>Head of Student Experience further noted that programme Teams receive their own data set from the NSS. Action Plans, submitted to UHI Deans, are triggered if results in each area are below 80%, or drop from previous year.</p>	
6.4	<p>Additional Counselling Funding</p> <p>Principal advised that Scottish Government funding of 80 counsellors split across University and College sectors had been announced, noting that the division of these resources within UHI had been the subject of some debate, but looked likely to settle on a Counselling Manager post hosted at Executive Office rather than additional resources being delivered to Perth College, prompting discussion on the potential preferred options on a local level should an alternative decision be reached</p> <p>A final decision on the matter was due to be made shortly by Scottish Funding Council.</p>	
7	Curriculum	
7.1	<p>Student Recruitment</p> <p>Head of Student Experienced outlined latest Student Recruitment position per Paper 5, noting the importance in retention re draw down of credits, and the drive to draw in additional students over January.</p> <p>Board Member asked for evidence base in confidence shown for reaching target. Head of Student experience noted that data and trends were used to produce, but there are still unknown elements that can affect final figures, eg Community Education.</p> <p>Board Member noted need to better understand demographics re routes to education, increased focus on adult learners and changing modes of delivery, eg increased blended learning.</p>	

<p>*7.2 *7.3</p>	<p>Curriculum Review Planning Update Self-Evaluation Planning Process</p> <p>Associate Principal (Curriculum) provided a presentation which linked Papers 6 and 7, outlining historical information and limitations around Course Annual Reviews, before providing detail on the proposed Curriculum Review & Planning processes.</p> <p>Associate Principal (Curriculum) noted that the change in process was a substantial task, but one which provided an opportunity to allow academic staff and students to properly contribute to curriculum development and an improved student experience.</p> <p>Board Member welcomed the use of rigorous data analytics to allow curriculum teams to make decisions, and the opportunity to include organisational objectives within the self-evaluation element of the process.</p> <p>Board Member noted the additional opportunities provided by improved responsiveness within new model, eg common module across programmes, dual accreditation, blended learning at all levels, Gaelic for adult learners, etc.</p> <p>Committee thanks Associate Principal (Curriculum) for the presentation and commended the Papers.</p>	
<p>8</p>	<p>Performance Monitoring</p>	
<p>*8.1</p>	<p>Balanced Scorecard Update</p> <p>Clerk noted that not enough raw data had been provided to produce a meaningful commentary scorecard at this point, with particular shortfall related to the number of full-time programmes containing substantial work experience, and the number of students undertaking apprenticeships. Information on areas not addressed would be provided within next Balanced Scorecard update.</p> <p>Committee noted that some sector/UHI comparison within the Scorecard would be useful. Clerk to investigate.</p>	<p>Clerk</p>
<p>9</p>	<p>Standing Committee Minutes</p> <p>The minutes for the following meetings were received and noted:</p> <ul style="list-style-type: none"> Scholarship & Research Committee, 11 October 2019 	

10	Date of Next meeting <ul style="list-style-type: none"> 19 February 2020 at 2.30pm 	
11	Review of Meeting <p>The Committee agreed the meeting had covered its Terms of Reference.</p>	

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

Finance & General Purposes Committee

EXTRACT OF DRAFT MINUTES – DECISIONS & ACTIONS

Meeting reference: F&GP 2019-20/02

Date and time: Wednesday 11 December 2019 at 5:00pm

Location: Room 019

Members present: David Littlejohn, Board Member
Brian Crichton, Board Chair
Craig Ritchie, Board Member
Debbie Hutchison, Board Member (from Item 6)
Katrina Hodgson, Board Member (from Item 15)
Margaret Cook, Principal

In attendance: Lorenz Cairns, Depute Principal (Academic)
Veronica Lynch, Vice Principal (External)
Catherine Etri, Associate Principal (Curriculum)
Graham Little (Interim Head of Finance)
Katy Lees (Head of HR & Organisational Development)
Ian McCartney, Clerk to the Board of Management

Apologies: Amy Studders (HISA Perth President)

Chair: David Littlejohn

Minute Taker: Ian McCartney

Quorum: 3

Summary of Decisions & Actions

Item	Description	Decision/Action
1	Welcome Principal summarised reasons for absence of annual accounts on Agenda	Clerk to ensure that papers for extraordinary meeting of F&GP/Audit/ Board are circulated at least 1 week in advance of meeting
7	Estates Update	Depute Principal (Academic) to prepare brief based on Paper 3 for a competitive procurement process re Estates Strategy, inclusive of options appraisal.

