

Board of Management

Agenda

Meeting reference: Board 2022-23/04

Date: Wednesday 07 June 2023 at 5.00pm

Location: Boardroom (Braham Room 019)

Purpose: Scheduled meeting

* Denotes items for discussion/approval.

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	Education Scotland – Annual Engagement Visit Report	Education Scotland	Education Scotland	Paper 1
3	Additions to the Agenda		Chair	
4	Declaration of a Conflict of Interest in any Agenda Item		Chair	
*5	Minutes of the Board meeting held on 27 March 2023	Clerk	Chair	Paper 2
*6	Actions arising from previous minutes		Chair	Verbal
7	Standing Reports			
7.1	UHI 2024 – update	UHI	Chair	Verbal
7.2	Chair's Report		Chair	Verbal
7.3	Principal's Report	Principal	Principal	Paper 3
7.4	HISA Perth Report	HISA Perth	Student Board Member	Paper 4
8	Items for Approval/Endorsement			
*8.1	Financial Sustainability	SMT	Principal	Paper 5

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	Agenda Items	Author	Led by	Paper
9	Audits & Financial Reporting			
9.1	Perth College Management Accounts to 30 April 2023	Vice Principal (Operations)	Vice Principal (Operations)	Paper 6
10	Compliance, Risk & Performance Monitoring			
10.1	Balanced Scorecard	Depute Principal	Depute Principal	Paper 7
10.2	Annual Report on Safeguarding	Head of Student Experience	Depute Principal	Paper 8
11	Standing Committee Summaries <i>(Includes draft minutes for Board to note)</i>			
11.1	Learner Experience Committee – 26 April 2023	Clerk	Chair – Learner Experience	Paper 9a
11.2	Chairs' Committee – 02 May 2023	Clerk	Chair - BoM	Paper 9b
11.3	AST Board – 18 May 2023	Clerk	Chair – AST	Paper 9c
11.4	Joint Strategic Development Committee and Finance & Resources Committee – 22 May 2023	Clerk	Chairs – Strategic Development/ F&R	Paper 9d
11.5	Audit Committee – 30 May 2023	Clerk	Chair – Audit	Paper 9e
*12	Meetings Schedule 2023/24	Clerk	Clerk	Paper 10
13	Date & Time of Next Meeting <ul style="list-style-type: none"> Tuesday 17 October 2023 			
*14	Review of meeting (Committee to check against the Terms of Reference to ensure all competent business has been covered)		Chair	Paper 11

25 April 2023

Dr Margaret Cook
Principal and Chief Executive
UHI Perth

Dear Dr Cook,

A team of HM Inspectors from Education Scotland visited UHI Perth in January 2023 to undertake an Annual Engagement Visit. During our visit, we talked to learners, staff and stakeholders, and worked closely with the senior managers.

The team found the following major strengths in the college's work.

Recruitment

Almost all learners are satisfied with the information they receive during recruitment. They feel well informed about their options and choices. On entry to programmes, curriculum staff ensure that the existing core skill levels of all further education (FE) learners are assessed. This helps curriculum teams to ensure that individual learners receive the right level of support from the start of their programme. Staff in all curriculum teams have autonomy to develop the most appropriate recruitment strategies to suit the needs of their potential learners. The use of contextualised arrangements in each curriculum team is helping to maintain recruitment levels that are in line with college targets. College staff work well with local secondary schools to offer taster sessions and open days. Curriculum staff gain useful insight and understanding of industry needs through employer events, labour market Intelligence (LMI) reports and feedback from awarding bodies.

Retention

All Personal Academic Tutors (PATs) use well developed induction arrangements to provide helpful guidance and support for learners at the beginning of their programme. Early identification of learner support needs allows PATs to create individualised interventions to support learner retention. The college funding team supports learners proactively who are at risk of leaving their programme early due to financial challenges. Staff in most curriculum areas collaborate constructively with a range of external partners to provide placement opportunities for young people. Options for health and wellbeing support are highly visible to learners and encourage learners to seek help when needed.

All teaching staff track learner progress efficiently and identify those at risk of withdrawal during fortnightly meetings. The overall rate of withdrawal for full-time FE programmes is 2% lower than the sector norm.

Attainment

All curriculum teams work collaboratively with learners to discuss and agree how programmes are delivered including the use of hybrid delivery approaches. Staff in all curriculum areas make adjustment to assessment delivery to meet individual learner needs and circumstances and support attainment. All college managers and staff systematically and continuously review their curriculum provision. Curriculum directors maintain oversight of self-evaluation arrangements to support improvement in programme performance. This standardised approach shares positive practice across all curriculum staff. The overall rate of full-time FE learner attainment is high and is 2% above the sector norm.

Progression

Senior managers encourage all staff in curriculum teams to use autonomy to develop their programmes and plan effectively for future developments. Almost all teaching staff make good use of opportunities to enhance their learning and teaching practice. Staff in all curriculum areas have good partnership arrangements with employers, schools, and the local authority. They design the curriculum carefully to provide learners with suitable progression pathways. Meta skills are embedded across most curriculum areas. Development of these skills encourages learners to develop their employability skills and increase employment opportunities.

The following areas for improvement were identified by the team and discussed with the senior managers:

- Most returning learners would welcome a more bespoke induction programme that is tailored to their needs.
- Information and support for learners regarding how to access digital devices prior to the start of their programme is not yet consistent.
- The overall withdrawal rate for part-time FE programmes has increased and is 2% higher than the sector norm.
- The majority of learners describe receiving too many college emails.
- Around one third of programmes do not have a course representative in place and the majority of course representatives have not received sufficient training.
- The number of full-time FE learners entering a positive destination has declined.

Main points for action

No main points for action were identified.

What happens next?

We are confident that the college has the capacity to continue to improve. We will continue to monitor progress through ongoing engagement with the college link HM Inspector.

Joe Mulholland
HM Inspector

Annual Engagement Visit Report

UHI Perth

18 April 2023

College Principal	Dr Margaret Cook
Annual Engagement Visit Date	11 January 2023
College Nominee	Catherine Etri
Lead HMI	Joe Mulholland

1. Background

Annual Engagement Visits (AEVs) are planned collaboratively between the college, HM Inspectors and Scottish Funding Council (SFC).

During the AEV, a team of HM Inspectors evaluated progress made by the college towards its improvement priorities and outcomes of previous engagement with HM Inspectors. During the visit, the team met with staff, learners and other stakeholders and explored the following overarching themes linked to the college's enhancement plan and priorities around COVID-19 recovery: learner recruitment; retention; attainment; and progression. The data referred to throughout this report relates to academic year 2020/2021.

This report summarises the findings from the visit and highlights areas of positive progress, areas for development, and any associated main points for action. The report will be shared with the college Principal, college Board of Management, and/or the Regional Strategic Body, and SFC. An accompanying short report will be published on Education Scotland's website.

2. The college and its context

UHI Perth is an academic partner within the University of the Highlands and Islands (UHI). The college works in partnership with local and regional stakeholders to offer provision to meet the skills needs of both Tayside and the wider UHI region.

The college employs over 500 members of staff and offers a broad curriculum with access to study at Scottish Credit and Qualifications Framework (SCQF) levels 2 to 12. The college also delivers a range of Modern Apprenticeship programmes supported by Skills Development Scotland (SDS), industry bodies and employers. School-college partnership provision includes Foundation Apprenticeships in business, creative and digital media, early years, engineering and health care.

The college is currently undertaking a curriculum review, reflecting on a number of national priorities and inform the development of a new curriculum strategy to ensure the curriculum meets the needs of local, regional, and national priorities.

3. Summary of findings

3.1 Recruitment

Areas of positive progress

Learner progress and outcomes

- Staff in all curriculum teams have autonomy to develop the most appropriate recruitment strategies to suit the needs of their potential learners. The use of contextualised arrangements is helping to maintain recruitment levels that are in line with college targets.
- Staff ensure that the existing core skill levels of all further education (FE) learners are assessed on entry. This helps curriculum teams to ensure that individual learners receive the right level of support from the start of their programme.

Curriculum, learning, teaching, and assessment

- Almost all learners are satisfied with the information they receive during recruitment. They feel well informed about their options and choices.

Services to support learning

- Staff in most curriculum and support teams provide learners with useful and well-planned support as part of 'get ready for college' activities. This provides learners with valuable opportunities to get to know their peers, members of college staff and become familiar with the facilities and resources.

Learner engagement

- College staff work well with eleven local secondary schools to offer taster sessions and open days. Engaging with schools is supporting school-age learners to make informed choices about their college programme.

Evaluation to facilitate improvement

- Curriculum staff gain useful insight and understanding of industry needs through employer events, labour market Intelligence (LMI) reports and feedback from awarding bodies. They use this information well to develop programmes that prepare learners to transition into employment.

Areas for development

- Information and support for learners regarding how to access digital devices prior to the start of their programme is not yet consistent. The majority of learners found the process confusing.

- Most returning learners indicated that their induction programme had been a repeat of a previous year. They would welcome a more bespoke induction programme that is tailored to their needs. They describe the current arrangements as not helpful as many aspects covered are already well known to them.

3.2 Retention

Areas of positive progress

Learner progress and outcomes

- The overall rate of withdrawal for full-time FE programmes is 2% lower than the sector norm.
- All Personal Academic Tutors (PATs) use well developed induction arrangements to provide helpful guidance and support for learners at the beginning of their programme. Early identification of learner support needs allows PATs to create individualised interventions to support learner retention.

Curriculum, learning, teaching, and assessment

- Staff in most curriculum areas collaborate constructively with a range of external partners to provide placement opportunities for young people. This allows learners to experience the world of work in their chosen subject field and relate their learning to industry.
- All PATs respond quickly and supportively when learners have issues that may impact their learning. They communicate support needs to curriculum teams in a sensitive way to meet learner needs and promote retention.

Services to support learning

- The Technology Support Team offers a helpful digital hardware loan scheme and provides skilful support for those learners with digital software problems. This allows learners the opportunity to fully participate and progress on their programme.
- The Funding Team supports learners proactively who are at risk of leaving their programme early due to financial challenges. The support available includes foodbank vouchers, and signposting of additional funding sources.
- College support services support learners to access counselling services online, by telephone or in person. Options for health and wellbeing support are highly visible to learners and encourage learners to seek help when needed.

Learner engagement

- All teaching staff track learner progress efficiently and identify those at risk of withdrawal during fortnightly meetings. Interventions and good communication between staff ensure learners receive the support they require to progress with their programme.
- College support teams provide free breakfasts for all learners. This supports their wellbeing and encourages learners to enjoy social interaction with other learners.

Evaluation to facilitate improvement

- The participation rate for learners in the SFC Student Satisfaction and Engagement Survey has improved and is 10% above the sector norm. Almost all learners who responded reported that they were satisfied with their college experience.

Areas for development

- The overall withdrawal rate for part-time FE programmes has increased and is 2% higher than the sector norm.

3.3 Attainment

Areas of positive progress

Learner progress and outcomes

- The overall rate of full-time FE learner attainment is high and is 2% above the sector norm.

Curriculum, learning, teaching, and assessment

- All curriculum areas have retained some positive aspects of developments introduced during the pandemic. This includes the use of recorded lessons to help learners to revise or catch up and maintain progress.
- Staff in all curriculum areas use alternative assessment arrangements effectively. Staff adjust assessment delivery to meet individual learner needs and circumstances and support attainment.

Services to support learning

- Curriculum directors maintain oversight of self-evaluation arrangements to support improvement in programme performance. This standardised approach supports the sharing of positive practice across all curriculum staff.

Learner engagement

- All curriculum teams work collaboratively with learners to discuss and agree how programmes are delivered including the use of hybrid delivery approaches.

- Learner progress based on attendance and attainment is monitored regularly through a helpful tracking approach. Teaching staff have access to learner records online, and act swiftly to inform PATs when intervention is required with individual learners. This is supporting improvement in retention and attainment.

Evaluation to facilitate improvement

- Almost all teaching staff make good use of opportunities to enhance their learning and teaching practice. This includes a range of initiatives such as: engagement with industry speakers, placements in industry, lesson observations and working with industry awarding bodies. This allows teaching staff to contextualise lesson delivery and help deliver the skills required for employment.
- All college managers and staff systematically and continuously review their curriculum provision. This includes fortnightly curriculum team meetings, regular learner forums and curriculum team reviews. This allows teaching teams and managers to make necessary changes to support learners to achieve.

Areas for development

- The majority of learners describe receiving too many college emails and that this can lead to important messages being missed, for example regarding progression opportunities.
- Around one third of programmes do not have a course representative in place and the majority of course representatives have not received sufficient training to undertake their role. This is impacting on the consistent collection and use of learner views to inform improvement.

3.4 Progression

Areas of positive progress

Learner progress and outcomes

- Staff in all curriculum areas provide almost all learners with a range of employment or further study opportunities. Most learners enter a positive destination on leaving college.

Curriculum, learning, teaching, and assessment

- Staff in all curriculum areas have good partnership arrangements in place with employers, schools, and the local authority. They design the curriculum carefully to provide learners with suitable progression pathways.

Services to support learning

- The Careers Guidance Team support learners with planning for next steps in learning or into employment, including help with UCAS applications and useful careers advice drop-in sessions.

Learner engagement

- Meta skills are embedded across most curriculum areas. Development of these skills encourages learners to enhance their employability skills and increase employment opportunities.

Evaluation to facilitate improvement

- Senior managers encourage all staff in curriculum teams to use autonomy to develop their programmes and plan effectively for future developments. This has created a culture of ownership amongst staff that supports progression to further study with a strong industry focus.

Area for development

- The number of full-time FE learners entering a positive destination has decreased significantly. The number of learners who have an unconfirmed destination has increased.

4. Main Points for Action

- There are no main points for action.

5. What happens next?

We are confident that the college has made satisfactory progress and has the capacity to continue to improve. We will continue to monitor progress with regular contact through the link HM Inspector.

Joe Mulholland
HM Inspector

Board of Management

Paper 2

DRAFT Minutes

Meeting reference: Board 2022-23/03

Date and time: Monday 27 March at 5.00pm

Location: Boardroom (Braham Room 019)

Members present: Graham Watson, Interim Chair of Board
Andrew Comrie, Chair, Strategic Development Committee
Jim Crooks, Chair, Audit Committee
Katrina Hodgson, Chair, Finance & Resources Committee
Michael Buchanan, Board Member
Jenny Hamilton, Board Member
Fiona Martin, Board Member
Derek Waugh, Board Member
Margaret Cook, Principal & Chief Executive
Patrick O'Donnell, Staff Board member
Liam Fowley, Student Board Member

In attendance: Alastair MacColl, Chair UHI Court (Observing – until Item 7.1)
Lorenz Cairns, Depute Principal
Catherine Etri, Vice Principal (Academic)
Veronica Lynch, Vice Principal (External)
Iain Wishart, Vice Principal (Operations)
Ian McCartney, Clerk to the Board of Management

Apologies: Heather Cormack, Board Member
Debbie McIlwraith-Cameron, Board Member
John Dare, Staff Board Member
Todor Pavlov-Kennedy, Student Board Member

Chair: **Graham Watson**

Minute Taker: Ian McCartney

Quorum: 9

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MINUTES

Item		Action
1.	Welcome and Apologies Interim Chair welcomed everyone to the meeting, and noted apologies. Interim Chair extended welcome to Alastair MacColl, Chair of UHI Court.	
2.	Additions to the Agenda There were no additions to the Agenda.	
3.	Declaration of Interest in any Agenda Item There were no declarations noted.	
4.	Minutes of Board of Management meeting, 22 December 2022 The minutes were APPROVED as an accurate record of the meeting.	
5.	Matters Arising <i>a) Historic Items relating to 20 October 2022</i> <u>Ref 6.2 – AST Budget 2022-23</u> AST Board Chair advised that, while the Going Concern test had been passed at the time of the last Board meeting, this position had been changed and the issue was being re-evaluated. This has resulted in the External Audit not being signed off at present. Action Update – External Auditor has now signed off AST accounts and this matter is now closed. <u>Ref 7.1 – Perth College Management Accounts to July 2022</u> Action – SMT to put recommendation to next Board re Catering (deferred to next Board meeting (March 2023)) Action Update – on Agenda (Item 7.2) <i>b) Current Items relating to 22 December 2022</i> <u>Ref 6.2 – External Audit Annual Report</u> Interim Chair reported that, following additional discussions re shortfall in governance processes identified within the External Audit Annual Report, Fiona Martin (Board Member) had resigned from the Board. Thanks to Fiona for her work as a Board Member were	

	<p>formally recorded.</p> <p>Interim Chair noted that the Regional Strategic Body had written to Board for clarification on the matter, and this will be responded to accordingly.</p>	
6.1	<p>UHI 2024 Update</p> <p>Interim Chair noted Paper 2 (supplied by UHI) providing high-level progress and workstream activities relating to the UHI 2024 project.</p> <p>Interim Chair advised that the work of the Programme Board continues and is getting closer to making key decisions and testing resilience, however it is equally clear that partners will soon need to see where investments are coming from.</p> <p>Interim Chair invited Chair UHI Court to provide perspectives from Strategy Group. Chair UHI Court noted that things were taking a bit more time due to the partnership approach involving all Academic Partners, however the aim was to have something signed off by UHI Court in June, accompanied by a route-map and delivery model signed off by the partnership. More broadly, progress was being made regarding the curriculum review, the 3 merging Colleges were expected to be working together from August, and the Strategy was as much about growth as efficiencies with a view to UHI being in a good position over the next decade.</p> <p>Principal noted good progress within the Shared Services workstream, including significant sign-up for a shared HR system (i-Trent).</p> <p>Interim Chair queried whether SFC had given any commitments to funding requirements. Chair UHI Court advised that it was too early to tell, and dialogue was ongoing, however it appeared that Scottish Government's expectation is large-scale change within a more integrated partnership.</p> <p>Board NOTED Paper 2.</p>	
6.2	<p>Interim Chair's Report</p> <p>Interim Chair advised that, in addition to UHI 2024 work per Item 6.1, he had participated in the CDN research phase relating to College Board Effectiveness Reviews.</p>	
6.3	<p>Principal's Report</p> <p>Principal advised that she too had participated in the CDN research phase relating to College Board Effectiveness Reviews before highlighting key aspects of Paper 3.</p>	

	<p>Principal drew attention to comments around HISA, which had followed extensive discussions at various committee meetings, and noted the drop in turnout in HISA elections at Perth from 8.8% in 2019/20 to 3.1% in the current year's elections, and further noted that less than half of classes have student voice reps. Principal was aware that there were developments in HISA, but struggled to see impact expected from funding provided.</p> <p>Student Board Member agreed that election turnout was disappointing but noted that the lack of student voice reps was a two-sided coin in that not being able to access college systems acted as a barrier to effective engagement – the proposed Data Sharing Agreement between UHI and HISA should help in this regard. Student Board Member noted that an Interim Chief Executive has now started with HISA, however it remained disappointing that the promised Student Voice Assistant recruitment had still not been concluded.</p> <p>Interim Chair queried whether the problem was local or regional. Principal suggested that not enough support was available locally to achieve what needs to be done given Perth's contribution to HISA funds, as made clear with lack of progress on Student Voice Assistant recruitment noted by Student Board Member.</p> <p>Board Member noted that student voice is a key element of HMI/QAA inspections, so this lack of engagement has concerning impacts. Principal advised that that very item was noted in the most recent HMI inspections both at Perth and across the Partnership.</p> <p>Student Board Member reiterated that the College leads on some aspect of student representation, not the Students' Association, and HISA would like to resolve this issue to ensure full accountability.</p> <p>Principal advised that HMI will present latest report within the next Board cycle.</p> <p>Board Member queried the current status of pay negotiations. Principal noted that a 2% offer had been made as part of national negotiations. The Scottish Government had been asked to review this within the last week but at this stage have not come back with an improved offer. Principal advised that TU's expectation is that Colleges would not pay for any uplift as it is recognised that the sector does not have capacity beyond the original offer – a new cabinet in Government may help move this forward.</p> <p>Board Member expressed concern at shortfall in HE recruitment and queried whether there had been any clarification around transfer of credits between HE and FE as discussed at joint meeting of Strategic Development and Finance & Resources committees. Principal noted that there had been no progress on this matter as yet.</p>	
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	Paper 3 was NOTED by the Board.	
7.1	<p>Corporate Parenting Strategy</p> <p>Depute Principal presented Paper 4, highlighting the main aspects of the Corporate Parenting Strategy tabled for approval, and advising Board of its duties and responsibilities around Corporate Parenting. Depute Principal noted that the strategy was updated from a previous version to reflect developments in good practice.</p> <p>Board Member agreed that the Board needs to be aware of the legal implications of Corporate Parenting responsibilities, before querying the implementation of the Key Contact Person. Depute Principal advised that this role falls under the remit of the Safeguarding Officer, supported by the Safeguarding Group.</p> <p>Board Member noted the College's responsibility to effectively promote Corporate Parenting and related services on the website, and queried whether there were plans to improve signposting in this regard. Depute Principal advised that this was in hand.</p> <p>Board Member noted that monitoring of impact will be crucial, and requested data on the impact of the current strategy, with particular relation to whether increased numbers of care-experienced students applying or being retained. Depute Principal AGREED that this should be provided and would seek to have this reported via Learner Experience Committee.</p> <p>Board Member asserted that the Strategy was fairly vague, open to massive interpretation, and lacking in tangible commitments. Depute Principal advised that it was difficult to be entirely prescriptive in this sphere of work, and pinning down actions may prove to be restrictive on individuals. Chair noted that the agreed impact report should provide this level of granularity.</p> <p>Board Member noted a number of grammatical errors and sought clarification on who the "we" is around decision as this may be open to interpretation. Subject to these corrections being processed, the Corporate Parenting Strategy was APPROVED by the Board.</p>	Depute Principal
7.2	<p>Catering Contract</p> <p>Depute Principal provided a verbal update on catering, noting that the current contract finishes on 30 June 2023, and that SMT had agreed to extend the current contract by 1 year to give proper time to investigate provision and alternatives, however Board was informed that it is unlikely that there would be many alternative options available.</p>	

	<p>Depute Principal noted the work conducted by HISA Perth around student usage of the service and attitudes to pricing, and advised Board that a Short-Life Working Group had been formed following reported losses in the service due to footfall not having recovered post-COVID.</p> <p>Chair queried the financial exposure to the College around reported losses. Vice Principal (Operations) advised that this amounted to circa £112k, including irrecoverable VAT and the continued provision of free breakfasts for students.</p> <p>Student Board Member asked whether the College should consider bringing the service in-house. Principal advised that this would require a TUPE transfer of staff which, when staff and pension cost increases that would result were taken into consideration, would cost the College more at the bottom line.</p> <p>Board NOTED the verbal update.</p>	
7.3	<p>Development Trust</p> <p>Vice Principal (External) presented Paper 5, noting the background behind the Paper and the background research undertaken to reach the conclusions and recommendations made, and seeking endorsement for dissolution of the Development Trust. Vice Principal (External) advised Board on how the staff provision would be taken forward within the new structure.</p> <p>Board Member queried the long-term risk profile around cash accumulation if project takes off. Vice Principal (External) advised that UHI would hold funds before transfer to Perth College, therefore the issue is more likely to be around locally-raised items. Vice Principal (Operations) further advised that specific cash can be ring-fenced for a period.</p> <p>Board Member sought clarification on the governance impacts in outsourcing to the UHI Development set-up. Vice Principal (External) advised that there will be different Campaign Boards for specific projects, reporting into a local Board Committee.</p> <p>Board APPROVED Paper 5</p>	
8.1	<p>Curriculum Review</p> <p>Vice Principal (Academic) presented a presentation to Board around the recent Curriculum Review, noting that this was a local review with a strategy to create synergy with UHI objectives and wider Scottish priorities.</p> <p>Vice Principal (Academic) noted that there was a need to focus on</p>	

	<p>those potential students not participating in education, and identified the impact of demographic changes on course provision, before summarising the new and retiring provision across 4 sector areas.</p> <p>Vice Principal (Academic) advised that a summary of the work completed by each of the 4 sector areas would be collated and issued to the Board in due course.</p> <p>Chair thanked Vice Principal (Academic) for the presentation and opened proceedings up for comment and scrutiny.</p> <p>Board Member sought clarification around the balance of courses in and out, and how this would impact on staffing levels. Vice Principal (Academic) clarified that there would be no resultant increase in staffing levels as there would be transfer between courses.</p> <p>Chair queried whether work had been conducted around course profitability to support the review. Vice Principal (Operations) advised that a first draft of course profitability was due to be completed within the week, and the final version would be ready by the end of April 2023.</p> <p>Board Member queried the potential impact on recruitment processes re changes to marketing. Vice Principal (Academic) reported that this was all in hand.</p> <p>Board Member noted that, while the presentation was informative, there were no supporting papers and queried whether there would be a full report being tabled at a future committee for further discussion. Principal suggested that the matter could be further discussed a Learner Experience Committee. This approach was AGREED.</p> <p>Principal advised Board that the link with the UHI Curriculum Review will continue to evolve.</p>	
<p>9.1 & 9.2</p>	<p>Perth College Management Accounts to 31 January 2023 & Perth College Budget Reforecast 2022/23</p> <p>Vice Principal (Operations) presented Paper 6, noting the cash deficit being recorded, and advised that the outlook did not look any better due to projections of approx. 400 FTE shortfall on HE credits (representing around £2m).</p> <p>The position also reflected an increase in salaries by 6% (3% more than budget, and adding around £2.7m in staffing costs) – 6% equates to the levels of increase in teaching, and it would appear unlikely that the College sector will be less than this. Commercial operations were looking at a small combined net loss.</p> <p>Moving on to Paper 7, Vice Principal (Operations) confirmed that</p>	

	<p>£2m will be held back by EO, with the Financial Forecast Return reflecting this, resulting in a £2.2m reduction in income for the year, whilst staff and non-staff costs are in line with budget. As a result, the FFR shows an AOP loss of £2.3m.</p> <p>Vice Principal (Operations) advised that cash remains a concern for the College, and early access to next year's SFC funds may require to be sought.</p> <p>Board Member queried whether the £2m being withheld was due to the likelihood of SFC requesting clawback. Vice Principal (Operations) confirmed this was the case.</p> <p>Chair queried what steps were being taken to address this issue at UHI level. Principal advised that the UHI Curriculum Review was being used as the main lever to address, but this doesn't kick in until 2024/25. Principal further advised that there was no shortage of HE applications but that conversion rates were unknown as UHI tends to be seen as the "insurance option".</p> <p>Board Member asked where EO were placed in terms of being lenders to Perth College. Vice Principal (Operations) noted that the issue was cross-partnership and, despite sitting on approx. £26m in case, liquidity ratios were unclear.</p> <p>Principal reassured Board that SMT are very much aware of the issues and what may need to be done, however it is difficult to make any recommendations without sight of a budget from SFC/RSB.</p> <p>Staff Board Member noted that Perth College was not doing nothing, for example the work being done on the local Curriculum Review. Chair agreed, however noted the need for the taps to turn quickly.</p> <p>Board Member advised that the Board should consider being more high profile regarding wider sector funding issues under the Board's governance responsibilities.</p> <p>Board NOTED Papers 6 & 7.</p>	
10.1	<p>HISA Perth Report</p> <p>Student Board Member presented Paper 8 for information, highlighting that the HISA Perth elections had returned a new President and Depute President Activities & Welfare, however a by-election would be required for the role of Depute President Education, which remained unfilled despite a number of candidates being fielded.</p> <p>Student Board Member drew particular attention to the forthcoming OBIs, the End of Year Bash, funding bids around the Cost of Living Campaign, and follow-up activities around the student food</p>	

	<p>consultation.</p> <p>Principal recognised the hard work that the HISA Perth team had put into the year so far.</p> <p>Board NOTED Paper 8.</p>	
11.1	<p>Balanced Scorecard</p> <p>Depute Principal presented Paper 9, and explained that Balanced Scorecard of 13 KPIs would be presented on a quarterly basis with the full suite of KPIs provided for information annually. Depute Principal advised that Lead Authors would be made available to present at specific Board and Committee meetings if desired.</p> <p>Depute Principal further noted that SMT would meet with CMT on a quarterly basis to take the KPIs forward, and that a mapping process was being undertaken to ensure effective monitoring and to clarify areas of responsibility across SMT and CMT.</p> <p>Board NOTED Paper 9</p>	
12	<p>Standing Committee Summaries</p> <p>Board received summaries from the Chairs of each Standing Committee and NOTED the following minutes:</p> <ul style="list-style-type: none"> • Chairs' Committee, 31 January 2023 • Learner Experience Committee, 08 February 2023 • AST Board, 23 February 2023 • Joint Strategic Development and Finance & Resources Committees, 02 March 2023 • Audit Committee, 13 March 2023 	
13	<p>Date & Time of Next Meeting</p> <ul style="list-style-type: none"> • Wednesday 07 June 2023 at 5:00pm 	
14	<p>Review of Meeting</p> <p>Board confirmed that the meeting had been conducted in line with the Terms of Reference.</p>	

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

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

Status of Minutes – Open ☒

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

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

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

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

UHI Perth – Principal's Report

Board of Management – 7 June 2023.

Focus of Report

Clearly the most significant issue that we have been dealing with is the current financial position and the redundancy consultation exercise that commenced on 26 May 2023.

The Board have been copied into all of the communications that have gone to staff including the proposal paper itself, this was discussed extensively at the Joint Finance and Resources & Strategic Development Committees. The committees received the same presentation which had been shared with the TU's previously and engaged in significant discussion.

We have now amended the paper to remove the Nursery to allow for more detailed financial work to be done and to investigate ways of increasing income into the Nursery, this work will be done in the early part of the next academic year and a decision on the long term future of the nursery will be taken at that point, we cannot continue to run commercial services where they require to be subsidised from the core grant.

We have also elongated the consultation period as a result of feedback from our TU's, we will have 2 more meetings before the summer break then we will complete the consultation at the end of September.

The Board are asked to consider the issues surrounding this process however we are not seeking any decisions at this point, further feedback will be given through the committee cycle at the beginning of the academic year and then any decisions will be referred to the October Board meeting after the conclusion of the consultation period.

Other significant activities

Partnership Council meetings focussing on –

- International developments with proposals being brought to the next meeting for development of an International Office for on campus & international online recruitment. We have used this opportunity to make colleagues aware of the potential of extending the TNE delivery beyond the very successful work we currently do at Perth.

- Curriculum Review for HE.
- Development of UHI wide student recruitment activity, this is a major development and will see the introduction of improved process and an Admissions Portal across the partnership with a view to improving our application/ conversions.
- EO budget.

UHI 2024 continues to move along although there is a need to define specific actions and move to implement these to enable greater efficiency and partnership working. I have now joined the Focussed EO workstream as it is inextricably linked to the shared services work. Unfortunately, the joint procurement of the new HR system failed at the final stages because of issues with the providers and the four institutions involved in that procurement agreed that we would now look to move forward in the next iteration of the APUC framework in September with the possibility of at least one more institution joining that exercise.

Celebration week, this year we chose to consolidate all of our end of year activities into a single week, and we had –

- An all-day Employer Engagement Event starting with a breakfast meeting then had a full programme of speakers for the remainder of the day with a jobs fayre for our students and the wider community. This was a very successful event.
- HISA then held their 10th OBI awards recognising the contribution that staff and students make to the college community, this sees our students voting in a number of categories for the staff and students who have made a positive impact on the college community.
- This was followed by the Prizegiving for our FE students which again was a great success and attended by many parents/supporters, the Provost and our local MSP's.
- We cancelled the staff conference and substituted it for staff Q&A sessions on the current proposals followed by the annual staff BBQ.
- And finally we had the Hospitality Prizegiving.

This has been a great week and reminds us all of the really positive aspects of our work when we are in such challenging times.

Colleges Scotland

A number of activities for CS –

- Meeting with the Cabinet Secretary for Education, Ms Jenny Gilruth and Mr Graham Dey, Minister for Further & Higher Education, Skills and Veterans.
- Good Governance Steering Group – continuing to look at the legislation required to have TU reps on college boards.
- College Employers Scotland meetings, EIS colleagues are currently undertaking ASOS (action short of strike) and this is taking the form of not marking students work, we are not clear of the impact at this point as the marking timeframe has not finished. This action will have an impact and work is going on with UHI to put in place plans for dealing with this issue for both FE & HE.
- I also attended the Four Nations College of the Future event, which brings together representatives from the four nations to look at best practice and delivery models and this work is feeding into the Thinking the Unthinkable work which is concluding and a report will go to SFC and Scottish Government with proposals for change in the sector.

Committee Cover Sheet

Paper No. 4

Name of Committee	Board of Management
Subject	HISA Local Plan Update
Date of Committee meeting	07/06/2023
Author	HISA Perth
Date paper prepared	29/05/2023
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	<p>This paper provides officer and operational objectives for HISA Perth during academic year 2022-23</p> <p>Please note regional update at the end of this report.</p> <p>Other updates not in this report:</p> <ul style="list-style-type: none">• Recruitment underway for Perth Student Voice Assistant (FT staff member) – interviews w/c 26/6/23• HISA Perth President finishing role 9th June – HISA thanks them for their work for UHI Perth students over the last two academic years• HISA Perth Depute Presidents due to finish in June – HISA thanks them for their work over this academic year
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	n/a
Action requested	<p><input checked="" type="checkbox"/> For information</p> <p><input type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For endorsement</p> <p><input type="checkbox"/> For approval</p> <p><input type="checkbox"/> Recommended with guidance (please provide further information, below)</p>

Committee Cover Sheet

<p>Strategic Impact</p> <p>Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership.</p> <p>If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.</p>	<p>n/a</p> <p>In line with HISA strategy</p>
<p>Resource implications</p> <p>Does this activity/proposal require the use of College resources to implement?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p>
<p>Risk implications</p> <p>Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Equality & Diversity</p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p>
<p>Data Protection</p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Island communities</p> <p>Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>

Committee Cover Sheet

Status (ie confidential or non-confidential)	Non-Confidential If a paper needs to remain confidential for a prescribed period of time before being made 'open', please advise how long must the paper be withheld: Click or tap here to enter text.
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Freedom of Information

Please note that **ALL** papers will be included within 'open' business unless a justifiable reason can be provided.

Please select a justification from the list, below:

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"/>

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

Local Plan – HISA Perth 2022/2023

Introduction

Below is the team and operational objectives for HISA Perth during academic year 2022-2023. It will give the individual objectives of the student officer team as well as operational plans for the year. This plan of work will be shared to be ratified by the Student Representative Council and to inform Perth College UHI of the organisation's intentions for the year. This plan also links with the HISA Strategic Plan 2020/2023¹.

Individual Objectives

Individual Objectives – HISA Perth President							
Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
On Campus Student Bar	Set up a pop-up bar on a regular basis	Sep - Dec	Students over 18 will have a dedicated safe space on campus that will maximise the student experience	Identify a local business within the Perth community that is interested in facilitating a pop – up bar.	1	3	<u>Businesses identified.</u> Several potential businesses have been identified by HISA Perth such as the Bank Bar, TwaTams, and the Ice Factory. Talks happening with Bank Bar. Potential for using its services back on the table.
				Reach an agreement with whichever business chosen	1		<u>Agreement with chosen business for pop up bar</u> Agreement with the Bank Bar is once again being discussed and in progress.
	Feedback from students	Dec-May		Positive feedback gathered from students	40	50	<u>Feedback gathered.</u> <ul style="list-style-type: none"> Feedback gathered at Winter Fling.

							<ul style="list-style-type: none"> • SRC, • Student Health and Wellbeing Group • Informally at Webster. <p><u>Feedback being collated in a report and will be shared with relevant parties.</u></p>
	Look at setting up a bar on campus full time	Dec-June		Discussions with local businesses	1	1	In Progress
				Discussions with UHI Perth	1	1	<p><u>Discussions with SMT on pop – up bar.</u></p> <p>Discussions have been had with SMT and it was agreed that an occasional pop-up bar for certain events such as Freshers and other relevant events would be workable.</p>
Enhancing the Library Service	Identification of potential student spaces within the library.	Sep 2022 – May 2023	Students will have access to more spaces within the library such as a Creators Space and other applicable spaces.	Work with the library service to identify what student spaces are needed within the library. Spaces identified in partnership with the library.	2	2	<p><u>Working with the library.</u></p> <p>I have had regular communication with the library team especially during our monthly catch ups. I have worked with them to create new student spaces within the library., The need was identified for a Creator’s Space and an Environmental Sustainability Hub for students and staff.</p>

							I am also supporting the library team in whatever way possible to help promote the Environmental Sustainability hub within the library. The Enviromental hub will be in place from Green Week forwards and HISA will promote any materials provided to us to support the hub.
				Work with the library team and other relevant staff to create new student spaces within the library once identified Spaces created in partnership with the library.	1	1	<u>Student Spaces Created Within Library</u> Environmental Sustainability hub is now set up and officially launched during Green Week.
Building Up the Student Community	Additional spaces for students to socialise on Campus	Sep 2022 – May 2023	An alternative social space will be available to students where they can gather and socialise, and they will be able to borrow board games from HISA and engage in fun activities in said space.	Events and activities ran in Webster and in potential new spaces.	4	4	<u>Webster Halls BBQ for students in halls.</u> At the beginning of this academic year in August 28 th from 12 until 4pm we held a BBQ to welcome halls students and turned this event into a staple HISA Perth event as we held a Halls BBQ the previous year as well. <u>Board games available to be rented in Webster.</u>

			<p>Furthermore, I will work in collaboration with UHI Perth staff and help facilitate various student groups to give students the chance to interact more with each other.</p>			<p>Promotional materials have been distributed.</p> <p><u>Table tennis Table available in Webster</u> Promotional materials distributed.</p> <p><u>Music Lunches</u> I have been supporting the DPAW with the music lunches. Table tennis balls needing purchased for tennis table to be used. These have now been purchased.</p> <p><u>Late night gym in Webster</u> I have worked with the ASW to arrange the use of the Webster for gym classes in the late afternoon and evening which would open the building for halls students to access later in the day and give more students the chance to engage in gym classes and have access to another warm space on campus.</p> <p><u>Mental Health Chill and Chat Day</u> Event took place on 9th of March in partnership with</p>
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							<p>Student Services and local charities.</p> <p><u>Sociable Jenga event</u></p> <p>This event is planned to take place on the 4th of May. It is aimed to encourage students to socialise and de stress during the challenging exam period. The event is being promoted and free items will be available to students.</p>
				Events and activities ran in Wellness Garden	1	1	<p><u>Bike Sale</u></p> <p>I worked with the HISA Cycling Intern to hold a Bike Sale at UHI Perth Wellness Garden on the 1st of February to promote a healthier and greener means of travel to UHI Perth. The bikes were second hand and more affordable to help with the cost-of-living crisis.</p> <p><u>ASW 'Give it a Go' sessions.</u></p> <p>Once the weather warms up the ASW will start to do 'Give it a Go' sessions in Wellness Garden as well as outdoor gym classes to</p>

							encourage students to use the Wellness Garden more.
	Consistent meetings of student groups.	Nov-June		Groups co-facilitated with Student Services	2	2	<p><u>Student Groups</u> I am working with staff members within Student Services and have agreed to co-host various student groups such as the LGBTQ+ and Allies Group and the Man Cave Group.</p> <p><u>LGBTQ+ and Allies group</u> Is working well and has an increasing level of student engagement. The LGBTQ+ and Allies Group is fully run by the students and is very successful.</p> <p><u>Man Cave Group for students</u> - it commenced on the 15th of March. There has been good student engagement with students wanting to attend further sessions.</p>
				Students attending groups	10	25 2	<p><u>The LGBTQ+ and Allies Group</u> - has seen increased engagement and now has a solid number of returning attendees.</p> <p><u>The Man Cave for students</u> –This group is still in its early stages and is quite new so it only has 2</p>

							returning students with more students showing interest in attending.
				Groups becoming student led	2	2	<p><u>The LGBTQ+ and Allies Group</u> is fully led by the students participating in it. They vote and decide any activities that happen in the group and what room they would like to meet in. The group has insisted that myself and Apryll continue to attend as they feel more relaxed having us there. We are there as observers and for mental health support if needed. We frequently check with students about their thoughts on how the group is going.</p> <p><u>Man Cave</u> is also run by the students and my role and Alex Weir's role in the group is simply as emergency mental health support myself as a mental health first aider and Alex as a Mental Health Coordinator. The students decide what to discuss or how often and where they wish to meet. They have</p>

							reported that they prefer the group to run with myself and Alex present and the group continues to be successful.
Links to HISA Strategic Plan 2020-2023	<p>1.2 UHI will be recognised for the quality of its students' experience and their achievement</p> <p>3.2 HISA will be a vehicle for social change at a local, regional and national level</p> <p>3.3 Throughout UHI, officers, volunteers and representatives will work in partnership with academics and the wider staff community to solve problems and provide an evidence base to drive policy change</p> <p>5.2 To enhance the student social experience across the UHI Partnership</p> <p>6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community</p>						

Individual Objectives – Depute President Activities and Welfare							
Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
Clubs and Societies	Creation of New Clubs	September-June	Clubs provide students with opportunities to interact with various individuals, build skills and produce evidence for their future	Promotion of Opportunities	10-15 students reaching out to set up clubs	7	Use of social media and other advertising to raise awareness
				Number of clubs registered	10	9	Creative Writing, Archaeology and History, Basketball, Book Club, Choir, Music Club, Sewing Club, Society of Student Activities, Volleyball Netball. Clubs looking to re-register – Politics Club, Girls football

	Support and Building club numbers	September - June	employers/C V building	Assisting students with operations of their clubs	1	3	Aided Music club in set up with help of HISA Staff, spoke with students looking to begin Girls football club. Supported setting up of Netball club
				Members of clubs	10 (average)		Still collating members – numbers held through HISA Community Engagement Team
	Give it a Goes	September - June		Freshers' sessions	3	8	Ran multiple 'Give it a go' sessions during freshers in partnership with community organisations and ASW
				Sessions during academic year	8	4	4 Sessions in semester 1 – football, basketball, volleyball and cycling
				Clubs created from sessions	1 from each session	1	Volleyball 'Give it a go' has led to creation and operation of club
Fun and Engaging Events	Carnival	October	Large Scale Events gives a chance to be fully inclusive and bring a buzz to Campus which incorporates a wide range of student opportunities and fun.	Organisation and community engagement to promote opportunities for Students	4-5 various sectors engaging with students	Finance, Police, Military, charities, education, job development, community clubs etc.	

				Activities for Students	1-2 options	5	Food organised in form of BBQ, inflatables, competitions (art, costume, student demonstration, bingo)
				Student Engagement	40	70-100	
	Winter Fling	Janua ry		Activities for Students	1-2 options	3	DJ, Marshmallow Roasting and Hot Chocolate
				Student Engagement	40	5	Full debrief held looking at increasing engagement for End of Year Bash
	Tropical Getaway	April		Activities for Students	1-2 options	N/A	Did not go ahead due to availability
				Student Engagement	40	N/A	See above
	Year End Blast	May		Activities for Students	1-2 options	N\A	Cancelled. Due to low engagement. Will review evening events for next academic year for incoming officer team
				Student Engagement	40	N\A	See above.
Socially Responsible Activities	Brit Challenge- 23 events coordination	Jan-Mar	These activities provide an opportunity to work with the community and build connections as well as to give back.	Community Engagement	2 organisations	1	Mindspace assisted with the event.
				Volunteer Experience for students	1	1	Sandra Macrae was the student volunteer who did the initial organization and planning for the green week Mindfulness event.
	Christmas Box for Elderly	December		Students Engaged	10-15	1	
				Number of Boxes made	40	40	Made and delivered 19/12/22

Plan 2020-2023	<p>4.1 HISA will be sector-leading for volunteer provision in the Student Association community</p> <p>5.1. To provide every student at UHI with the opportunity to take part in extracurricular opportunities</p> <p>5.2. To enhance the student social experience across the UHI Partnership</p> <p>5.3. To develop clubs, societies and activities that are suitable for UHI students' unique circumstances</p> <p>5.4. To ensure any student wishing to set up a club or society can do so locally or regionally</p> <p>5.5 To develop societies that are inclusive and attractive to international students</p> <p>6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community</p>
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Individual Objectives – Depute President Education							
Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
Course delivery and satisfaction	Engagement with students on their educational experiences	Mar-May 23	Students are enrolled on a course that suits them & that is delivered in a way that suits them and their learning needs.	Student Satisfaction levels increased	70%		Awaiting Data
				Statistics of increased engagement with lecturers	1		meeting with SDDs to discuss
				Students feel their courses are delivered appropriately	70%		meeting with SDDs to discuss
	Review of course delivery methods and support	Feb 23		Increased opportunities for hybrid lectures	30%		Working with Head of Learning and Teaching Enhancement to ascertain current methods of delivery. Data collection ongoing.
				Increase of student study spaces on campus.	2		Working with Learning Spaces Group and President on this. Advocating for more study booths but

							financials of this is restrictive. Supportive of a proposal for a learning centre, will consult with SVRs.
				Better opening hours for hospitality outlets on campus, which will in turn support learning.	1		Aramark unwilling to look at this.
	Learner Spaces reviewed, and work to ensure they are appropriate	March 23		Learner Space audit completed	1		Working with Learner Spaces group on this. Hopeful to assess this once ready.
				Findings shared and implemented wherever possible	1		Discussions about room accessibility, publicising and other issues to be had. Will be using upcoming SRCs to discuss this. Audit ongoing.
Student Voice Reps role with Perth College	SVRs being a co-decision-making body rather than an advisory body within HI Perth	Feb 23	By giving SVRs more power within UHI Perth, this will create more opportunities for SVRs that	Develop process of new development to go to SVRs for discussion/approval	1		Report will be initiated in the new year. Working group will be set up with some SVRs. SVR meetings remain strong

			will increase the role's autonomy and will hopefully lead to wider engagement and increased numbers			attendance. Drop in SRC 4 attendance.
						SVRs consulted and are currently content with their role within the college but would like to see increase support given to the body.
				SVR Programme being student-led with support from UHI Perth	1	Currently working in partnership with Quality. Continued concerns about SVRs responsibility between HISA & UHI Perth Quality. SVR Review HISA wide being undertaking, Perth heavily feeding into this.
				Engagement from college decision makers with the SVRs and council meetings	1	1 Dates of SRCs shared with Student Engagement and Quality. Will discuss with others how can engage. At least one

							SDD now attends SRCs.
Cost of Living Crisis	Food on Campus	Oct 22	Students are facing crippling financial concerns, which could/will lead to impacts on their studies, so addressing matters like food on campus, access to food and other initiatives could positively affect the student experience.	Consult with students about food on campus	100	500	<p>A consultation has been completed which exceeded the intended target of students and managed to capture the views of over 500 students. A report has been produced.</p> <p>Next stage of this: further conversation with senior Aramark managers to continue. Regularly raised at monthly calls but no further forward.</p> <p>Serious issue with regards to provisions for students with coeliac disease. .No regular provision. A disease that 1 in 100 suffer from.</p>
	Access to produce	Jan 23		Set up scheme of any food going out of date from outlets across campus will be offered, for free, to students.	1		Discussions with Aramark in relation to food that is going