Item	Description	Decision/Action
14	External Audit 2018-19: Status	Rationale on Paper 1 to be amended to avoid pre-judgement of outstanding investigations (Principal)
14	External Audit 2018-19: Status	Disclosures summary actions on Paper 1 to be qualified to reflect no guarantee that all issues identified (Principal)
14	External Audit 2018-19: Status <u>Recommendation 1:</u> Note the rationale for the extended date for completion of fully audited Financial Statements for the year ended 31 July 2019	Approved in principle, subject to amendment of rationale as above
14	External Audit 2018-19: Status <u>Recommendation 2:</u> Note the disclosures for inclusion within the Financial Statements for the year ended 31 July 2019. These will be kept under review until the conclusion of the financial reporting and audit processes are complete.	Approved in principle, subject to qualification of summary as above
14	External Audit 2018-19: Status <u>Recommendation 3:</u> Note and Approve the College's revised approval timeline.	Approved
14	External Audit 2018-19: Status <u>Recommendation 4:</u> Endorse the proposed dates for completion of these statements.	Approved
15.1	Business Development Strategy	Agreed that direction of Paper 2 was correct. Defer to future Board for approval to allow for wider consultation (including Board Development Day).
15.2	International Strategy	Paper 3 Approved subject to insertion of additional info re product ranges, to be tabled at Board meeting, March 2020.

Audit Committee

EXTRACT OF DRAFT MINUTES – DECISIONS & ACTIONS

Meeting reference: Audit 2019-20/02

Date and time: Wednesday 11 December 2019 at 6:00pm

Location: Room 019

Members present: Ann Irvine, Board Member
Andrew Comrie, Board Member
Lynn Oswald, Board Member
Anna Zvarikova, Board Member

In attendance: David Archibald (Henderson Loggie)
Stephen Reid (EY)
Margaret Cook (Principal)
Lorenz Cairns, Depute Principal (Academic)
Veronica Lynch, Vice Principal (External)
Catherine Etri, Associate Principal (Curriculum)
Graham Little (Interim Head of Finance)
Katy Lees (Head of HR & Organisational Development)
Ian McCartney, Clerk to the Board of Management

Apologies: Deborah Das Chaudry (HISA Perth VP Activities & Wellbeing)

Chair: Ann Irvine

Minute Taker: Ian McCartney

Quorum: 3

Summary of Decisions & Actions

Item	Description	Decision/Action
2	External Audit 2018-19: Status	Rationale on Paper 1 to be amended to avoid pre-judgement of outstanding investigations (Principal)
2	External Audit 2018-19: Status	Disclosures summary actions on Paper 1 to be qualified to reflect no guarantee that all issues identified (Principal)
2	External Audit 2018-19: Status <u>Recommendation 1:</u> Note the rationale for the extended date for completion of fully audited Financial Statements for the year ended 31 July 2019	Approved in principle, subject to amendment of rationale as above

Item	Description	Decision/Action
2	External Audit 2018-19: Status <u>Recommendation 2:</u> Note the disclosures for inclusion within the Financial Statements for the year ended 31 July 2019. These will be kept under review until the conclusion of the financial reporting and audit processes are complete.	Approved in principle, subject to qualification of summary as above
2	External Audit 2018-19: Status <u>Recommendation 3:</u> Note and Approve the College's revised approval timeline.	Approved
2	External Audit 2018-19: Status <u>Recommendation 4:</u> Endorse the proposed dates for completion of these statements.	Approved
3.1	Business Development Strategy	Agreed that direction of Paper 2 was correct. Defer to future Board for approval to allow for wider consultation (including Board Development Day).
3.2	International Strategy	Paper 3 Approved subject to insertion of additional info re product ranges, to be tabled at Board meeting, March 2020.
6	Minutes of Audit Committee meeting September 17 2019 Ref Items 15/16	Principal & Clerk to review wording of minute to better reflect clarification provided by EY. Reviewed minute to adopted via Chair's Action
8	Risk Register	Asset Management to be added as separate Risk, per addition to Audit Plan 2019/20
10.2	Revised Internal Audit Plan	Approved proposed priorities, audit days, scope & objectives per Plan (Paper 8)