						<p>out of date. How this is staffed & publicised still being planned.</p> <p>Aramark have introduced 'Too Good to Go' bags. HISA working to ensure these are available for students only and not the general public.</p>
				Explore introduction of community fridge	1	<p>Decision made not to go ahead with this due to various complexities. Will instead focus on continued partnership working on The Big Project.</p>
	Other initiatives	Oct-May		Discuss with college about extended free breakfast times & introduction of free soup at lunch for students.	1	<p>Breakfast time has been extended to 9.15am.</p> <p>Discussions will continue with regards to free soup. Free</p>

							soups/noodles now in place.
Links to HISA Strategic Plan 2020-2023	<p>1.1 The University of the Highlands and Islands will be the United Kingdom's leading integrated university, encompassing further and higher education</p> <p>1.2. UHI will be recognised for the quality of its students' experience and their achievement</p> <p>1.3. UHI worldwide reputation will be built upon its innovative approach to learning and its distinctive research and curriculum, enriched by the people, natural environment, economy, culture and heritage of our region and its communities</p> <p>2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representative system region-wide that takes into account all learning modes and demographics</p> <p>2.3 HISA will provide top-level training, support and development for its representatives and officers at the local and regional level to ensure a sector-leading student academic and, wider, experience</p> <p>3.2 HISA will be a vehicle for social change at a local, regional and national level</p> <p>6.3 Support the UHI Partnership in creating a whole community that is committed to supporting positive mental health and wellbeing</p>						

Operational Plan

Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
Freshers and Induction	HISA Perth input during Inductions	September 22	New students are made to feel welcome to UHI Perth	HISA to feature as part of induction programme at UHI Perth	20	53	29 interactive workshops to 32 classes in Brahan Lecture Theatre, 24 delivered in class

	Freshers' activities	Aug-Sept 22		Events taken place.	3	5	Halls Welcome BBQ Freshers Fayre Give it a Go Sessions Comedy Evening Pop Up Bar
	Working with local companies/or ganisations/c harities	Aug-Sept 22		Local companies/organisations/charities featured in Freshers' activity.	1	42	42 stalls at Freshers Fair from local organisati ons/comp anies/PCU HI departme nts
	Integration with regional Freshers' activity	Sept 22		Promotion of local and regional activities to be cohesive.	1	1	Shared promotio n and Comedy Night streamed online for all UHI students

Student Voice Reps	Recruitment of Student Voice Reps	Feb 23	Student experience is improved through change suggested and led by students.	Increase in number of courses having at least one student voice representative	60%	64%	Quality and HISA separate SVR sheets, working in partnership.
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	Student Voice Rep Training	Nov 22		Deliver student voice rep training in partnership with Quality Team	5	10	<p>Training took place 24th Oct- 3rd Nov in partnership with Quality/Student Engagement. Alternative sessions to be held for ESOL/SLLE students.</p> <p>Training has been received well, with a review pending on how this should work going forward.</p> <p>Online self-directed</p>
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[illegible]

				Increase number of class reps trained	70%	66%	Figures to be shared with HISA Perth by Quality
	SRC Meetings	June 23		Regular meetings held	7	7	Meetings set for academic year
				Reps attending meetings	20 per session	34 (average)	41 – SVR Welcome Event SRC 1- 51 SRC 2 – 28 SRC 3 - 24 SRC 4 – 18 SRC 5 – 14 SRC 6 – 30 attended (became open student meeting)
ESES	Help improve participation	Oct 22	Changes made to the early student experience based	More students take part in ESES.	38%	59%	ESES running differently – HISA

			on student feedback.				involved in process.
	Improve score	Oct 22		Increase in awareness of HISA	81%	79%	83% HN students HISA analysing and comparing results with other APS
HISA Con	Improve attendance	Jan 23		Number of UHI Perth students attending HISA Con	5	2	HISA Con having different format. 2 attended Student Impact Workshop
Elections	Local positions filled	Feb 23	Effective student representation decided by students for students.	All HISA Perth positions to have a candidate.	2 (per position)	1 Pres 3 DPAW	1 Pres 2 DPed 5 DPAW at end of nomination period. By election run for DPED

							23/25 May
	Turnout	Mar 23		Increase on voter turnout from 2021-2022	7%	2.04%	March Election - HISA wide = 2.99% Perth = 1043 votes, 227 voters (up 20), Eligible voters this year 11109 (2022 - 6777 voters). HISA investigating discrepancy By-election stats tbc
	Number of candidates	Feb 23		Increase in number of candidates.	6	5	8 at close of nomination period in March

							elections. By election had 1 DPed candidate
National Student Survey	Improve participation	June 23	Student experience improved for HE students.	More students take part in NSS.	75%		Open – HISA helping promote
	Improve score	June 23		Increase Q26 score			NSS questions being updated, SU question now Q25
SSES	Improve participation	March 23	Changes made to the overall student experience based on student feedback.	More students take part in SSES.	41%		SSES running differently – HISA involved in process
	Improve score	March 23		Increase in HISA Perth specific questions from previous year.	76%		To receive stats from UHI Perth Quality

OBI Awards	Awards Timeline	Jan 23	Best practice of staff and students shared to all at Perth College UHI	Timeline of awards created and published	1	1	Complete Nominations open 27/3
	Update Nomination Form			Online nomination form updated to ensure comments added.	1	1	Complete Paper nomination form also available in Large Print
	Nominations from every sector	Mar 23		Each sector area has nominations in every category.	1		
	Nomination numbers	Mar 23		Increase in nomination numbers in 2022-2023	400	443	Nominations closed 28/4
				Improve nomination numbers in areas with low engagement	40		
	Celebration of awards	June 23		Awards ceremony takes place.	1		Set for 31st May as part of Celebration week
				Student involvement in awards ceremony	1		In discussion

							n with SDDs
				Wider promotion of winners	1		In progress on socials
HISA awards	Nominations numbers	June 23	Best practice of staff and students shared to all at UHI Perth	Increase in nomination numbers in 2022-2023	80		Nominations closed. Awaiting stats from UHI Student Engagement Team
Sporting Blues	Nominations numbers	June 23	Student sporting achievements celebrated, encouraging participation and success in sporting activities at Perth College UHI	Increase in nomination numbers in 2022-2023	5		Nominations closed 26/5, awaiting stats from HISA Community Engagement
Advice for Students	HISA Advice Service	June 23	Students will have an independent advice service to support them during challenging	Promotion of HISA Advice Service to students	1	1	Ongoing
				Number of students accessing Advice Service from UHI Perth	10	10	8 Academic

			times during their studies, helping retention and the wider student experience				, 1 Housing, Mitigating Circumstances
Link to HISA Strategic Plan 2020-2023	<p>1.2 UHI will be recognised for the quality of its students' experience and for their achievement.</p> <p>2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representative system region-wide that takes into account all learning modes and demographics</p> <p>2.2 HISA digital democracy will be sector leading, accessible to all its members and have a real impact</p> <p>2.3 HISA will provide top-level training, support and development for its representatives and officers at the local and regional level to ensure a sector-leading student academic and, wider, experience</p> <p>2.4 HISA's officer structure will be advanced, effective and reflect the needs of its students, UHI and the Partners.</p> <p>3.1 HISA becomes the place that students and academics alike recognise as providing independent appropriate and quality support advice on academic and welfare issues.</p> <p>3.3 Throughout UHI, officers, volunteers and representatives will work in partnership with academics and the wider staff community to solve problems and provide an evidence base to drive policy change.</p> <p>6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community.</p>						

Regional Update

Since his appointment in February 2023, Antony Blackshaw has been meeting and engaging with key stakeholders across the UHI, including UHI Perth's SMT and has been making regular visits to UHI Perth. Antony has also been consulting across HISA and is putting in place suggestions from HISA staff and officers to propose a workable structure for the organisation moving forward. This proposal will be going to HISA's Trustee Board at the end of June and will hopefully be implemented before recruitment for a permanent CEO takes place.

ⁱ Available at [Strategic Plan @ Highlands and Islands Students' Association \(uhi.ac.uk\)](https://www.uhi.ac.uk/strategic-plan)

Committee Cover Sheet

Paper No. 5

Name of Committee	Board of Management
Subject	Financial Sustainability
Date of Committee meeting	07/06/2023
Author	SMT
Date paper prepared	01/06/2023
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	<p>Paper advises that there are no supporting documents for discussion around the 2023/24 budget as would normally be expected in Board Cycle 4.</p> <p>The budget for 2023/24 will be developed after the SMT and Board of Management have agreed on significant changes that need to be made to ensure the financial sustainability of UHI Perth.</p> <p>To this end, SMT are Board of Management are seeking approval of the following:</p> <ol style="list-style-type: none">1. that enhancement be made to the voluntary severance scheme; &2. that a business case should be made to our Regional Strategic Body and then the Scottish Funding Council to be able to make compulsory redundancies within UHI Perth
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	The financial position facing UHI Perth has been widely discussed at numerous meetings within the last few Board cycles
Action requested	<input type="checkbox"/> For information <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input checked="" type="checkbox"/> For approval

Committee Cover Sheet

	<input type="checkbox"/> Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	The management of risks is important to ensure the best chance of delivering strategic objectives.
Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	Yes – redundancy processes will be require resources to be expended, however savings will be generated as a result
Risk implications Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk? If yes, please provide details.	Yes – mitigates against risks associated with financial sustainability Click or tap here to enter text.
Equality & Diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	No
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please provide details.	No Click or tap here to enter text.
Island communities Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities	No If yes, please give details: Click or tap here to enter text.

Committee Cover Sheet

(including other island communities)?	
Status (ie confidential or non-confidential)	Non-Confidential If a paper needs to remain confidential for a prescribed period of time before being made 'open', please advise how long must the paper be withheld: Click or tap here to enter text.

Freedom of Information

Please note that **ALL** papers will be included within 'open' business unless a justifiable reason can be provided.

Please select a justification from the list, below:

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"/>

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

Request 1: For Board to approve an enhancement to our voluntary severance scheme.

Proposal: The College currently has an approved voluntary severance scheme which is in place until the 31 August 2024, however we have not been able to deliver on the savings required within the College through this scheme and therefore we are looking to enhance this scheme further to support the delivery of savings necessary for the 23/24 academic year onwards and would be available for the College to use until the 31 August 2024.

This enhanced voluntary severance scheme will be available to all staff across the College and will be considered on a case-by-case basis. Any requests from the Senior Management Team would be considered by remuneration committee.

Our current voluntary severance scheme is based on the calculation for statutory redundancy pay but enhanced by removal of the weekly salary cap. This is beneficial to staff whose weekly salary is above the cap which is currently £643 gross pay per week.

The proposed enhanced scheme has a number of proposed differences, and these are outlined below.

1. A different methodology for calculating the severance payment payable is proposed, based on length of service and monthly pay at the time of leaving which enhances the severance payment to all, but notably to lower paid staff with less service.
2. Severance payments are based on one month's pay for each completed year of service up to a maximum of 7 months' pay.
3. The requirement for 2 years minimum service is removed from the proposed enhanced VS scheme.
4. Pension strain costs are no longer a factor when determining whether the required level of saving is made to allow an application to progress (this has been confirmed by the Scottish Government).
5. All successful application of voluntary severance remains subject to a settlement agreement being signed by both parties and the College is increasing its contribution to this access to an independent advisor from £250 plus VAT to £300 plus VAT towards the required legal advice associated with the agreement.
6. The recurring savings required to allow an application to be approved is increased from nine months to twelve months from the date upon which employment ends.

Risks arising: If the College is not able to enhance our current voluntary severance scheme, then we are not likely to see the level of staff looking to leave through voluntary severance, which means we may have no option but to see more staff leave through compulsory redundancy which is the last option for the college.

If staff were to leave through compulsory redundancy, then they would receive statutory redundancy pay only which is significantly less.

For staff who do leave through voluntary severance due to the enhancement of the scheme they will be required to sign a settlement agreement which removes the risk of claims against the College.

Legal advice: Legal advice has been sought on this proposal and also covers the change in methodology proposed for calculation of severance payments.

Worked examples of difference in scheme.

Promoted Level 3 Academic member of staff (current salary £53,530)

Severance payments – for age 61, 20 years' service

- | | |
|---|------------|
| • Statutory redundancy payment (if made compulsory redundant) | £19,290.00 |
| • Current voluntary severance scheme | £30,882.69 |
| • Proposed enhanced voluntary severance scheme | £31,225.83 |

Severance payments – for age 40, 5 years' service

- | | |
|---|------------|
| • Statutory redundancy payment (if made compulsory redundant) | £ 3,215.00 |
| • Current voluntary severance scheme | £ 5,147.12 |
| • Proposed enhanced voluntary severance scheme | £22,304.17 |

Support Staff Grade C (top of the scale, current salary £23,564)

Severance payments – for age 61, 20 years' service

- | | |
|---|------------|
| • Statutory redundancy payment (if made compulsory redundant) | £13,594.62 |
| • Current voluntary severance scheme | £13,594.62 |
| • Proposed enhanced voluntary severance scheme | £13,745.67 |

Severance payments – for age 40, 5 years' service

- | | |
|---|------------|
| • Statutory redundancy payment (if made compulsory redundant) | £ 2,265.77 |
| • Current voluntary severance scheme | £ 2,265.77 |
| • Proposed enhanced voluntary severance scheme | £ 9,818.33 |

Request for Board

- Approve the request to enhance the voluntary severance scheme by using the proposed alternative methodology and for the scheme to be available for use until the 31 August 2024.

If approved by the Board of Management this will then allow the college to continue to the next level of approval which is to our Regional Strategic Body and then to the Scottish Funding Council.

Request 2: For Board to approve that a business case should be made to our regional strategic body and then the Scottish Funding Council to be able to make compulsory redundancies within UHI Perth.

Proposal: The College is in a position where we are predicting a significant deficit in the 2023/2024 academic year. The SMT have been working over the last year to identify where non-staffing budgets can be reduced to mitigate this cost, however with the current level of cost attributed to staffing and the following factors the SMT believe that they require to consider compulsory redundancies within UHI Perth. This is obviously be the last resort for the College, but permission is now sought from the Board of Management to submit a Business Case through our regional strategic body and onwards to the Scottish Funding Council to have permission to take this step if necessary (and subject to consultation with the relevant trade unions).

Background:

The college continues to find itself in an extremely challenging financial position which has been outlined at Board, Committees and with the staff/TU's over an extended period of time. Now that we have greater clarity on the final funding position for year 23/24, we must act to right size the organisation to fit the funding and student numbers available to us. To clarify the drivers for this are as follows –

- Reduction in HE recruitment over a period - £2m reduction in income.
- Flat cash for FE delivery with a 10% reduction in credit numbers available.
- The removal of the £46m for transformation within the college (£26m) and university (£20m) sectors.
- The projected cost of living increases both for utilities and for pay awards.

The total projected deficit for year 23/24 is in the region of £3m, as various factors have still not crystallised, this cannot be a confirmed figure. The college, under ONS guidelines, cannot return a deficit budget and does not have any reserves to draw on as generating reserves is also not permitted under ONS.

The current assumptions used by the College in terms of the current position are as follows –

- After discussion with UHI there is to be no reduction in the top slice for 23/24.
- There will be no support from the Scottish Government for the pay awards (September 22 is still pending with the next due in September 23).
- That therefore staffing costs required to be reduced.
- That the result of this exercise will ensure the sustainability of the college going forward for a reasonable time.

Actions to reduce the deficit.

The College has already made the following decisions and taken the following actions to reduce the deficit:

- A voluntary severance scheme has been in place and opened on 3 occasions since 2022, and this saw a small number of staff leaving and some savings.
- All vacancies will continue to be scrutinised from the perspective of not filling them unless essential – holding vacancies has identified savings of c£270k in academic areas and £200k in professional services areas.
- The funding made available for remission for research will be reduced to £75k per year, this will mean that some individuals who currently receive remission for this will lose it.

- We will reduce the number of staff we support through the TQFE qualification to 10 per year (it has been 20 staff for the last two years).
- We will reduce the staff development budget by half for one year (2023/2024), which will save £50k reflecting on this for 24/25 when we have clarity on the funding at that point.
- We will continue to make all efforts to maximise our student numbers within the funded limits set by SFC/UHI.
- We will look to ensure that additional contracts and hourly paid roles will be kept to a minimum over the next academic year.
- Where appropriate we will move from 18 to 16 credit delivery per course.
- In 2020/2021 we asked staff if they wished to reduce their hours of work to assist in savings and will do so again.
- We will look to open another window for voluntary severance with an improved scheme to look to make it more attractive for staff to consider leaving the College, and where savings can be identified and there is not a requirement to back-fill roles or have a significant impact on the student experience or the running of the College provision/operation then these will be supported – see separate request (paper A)
- We will be requesting financial support from UHI to contribute/cover the costs of these voluntary severances.

However, we recognise that these actions alone may not deliver the savings we need and that there may need to be potential staff reductions within both the academic and professional services areas of work which may need to be achieved through compulsory redundancy. To be clear this is the last resort for the College, and we will take consider all actions before making this decision.

The initial proposed redundancies would affect 1 Senior Manager, 3 Management Staff, 25 members of academic staff and 22 members of support staff out of a total of 5 Senior Managers, 13 Managers, 266 Academic members of staff and 252 member of Support Staff employees who are employed at UHI Perth. Specifically:

- Reduction in the Senior Management Team by 1
- Moving to a 2-faculty model which will see a reduction of 2 managers
- Removing the following areas/courses from the curriculum with immediate effect, where there are on-going students then the courses will be run down over the appropriate span and staffing will be reduced accordingly –
 - Hairdressing – all provision.
 - NQ Administration.
 - NQ Computer Technologies
 - SVQ Hospitality Services Level 4
 - Culture & Heritage BAH
- Other provision will be realigned to maximise the numbers in cohorts to ensure viability of subject areas, and further details will follow.
- There will be the following changes to our commercial delivery on the basis of the losses that they are making.
 - Nursery – the nursery will close completely at the end of June '23.
 - ASW – we will disinvest in ASW and look for other ways of delivering a provision which will be more cost effective. This work will be concluded by October '23 and unless this is possible further

- consideration will be given to the future of ASW.
- The Business Development Team will cease given the significant reduction in FWDF and MA funding it is no longer viable to operate a central resource in this area. The Development Trust will be absorbed into the college governance structure and will no longer be a stand-alone entity. Projected saving - £280k.
- All leisure provision will cease at the end of this term.
- In addition, within Phase 1 there will be an overall 10% saving across all of the professional service, this will not be applied uniformly but will be applied on the basis of need.

These proposals have already changed with the nursery being removed from the consultation process whilst the Nursery Manager and the Vice-Principal, Operations review options. Some of the hairdressing provision will run in 2023/24 to allow students to fully complete the intended programmes of study and for the schools' programme to access this provision. In addition, the consultation process has been extended until the end of September 2023

Actions we would consider before this position is taken:

Avoiding or Minimising Redundancies

- Full or Partial Recruitment Freeze (this could involve ceasing the advertisement of posts). – already in place.
- Reduce the number of bank staff used to utilise those "at risk" of redundancy. – already in place.
- Reduction or elimination of overtime, where possible. – already in place
- Reduction in working hours. – this will be proposed.
- Part-time working. – this will be proposed.
- Term-time working. – this will be proposed.
- Job shares. – this will be proposed.
- Reduction of staff levels by natural wastage. – this is already happening.
- Redeployment to other roles in the college. – This will be considered.
- Ending employment of external contractors. – This will be considered.
- Voluntary early retirement. – This is considered where there is no cost to the College.
- Voluntary redundancy. – See paper A.
- Sabbatical or secondment – This will be considered and already takes place.

Redeployment and Retraining/ Suitable alternative employment

Where a member of staff is "at risk" of redundancy then we will provide details of current vacancies to ensure that we consider redeployment and suitable alternative employment (with pay protection where appropriate).

It is only where there are no suitable redeployment or suitable alternative employment that the College will consider compulsory redundancy, however we would ensure that these staff still can consider voluntary severance where the severance package may be more advantageous to the staff member.

Compulsory redundancy pay

As per our redundancy procedure any redundancy pay would be based on statutory redundancy pay rates at the time of the redundancy, which are calculated through the agreed statutory redundancy pay methodology (though please see comments above re access to voluntary severance)

Risks arising: If the College is not able to make staff members compulsorily redundant then it may not be able to achieve the savings required. We would of course hope that staff in any affected areas consider voluntary severance, but we wish to ensure that the College can make compulsory redundancies if necessary.

Both of our recognised Trade Unions have already intimated or confirmed that if this is something that the College is considering that they would raise a dispute and consider strike action. This is a sectoral position, and one that the College must be aware of as a risk.

Legal advice: Legal advice has been sought on this proposal and the College will continue to take legal advice in terms of its obligations in terms of redundancy consultation/selection and to mitigate the risk of unfair dismissal should any employees be dismissed by reason of redundancy.

Request for Board

Approve the request to allow the College to submit a formal business case to our Regional Strategic Body and then to the Scottish Funding Council which would grant the College permission to undertake Compulsory redundancies if required.

Committee	Board of Management
Subject	Management Accounts
Date of Committee meeting	07/06/2023
Author	Iain Wishart, VP OPs
Date paper prepared	16/05/2023
Executive summary of the paper	Q3 YTD Management Accounts
Consultation How has consultation with partners been carried out?	No
Action requested	<input checked="" type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes/ No Details use of resources through Q3 YTD 22/23
Risk implications (If yes, please provide details)	Yes/ No Notes the risk to financial sustainability
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> • Compliance • National Student Survey 	Financial sustainability

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

<p>Its disclosure would substantially prejudice a programme of research</p>	<input type="checkbox"/>	<p>Its disclosure would substantially prejudice the effective conduct of public affairs</p>	<input type="checkbox"/>
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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

UHI Perth

Financial Performance Review

Q3 22/23



Group Overview

The year to date deficit is in line with expectations arising from the shortfall in HE FTE performance and accruing for a higher salary increase. The full year forecast deficit is still expected to be around £2.4m.

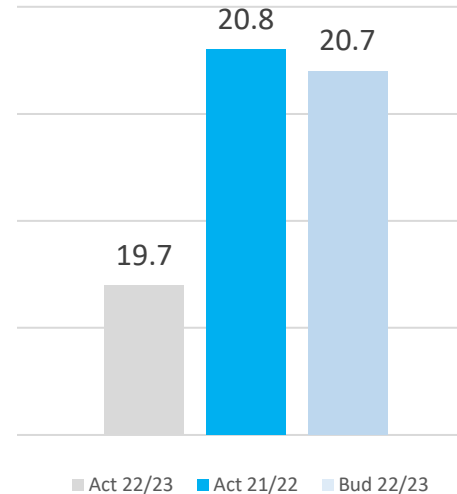
The income numbers are down primarily due to HE shortfalls. There is a potential of some ESIF income being released by EO in Q4 but there is no confirmation of the value.

Staff costs are £400k over budget at Q3 which is due to the achievement of some staff cost savings being offset by the higher than anticipated pay award which at 6% is double the budget estimate.

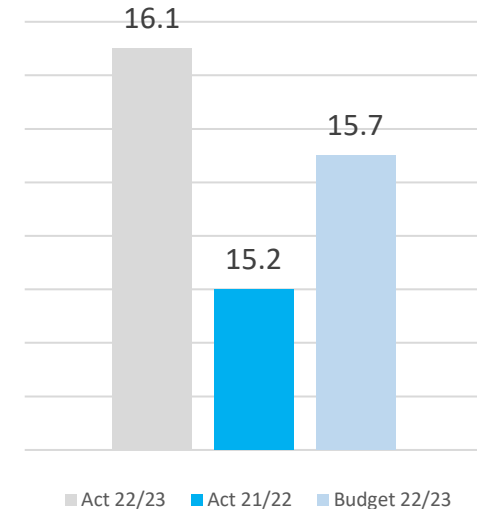
The full year forecast for staff costs is expected to be around £600k over budget. This means that some of the required staff cost savings required to achieve balanced budget have been achieved but that saving is being offset by the anticipated pay award.

The estimated cost of the pay award for the period to date £783,000 and that has been included in the YTD staff cost.

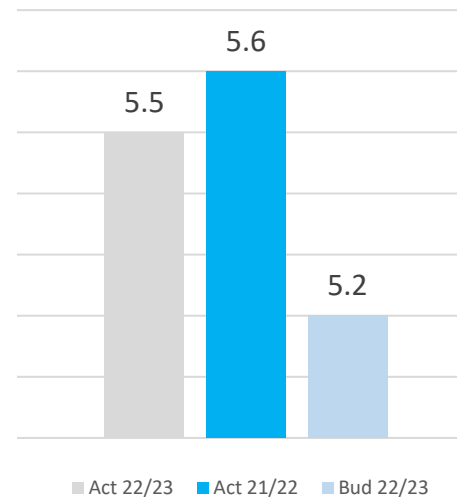
YTD Income (Excl Bursary) £M



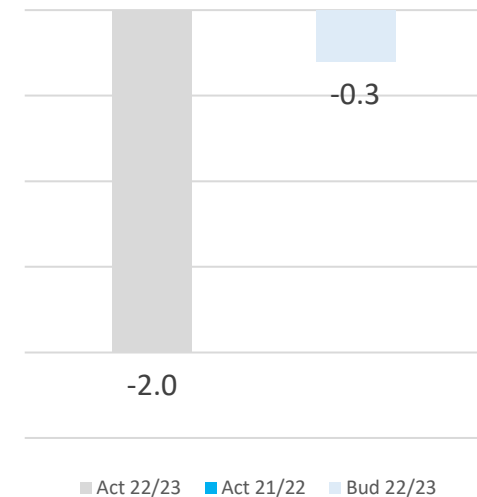
YTD Staff Cost £M



YTD Non-Staff Cost £M



YTD Surplus/Deficit £M



Group Overview v Budget

Actual AOP at Q3 is a deficit of £(2)m compared to a budget deficit at Q3 of £(0.3)m. The Q3 budget deficit of £(0.3)M is due to the timing of staff costs and was based on a full year NIL AOP. The actual full year AOP deficit is forecast to be around £2.4m

The Gross Profit of the academic areas are now below the 32.3% FY budget overhead rate for 22/23. Business gross margin has improved to 11.5% although this is due to the improvement in AST.

Actual staff costs now include an estimate for a 6% national bargaining pay award to cover the period from September to April against an original budget assumption of 3%. The total estimate currently assumed for pay award is £783k.

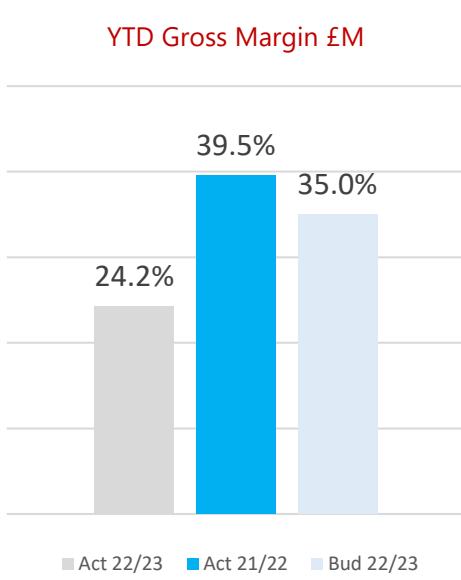
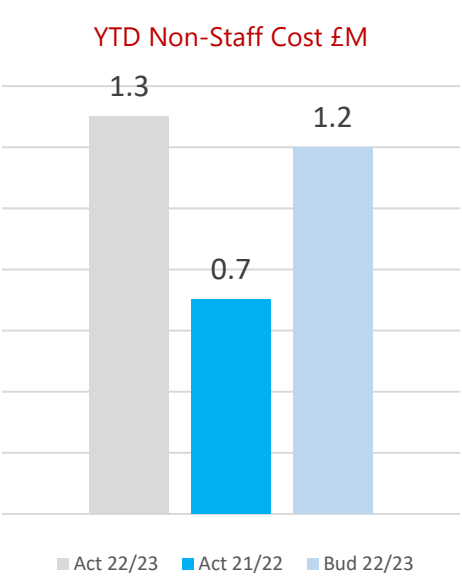
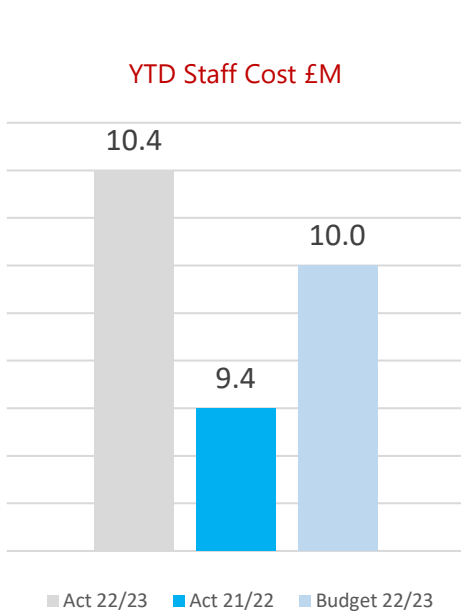
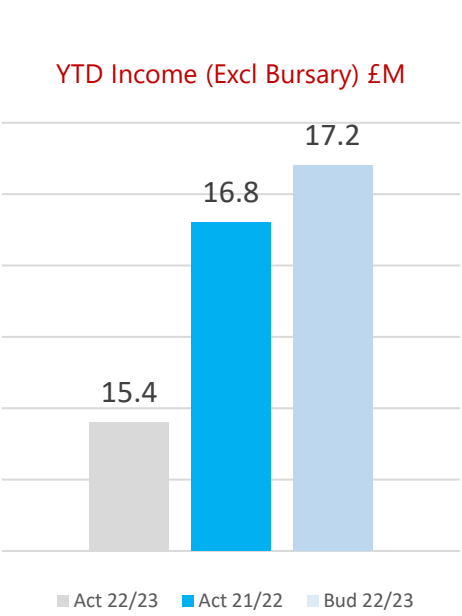
Actual £K					Budget £K				Variance £K				
Actual YTD 22/23	Academic	Business	Services	Total	Academic	Business	Services	Total	Academic	Academic	Business	Services	Total
Funding	11,158	136	959	12,253	12,248	0	568	12,816	-671	-1,091	136	391	-564
Tuition Fees	2,786	1,446	0	4,233	3,410	1,447	0	4,857	-584	-624	-0	0	-624
Commercial	1,511	927	696	3,134	1,575	834	570	2,979	-263	-64	93	126	155
Total Income	15,455	2,509	1,655	19,619	17,234	2,280	1,138	20,652	-1,519	-1,779	229	517	-1,033
Staff Costs	10,463	1,526	4,124	16,114	9,961	1,591	4,179	15,731	-58	-502	65	55	-382
% Income	67.7%	60.8%	249.2%	82.1%	57.8%	69.8%	367.4%	76.2%			28.2%	10.7%	
Non-Staff Costs	1,254	694	3,522	5,469	1,233	616	3,393	5,242	196	-21	-78	-129	-227
% Income	8.1%	27.6%	212.8%	27.9%	7.2%	27.0%	298.2%	25.4%			-34.0%	-24.9%	
AOP Surplus/(Deficit)	3,738	289	-5,991	-1,964	6,039	73	-6,435	-322	-1,381	-2,301	216	443	-1,642
% Income	24.2%	11.5%	(362.1)%	(10.0)%	35.0%	3.2%	(565.6)%	(1.6)%					

Academic Performance

The full year budget overhead rate is over 30%. You can see that the Gross Margin of 24.2% for the academic areas is now behind both budget and prior year. This is primarily due to the reduction in HE income and the accrual for a higher staff increase.

Staff costs are slightly higher than budget, primarily driven by negative variances in STEM and ALS. The estimated pay award is now included in the staff cost total for each area.

It is likely that there may be a small improvement in the academic gross margin as most of the non-staff costs are incurred in the first three quarters compared to the income which is recognised broadly equally across the year although this improvement is unlikely to be material.



Academic Performance

The figures below show Gross Profit at £2.3m behind budget. This is due to a number of reasons:

- 1. Funding for HE is based on actual FTE’s enrolled. There are approximately 1,483 funded FTE currently achieved against a funded target of 1,877 which equates to a funding and tuition shortfall of £1.7m at Q3 and £2.2m for the full year.
- 2. The tuition fee shortfall, above, is offset slightly by improvements in Modern Apprentices, Foundation apprentices as well as unbudgeted postgraduate income.
- 3. STEM and ALS are over budget for staff costs including a pay award estimate. These variances are primarily due to omissions in the budget submissions for those areas.

Actual £K

Actual YTD 22/23	STEM	BMCL	CCI	ALS	Research	Academic Total
Funding	2,705	2,447	2,078	3,875	53	11,158
Tuition Fees	455	829	591	873	37	2,786
Commercial	925	176	79	164	168	1,511
Total Income	4,085	3,451	2,748	4,913	258	15,455
Staff Costs	2,636	2,481	1,838	3,372	136	10,463
% Income	64.5%	71.9%	66.9%	68.6%	52.9%	67.7%
Non-Staff Costs	553	312	231	137	20	1,254
% Income	13.5%	9.0%	8.4%	2.8%	7.9%	8.1%
AOP Surplus/(Deficit)	896	658	679	1,404	101	3,738
% Income	21.9%	19.1%	24.7%	28.6%	39.2%	24.2%

Budget £K

STEM	BMCL	CCI	ALS	Research	Academic Total
2,860	2,852	2,487	4,004	45	12,248
584	963	850	1,014	0	3,410
759	547	87	53	129	1,575
4,203	4,362	3,424	5,070	174	17,234
2,314	2,682	1,885	2,955	127	9,961
55.0%	61.5%	55.0%	58.3%	72.5%	57.8%
535	239	251	200	9	1,233
12.7%	5.5%	7.3%	3.9%	4.9%	7.2%
1,355	1,441	1,288	1,916	39	6,039
32.2%	33.0%	37.6%	37.8%	22.5%	35.0%

Variance £K

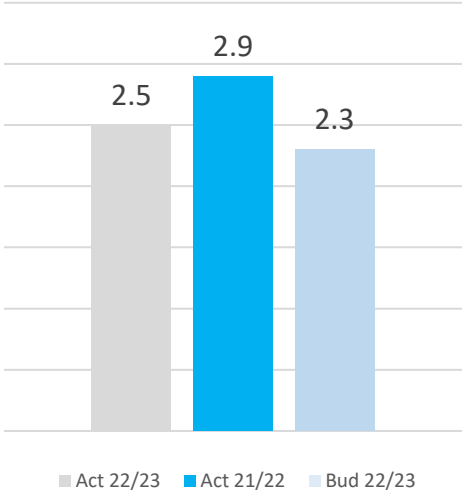
STEM	BMCL	CCI	ALS	Research	Academic Total
-155	-405	-409	-129	7	-1,091
-128	-134	-258	-140	37	-624
166	-371	-8	112	38	-64
-118	-911	-676	-157	83	-1,779
-322	200	47	-417	-10	-502
				-11.8%	
-19	-73	19	63	-12	-21
				-14.0%	
-459	-783	-609	-512	62	-2,301

Business Performance

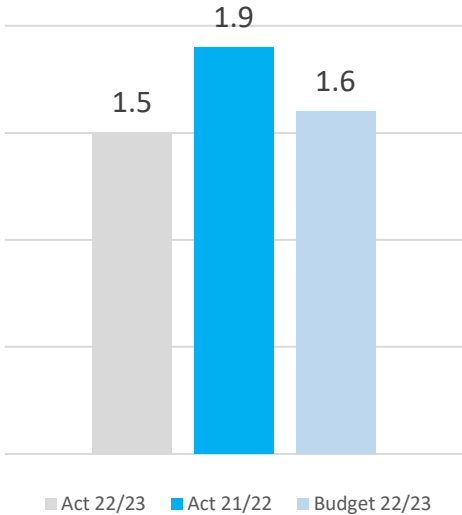
Actual gross margin is better than budget in AST and residences, and nursery (although the budget was is for a loss) but behind budget in ASW.

The Gross Margin shows a large variance in percentage terms but this converts into small absolute values.

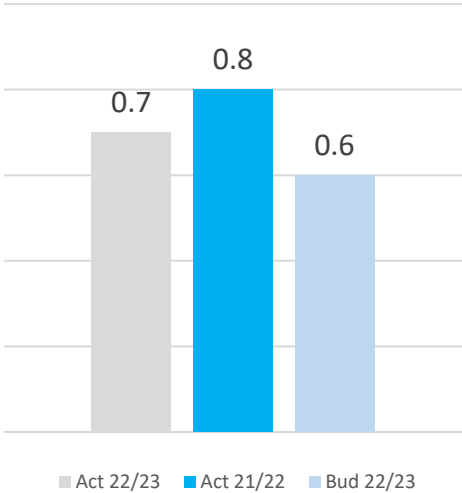
YTD Income (Excl Bursary) £M



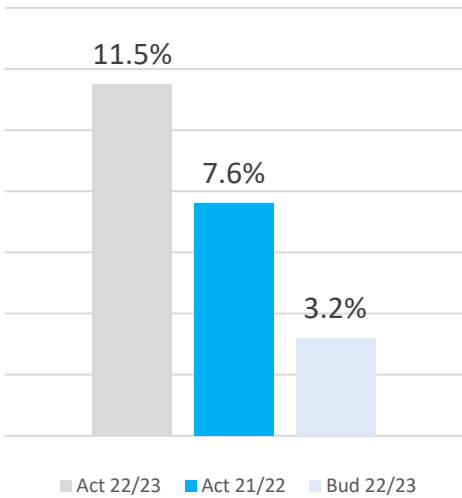
YTD Staff Cost £M



YTD Non-Staff Cost £M



YTD Gross Margin £M



Business

The commercial businesses are a variety of results with variances largely driven by staff costs.

ASW and the Nursery are both substantially behind budget due to increased staff costs and are both loss making at the gross profit level which means they are not contributing to the College overhead costs.

The favourable AST Gross Margin, versus budget, is primarily due to staff cost savings with a number of staff leaving and not being replaced.

ASW's unfavourable Gross Margin is due to unbudgeted bank staff and pay award (£45k). Non staff costs are £30k higher than budget due to the backdated music licence costs (8k), increased consultancy costs (£18k) of consultancy costs, unbudgeted climbing centre equipment (£4k) and other timing differences.

Residences Gross Margin is ahead of budget due to income for summer lets as well as higher than budgeted occupancy levels for student lets.

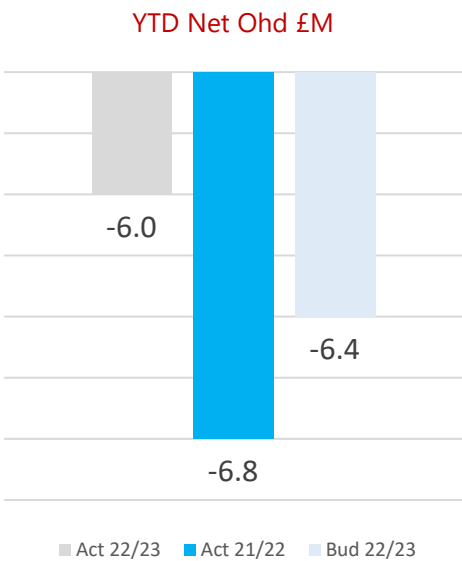
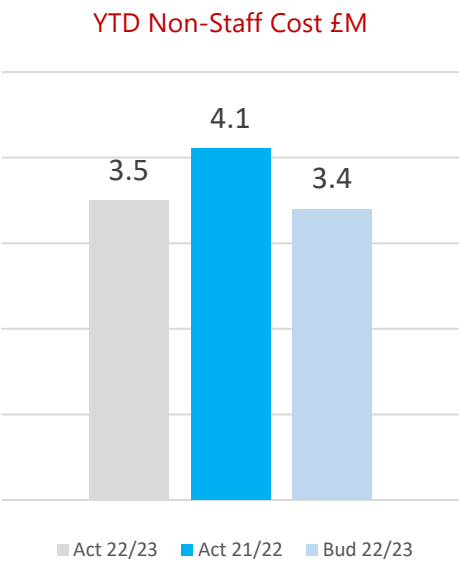
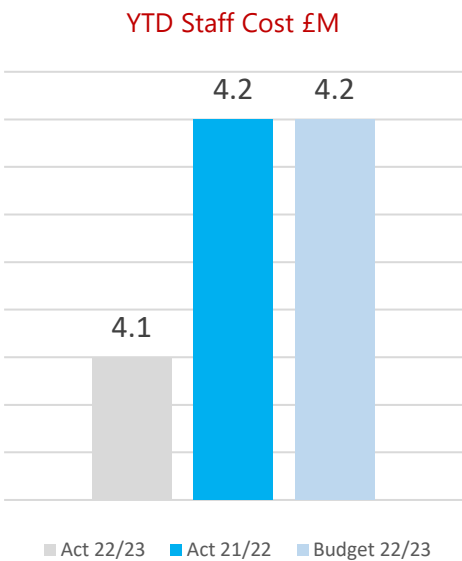
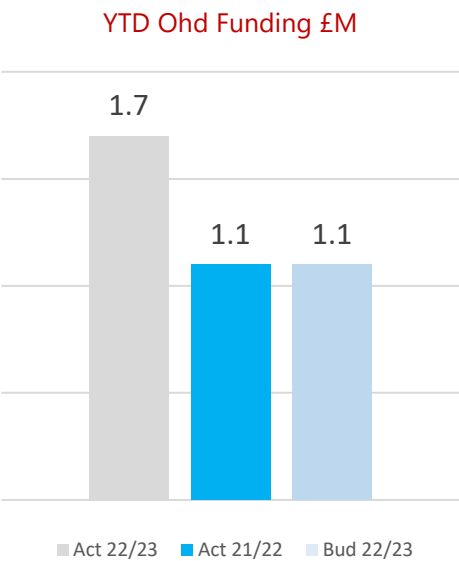
Actual £K						Budget £K					Variance £K				
Actual YTD 22/23	AST	Residences	ASW	Nursery	Total	AST	Residences	ASW	Nursery	Total	AST	Residences	ASW	Nursery	Total
Funding	0	0	0	136	136	0	0	0	0	0	0	0	0	4	4
Tuition Fees	1,446	0	0	0	1,446	1,447	0	0	0	1,447	1,957	0	0	0	1,957
Commercial	3	394	437	93	927	7	253	410	163	834	4	301	395	204	904
Total Income	1,450	394	437	229	2,509	1,454	253	410	163	2,280	1,960	301	395	208	2,864
Staff Costs	875	0	376	275	1,526	997	0	338	256	1,591	1,233	0	373	247	1,854
% Income	60.4%	0.0%	86.1%	120.0%	60.8%	68.6%	0.0%	82.5%	156.7%	69.8%	62.9%	0.0%	94.5%	118.6%	64.7%
Non-Staff Costs	361	211	104	17	694	361	158	74	24	616	487	194	91	20	792
% Income	24.9%	53.5%	23.9%	7.6%	27.6%	24.8%	62.3%	18.0%	14.5%	27.0%	24.8%	64.4%	23.1%	9.7%	27.7%
AOP Surplus/(Deficit)	213	183	-44	-63	289	96	95	-2	-116	73	240	107	-69	-59	219
% Income	14.7%	46.5%	(10.0)%	(27.6)%	11.5%	6.6%	37.7%	(0.5)%	(71.2)%	3.2%	12.2%	35.6%	(17.6)%	(28.3)%	7.6%

Services (Overhead) Performance

Staff costs are broadly in line with budget as the pay award estimate is now recognised in the actual cost centres rather than in a central admin code.

Non-staff costs are also broadly on budget.

Canteen is currently showing a small loss but this is budgeted to increase to a loss of around £100k after Q4.



Services (Overheads)

The Estates income variance, favourable £157K is actually a drawdown of funds to meet Estates costs, you will see that the non-staff cost variance is unfavourable £(9)K. This is for the continuation of summer works started in 21/22. This remains a timing issue and will correct over the year.

ICT spend is now pretty much on budget as the previous timing difference has reversed because it was due to front loaded spend.

The canteen loss is £64k better than budget but the final quarter has the same costs with significantly lower student numbers due to the summer recess and is expected to result in a full year £100k loss/

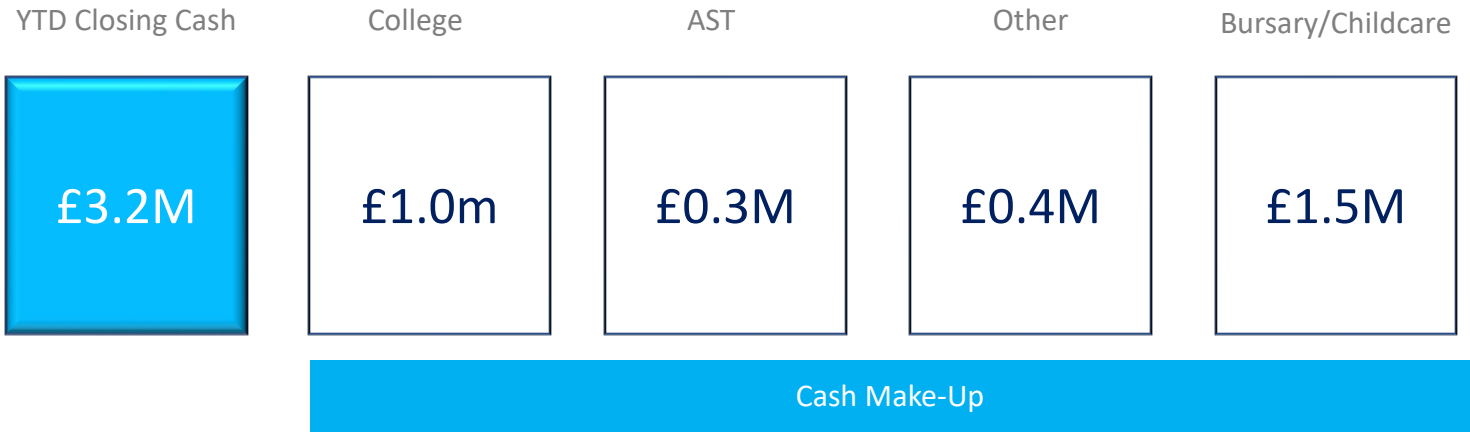
The Business Services income variance is related to Micro-RAM and the LIS recharge received from UHI.

Other unbudgeted income includes graduation ticket sales, internal hospitality recharges and the AST management charge which is included in Business Services income

Actual £K	Budget £K	Variance £K
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[illegible]

Cash



Committee Cover Sheet

Paper No.7

Name of Committee	Board of Management
Subject	Balanced Scorecard: College Strategy 2022-27
Date of Committee meeting	07/062023
Author	Corporate Management Team
Date paper prepared	15/05/2023
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	The end of year one report on the Balanced Scorecard for the College Strategy 2022-27 providing key information on: <ul style="list-style-type: none"> • the members of the Corporate Management Team (CMT) who are leading on each KPI • the detail of the baseline and Year One target for the 36 Strategic KPIs • A short narrative against each KPI on the progress to date and the priority actions that have been identified
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	This paper was presented for discussion at Audit Committee, 30 May 2023
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)

Committee Cover Sheet

<p>Strategic Impact</p> <p>Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf</p> <p>If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.</p>	<p>The Balanced Scorecard is aligned to the Strategic Objectives set out by the Strategic Plan 2022-27 and the 36 underpinning KPIs by which the College will measure its progress.</p>
<p>Resource implications</p> <p>Does this activity/proposal require the use of College resources to implement?</p> <p>If yes, please provide details.</p>	<p>No</p>
<p>Risk implications</p> <p>Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk?</p> <p>If yes, please provide details.</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p>Equality & Diversity</p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>No</p>
<p>Data Protection</p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p>Island communities</p> <p>Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>

Committee Cover Sheet

Status (ie confidential or non-confidential)	Non-Confidential If a paper needs to remain confidential for a prescribed period of time before being made 'open', please advise how long must the paper be withheld: Click or tap here to enter text.
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Freedom of Information

Please note that **ALL** papers will be included within 'open' business unless a justifiable reason can be provided.

Please select a justification from the list, below:

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"/>

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

Balanced Scorecard 2022-27 - Year One 2022-23

							2022-23					
13 KPIs	36 KPIs	College Strategy 2022-27	Strategic KPI	Lead Author(s)	SMT Sponsor	Baseline	Target (Over 5 years)	2022/23 Target	Current RAG	Actions 2022-23	Future Actions	
Excellence in Learning and the Learner Experience												
SO1: The Learner Experience												
	1	Raising awareness and promoting health and student wellbeing/safety by ensuring staff have the skills and knowledge to respond effectively to the range of student circumstances, experience and aptitudes	Increase staff participation rates by 10%	Katy Lees & Deborah Lally	Lorenz Cairns	6710 hours	+10%	6710		1. Identify baseline (Staff and Students) 2. Increase recording in CIPHR re: training 3. Define scope of training 4. Increase evaluation 5. Invest in staff training re: SMHFA to meet staff need		
1	2	Increase retention, attainment, achievement, progression and student satisfaction to sector leading levels	Increase student retention							Note: No KPI for Destination or Recruitment - recruitment now added to KPI 12 (23/2/23) 1. Need to check Baseline and confirm parameters 2. Qualitative: mapping - curriculum teams; initiatives - student services 3. Withdrawal data collation - reasons why + analysis. Focus upon rural and transport 4. Heatmap - Action 22-23 (withdrawals/postcodes) 5. Healthboard: Extremes are extremes 6. Learning and Teaching Enhancement Strategy		
			a) FE by 7%	Jill Elder/ Deborah Lally	Catherine Etri	79%	80%	maintain				
			b) HE by 5%			79%	92%	maintain				
	3		Increase student progression									
			Change this KPI from FE to HE by 13% to increase FE to HE progression by 6% and aim for 90% successful destinations	Jill Elder/ Deborah Lally	Catherine Etri	84%	85%	Establish baseline				
			Increase student achievement									
2	4		a) FE by 12%	Jill Elder/ Deborah Lally	Catherine Etri	66%	74%	Maintain				
			b) HE by 9%			71%	80%	Maintain				
3	5	Increase student satisfaction	Student Early Survey (SF1)									
			a) FE by 2%	Nicky Inglis/ Deborah Lally	Lorenz Cairns	96%	98%	Maintain		1. Confirm ESES 2022-23 satisfaction. 2. Review complaints (thematic review) (red button) CQM 3. Heatmap 4. Implement Learning and Teaching Enhancement Strategy		
			b) HE by 7%			91%	98%	Maintain				
			6	Student End of Year Survey (SF3):								
				a) FE by 6%	Nicky Inglis/ Deborah Lally	Lorenz Cairns	92%	98%	Maintain	data not yet available	1. Need to get the 2022-23 satisfaction. 2. Review complaints (thematic review) (red button) CQM 3. Heatmap 4. Implement Learning and Teaching Enhancement	
	b) HE by 9%	89%	98%	Maintain								
	7	Increase student response rates to learner surveys	Student Early Survey (SF1)									
			a) FE by 20%	Lesley Connaghan/ Deborah Lally	Catherine Etri	42%	60%	50%		Review student forum process (i.e. SLIDO)		
			b) HE by 10%			38%	70%	65%				
			Student End of Year Survey (SF3):									
	8	a) FE by 13%	Lesley Connaghan/ Deborah Lally	Catherine Etri	52%	65%	maintain	data not yet available	Review student forum process (i.e. SLIDO)			
		b) HE by 20%			46%	60%	maintain					
	9	Increase the proportion of classes with a Student Voice representative	a) FE by 20%	Christiana Margiotti/ Deborah Lally	Catherine Etri	40%	60%	maintain		1. Heatmap - coverage of SVR by area/programme 2. Identify student needs for SVR per area		
			b) HE by 20%			40%	60%	maintain				
	10	Increase the number of courses holding Student Forums	a) By 20%	Christiana Margiotti/ Deborah Lally	Catherine Etri	60%	80%	65%		1. Heatmap - coverage of SVR by area/programme 2. Identify student needs for SVR per area		
	11	Our student experience will offer transformational opportunities and we will continue to enable our learners to: Challenge what they believe to be true Be open to change and interpret information more critically Consider pursuing options for advancement they instinctively or historically considered impossible Bring their perspectives to the learning environment to influence and enhance their learning experience Apply their skills and knowledge to real-world practice and challenge strongly held beliefs and opinions Recognise observable differences, from before, during and on completion of their learner journey	Increase the number of students undertaking work related experiences	Nicky Inglis/ Gareth McKenna	Veronica Lynch	584	Current Baseline			1. Define the scope (check the WP Co-ordinator rationale) 2. Implement the relevant values and section of the Learning and Teaching Enhancement Strategy and Implementation Plan		
								Maintain				
SO2: Co-Creative and Progressive Curricula												
4	12	Strengthen and develop an agile, innovative and dynamic portfolio that responds to regional and Scottish Govt priorities and key sector needs with a focus on recruitment	Continue to annually review the curriculum portfolio and increase overall redesign of our courses by 25%	Lesley Connaghan/ David Gourley	Catherine Etri	50%	75%	55%		Curriculum Review (SIPS; RSA; Gov priorities)		

Balanced Scorecard 2022-27 - Year One 2022-23

								2022-23			
13 KPIs	36 KPIs	College Strategy 2022-27	Strategic KPI	Lead Author(s)	SMT Sponsor	Baseline	Target (Over 5 years)	2022/23 Target	Current RAG	Actions 2022-23	Future Actions
	13	Informed by industry, increase the number of Digitally Enabled Innovative Pedagogy(DEIP) which respond more dynamically to current and future learner needs	Increase the number of courses using DEIP	David Gourley/ Jill Martin	Catherine Etri	60%	95%			1. Change the KPI (DEIP) 2. Increase lecturer confidence in using digital technologies (ensure resources in place to support) 3. Reporting mechanism by programme - use of digital (explore recording on SITS)	
		SO3: Industry Focused									
	14	Increase percentage of courses adapted in response to employer feedback	From 50% to 70%	Lesley Connaghan / Gareth McKenna	Veronica Lynch	50%	70%	55%		Curriculum Review (SIPS; RSA; Gov priorities)	1. Direct employer feedback 'v' LMI 2. Strategic partnership v Acad Partnership (Engagement with registration) 3. Education 'v' Training 4. Attitude 'v' Skills 5. Apprentices Implement Curriculum Strategy
		SO4: Academic Partnerships (Industry)									
5	15	Value/leverage (£) by partnership	Margin/revenue - overhead recovery +1% by year 5	Gareth McKenna/ Christiana Margiotti	Veronica Lynch	Still not defined	+1%	0	Awaiting CPR data	CPR Model process	1. Mapping Exercise of partnerships (sector by sector) 2. Value proposition of partnerships
		SO5: Research and Scholarship									
	16	Increase number of staff leading projects with research time allocated	From 6 to 12	David Gourley/ Ros Bryce	Lorenz Cairns	6	12	12		Implement the Research Strategy	
		College Growth and Ambition									
		SO1: Our Culture									
	17	Staff survey results from 2021 are improved in the following areas (next survey to take place in 2024):	Staff have a clear understanding of the College's values:	Katy Lees/ Christiana Margiotti	Iain Wishart	72%	90%	Maintain		1. 3 conferences on values 22/23 2. Leadership Pledge (values) 3. Include awareness of values (comms role can help) 4. Investigate rebranding of staff badges with values on the back and also on lanyard 5. Investigate where values are displayed - in corridors etc	
			Values of the college are relevant to my work			76%	90%	Maintain			
6	18		Monthly initiative around one of our values	Katy Lees/ Christiana Margiotti	Veronica Lynch	0	12	3			
		SO2: Our Staff									
	19	Staff survey results from 2021 are improved in the following areas (next survey to take place in 2024):	I believe the College supports the health and wellbeing of staff	Jillian Elder/ Katy Lees	Lorenz Cairns	54%	80%	Maintain		1. Ongoing initiatives (stress group, health and wellbeing group, management development programme) 2. 'Leadership starts with me'	
	20		I am kept informed by what is happening in the College	Jill Elder/ Jill Martin	Veronica Lynch	71%	85%	Maintain		1. Communication Strategy Group (ready reckoner sheet) 2. Stress management group 3. PerthHub	
7	21		The leadership team provide clear direction and guidance	Jill Elder/ Jill Martin	Lorenz Cairns	42%	80%	Maintain		1. Leadership Pledge (values, leadership development, comms) 2. Greater collaboration 3. 10 o'clock news updates , renaming SMT to SLT	
	22		Through the Professional Review process, I feel my training needs and ambitions are discussed, identified and actioned where possible	Jillian Elder/ Katy Lees	Lorenz Cairns	64%	80%	Maintain		1. Review process 2. Improve uptake	
		SO3: Our College									
	23	We will positively showcase PCUHI to our local community, regionally, nationally and internationally	Increase the percentage of positive coverage locally, regionally, nationally, internationally to 80%	Christiana Margiotti	Veronica Lynch	91% (local only)	80% (national/ int'l)	Maintain		1. Define baseline 2. Communication strategy 3. Linked to leadership pledge 4. Building partnerships between depts & marketing	1. Mapping coverage by department/topic and measuring impact 2. Define baseline for national and regional. 3. Staff training and engagement with messaging
		SO4: Our Ways of Working									
	24	We will enhance and improve our systems and processes, driving high quality outcomes	Efficiency/time saved(days/hours/minutes)	Jill Martin/ Henry Nicholson	Iain Wishart	n/a				1. IW CMT Training 2. Request team: continuous improvement 3. Process mapping 4. All for 1 + 1 for all	
	25		Develop an Effective and Efficient Strategy	Jill Martin/ Henry Nicholson	.	0	1				

Balanced Scorecard 2022-27 - Year One 2022-23

								2022-23			
13 KPIs	36 KPIs	College Strategy 2022-27	Strategic KPI	Lead Author(s)	SMT Sponsor	Baseline	Target (Over 5 years)	2022/23 Target	Current RAG	Actions 2022-23	Future Actions
8	26		Number services/processes improved July 2023 - 4 July 2024 - 8 July 2025 - 12	Jill Martin/ Henry Nicholson	Iain Wishart	0	12	4			
SO5: Digital Transformation											
	27	Percentage staff/learners with improved Digital Skills	Baseline +10% pa	Jill Martin/ David Gourley	Iain Wishart		+10%			1. Need to identify baseline 2. Intro of CPD 3. JISC target should only be for staff. 4. Students: essential skills 5. Maker spaces: to include signposting, plus STEM Focus 6. Implement IT and Digital Transformation Strategy	
9	28		Identify a baseline digital competence framework for each job role	Jill Martin/ David Gourley	Iain Wishart						
	29		JISC Digital Competence tool completion by staff ; 50% by July 2023, 75% by July 2024, 90% by July 2025	Jill Martin/ David Gourley	Iain Wishart	0%	90%	50%			
	30		Develop maker spaces/innovation hubs to enable staff to improve their digital capability	Jill Martin/ Nicky Inglis	Iain Wishart	0	3	Shared with PKC and TCEP			
Partnerships and Collaboration											
SO1: Relationships											
10	31	Percentage strategic partnerships v proportion of external engagements	Increase from 5% by 1% pa	Nicky Inglis/ Gareth McKenna	Veronica Lynch	5%	10%			1. Baseline 2. Define parameters 3. Stakeholder mapping	
	32	Percentage learner/customer satisfaction with quality of courses	Increase to 97%	Nicky Inglis/ Deborah Lally	Veronica Lynch	75%	97%				
SO2: Commercial Enterprise and Innovation											
11	33	Commercial AOP/Commercial Income (per college area)	Gross overhead +1% by Year 5	Nicky Inglis/ Gareth McKenna	Veronica Lynch	0.00%	+1%			1. Clarify the KPI 2. Baseline clarity 2. Define the scope/definition 3. Agree the language	
								Status Quo			
Sustainability											
SO1: Financial Management											
	34	Enhancement of financial forecasting	Year 1 Budget plus one financial forecast	Henry Nicholson	Iain Wishart	0	1	1		1. Budget holder meeting timetable (aim is to move to monthly) 2. Reporting framework 3. PO's compliance	
			Year 2 Budget plus 2 financial forecasts			1	2				
			Year 3 Budget plus 3 financial forecasts			2	3				
			Year 4 Rolling forecasts			3	+				
SO2: Reinvestment Planning											
12	35	At the end of the strategic cycle have the following cost/income ratios:	1. Staff Cost/Income 70%	Henry Nicholson	Iain Wishart	80.90%	70%	80%		1. Links to KPIs 26,27 and 28 2. Baseline	
			2. Non-Staff Cost/Income 21%			23%	21%	22.8%			
			3. Investment Cost/Income 5%			0	5%	1%			
SO3: Environmental Sustainability											
13	36	Percentage gross carbon footprint reduction	Decrease by 2% pa	Gavin Whigham/ David Gourley	Lorenz Cairns	1864	1481 tonnes	1900		1. Check Baseline 2. As per sustainability strategy	

Definitions
Lead Author - CMT member responsible for monitoring/tracking data
SMT - member of SMT sponsoring the KPI
Baseline - current data for 2021/22, some to be confirmed
Target - the set value to be achieved over the 5 year period
22/23 Actions - Working actions, to be refined by mid-March to inform 22/23 target.

Excellence in Learning and the Learner Experience
KPI Narrative SO1: The Learner Experience

KPI 01 Raising awareness and promoting health and student wellbeing/safety by ensuring staff have the skills and knowledge to respond effectively to the range of student circumstances, experience and aptitudes

Baseline:	
Changed Y/N:	Yes
Reason for Change:	No baseline initially set
New Target:	6710 hours during academic year

Year One Target:	
Changed Y/N:	Yes
Reason for Change:	No target had been set as baseline was not known, target for year 1 remains the same
Target:	6710

Actual	
2022-23:	
Changed Y/N:	Ongoing
Reason for Change:	This will be assessed at the end of the academic year
Target:	

Trend: On/Off Target (ie Maintaining/improving/declining)

Target	
2023-24:	
Changed Y/N:	Yes
Reason for Change:	
Target:	6800 hours during 2023/2024 academic year

Note on performance:

Narrative: (Max 10 lines)

It is recognised that our student profile is changing and that we need to respond to these changes
There will be a review undertaken at least once per year looking at the demographics of our current students to identify what additional training that the College must put in place to react and support our staff in responding to these changes.
This review will cover areas including identified student needs (quantified) so that we can see the level of change each year, as well as levels of attainment our students are coming to us with. This review will also cover areas such as student complaints to be able to identify trends, as well as engaging with the student voice and other engagement routes such as the Student Engagement Group and HISA.
The training offered to staff will be reviewed at least annually to determine uptake, what has been offered and whether this is comparable with the trends identified in the student review
There will be a categorisation of training to ascertain whether the training may have an impact on staff skills and knowledge to response to the range of student circumstances, experiences and aptitudes
There have been regular reminders to staff to log training that they undertake in CIPHR
The College has invested in getting 2 additional Scottish Mental Health First Aid Trainers trained, and regular SMHFA training is offered, however this can be limited by Public Health Scotland who regulate this training

Excellence in Learning and the Learner Experience
KPI Narrative SO1: The Learner Experience

Board KPI Increase retention, attainment, achievement, progression and student satisfaction to sector leading levels
KPI 02 Increase Student Retention
FE by 7%
HE by 5%

Baseline:	
Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:	
Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Actual	
2022-23:	
Changed Y/N:	N
Reason for Change:	
Target:	Not available until October

Trend: On/Off Target (ie Maintaining/improving/declining)

Target	
2023-24:	
Changed Y/N:	Y
Reason for Change:	
Target:	1%

Note on performance:

Narrative: (Max 10 lines)
PAT Lead and PAT C role implemented in 4 directorates which is having a notable impact on retention thus far, note that data from March onwards still to be made available and it is anticipated that this may show a dip due to timing
Additional hour for PAT support time across all FE programmes - a full review will be carried out end AY22/23
Co-creative Curriculum review completed and implementation planned for AY23/24 onwards however pls note that the FE credit reduction and required HE efficiencies may impact this.
Started to look at reasons for withdrawal and the use of interactive maps (to identify possible hot spots re: withdrawals and any connection with public transport)

Excellence in Learning and the Learner Experience
KPI Narrative SO1: The Learner Experience

Increase retention, attainment, achievement, progression and student satisfaction to sector leading levels

KPI 03 Increase student progression

FE to HE by 13%

Baseline:

Changed Y/N:	Y
Reason for Change:	Broadened the scope of KPI to include all positive destination data
New Baseline:	84%

Year One Target:

Changed Y/N:	To be added once baseline established in light of KPI change
Reason for Change:	
Target:	

Actual

2022-23:

Changed Y/N:	
Reason for Change:	
Target:	Not known until September 2023

Trend: On/Off Target (ie Maintaining/improving/declining)

Target

2023-24:

Changed Y/N:	Y
Reason for Change:	Due to amendment in the KPI from FE to HE by 13% to an amended KPI which was to increase FE progression to HE by 6% and to achieve 90% for successful destinations
Target:	Target will be set once new baseline available

Note on performance:

Narrative: (Max 10 lines)

Keeping warm campaign to support progression inc June activities planned by teams
Celebration week being held w/c 29th May inc Employer event, OBIs and prizegiving, all designed to engage our students at the end of the academic year.
Linked to KPI 2 as below:
PAT Lead and PAT C role implemented in 4 directorates which is having a notable impact on retention thus far, note that data from March onwards still to be made available and it is anticipated that this may show a dip due to timing.
Additional hour for PAT support time across all FE programmes - a full review will be carried out end AY22/23
Co-creative Curriculum review completed and implementation planned for AY23/24 onwards however pls note that the FE credit reduction and required HE efficiencies may impact this.
Decision made to amend KPI to ensure it is as meaningful as possible and impact can be measured at end of year 2

Excellence in Learning and the Learner Experience
KPI Narrative SO1: The Learner Experience

Board KPI Increase retention, attainment, achievement, progression and student satisfaction to sector leading levels

KPI 04 Increase student achievement

FE by 12%
 HE by 9%

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Actual

2022-23:

Changed Y/N:	
Reason for Change:	
Target:	Not yet known

Trend: On/Off Target (ie Maintaining/improving/declining)

Target

2023-24:

Changed Y/N:	Now agreed
Reason for Change:	
Target:	2% HE and 4% FE

Note on performance:

Narrative: (Max 10 lines)

PAT Lead and PAT C role implemented in 4 directorates which is having a notable impact on retention thus far, note that data from March onwards still to be made available and it is anticipated that this may show a dip due to timing Additional hour for PAT support time across all FE programmes - a full review will be carried out end AY22/23
 Co-creative Curriculum review completed and implementation planned for AY23/24 onwards however pls note that the FE credit reduction and required HE efficiencies may impact this.
 Linked to KPI 7 & 8, when the response rate is improved there will be enhanced data to work from. It is noted that this is already improving this year due to new format. ASOS may impact.

Excellence in Learning and the Learner Experience
KPI Narrative SO1: The Learner Experience

Board KPI Increase student satisfaction

KPI 05 Student Early Survey (SF1)

FE by 2%

HE by 7%

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Actual

2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Trend: Maintaining

Target

2023-24:

Changed Y/N:	Y
Reason for Change:	End of year Data not yet available
Target:	

Note on performance:

Narrative: (Max 10 lines)

Directly linked KPI 6

Satisfaction levels are very high however response rates for the baselines are very low. Therefore there may be fluctuation in satisfaction targets.

Priority actions are within KPI 7 & 8 currently before we can fully ascertain the impact on 5 & 6

Excellence in Learning and the Learner Experience
KPI Narrative SO1: The Learner Experience

Board KPI Increase student satisfaction
KPI 06 Student End of Year Survey (SF2)
FE by 6%
HE by 9%

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	Maintain

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Actual

2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Trend: Maintaining

Target

2023-24:

Changed Y/N:	Y
Reason for Change:	End of year Data not yet available
Target:	

Note on performance:

Narrative: (Max 10 lines)

Directly linked KPI 5
Satisfaction levels are very high however response rates for the baselines are very low. Therefore there may be fluctuation in satisfaction targets.
Priority actions are within KPI 7 & 8 currently before we can fully ascertain the impact on 5 & 6
NB. ASOS may impact this result

Excellence in Learning and the Learner Experience
KPI Narrative SO1: The Learner Experience

Increase student response rates to learner surveys

KPI 07 Student Early Survey (SF1)

FE by 20%

HE by 10%

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	FE 10% and HE 5%

Actual

2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	FE 10% and HE 5%

Trend:

Target

2023-24:

Changed Y/N:	N
Reason for Change:	Not yet set
Target:	Maintain 22/23 levels

Note on performance:

Narrative: (Max 10 lines)

Directly linked to KPI 8

Introduced new process combining forums and surveys.

Timing of release of survey has impacted negatively upon the response rates - more consultation required regarding new process and timeframe

This will impact KPI 5 and 6

Excellence in Learning and the Learner Experience

KPI Narrative SO1: The Learner Experience

Increase student response rates to learner surveys

KPI 08 Student End of Year Survey (SF2)

FE by 13%

HE by 20%

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Actual

2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Trend: Declining

Target

2023-24:

Changed Y/N:	N
Reason for Change:	Not yet set - awaiting data
Target:	

Note on performance:

Narrative: (Max 10 lines)

Directly linked to KPI 7

Introduced new process combining forums and surveys.

Timing of release of survey has impacted negatively upon the response rates - more consultation required regarding new process and timeframe

This will impact KPI 5 and 6

Excellence in Learning and the Learner Experience
KPI Narrative SO1: The Learner Experience

KPI 09 Increase the proportion of classes with a Student Voice representative

FE by 20%

HE by 20%

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Actual

2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Trend: declining

Target

2023-24:

Changed Y/N:	N
Reason for Change:	Not set
Target:	Maintain

Note on performance:

Narrative: (Max 10 lines)

Change in process initiated by HISA caused confusion and impacted upon engagement this year

Further changes in process are planned for 23/24 but until we see the implementation plans it is prudent to maintain the baseline

Excellence in Learning and the Learner Experience
KPI Narrative SO1: The Learner Experience

KPI 10 Increase the number of courses holding Student Forums
By 20%

Baseline:

Changed Y/N:	
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	
Reason for Change:	
Target:	

Actual

2022-23:

Changed Y/N:	
Reason for Change:	
Target:	

Trend:

Target

2023-24:

Changed Y/N:	
Reason for Change:	
Target:	

Note on performance:

Narrative: (Max 10 lines)

This impacts KPI 5,6,7 & 8
Change in process to link forums with early and end of year surveys has formalised student forums
Timing of release has impacted and there is a difference in the pre-Christmas versus end of year uptake
ASOS may have influenced this
Further integration required regarding the standardisation of this approach for student feedback, eg. for online or workbased courses
there may be alternatives that are more suitable

Excellence in Learning and the Learner Experience

KPI Narrative SO1: The Learner Experience

KPI 11 Our student experience will offer transformational opportunities and we will continue to enable our learners to:

Challenge what they believe to be true

Be open to change and interpret information more critically

Consider pursuing options for advancement they instinctively or historically considered impossible

Bring their perspectives to the learning environment to influence and enhance their learning experience

Apply their skills and knowledge to real-world practice and challenge strongly held beliefs and opinions

Recognise observable differences, from before, during and on completion of their learner journey

Baseline: 584

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	584

Actual

2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	584

Trend: Status quo

Target

2023-24:

Changed Y/N:	N
Reason for Change:	
Target:	600

Note on performance:

Narrative: (Max 10 lines)

Implement the relevant values and section of the learning and teaching enhancement strategy and implementation plan

Work placement policy in place and all students engaged in work placements/experiences need to have documentation in place and signed off

Raise awareness in all university curriculum of the benefits of engaging in work placements/experiences

Continue to work with industry and employers and increase "true" partnerships across all sectors our curriculum offers

Direct link to the Learning and Teaching Enhancement Strategy for enhancement and innovation in learning and teaching

Excellence in Learning and the Learner Experience

KPI SO2: Co-Creative and Progressive Curricula

Board KPI Strengthen and develop an agile, innovative and dynamic portfolio that responds to regional and Scottish Govt priorities and key sector needs with a focus on recruitment

KPI 12 Continue to annually review the curriculum portfolio and increase overall redesign of our courses by 25%

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	55%

Actual

2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	55%

Trend: OnTarget (ie Maintaining/improving/declining)

Target

2023-24:

Changed Y/N:	N
Reason for Change:	
Target:	60%

Note on performance:

Narrative: (Max 10 lines)

This is directly linked to KPI 14

Extensive Curriculum Review undertaken during 22/23 considering SIPS; RSA; Gov priorities

SFC funding announcements are currently impacting the implementation of proposed growth plans so

Baseline taken from the appraisal documentation however mapping exercise is required to capture all of the ongoing changes which would be within the continuous evaluation folders

UHI curriculum review is still ongoing and will have a direct impact upon this KPI

Excellence in Learning and the Learner Experience
KPI SO2: Co-Creative and Progressive Curricula

Informed by industry, increase the number of Digitally Enabled Innovative Pedagogy (DEIP)
which respond more dynamically to current and future learner needs

KPI 13 Increase the number of courses using DEIP

Baselines:

Changed Y/N:	Y
Reason for Change:	Need to get a better understanding of how to classify and meaningfully measure courses that are using DEIP
New Target:	

Year One Target:

Changed Y/N:	Y
Reason for Change:	Need to get a better system in for measuring this KPI
Target:	

Actual

2022-23:

Changed Y/N:	
Reason for Change:	
Target:	

Trend: On/Off Target (ie Maintaining/Improving/declining)

Target

2023-24:

Changed Y/N:	
Reason for Change:	
Target:	

Note on performance:

Narrative: (Max 10 lines)

Need to develop more robust method for establishing base line and measuring KPI and so will work with quality to implement process to gather the correct and precise information. This will enable progress on this KPI to be monitored more effectively and the impact on teaching on introducing these technologies analysed more accurately.

3

Excellence in Learning and the Learner Experience
KPI SO3: Industry Focused

KPI 14 Increase percentage of courses adapted in response to employer feedback
 From 50% to 70%

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	55%

Actual

2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	55%

Trend: On/Off Target (ie Maintaining/improving/declining)
 Improving

Target

2023-24:

Changed Y/N:	N
Reason for Change:	
Target:	60%

Note on performance:

Narrative: (Max 10 lines)

This is directly linked to KPI 12
 Extensive Curriculum Review undertaken during 22/23 considering SIPS; RSA; Gov priorities
 SFC funding announcements are currently impacting the implementation of proposed growth plans so
 changes which would be within the continuous evaluation folders
 UHI curriculum review is still ongoing and will have a direct impact upon this KPI

Excellence in Learning and the Learner Experience
KPI SO4: Academic Partnerships (Industry)

Board KPI Value/leverage (£) by partnership
KPI 15 Margin/revenue - overhead recovery +1% by year 5

Baseline:

Changed Y/N:	Y
Reason for Change:	Need to define parameters of this KPI that differentiate it from KPI 33
New Target:	

Year One Target:

Changed Y/N:	Y
Reason for Change:	
Target:	Define Baseline

Actual

2022-23:

Changed Y/N:	Y
Reason for Change:	
Target:	Define Baseline

Trend: Off Target (ie Maintaining/improving/declining)

Target

2023-24:

Changed Y/N:	N
Reason for Change:	Not yet defined until baseline clarified
Target:	

Note on performance:

Narrative: (Max 10 lines)

Debate regarding what is defined as academic partnerships and what is defined by commercial has stalled progress
The CPR's process per course will assist in defining the academic contribution and help in defining the criteria for this KPI

Actions for 23/24:

1. Mapping Exercise of partnerships (sector by sector)
2. Define parameters of 'academic partnerships'
3. Create Value proposition framework for academic partnerships
4. Link to KPI 33- commercial approach and mind set to make KPI successful

Excellence in Learning and the Learner Experience
KPI SO5: Research and Scholarship

KPI 16 Increase number of staff leading projects with research time allocated

From 6 to 12 Proposal to change this KPI To "Increase the number of research publication outputs"

Baseline:

Changed Y/N:	Y
Reason for Change:	New KPI
New Target:	5

Year One Target:

Changed Y/N:	Y
Reason for Change:	New KPI
Target:	

Actual

2022-23:

Changed Y/N:	
Reason for Change:	
Target:	

Trend: On/Off Target (ie Maintaining/improving/declining)

Target

2023-24:

Changed Y/N:	
Reason for Change:	
Target:	

Note on performance:

Narrative: (Max 10 lines)

College Growth and Ambition
KPI SO1 Our Culture

KPI 17 Staff survey results from 2021 are improved in the following areas (next survey to take place in 2024):

Staff have a clear understanding of the College's values: Values of the college are relevant to my work

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Actual

2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	

Trend: On Target

Target

2023-24:

Changed Y/N:	Not set
Reason for Change:	
Target:	Maintain, as cannot be evidenced until next staff survey, at staff survey in 2024 would hope for 75%

Note on performance:

Narrative: (Max 10 lines)

Linked to the actions underway for KPI 18 & 21

Consultation has taken place with Academic and Professional services representatives to understand how they interpret the values and want to engage with them so they become embedded.

A Leadership pledge is to be both written, signed and on display to all staff encouraging to challenge any leader that is living by, or behaving within the values we have set out.

Options for how we can ensure values are more visible within the College and to all staff being prepared, including putting them on all meeting minutes (actioned), as part of rebranding exercise have values on staff badges (being considered), look at how we can bring our values to life more (i.e. during recruitment, induction etc (being considered)

Each staff conference has a value as a theme - 3 takenplace/planned for 2023/2024

College Growth and Ambition

KPI SO1 Our Culture

Board KPI Staff survey results from 2021 are improved in the following areas (next survey to take place in 2024):

KPI 18 Monthly initiatives around one of our values

Baseline:

Changed Y/N:	No
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	No
Reason for Change:	
Target:	

Actual

2022-23:

Changed Y/N:	No
Reason for Change:	
Target:	

Trend: On Target

Target

2023-24:

Changed Y/N:	Not set
Reason for Change:	
Target:	4

Note on performance:

Narrative: (Max 10 lines)

Linked to the actions underway for KPI 17 & 21

3 staff conferences during the 22/23 academic year are based on our values,

Consultation has taken place with Academic and Professional services representatives to define effective initiatives

Working in partnership with marketing to ensure Values are visible to all stakeholders

A Leadership pledge is to be both written, signed and on display to all staff encouraging to challenge any leader that is living by, or behaving within the values we have set out.

College Growth and Ambition
KPI SO2 Our Staff

Staff survey results from 2021 are improved in the following areas (next survey to take place in 2024):

KPI 19 I believe the College supports the health and wellbeing of staff

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	

Actual

2022-23:

Changed Y/N:	
Reason for Change:	
Target:	

Trend: On/Off Target (ie Maintaining/improving/declining)

Target

2023-24:

Changed Y/N:	Not set
Reason for Change:	
Target:	Maintain, as cannot be evidenced until next staff survey, at staff survey in 2024 would hope for 60%

Note on performance:

Narrative: (Max 10 lines)

Health and Wellbeing Group is in place which looks at Health and Wellbeing initiatives that can support staff Initiatives take place each month with a theme, e.g. May's Theme is Mental Health Awareness

The work of this group also feeds into the Stress Management Group and then both groups feed into the Health and Safety Committee which has representatives from all departments on

A pilot of a Level 1 (new supervisors / line managers) Management Development programme has just finished and has now extended to 2 cohorts being run starting in 2023. The level 2 pilot will commence in 2023/2024 with consideration for a Level 3 programme at strategic level

There have been a number of discussions about leadership within the Corporate Management Group and a leadership pledge is being developed which all managers will agree to as a starting point

College Growth and Ambition
KPI SO2 Our Staff

Staff survey results from 2021 are improved in the following areas (next survey to take place in 2024):
KPI 20 I am kept informed by what is happening in the College

Baseline:

Changed Y/N:	N/A
Reason for Change:	No Baseline available other than feed back from staff survey
New Target:	Evidence improvements and next staff survey is 2024

Year One Target:

Changed Y/N:	N/A
Reason for Change:	No Baseline available other than feed back from staff survey
Target:	Evidence improvements and next staff survey is 2024

Actual

2022-23:

Changed Y/N:	
Reason for Change:	
Target:	

Trend: On/Off Target (ie Maintaining/improving/declining)

Target

2023-24:

Changed Y/N:	
Reason for Change:	
Target:	

Note on performance:

Narrative: (Max 10 lines)

A modern sharepoint site has been developed for all staff communications called PerthHub, and a shortcut to this is now published on each staff desktop.
Heads of Departments are all site owners and have published content for their respective areas, these have been audited to ensure that content is relevant, up to date and "fresh"
There has been a soft and an official launch on this at two all staff conference days and a short cut to the site has been added to all staff desktops.
A communications strategy group has been establishing and a PCUHI Communications Strategy Framework developed outlining how communications should be established (to avoid cross population)
Next CMT meeting members will be asked to find 3 positive things and three areas that they think could be improved about pages on Perth Hub for consultations / awareness
Stage 2 of this in the next academic year will be to gather feedback from the staff base (varying levels) to ascertain how they use it and what they would like to see less / more of.

College Growth and Ambition
KPI SO2 Our Staff

Board KPI Staff survey results from 2021 are improved in the following areas (next survey to take place in 2024):
KPI 21 The leadership team provide clear direction and guidance

Baseline:

Changed Y/N:	N 42%
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Actual
2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Trend: On/Off Target (ie Maintaining/improving/declining)

Target
2023-24:

Changed Y/N:	N
Reason for Change:	
Target:	Inc by 8%

Note on performance:

Narrative: (Max 10 lines)
The Senior Management Team (SMT) is to be renamed to the Senior Leadership Team, to fully reflect our collective commitment to being leaders, influencing staff to follow our example and culture change. A Leadership pledge is to be both written, signed and on display to all staff encouraging to challenge any leader that is living by, or behaving within the values we have set out. The Corporate Management Team are working in dynamic teams now towards shared goals, objectives and development projects to ensure that communication lines are kept open across Professional Services and Academic staff. Ensuring both communication and collaboration is established. As a CMT Team we are now meeting more regularly to work on shared projects. We (CMT) have an away day together where we worked together on the KPI's, this will be replicated as we progress in both our dynamic teams and as a collective towards this shared objective.

changed Y/N:

KPI SO2 Our Staff

Staff survey results from 2021 are improved in the following areas (next survey to take place in 2024):

KPI 21 Through the Professional Review process, I feel my training needs and ambitions are discussed, identified and actioned where possible

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	
Reason for Change:	
Target:	

Actual

2022-23:

Changed Y/N:	
Reason for Change:	
Target:	

Trend: On Target

Target

2023-24:

Changed Y/N:	Not set
Reason for Change:	
Target:	Maintain, as cannot be evidenced until next staff survey, at staff survey in 2024 would hope for 70%

Note on performance:

Narrative: (Max 10 lines)

There has been a greater completion rates of professional reviews for 2022/2023 with completion rates increasing to 87 %

The professional review process was extended to allow all managers to complete this process and there is now a review process underway for the professional services staff, and will shortly start for the academic staff. This review will inform the process for 2023/2024

College Growth and Ambition
SO3: Our College

KPI 23 We will positively showcase PCUHI to our local community, regionally, nationally and internationally
 Increase the percentage of positive coverage locally, regionally, nationally, internationally to 80%

Baseline:

Changed Y/N:	Y
Reason for Change:	There was no baseline provided. Marketing confirmed baseline for local coverage but more work is required to fully understand the regional, national and international baseline.
New Baseline:	91% (Locally)

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Actual

2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	

Trend: Maintaining

Target

2023-24:

Changed Y/N:	N
Reason for Change:	
Target:	Maintain

Note on performance: Defining a broad scope of 'coverage' in partnership with marketing to be able to capitalise upon every opportunity
 Increased partnership between marketing and sector ambassadors has impacted social media coverage within specific areas
 Collaborative decision making process for nominations to CDN awards and Herald awards piloted
 Communications Strategy Group has started defining internal and external priorities... more to be done

Actions for 23/24: Mapping media coverage by department/topic and measuring impact over the last 12 months
 Define the baseline for national and international coverage so that we can set milestones towards the target
 Create guidelines and hold training opportunities regarding digi social platforms and appropriate usage including reposting and sharing to maximum impact
 Create a proforma for project conclusions that allow easy translation into award nominations and PR

College Growth and Ambition**SO4: Our Ways of Working**

We will enhance and improve our systems and processes, driving high quality outcomes

KPI 24 Efficiency/time saved(days/hours/minutes)

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	

Actual**2022-23:**

Changed Y/N:	N
Reason for Change:	
Target:	

Trend: Maintaining

Target**2023-24:**

Changed Y/N:	N
Reason for Change:	Training is scheduled for June for all members of the leadership team (SMT / CMT)
Target:	Untill process is started no target is available

Note on performance: On Target

Narrative: (Max 10 lines)

Process Improvement Training is scheduled in June for all members of the Senior Management and Corporate

College Growth and Ambition
SO4: Our Ways of Working

We will enhance and improve our systems and processes, driving high quality outcomes.

Board KPI 25 – Develop an Effective and Efficient Strategy

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	

Actual
2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	

Trend: On Target

Target
2023-24:

Changed Y/N:	N
Reason for Change:	
Target:	

Note on performance:

Narrative: (Max 10 lines)

Strategy has been developed and is being implemented and monitored on an ongoing basis through the balanced scorecard and ERM

College Growth and Ambition
SO4: Our Ways of Working

Staff survey results from 2021 are improved in the following areas (next survey to take place in 2024):

Board KPI 26 – Number services/processes improved

Number services/processes improved

July 2023 - 4

July 2024 - 8

July 2025 - 12

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	4

**Actual
2022-23:**

Changed Y/N:	N
Reason for Change:	
Target:	4

Trend: On Target

**Target
2023-24:**

Changed Y/N:	
Reason for Change:	
Target:	

Note on performance:

target of 4 processes improved has been met.

Narrative: (Max 10 lines)

Process mapping will be completed to ensure that we are working to identify individual steps, task owners and expected timelines, these will then be used to identify areas of improvement, remove inefficiencies, process bottlenecks and to reduce waste. This years target has been met through process improvements made within the ICT and Finance teams.

1. Streamlining financial information dissemination to budget holders, promoting clarity of budget progress and forecasting, budget packs were created.... @henry
2. Communication with ICT has been reduced from 4 methods to one allowing for prioritisation based on impact and urgency, this has also allowed for clarity to see areas that require improvement, training or technology to aid continuity.
3. The process of communication between the two teams and the wider UHI Perth stakeholders has been improved by hosting monthly joining drop in sessions where staff can come along and discuss potential projects, ideas, or gain knowledge or specifics

College Growth and Ambition

KPI Narrative Template 2024: Digital Transformation

	Percentage staff with improved digital skills
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Board KPI 27 - Baseline 110% go

Board KPI 28 – JISC Digital Competence tool completion by staff: 85% by July 2023, 75% by July 2024, 90% by July 2025

Baseline:

Change:	y
SYN:	
Reason for Change:	27) This KPI was changed to remove "learners" (students) as this is to be addressed through curriculum / course learning strategies
Change:	28) No Baseline is currently available for Staff Roles, however each staff member gets a personal baseline using the results of the JISC Digital Survey Tool
New Target:	Percentage staff with Improved Digital Skills

Year One Target:

Change:	N
SYN:	
Reason for Change:	80% Target was met as set out
Target:	To introduce ways of establishing the baseline, and encourage

Actual:

2022-23:	
Change:	y
SYN:	
Reason for Change:	27) No Baseline is available so merged into KPI 26 /28/ 30
Change:	28) No Baseline is currently available for Staff Roles, however each staff member gets a personal baseline using the results of the JISC Digital Survey Tool Encourage staff to access the personal baseline in their report
Target:	25 JISC Digital Competence tool completion by staff: 50% was achieved by July 2023

Trend: On Target

Target:

2023-24:	
Change:	N
SYN:	
Reason for Change:	
Target:	Establish baseline for all staff and available JCT Access and JISC Survey Update

Note on performance:

Narrative: (Max 10 lines)

The ability to establish an individual baseline was facilitated through the JISC Discovery Tool.

The message that this is a personal result needs to be better communicated to encourage less confident staff to complete the survey without fear of embarrassment

Use Perth Staff new home access to Microsoft Learn / LinkedIn and other training resources and this will be promoted through KPI 28

The Digital Skills Trainer will continue to run staff development sessions and participation encouraged through Professional Reviews.

During 2022-2023 the completion of the JISC Digital Discovery Tool was made mandatory, update was on target at 50%.

On investigation manual staff were identified as a cohort of staff that were not skilled enough to utilise this resource. Access to digital and targeted training to be provided.

A base line digital competence will be drawn up this year, and mapped to training through resources available through MS Learn and JISC.

Use Perth Staff achieved 50% completion of the JISC Digital Survey in 2022-23

A continued promotion to encourage staff to undertake the survey and promote opportunities for improve their Digital Skills.

Work has been done to understand this and staff with manual roles were identified as not having the skills to undertake the survey.

College Growth and Ambition

KPI Narrative Template SO5: Digital Transformation

Percentage staff/learners with improved Digital Skills
Board KPI 30 – Develop maker spaces/innovation hubs to enable staff to improve their digital capability

Baseline: 0

Changed Y/N:	No
Reason for Change:	No UHI Perth maker space was planned in year 1 Budget priorities for Cyber Essentials compliance superseded any expenditure in this area.
New Target:	N/A

Year One Target:

Changed Y/N:	N
Reason for Change:	
Target:	

Actual

2022-23:	
Changed Y/N:	N
Reason for Change:	
Target:	

Trend: Maintaining Target over the 5 year period is achievable with investment in capital resources & CPD

Target

2023-24:	
Changed Y/N:	N
Reason for Change:	
Target:	

Note on performance:

Narrative: (Max 10 lines)

Sign posting to maker spaces within the local PKC community has been undertaken. See Bells Library <https://www.culturepk.org.uk/creative-communities/maker-space/> & Perth Creative Exchange <https://www.waspsstudios.org.uk/spaces/perth/all/>
Academic staff from Creative Industries have been trained on using the spaces and are permitted to host dedicated sessions for our students as well as the opportunity to book as individuals.
Sharing resources has helped strengthen the ties between UHI Perth, PKC and the local community.
UHI Perth as part of the Tay Cities Engineering Partnership and MoU, incl ATG, D@A College, Fife College, PKC have agreed to share resources and make their Innovation Labs accessible to all. The finer details around booking, useage have still to be agreed.
UHI Perth STEM sector have already purchased 4 3D printers, 1 Laser cutting and etching machine for use by staff, local businesses and students but at moment they are not located in one accessible area for all UHI Perth staff and students to access.

Partnerships and Collaboration

KPI Narrative Template SO1: Relationships

Board KPI Percentage strategic partnerships v proportion of external engagements

KPI 31 Increase from 5% by 1% per annum

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target: 5%

Changed Y/N:	N
Reason for Change:	
Target:	

Actual

2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	5%

Trend: On Target

Target

2023-24:

Changed Y/N:	N
Reason for Change:	
Target:	6%

Note on performance:

Narrative: (Max 10 lines)

Develop and implement a looped process for winning strategic partners.

Develop and continually enhance products which meet customer requirements and demands

Industry focused products/USPs co-created, co-developed and co-delivered with industry stakeholders

Monitor competitors performance. Develop and issue quarterly report.

Definition of strategic partnerships needs to be defined. Currently BET/ASW have approx 130 business service transactions totalling circa £1million

Significant Scope for growth and needs to be linked to KPI 33

Strategic partnerships linked to UHI Perth reputation within our community, seen as an asset to commercial partners, drive revenue, support student experience and recovery of our regional economy

Partnerships and Collaboration

KPI Narrative Template SO1: Relationships

Percentage Learner/customer satisfaction with quality of courses

KPI 32 Increase to 97%

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target: 75%

Changed Y/N:	N
Reason for Change:	
Target:	

Actual

2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	75%

Trend: On Target

Target

2023-24:

Changed Y/N:	N
Reason for Change:	
Target:	80%

Note on performance:

Narrative: (Max 10 lines)

Learner satisfaction to included commercial courses
Learner satisfaction data gathering to be explored to ensure all feedback is gathered and collated.
Cognisance that if the sources of feedback increase the potential for the student satisfaction levels may exponentially decrease

Partnerships and Collaboration

KPI Narrative Template SO2: Commercial Enterprise and Innovation

Board KPI Commercial AOP/Commercial Income (per college area)

KPI 33 Graoss overhead +1% by year 5

Baseline:

Changed Y/N:	N
Reason for Change:	
New Target:	

Year One Target: 0%

Changed Y/N:	N
Reason for Change:	
Target:	0.00%

Actual

2022-23:

Changed Y/N:	N
Reason for Change:	
Target:	0.00%

Trend: Status Quo

Target 0.25%

2023-24:

Changed Y/N:	N
Reason for Change:	
Target:	0.25%

Note on performance:

Narrative: (Max 10 lines)

Scope defined and commercial businesses include ASW, AST, Nursery and Residences

Develop competence matrix and create CPD plans versus the matrix

Develop a marketing strategy for commercial businesses including the development of a commercial website

Requirement for a CRM system or similar to be implemented

Monitor competitors performance. Develop and issue quarterly report.

college wide approach to commercial business generation including MA's FWDF, Submission of bids, private training, strategic partnerships where the income finally falls is irrelevant the need for a commercial mind set and supporting resources will drive the success of this KPI The word "commercial" needs further definition. Attracting commercial business and delivering a quality experience is key to success of KPI ASW will revise pricing model with 20-25% increase across all services put in place for FY 23-23- increase income by circa 100-120k/annum ASW to develop/implement 3G complex adding approx £100-£150k/annum to income

Sustainability

KPI Narrative Template SO1: Financial Management

KPI 34 Enhancement of financial forecasting

Year 1 Budget plus one financial forecast
Year 2 Budget plus 2 financial forecasts
Year 3 Budget plus 3 financial forecasts
Year 4 Rolling forecasts

Baseline:

Changed Y/N:	N
Reason for Change:	n/a
New Target:	n/a

Year One Target:

Changed Y/N:	N
Reason for Change:	n/a
Target:	n/a

Actual

2022-23:

Changed Y/N:	n/a
Reason for Change:	n/a
Target:	n/a

Trend:

On/Off Target (ie Maintaining/improving/declining)

Target

2023-24:

Changed Y/N:	N
Reason for Change:	n/a
Target:	n/a

Note on performance:

Narrative: (Max 10 lines)

Mid year forecast has been completed. However, this is based on SFC requirements and not internal. Limited information has been provided by budget holders as part of the agreed process which is making a full year forecast challenging.

Sustainability

KPI Narrative Template SO1: Reinvestment Planning

KPI 35 At the end of the strategic cycle have the following cost/income ratios:

- 1. Staff Cost/Income 70%
- 2. Non-Staff Cost/Income 21%
- 3. Investment Cost/Income 5%

Baseline:

Changed Y/N:	N
Reason for Change:	n/a
New Target:	n/a

Year One Target:

Changed Y/N:	N
Reason for Change:	n/a
Target:	n/a

Actual

2022-23:

Changed Y/N:	N
Reason for Change:	n/a
Target:	n/a

Trend: Off target

Target

2023-24:

Changed Y/N:	N
Reason for Change:	
Target:	

Note on performance:

Narrative: (Max 10 lines)

Budget will be aligned to the target for 23-24. However, this is dependant on the budgets being correctly submitted. The timetable for completing the course resource models is now behind and these are required to drive teaching resource need. Without these models, the budget cannot be properly completed.

Forecast actuals are substantially behind target at 85% and 96.9% for staff/fee staff ratios. The future

changed Y/N: Board KP 36 – Percentage gross carbon footprint reduction

Baseline:	
Changed Y/N:	Y
Reason for Change:	We need reassess and plan how and what we measure this target so that this methodology remain constant throughout the lifetime of the strategy
New Target:	to be confirmed

Year One Target:	
Changed Y/N:	Y
Reason for Change:	We need reassess and plan how and what we measure this target so that this methodology remain constant throughout the lifetime of the strategy
Target:	to be confirmed

Actual	
2022-23:	
Changed Y/N:	
Reason for Change:	
Target:	

Trend: On/Off Target (ie Maintaining/improving/declining)

Target	
2023-24:	
Changed Y/N:	
Reason for Change:	
Target:	

Note on performance:

Narrative: (Max 10 lines)
An environmental strategy group has been formed and they have produced a climate emergency/environmental strategy to embed environmental sustainability into all of our activities to lessen our impact on the environment.
Discussions have been had with procurement to discuss sustainable purchasing and conversations have been had with Aramark to review their processes as they appear to be very heavily reliant on a disposable culture which we have to move away from.
The sustainability KPI baseline figure for our carbon footprint only records our energy use and while this gives an indication that is easy to measure it doesn't give a true reflection on the organisation as a whole and over time this should be expanded to showcase all the good work that takes place across the Campus.

Committee Cover Sheet

Paper No.8

Name of Committee	Board of Management
Subject	Safeguarding Update
Date of Committee meeting	07/06/2023
Author	Deborah Lally – Head of Student Experience
Date paper prepared	01/06/2023
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Education Scotland visited the College in June 2022, specifically to discuss Safeguarding and how we implemented this at UHI Perth. There was also a follow up visit in January 2023, to follow up on areas for development. This paper sets out the the self-evaluation report submitted at the time, the report (feedback) received from Education Scotland, and an update on our actions.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	N/A
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf If there is no direct link to Strategic Objectives, please provide a justification for inclusion	Strategic Aim 1: Excellence in the Learning and Learner Experience – The Learner Experience Strategic Aim 3: Partnerships and Collaboration - Relationships

Committee Cover Sheet

of this paper to the nominated Committee.	
Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	Yes/ No If we do not maintain our current staffing establishment within the Student Support Team, services to support our learners will decline which in turn will be detrimental to the student experience. An unavoidable consequence is the withdrawal of funds from the Scottish Government with regards to both Counselling and Mental Health Support.
Risk implications Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk? If yes, please provide details.	Yes/ No As above, if this service declines, then this will impact on recruitment and retention, where the health and wellbeing of students may decline further. We will also have to be conscious of demand and pressure on staff in these areas.
Equality & Diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	Yes / No
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please provide details.	Yes / No Click or tap here to enter text.
Island communities Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	Yes / No If yes, please give details: Click or tap here to enter text.

Committee Cover Sheet

Status (ie confidential or non-confidential)	Non-Confidential Click or tap here to enter text.
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Freedom of Information

Please note that **ALL** papers will be included within 'open' business unless a justifiable reason can be provided.

Please select a justification from the list, below:

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"/>

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

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

Self-evaluation pro forma for safeguarding and child protection visit

Evaluative activity	Safeguarding Visit
College/training provider/centre name	Perth College UHI
Name of designated person for child protection/safeguarding	Deborah Lally – Head of Student Experience and Safeguarding Lead

Part A: To be completed by nominated Child Protection/safeguarding coordinator

Please arrange for the nominated Child Protection/Safeguarding Coordinator to provide evaluation evidence related to Child Protection and safeguarding. They should focus on the effectiveness and impact of practice, any relevant issues they have been addressing and/or improvements they have made. The completed Part A of the pro forma should be signed and dated before being returned to the College HMI/Lead Inspector as appropriate. This will inform safeguarding discussions with the college/centre.

During the course of evaluative activity the Child Protection/Safeguarding coordinator, where appropriate, should make the following documentation available to the College HMI or designated team member:

- Child Protection and safeguarding policy documents;
- records or logs of incidents of bullying;
- information related to current or recent safeguarding related complaints;
- training records demonstrating the regular Child Protection and safeguarding training undertaken by all staff and, where applicable, volunteers; and
- where relevant, samples of files.

Part A1: Child protection

Recognising child protection concerns

- Does the college's current arrangements for protecting children and young people take account of the National Guidance for Child Protection in Scotland (2021)?
- How effective are your arrangements to ensure that all staff (including volunteers and partners) are aware of and carry out their child protection responsibilities? (maximum 100 words)

Evidence

The college take cognisance of various legislative Acts including the revised National Guidance for Child Protection in Scotland 2021. Where relevant, these are acknowledged and referenced in our own Policies, Procedures and Strategies: [About Us - Policies, regulations and guidelines \(uhi.ac.uk\)](https://uhi.ac.uk/about-us/policies-regulations-and-guidelines)

All staff undertake mandatory Safeguarding Training as well as mandatory Gender Based Violence Training. This is refreshed every 3 years, reminders are sent out from HR.

The Safeguarding Lead and one Depute have attended training delivered by NSPCC this academic year. NSPCC will be providing training sessions again, in the Autumn, to all members of the Safeguarding Team.

Our UHI Single Site Safeguarding Policy is currently being reviewed and once updated, will be communicated to all staff. Awareness sessions will also be delivered to staff at the August Staff Development Week.

RASAC-PK (Rape and Sexual Abuse Centre, Perth and Kinross) provide awareness sessions to staff. We are also exploring potential training for our students.

Sharing Child Protection concerns

- How effectively do you share Child Protection information to ensure children and young people are well supported following a Child Protection/safeguarding concern? (Maximum 100 words)

Evidence

The College always treat any concerns from our students seriously. We share information on a need to know basis and make judgements (duty of care), including taking action, in particular with serious concerns that need to be shared with third parties (e.g. Police, Social Work, Hospital) regardless of the age of the person.

To support our students through their learner journey, we will also share information, on a need to know basis, with staff members in the College, this is considered case by case and who needs to know.

In all cases, we discuss with the individual, and seek their consent to share accordingly. We acknowledge that where there is a need to share information it is shared in confidence.

The College has many links to external agencies/groups where advice, support and guidance is available.

Child protection planning

- (Where applicable) How many children or young people in your establishment are currently on the child protection register? How effectively do you monitor their wellbeing and progress? (maximum 100 words)

Evidence

We are not aware of any of our students on the child protection register, however, any students who we may have identified as concerning, are flagged and we regularly check in with them.

We have named contacts for certain groups of students (e.g. care experienced, carers, estranged, veterans)

The College offer free breakfasts for all our students. This can unofficially flag students that may need our support.

Child Protection/safeguarding in the context of school partnership activity

- Highlight any specific arrangements with schools and/or local authority(ies). For example, safeguarding or Child Protection reporting arrangements. (Maximum 100 words)

Evidence

We have an overall Schools College Partnership Lead, a Schools College Programme Co-ordinator and a Schools College Administrator, who all have an oversight of our young people on campus. Attendance is recorded on a daily basis and any school pupil expected to attend but fails to do so, is reported to the school on the same day and as soon as possible.

Any concerns raised, the Schools College Partnership Lead will update both the Safeguarding lead, communicated in full and take forward with the parent school. We will then work alongside the school to support the young person accordingly. If the concern raised is an emergency/immediate threat then we have processes in place to allow us to take immediate action and in the best interests of the person at risk.

Part A2: Safeguarding

Please provide any self-evaluation evidence related to the following areas of safeguarding focusing on any relevant issues you have been addressing and/or improvements you have been making. This may cover such areas as -

- **Curriculum:** developing learners' understanding and awareness of safeguarding issues and developing their resilience.
- **Digital technology:** ensuring learners use the internet, social media and mobile technology safely.
- Where appropriate, policies and practices related to **physical intervention and restraint.**
- **Bullying and recording of violent incidents**
- **Gender-based violence**
- **Prevent**
- **Arrangements for risk assessments**
- **Complaints:** please provide brief details of any recent or current safeguarding related complaints, concerns or allegations which should be drawn to the attention of the college HMI.
- Arrangements for **first aid** and where relevant **administration of medicines** (if applicable).

Evidence (Continue on further pages as required.)

Safeguarding Team

Since our last HMI Safeguarding visit, we have introduced a new Safeguarding Team which comprises a Safeguarding Lead and two Deputies. There is representation from all curriculum areas as well as our Professional Services Teams. We meet regularly throughout the academic year and if necessary, hold ad-hoc meetings should we need to discuss an individual case, all cases discussed are anonymised. If further information is required then this is disclosed on a need to know basis.

Our **Personal Academic Tutors (the Curriculum)**. All students are assigned a Personal Academic Tutor (PAT). The overall aim of the PAT is to provide an informed response to academic studies and queries at all points from pre-entry to post exit. They will focus and support our students with regards to their attendance, attainment and progression, signposting to other relevant areas in the College including qualified staff members (e.g. Counsellors). Over this last year we have undertaken a review of the role of the PAT and will be implementing a pilot to monitor changes to the process.

Our **Student Engagement Team (the Curriculum)** deliver awareness sessions in the classroom setting across the entire College. During the pandemic these awareness sessions were delivered online using Webex/Teams. For this

academic year, we have been delivering both face to face and online. These awareness sessions include topics such as:

- Sex, Drug and Rock 'n Roll
- Bullying
- Hate Crime
- Sexual Assaults
- E-safety
- Sexism

At the start of the academic year, during the first 5 weeks, the team delivered 67 student awareness sessions including exploitation.

The Student Engagement Team quickly react to situations that may arise both inside and outside the classroom. The team also react quickly to topics being covered in the news, most recent examples include spiking, these are then embedded into awareness sessions.

Student feedback from these awareness sessions are very positive as illustrated below:



Student feedback also includes:

- Got the info out in an amusing way
- It was good to listen to and enjoyed how interactive you are with the group
- Good to be aware of laws in place now and there was information given that I hadn't been aware of before
- They gave information without saying everything was bad, instead we were taught how to be safe
- It opened the door to talk about stigmas
- It was enlightening and informative, it was interesting to learn about different forms of bullying, and also interactive with audience
- The presenter makes a serious subject fun and he is easy to talk to
- This talk helped me understand the topic better and understand what I need to do if it happened
- Good, funny and informative, actually worked, made me change settings
- Absolutely amazing, great examples and videos

In addition our Student Engagement Team are heavily involved in planning and supporting our new student induction programmes. They support the preparation of new student induction programmes. They supported the preparation of presentations in an online format, and cover topics including Safeguarding and Online Etiquette at Perth college. [Student Induction - Induction Videos \(uhi.ac.uk\)](https://uhi.ac.uk)

The above link also has information in the way of presentations on Additional Support Provision at Perth College, Counselling Support and our Complaints Procedure.

In December 2021, we introduced a Gender Based Violence (GBV) Student Training module. This module was created by Rape Crisis Scotland and should increase our students understanding of GBV, including information on consent, health relationships, and bystander intervention approaches. We continue to promote the completion of this module and will relaunch in the new academic year to our new entrants.

Digital Technology

During student induction, staff direct students to read and accept our ICT Acceptable Use Policy, each time they log on to our networks they are required to acknowledge their agreed adherence to and compliance with the policy. The e-Safety and Social Media Policies that governs the use of social networking sites should also be read in conjunction with the ICT Acceptable Use Policy.

The UHI Servicedesk is available to all staff and students and they provide useful support and guidance, staying cyber safe is one such topic and can be found here: [Learning and Information Services \(LIS\) \(uhi.ac.uk\)](https://uhi.ac.uk)

The UHI and partners have recently met the requirements of the Cyber Essentials Plus Scheme, meeting a high level of security standards across our estates. We are one of the few educational institutes in the UK to have achieved this award.

Student passwords are randomly generated from our systems where they are prompted upon first login to change. We have also introduced multi-factor authentication, an extra security step put in place where everyone must validate their login via an app, text message or phone call.

Throughout lockdown we had capacity and met demand to supply students who were in need to technology to engage in their studies. Laptops have the 'Perth College build' where devices are encrypted with BitLocker to protect the data in case the device gets stolen. Students can only install Perth College approved software from our portal and any other installs will require an admin login. We are able to tell when the device was last logged into and we are able to perform system resets and wipes if the student fails to bring the device back. This will lock the student and anyone else out of the laptop.

Student Disciplinary and our Code of Conduct

We initiate our Student Disciplinary Procedure as and when we need to. In the

last academic year we have dealt with an alleged Hate Crime. This related to one student but involved several members of staff (academic and support). The issue involved the language being used as inappropriate, unacceptable, threatening and discriminatory. Guidance was sought from the Police, however staff decided that they did not want this to become a formal police matter.

Complaints

The College take all complaints seriously, whether this has initially been disclosed verbally or in writing. All complaints are assigned an Investigating Officer. Any complaints relating to safeguarding will be investigated by the Safeguarding Lead or a Depute and may lead to disciplinary action. If any complaints involve staff members, HR will take responsibility.

Safeguarding (GBV) – reported concerns

We have taken forward varying safeguarding concerns and have had to deal with a few relating to gender-based violence and honour-based violence. When appropriate, we have encouraged individuals to report incidents to the Police, and when required we have also worked with the Police to minimise the risk of harm to individuals. We have also provided support by way of Counselling to our students as well as signposting to other external agencies (e.g. RASAC).

RASAC provide sessions to staff on the following topics (these sessions commenced in May and will run through until December):

- Gender and sexualisation
- Online sexual violence
- Rape and the criminal justice system
- Honour based violence
- Responding to disclosures of sexual violence
- Child sexual exploitation
- Preventing sexual violence
- Consent

We are currently in discussions with RASAC exploring what they can provide our students, including targeting our students who live in our Residences.

Safeguarding (Bullying)

Through the 'Bullying' awareness sessions delivered to student groups by our Student Engagement Team, we have minimised bullying on campus. The College take all forms of bullying seriously and will invoke our Student Disciplinary Procedure accordingly.

Safeguarding (PREVENT)

At the last staff conference day our theme was: Equality and Diversity: Anti-Racism which covered the following topics:

- Tackling Racial Harassment in Universities and Colleges;
- Anti-Racism in Learning and Teaching;
- Anti-Racism in Professional Learning and Development

We also launched our Anti-Racism Action Plan (result of the work of a SLWG commissioned by the Perth College Board of Management).

Our Safeguarding Team received an awareness session on PREVENT, delivered by Perth and Kinross Safer Communities Team Leader who also happens to be the Chair of PKC MAPPA. This same session on PREVENT was also delivered to staff at our last staff conference day.

The Safeguarding Lead attended an event hosted by Counter Terrorism Police where they promoted the use of the UK Protect App and the Home Office e-learning PREVENT modules. We are currently in discussions as a wider group across the UHI (UHI PREVENT Group and HR Practitioners Group) to discuss how we take this forward collectively. The Safeguarding Lead has also been involved in user testing of the new Home Office e-learning modules.

Three members of staff (Head of Student Experience and Safeguarding Lead; Head of Estates and our Head of HR and OD) attended an event in March 2022 hosted by MAPPA. This comprised of a desktop exercise where following an incident the participants were required to follow through on next steps, and consider the implications and impacts on the scenario over the next few days, to the next few months, to the next year. We are currently planning of rolling out this type of training to our College Management Team.

Additional Training for Staff

Whilst some of the modules below are mandatory, the College encourage staff members to complete all of the following online modules to support and raise their awareness:

- Corporate Parenting
- Student Carers
- Information Security
- Equality Impact Assessment
- Data Protection (GDPR)

All staff have the opportunity to complete the following. We do however identify key staff members that must complete the following:

- Scottish Mental Health First Aid Training (SMHFAT)
- Applied Suicide Intervention Skills (ASIST)

Arrangements for Risk Assessments

In general, we identify with two different risk assessments. One where the person has a criminal conviction, the other where there is a risk of serious harm. Risk assessments/safety plans are instigated and then shared on a need to know basis where the individual gives consent to the sharing of information.

Criminal Conviction: We are an inclusive and accessible educational institution.

We encourage all of our students including applicants to disclose any criminal convictions that may impact their course of study. Where relevant, due to the nature of the course and work placements, a PVG check must be completed, therefore disclosure may be reported through this process. We may also be contacted by Social Work, Criminal Justice or another body/agency who inform us of a person who is interested in applying to College with a conviction. The majority of convictions disclosed to us are those who are on the SOR (Sex Offender Register). Recently we had one student who had been convicted of murder.

The process we follow is to initially gain sight of any court orders including restrictions placed upon the individual. We then look at the type of course they wish to study and determine if it is suitable, including consideration of the possibility of their future career/employability. The risk assessment plan, takes cognisance of our student population, environment and premises, acknowledging that we have our children's nursery and a primary school on our campus. This is a supportive plan, including restrictions and a safety plan for the individual if their conviction becomes known to the college population. If the applicant is unable to undertake their choice of course, we will work with them accordingly exploring alternative options.

Risk of Serious Harm: Most disclosures are received direct from students or their Personal Academic Tutor (PAT). When we receive a disclosure of someone at risk of serious harm (e.g. injunction; honour based violence; threats and bullying), we work with the individual and where appropriate, involve the police or take cognisance of any safety plans already in place, to ensure we complement what already exists. The risk assessment is focussed entirely on the safety of the student whilst they are on our premises, including travelling to and from our premises.

First Aid

We have trained First Aiders on campus who are supported by our Health and Safety Advisor (who is also a First Aider). Our Reception Team have a full list of our First Aiders and know who to call should the need arise. We do not administer any medication unless we have the consent from the individual receiving the first aid. Under our duty of care if an individual is not able to provide consent, the first aider will make a decision in an emergency to administer any necessary medication (e.g. diabetic who needs sugar).

Perth College Nursery

Both our Depute and Nursery Manager are trained Child Protection Officers. They have protocols in place to deal with any concerns for children in their care, including reporting any matters to the College Safeguarding Lead. Nursery staff are also conversant in the reporting processes should they have concern for a child, including tracking, monitoring and reporting. They have a procedure in place to administer medicine. This was reviewed by the most recent unscheduled Care Inspectorate visit in October 2021, the resulting evaluation identified major strengths in the quality of care and support.

Student Support Services

There has been an incremental increase in demand for student support services, and in particular for counselling and health and wellbeing, as a result we took the decision to structure our Student Services Team. We increased the number of counsellors in addition to the funding provided by the Scottish Government, however there is concern about how we continue to meet this increase in demand when funding ceases.

Our Student Support Team have a daily rota in place to deal with any immediate crisis. Sadly we have had occasions where members of the team have been called upon to visit a class to convey news in relation to student death and subsequently implement support. In addition, the team have supported students who reside in our halls of residence when tragically one of our students passed away, the extended team also provided support to the student's family.

We offer out of hours services to all students through Togetherall and Spectrum Life, students can access these services through the MyDay portal.

Regular emails are sent out to students from the Health and Wellbeing Team. We participate in awareness campaigns as well as at time of recess where some students may be in need of support (e.g. the Xmas break). Topics covered include:

- Student Support Drop In Times (email sent out each week)
- Distance aware badges
- Mental health awareness week
- Sexual health matters
- Our counsellors recommend....
- Eating disorder awareness week
- Festival of care 2022 – tending the light
- Winter wellbeing
- Listening works
- Coping through the festive period
- Grief awareness week

Most communication include relevant external agencies and provide contact details for organisations such as: Samaritans, RASAC, Breathing Space, Andy's Man Club, Abused Men in Scotland, Cruse Bereavement Care, Mindspace, The Lighthouse.

Transitions Officer(s)

We acknowledge that young people may find attending college challenging and this can be especially difficult for young people who have been disengaged from school. Our transition officers help to support this new challenge and work in partnership with various agencies to support this transition.

Online Information

Our website has a dedicated page for Safeguarding: [Policies, regulations and](#)

[guidelines - Keeping You Safe \(uhi.ac.uk\)](https://uhi.ac.uk/guidelines-keeping-you-safe)

We have a page dedicated to student life: [Student Life - Perth College UHI](#) this outlines support available from our Student Services team which includes details of the team structure and photographs of the staff members and their role.

Residences

Our residences are manned 24/7 365 days of the year. We have a key contact between our residence and student services. As a team we meet regularly to discuss any health and wellbeing concerns identified/raised. Throughout the year our Warden works closely with both Student Services and the PAT. All incidents, including concerns are logged and reported accordingly.

Support for our staff

All staff employed at the College must go through Disclosure Scotland PVG.

Our Counsellors and Health and Wellbeing Advisors are supported through supervised counselling sessions. As defined by BACP 'a specialist form of mentoring provided for practitioners responsible for undertaking challenging work with people. Supervision is provided to ensure standards, enhance quality, advance learning, stimulate creativity, and support the sustainability and resilience of the work being undertaken'.

The college provides staff with a confidential support service from an external organisation (Rowan Counselling) the cost of which is met by the college.

External Links to other Agencies/Bodies

The College works collaboratively with other bodies in the region and is a member on several groups including:

- CDN Safeguarding Group
- UHI Prevent Group; UHI Equally Safe Group; UHI Safeguarding Group
- CONTEST Multi Agency Group (Tayside)
- Perth and Kinross Adult Protection Committee Group
- Perth and Kinross Child Protection Committee Group
- Perth and Kinross Corporate Parenting Group
- PKAVS Carers
- Safer Communities
- RASAC
- Fun Young Individuals
- MCR Pathways

We are committed to:

- Stand Alone Pledge – Estranged Students
- Committed to The Promise (Who Cares Scotland)
- Awarded in May 2021, the Going Further Award – Carers Trust Scotland

In addition to what has previously been mentioned, we are currently taking forward

the following:

- Continue to work with PKC and RASAC on past and future 16 days of activism (takes place from 25 November (International Day of No Violence Against Women) to 10 December (International Human Rights Day))
- Early conversations with I-DART (PKC Integrated Drug and Alcohol Rehab Team) with regards to delivering awareness sessions to our students on some of the risks that are around Perth at the moment regarding drug dealing, county lines and 'cuckooing'.
- Keeping abreast of the Emily Test Pilot GBV Charter and feedback from those in the pilot to discuss/explore future membership.
- Very early stages of exploring White Ribbon. A charity that engages with men and boys to make a stand against women violence.

Part A3: Corporate parenting responsibilities

How many learners are currently recorded as being care experienced?

Evidence

Over the last few years, there has been an increase in the number of students disclosing that they are care experienced. This may be in part due to the Care Experienced Bursary that is now available.

Our FE enrolments are illustrated as follows:

Academic Year	Total CE Enrolments	FT CE Enrolments
2017-18	87	53
2018-19	82	35
2019-20	111	53
2020-21	100	69
2021-22	152	98

How do you ensure the learning and wellbeing needs of care experienced children and young people are being appropriately met? (Maximum 100 words)

Evidence

All care experience students are introduced to a college named contact. The named contact will be on hand to give advice and support throughout the academic year.

All students are assigned a Personal Academic Tutor (PAT). The college has a well developed student tracking system, (Blue, Red, Amber, Green BRAG), that identifies all care experienced students. This is a tool used by the PAT to predominantly use to track and monitor attendance and performance. If required the PAT may contact our named person if they have any concerns about a student and the named contact will intervene as appropriate.

The dedicated page on our website for care experienced students was designed and driven by care experienced people.

Further information about the support we offer here may be found:

<https://www.perth.uhi.ac.uk/student-services/wellbeing-and-support-service/care-experiencedleaver-students/>

In what way have you taken action to improve the way in which you exercise your responsibility in relation to care experienced learners? (Maximum 100 words)

Evidence

- Applications/students can disclose at any time if they are care experienced, our processes will then alert named contacts
- Funding applications are prioritised
- Residences applications are prioritised
- The Careers and Guidance Team will explore alternative opportunities if an applicant has not been successful in their initial course choice. They will also support throughout their time at college exploring next steps and progression routes
- We run a 'Get Ready for College', supporting students to prepare for coming to college.
- We offer daily drop-in services and also a daily crisis support rota
- We are members of the UHI Priority Group Forum
- We are members on the Perth and Kinross Corporate Parenting Group
- We have a Graduation Bursary supporting the costs of graduation
- We link in with Who Cares Scotland and also BECOME (The Charity for Children in Care and Young Care Leavers) who have created Propel, a website giving students lots of information about colleges and universities

Impact on participation and outcomes for care-experienced learners? (Maximum 100 words)


Evidence

Outcomes as per published key performance indicators

Acad Year	Perth College UHI			Sector		
	Success	Partial Success	Withdrawal	Success	Partial Success	Withdrawal
2017/18	42.9%	10.7%	46.4%	55.0%	12.7%	32.3%
2019/20	62.1%	18.4%	19.5%	59.6%	18.0%	22.4%
2020/21	56.3%	20.4%	23.3%	56.5%	17.6%	25.9%

NOTE: Academic Year 2018-19 our numbers were not significant enough to be included in published key performance indicators

We identified an area of development within our Evaluative Report and Enhancement Plan 2019-21 with regards to the success of our care experienced students. It is good to note that we have been successful in this area. More students are being retained and more are being successful. In 2019-20 we were performing better than the sector level but in 2020-21, whilst retention was better than the sector, success dropped in comparison to the previous year but only 0.2pp below sector.

Signed	
Name	Deborah Lally
Date	26/05/2022

Summary of findings

Safeguarding Visit: Perth College HMI – 9th June 2022

To be completed by college HMI of the evaluation team

I have discussed with relevant staff the safeguarding, Child Protection and care experienced returns provided by the college. Based on the evidence provided by the establishment, we have agreed the following with the college:

Areas of positive practice:


- The arrangements for safeguarding, child protection and care experienced learners is comprehensive. All staff work effectively to ensure all safeguarding is part of a team culture that supports learners and staff well. Procedures identify clearly, the roles and responsibilities of managers and staff.
- The college provided a wide-ranging self-evaluation report that informs well, the detail on college practice and procedures.
- All staff undertake mandatory safeguarding training as well as mandatory Gender Based Violence (GBV) Training. This is refreshed every 3 years and tracked by Human Resources.
- The college offer out of hours counselling support to all learners through *Togetherall* and *Spectrum Life*. All learners are informed of this at induction and can access these services through the *MyDay* portal. College communications include relevant external agencies and provide contact details for organisations that include: Samaritans, RASAC, Breathing Space, Andy's Man Club, Abused Men in Scotland, Cruse Bereavement Care, Mindspace and The Lighthouse.
- The College recognise an increase in demand for student counselling. As a result the college has increased the number of counsellors to meet demand. However there is a future funding concern on how the college continues to meet this demand.
- The college safeguarding lead attended a Counter Terrorism Police event. The event promoted the use of the UK Protect App and the Home Office e-learning PREVENT modules. The college are currently in discussions as a wider group across UHI colleges to discuss how this is taken forward.
- The college safeguarding team received an awareness session on PREVENT, delivered by Perth and Kinross. This same session was delivered to all staff at a development day.


- The college has introduced a GBV Student Training module. This module was created by Rape Crisis Scotland and should increase learners understanding of GBV. The college will relaunch in the new academic year to all new entrants.
- All learners are assigned a Personal Academic Tutor (PAT). A PAT will focus support on learner attendance, attainment and progression. Additionally, PATs will signpost other relevant areas in the College including qualified staff members (e.g. Counsellors).
- The college have introduced a new safeguarding team with a lead and two Deputies. All curriculum areas and the Professional Services Team are represented. All staff are aware of the safe guarding post-holders and are aware of safeguarding procedures.
- The college has a Schools College Partnership Lead, a Schools College Programme Co-ordinator and a Schools College Administrator. These staff members have oversight of young people on campus. Attendance is recorded on a daily basis and any pupil absence is reported timeously to the school on the same day.

Areas for further development:

- The current *Corporate Parenting Plan* is comprehensive and details the college practice well. However, it is out of date and needs reviewed to ensure it still reflects the current college position.
- There are no formal arrangements in place to provide safeguarding for staff involved in working with individuals who are experiencing a range of mental health issues. This has the potential to impact on the health and wellbeing of individuals undertaking these roles.
- All Learners (small sample) were not aware of PREVENT training or what PREVENT was. There is scope to provide awareness training for all learners.
- Learners describe well, a decline in learner behaviour both online and on-campus. Respondents state that this is mainly from younger learners who use inappropriate language in lessons and around the campus. This has the potential to influence the learner experience, impact learner wellbeing and negatively impact withdrawal rates.

These issues have been drawn to the attention of appropriate senior staff. Accountability for appropriate action that needs to be taken to address these issues now resides with the senior managers within the college/centre.

Signature of senior manager or college/centre nominee	
Post held	Head of Student Experience and Safeguarding Lead
Date	29/06/2022

Signature of College HMI/LI:	
Name	Joe Mulholland
Date	21/06/2022

Safeguarding Update

From the Summary of Findings, an update on areas for further development

1. Corporate Parenting Plan – this has now been updated and approved by our Board of Management, and now visible on our website.
2. Formal arrangements in place for staff who support and deal with safeguarding issues – this was further discussed when Education Scotland visited UHI Perth in January 2023, where we clarified that all our Counsellors and Health and Wellbeing Officers do attend monthly supervision sessions. We have also introduced and offer a de-briefing session for staff, including academic staff, who may have experienced a traumatic situation with students.
3. PREVENT (now Martyn's Law) – we have ran a number of awareness sessions with our students, and taken on feedback from these sessions, working with Police Scotland to develop further our materials.
4. Student behaviour – this appears to be not only a college sector issue, but a whole society issue where this is also being experienced in our schools. We run many awareness sessions to our students on behaviour such a bullying and will continue to do so. Our Student Engagement Co-ordinator who delivers these programmes, is now being invited to go out to Secondary Schools to deliver a variety of awareness sessions, this will also support transitions. We will continue to provide and support and guidance to our students, and would hope that as we recover more from then pandemic, we stabilise as a society where positive social skills will be gained again.

Board of Management – Standing Committee Summary

Paper No: 9a

Name of Committee: Learner Experience Committee	Date of Committee: 26 April 2023
Key Issues discussed: The meeting was not quorate therefore decisions could not be made but would need to be made at the Board meeting. Recommendation that the HISA Perth Student Partnership Agreement would not proceed and the Board are asked to approve this. The Curriculum Review was noted.	Actions agreed:
Committee Chaired by: Dr Margaret Cook	Date of next meeting: 06 September 2023

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Board of Management – Standing Committee Summary

Paper No: 9b

Name of Committee: Chairs Committee	Date of Committee: 2 May 2023
Key Issues discussed: <ul style="list-style-type: none">• UHI 2024 Update• Public sector funding climate and impact on UHI Perth financial outlook• Requirement to seek 'significant savings' to enable a balanced budget• Development Trust update on planned winding up• BoM recruitment update (chair and independent member appointments)• Forward Board/Committee schedules aiming to introduce some afternoon meetings and some social element	Actions agreed: <ul style="list-style-type: none">• N/A• Continued SMT meetings to assess the situation and consider options for creating a break-even position in the future• Paper on Development Trust to be presented at next Board meeting• Seek RSB agreement to 'fast track' interviewing a potential additional BoM member• General agreement on schedule proposed, subject to case by case modifications to be considered by Clerk to BoM
Committee Chaired by: Graham Watson	Date of next meeting: 22 August 2023

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Board of Management – Standing Committee Summary

Paper No: 9c

Name of Committee: AST Board	Date of Committee: 18 May 2023
Key Issues discussed: <ul style="list-style-type: none">• AST Management Accounts (favourable to date)• Positive outcome on extending CAT contract• CAE project update (terminated post Board meeting)• Risk Register• Draft 2023/24 Budget	Actions agreed: Budget shows managed decline. Board agreed to accept Budget, with the caveat that the General Manager is to prepare a business case for growth that can be shared with potential funding partners.
Committee Chaired by: Graham Watson	Date of next meeting: 31 August 2023

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Board of Management – Standing Committee Summary

Paper No: 9d

Name of Committee: Joint Meeting of the Finance and Resources and Strategic Development Committees	Date of Committee: 23 May 2023
Key Issues discussed: HR. Procurement of HR system (UHI). The approval of the procurement of a new HR system for UHI given previously has had to be withdrawn due to issues with the supplier. The procurement will now go to open tender through the APUC process. The increase in mental health/stress-related absences was noted. Head of HR advised that noted that this was the first occasion issues raised via 2 stress surveys and stress focus groups were being reviewed to address this issue. Estates. Members received an update on Estates maintenance. The Deputy Principal informed members that the College Sector has had a 77% cut to estates maintenance budget which translated into a £150k for UHI Perth. Health & Safety will be prioritised, but planned maintenance will be deprioritised, as will developmental projects such as installation of solar panels. Industrial Action. The likely impact of action short of striking by the EIS would be around submission of marks, and discussions were ongoing around potential mitigations to address this. It was noted that had expressed concern around this action, particularly around anxiety over conditional offers and other progression. Students felt that they were being used as leverage in this situation. Head of HR advised that there would be an update on this action to the Board meeting in June. Student Board	Actions agreed: Tender to be undertaken by September 2023. Action to compare sickness absence with the College Sector is outstanding.

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Member requested that students needed communication re alternatives or compromises if the matter is not resolved.

UHI Perth Financial Update: Year to 30 April 2023. Vice Principal (Operations) summarised Paper 6, noting an estimated loss of circa £2.4m for the full year was now being predicted.

Risk. Board Member queried whether Risk Register had been updated around the cash position. Risk Appetite had been reviewed and linked to the Strategic Objectives.

Financial Sustainability. The Principal gave a presentation outlining re-structuring plans to achieve financial sustainability. The presentation had been given to Trade Unions and more detail would be provided to the June Board. In the discussion that followed a number of points were made:

Could alternative arrangements for ASW be considered. Potential options were being actively looked at with the College' lawyers.

Analysis of savings need to consider loss of income resulting in cuts so that the true benefit to the College is known. Further financial modelling is needed to be sure changes outlined will deliver savings.

How has SMT had arrived at and provided a rationale for these proposals. Principal assured Committee that everything will be modelled, and the supporting logic presented.

Why is Business Development being cut when it should be generating profit for the College. Principal advised that funding had been withdrawn in several areas, affecting profitability levels.

Value Impacts in other areas such as mental health re closing leisure, and disadvantaging women in the case of the

Head of HR to provide an update on the EIS Industrial action to the June Board

Principal and Vice Principal (Academic) AGREED progress action to communicate to students.

Vice Principal (operations) to undertake work to collate the cash position across the ERM document for the Board and its impact on the Risk Register.

Vice Principal (Operations) to include the revised risk appetite in the June Board papers.

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nursery need to be considered within non-financial impacts of decision-making.

There were implications on growth at a macro level with specific reference to the government's position squeezing of the College sector. Principal agreed that it did look like a managed decline of the sector despite continual reference to "skills".

Should the college receive a share of the staff costs savings at EO via the top-slice? Principal advised that recruitment was still ongoing at EO, and that a figure of around 1% reduction in the top-slice was under consideration to be offered to academic partners.

Concern over impact on student experience was voiced by student members suggested that a phased approach could be considered to minimise and/or mitigate such concerns. Principal responded that college cannot continue in its current format when £3m is being removed out of the college's income.

The next steps for the process were to present to Board on June 7th. A Further two meetings with Unions would have taken place by then.

Noted that this was an iterative process during the Consultation period, including individual consultation, so what will come to Board will not be the final version therefore an additional Extraordinary Board meeting or an online decision-making process will be required over summer.

It was agreed that a Board Statement on the issues could be generated.
It was agreed that the UHI top slice needed to be discussed with Chair of UHI Court.
Principal agreed that this was necessary.

Budget 2023-4. This needed to be brought back to the Board once the restructuring work was completed.

UHI 2024. The Principal provided a progress update on the workstreams.

Clerk to put on agenda for Chairs Committee to discuss.

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Key Performance Indicators. Members received an update on all 36 KPIs. It was agreed that Lead Authors would be invited to attend subsequent meetings to present areas of the balanced scorecard.	Depute Principal to implement from Cycle 1 of 2023/24.
Committee Chaired by: Katrina Hodgson	Date of next meeting: SDC – 14 September 2023 F&R – 28 September 2023

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Board of Management – Standing Committee Summary

Paper No: 9e

Name of Committee: Audit	Date of Committee: 30 May 2023
<p>Key Issues discussed:</p> <p>Balanced Scorecard Report: the full report on all 36 KPIs was submitted for comment. Attention was focussed on the 13 priority KPIs and members agreed that these would be the basis for future reports in Cycles 1-3 for Academic Year 23-24 on which to develop our practice of focussed scrutiny. It was noted however that, in light of the current consultation and the severe budgetary constraints for 2023-24 that priorities may be subject to change.</p> <p>Enterprise Risk Management (ERM) Report: the traditional Risk Register was submitted for comment as was the new ERM Report as well as a summary document presenting Internal Audit issues being addressed from past reports. Members agreed that some consolidation would be useful and that one final presentation of the current Risk Register should be made pending a decision to only receive the ERM Report in future. The ERM was being substantially populated with data on controls. It was also noted that the ERM Report would also incorporate partnership risks identified by EO. Members noted the ongoing ownership of the ERM process by SMT and CMT and its close alignment with the Balanced Scorecard report.</p> <p>External Audit Draft Plan 2022-23: the Committee considered and endorsed the External Audit plan for audit of the Financial Statements for 2022-23.</p>	<p>Actions agreed:</p> <p>Committee agreed that significant impact on the Strategic Risks may result from the current consultation exercise and any future changes in structure including capacity and workloads.</p> <p>Traditional Risk Register to be maintained pending a decision to replace it with the ERM Report early in Cycles 1-3 in 2023-24.</p> <p>In light of the proposed External Audit inclusion of a consideration of Governance and oversight of Internal Controls, members agreed to recommend to the Board that an External Board Effectiveness Review should be brought forward to 2023-24 and not wait until June 2025 as allowed in the cycle of such Reviews.</p>

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<p>Internal Audit – Audit Plan 2022-23: the committee received a verbal report on progress of the planned Internal Audit investigations and work for the current year and noted two reports would be tabled at the next Audit Committee meeting (Performance KPIs and Procurement/Creditors) and that fieldwork for a further three areas of investigation would take place over June, July and September.</p> <p>Freedom of Information and Data Protection Quarterly Update: the committee received and noted the report from the Clerk. The Committee also heard that a Data Breach had been reported to the Information Commissioner and further information would be given after a response from the Commissioner had been made. The breach was in sensitive data but the scale of the breach was limited.</p>	<p>Members were of the opinion that the College could reasonably expect an increase in FOI requests during the current consultation period.</p>
<p>Committee Chaired by: Jim Crooks</p>	<p>Date of next meeting: 06 October 2023 (provisional)</p>

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Committee Cover Sheet

Paper No. 10

Name of Committee	Board of Management
Subject	Board Committee Schedule 2023-24
Date of Committee meeting	07/06/2023
Author	Ian McCartney, Clerk to the Board
Date paper prepared	31/05/2023
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	This Paper outlines the proposed schedule for Board-level meetings for Academic Year 2023-24, including identified business and compliance priorities for the year. Board Members' attention is drawn to the inclusion of some afternoon meetings within the Schedule.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	A draft version of this paper was discussed at Chairs' Committee.
Action requested	<input type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input checked="" type="checkbox"/> For approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	n/a

Committee Cover Sheet

Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	No
Risk implications Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk? If yes, please provide details.	No Click or tap here to enter text.
Equality & Diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	No
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please provide details.	No Click or tap here to enter text.
Island communities Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	No If yes, please give details:
Status (ie confidential or non-confidential)	Non-Confidential If a paper needs to remain confidential for a prescribed period of time before being made 'open', please advise how long must the paper be withheld: Click or tap here to enter text.

Committee Cover Sheet

Freedom of Information

Please note that **ALL** papers will be included within 'open' business unless a justifiable reason can be provided.

Please select a justification from the list, below:

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] <small>Click or tap here to enter text.</small>	<input type="checkbox"/>

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

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

and

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

Perth College Board of Management – Proposed Schedule of Meetings 2023/24

Committee	Cycle 1		Cycle 2		Cycle 3		Cycle 4	
	Date	Business & Compliance	Date	Business & Compliance	Date	Business & Compliance	Date	Business & Compliance
Chairs & Remuneration	Tue 22 Aug	Membership 1-2-1 Review Summary; Principal's Objectives	Tue 07 Nov		Tue 06 Feb		Thu 18 Apr	Draft Principal's Objectives
Learner Experience	Wed 06 Sep	HISA Perth Plan of Work; Corporate Parenting Impact Report	Wed 15 Nov	National Student Survey; Student Satisfaction and Engagement Survey; Postgraduate Taught Experience Survey	Wed 14 Feb	Induction Early Experience Survey; Student Retention & Attainment Report; SFC Benchmark Report on KPIs	Wed 24 Apr	Student Destinations; Student Recruitment Targets
Strategic Development	Thu 14 Sep	Annual review of Strategic Plan	Tue 21 Nov		Thu 07 Mar NB: JOINT MEETING WITH F&R	Consider financial aspects of strategic development activities	Wed 08 May	

Committee	Cycle 1		Cycle 2		Cycle 3		Cycle 4	
	Date	Business & Compliance	Date	Business & Compliance	Date	Business & Compliance	Date	Business & Compliance
Finance & Resources	Tue 28 Sep	Full Year Management Accounts; Final Budget & Financial Forecast Return; Estates Strategy	Thu 07 Dec NB: JOINT MEETING WITH AUDIT	Annual Financial Statements; External Audit Annual Report	Thu 07 Mar NB: JOINT MEETING WITH SDC	Draft Mid-Year Review Consider financial aspects of strategic development activities	Thu 16 May	Indicative Budget & Financial Forecast Return;
Audit	Thu 05 Oct	Annual H&S Report; Review compliance against Governance Code to allow preparation of Certificates of Assurance	Thu 07 Dec NB: JOINT MEETING WITH F&R	Annual Financial Statements; External Audit Annual Report; Internal Audit Annual Report; Audit Committee Report to Board	Tue 19 Mar	H&S Operational Risk Register	Tue 28 May	Internal Audit Annual Plan; External Audit Annual Plan

Committee	Cycle 1		Cycle 2		Cycle 3		Cycle 4	
	Date	Business & Compliance	Date	Business & Compliance	Date	Business & Compliance	Date	Business & Compliance
AST Board	Thu 31 Aug	Full Year Management Accounts;	Wed 29 Nov	Draft AST Annual Accounts;	Wed 28 Feb		Thu 02 May	AST Business Plan & Budget
Board of Management	Tue 17 Oct	Approve Budget & Financial Forecast Return; Summary of Policies & Procedures due for Review	Thu 14 Dec	Approve Annual Accounts; Approve External Audit Annual Report; Approve Internal Audit Annual Report; Approve Audit Committee Report to Board	The 28 Mar	Approve Mid-Year Review	Thu 06 June	Receive Indicative Budget & FFR Dates for 2024/25 Committee Meetings

Board Committee Meetings Summary 2023/24

Meeting	Date & Time Cycle 1	Cycle 2	Cycle 3	Cycle 4
Chairs'	Tuesday 22 August 5pm	Tuesday 07 November 5pm	Tuesday 06 February 5pm	Thursday 18 April 5pm
Learner Experience	Wednesday 06 September 3pm	Wednesday 15 November 3pm	Wednesday 14 February 3pm	Wednesday 24 April 3pm
Strategic Development	Thursday 14 September 5pm	Thursday 23 November 3pm	Thursday 07 March 5pm (Joint meeting with F&R)	Wednesday 08 May 5pm
AST Board	Thursday 31 August 3pm (preceded by visit to Scone)	Wednesday 29 November 5pm	Wednesday 28 February 5pm	Thursday 02 May 5pm
Finance & Resources	Thursday 28 September 5pm	Thursday 07 December 5pm (Joint meeting with Audit)	Thursday 07 March 5pm (Joint meeting with SDC)	Thursday 16 May 5pm
Audit	Thursday 05 October 5pm	Thursday 07 December 5pm (Joint meeting with F&R)	Tuesday 19 March 5pm	Tuesday 28 May 3pm
Board of Management	Tuesday 17 October 5pm	Thursday 14 December 5pm	Thursday 28 March 3pm (preceded by Board Lunch)	Thursday 06 June 5pm

Key Assumptions:

- All Finance & Resources and AST meetings to take place at least one week after production of quarterly Management Accounts to ensure that most up-to-date information is available for scrutiny
- F&R to precede Audit during each cycle in case issues raised at F&R require to be flagged
- Multiple Board-level committees within same week to be avoided wherever possible within schedule
- Per Terms of Reference, 1 meeting per year of Strategic Development Committee and F&R to take place jointly to consider financial aspects of Strategic Plan, etc.

Dates for Noting:

September 04 2023	Formal Commencement of Semester 1
October 09-13 2023	Autumn Recess
January 22 2024	Commencement of Semester 2
April 01-12 2024	Easter Recess
May 31 2024	End of Academic Year

College Closed Days:

October 09 & 10 2023

December 25 2023 – January 05 2024

April 01 & 02 2024

Membership

All Members appointed by the Regional Strategic Body;
The Principal of the College;
One person appointed by being elected by the teaching staff of the College;
One person appointed by being elected by the non- teaching staff of the College;
Two persons appointed by being nominated by HISA Perth from among the matriculated students of the College;

In attendance

Depute Principal
Vice Principal (Academic)
Vice Principal (External)
Vice Principal (Operations)

Quorum

The quorum shall be 50% of the total current membership of the Board

Frequency of Meetings

The Board shall meet no less than four times per year.

Terms of Reference

During Board meetings and other sanctioned Board events, the Board shall:

1. Take note of the overall environment in which the college operates, and provide considered and appropriate strategic guidance to safeguard and enhance the continued operation of the college.
2. Ensure that the College provides the best possible education and learning environment for its students;
3. Ensure that the values and ethos of the College are upheld and promoted;
4. Ensure that its decision-making process is transparent, properly informed, rigorous and timely, and in the best interests of the College as a whole, including taking into account UHI partnership needs;
5. Ensure that the College operates ethically, responsibly and with respect for the environment and for society at large;
6. Ensure that robust risk management and internal control systems are in place, maintained and enhanced;
7. Ensure compliance with all statutes, ordinances and provisions regulating the College and its framework of governance.