

Board of Management

Agenda

Meeting reference: Board 2024-25/04
Date: Thursday 05 June 2025 at 1:00pm
Location: Boardroom (Brahan 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		Interim Chair	
2	Additions to the Agenda		Interim Chair	
3	Declaration of a Conflict of Interest in any Agenda Item		Interim Chair	
*4a	Minutes of the Board meeting held on 16 April 2025	Clerk	Interim Chair	Paper 1
*4b	Minutes of the Extraordinary Board meeting held on 08 May 2025	Clerk	Interim Chair	Paper 2
*4b	Minutes of the Extraordinary Board meeting held on 15 May 2025	Clerk	Interim Chair	Paper 3
*4c	Minutes of the Extraordinary Board meeting held on 19 May 2025	Clerk	Interim Chair	Paper 4
5	Actions arising from previous minutes		Interim Chair	Verbal
6	Standing Reports			
6.1	UHI Transitions Project Update	UHI	Interim Chair	Verbal
6.2	Interim Chair's Report	Interim Chair	Interim Chair	Paper 5
6.3	Interim Principal's Report	Principal	Principal	Verbal
6.4	HISA Perth Report	HISA Perth	HISA Perth	Paper 6
7	Items for Discussion/Approval			
*7.1	UHI Perth Draft Budget 2025/26 & Indicative Budgets 2026/27 and 2027/28	Depute Principal (Operations)	Depute Principal (Operations)	Paper 7

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	Agenda Items	Author	Led by	Paper
*7.2	UHI Perth Recovery Plan – Progress Report	Depute Principal (Operations)	Depute Principal (Operations)	Paper 8
*7.3	Pension Strain Agreement	Director of HR & OD	Director of HR & OD	Paper 9
*7.4	Estates Planning	Co-Convenors, Estates SLWG	Co-Convenors, Estates SLWG	Paper 10
*7.5	2025/26 Board & Committee Meeting Schedule	Clerk	Clerk	Paper 11
*7.6	Procurement Award – Catering	APUC	Depute Principal (Operations)	Paper 12
*7.7	Procurement Award – Gym Equipment	APUC	Depute Principal (Operations)	Paper 13
*7.8	RESERVED ITEM Part 147 Training Provider	Director of Curriculum	Interim Principal	Paper 14
8.	Statutory Items for Reporting			
8.1	Pay Gap Report	Director of HR & OD	Director of HR & OD	Paper 15
8.2	Mainstreaming Report	Director of HR & OD	Director of HR & OD	Paper 16
8.3	Amendments to Scottish Charity Law	OSCR	Clerk	Paper 17
9	Standing Committee Summaries			
9.1	Learner Experience Committee – 23 April 2025	Chair - LEC	Chair LEC	Paper 18a
9.2	Chairs Committee – 19 May 2025	Chair - BoM	Chair - BoM	Paper 18b
9.3	Finance & Resources Committee – 21 May 2025	Chair – F&R	Chair – F&R	Paper 18c
9.4	Audit Committee – 28 May 2025	Chair – Audit	Chair – Audit	Paper 18d
10	Date & Time of Next Meeting • TBC	Clerk		
*11	Review of meeting (Committee to check against the Terms of Reference to ensure all competent business has been covered)		Chair	Paper 19

Board of Management

Paper 1

DRAFT Minutes

Meeting reference: Board 2024-25/03

Date and time: Wednesday 16 April 2025 at 5.00pm (rescheduled from 02 April 2025)

Location: ASW (Room 961)

Members present: Alistair Wylie, Interim Chair
Jenni Harrison, Board Member
Deirdre Joy, Board Member
Chris Lusk, Board Member
Debbie McIlwraith-Cameron, Board Member
Elaine Piggot, Board Member
Ian Robotham, Board Member
Alistair Wylie, Board Member
Margaret Cook, Principal & Chief Executive
Richard Fyfe, Staff Board Member
Patrick O'Donnell, Staff Board Member
Xander McDade, Student Board Member
Andi Garrity, Student Board Member
Ronnie Dewar, Trade Union Board Member

In attendance: Lorenz Cairns, Depute Principal (Academic)
Lynn Murray, Depute Principal (Operations)
Alastair MacColl, UHI Court
Mike Baxter, UHI Chief Financial Officer
Ian McCartney, Clerk to the Board of Management

Apologies: Chris Whatley, Board Member
Gavin Stevenson, Director of Finance
Vicki Nairn, UHI Principal

Chair: **Alistair Wylie**
Minute Taker: Ian McCartney
Quorum: 8

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Current Action Log – Board of Management

Initial Meeting	Topic	Action	Owner	Progress Update
17 October 2023	Development Trust	Board to receive process update re winding up of Development Trust	Principal	Ongoing – DMC update Board at Cycle 3 meeting; paperwork due to be lodged with OSCR end May 2025 before wind-up signed off.
23 October 2024	Annual H&S Report	Volunteer info re Board H&S Champion to be circulated	Clerk	Complete – alternative monitoring via Audit Committee agreed.
16 April 2025	Recovery Options	Risk Appetite to be reviewed	Depute Principal (Operations)	Ongoing – to be considered at Audit Committee before presenting to Cycle 4 Board
16 April 2025	Voluntary Severance Scheme	Greater detail on ongoing consultation to be provided to Board	Principal	Complete – issued to Board 17 April 2025
16 April 2025	UHI Perth China Visit	Board to receive post-trip reports for international visits to show extent of income generated	Principal	Not yet available

MINUTES

Item		Action
1.	<p>Welcome and Apologies</p> <p>Interim Chair welcomed everyone to the meeting and noted apologies. Chair welcomed UHI colleagues Alastair MacColl and Mike Baxter to the meeting.</p> <p>Interim Chair advised that resignations had recently been received from the following members of the Board of Management, and for whom formal thanks were extended for their time on the Board:</p> <ul style="list-style-type: none"> • Graham Watson • Mary Fraser • Jenny Hamilton • Derek Waugh 	
2.	<p>Interim Chair Statement</p> <p>Interim Chair provided a prepared statement to Board addressing recent issues, clarifying expectations that Board members can expect from the Interim Chair, and that the Interim Chair has of Board members.</p> <p>Interim Chair noted the immediate focus was on the Recovery Plan, which was closely tied to the financial sustainability of the College, and advised that UHI would be providing support to assist the College both in terms of the Recovery Plan process, and to support the wider finance function. Interim Chair acknowledged the challenging timescales at play in order to get the Recovery Plan ready for discussion and approval at the June Board, but this was the reality that presented itself.</p> <p>Interim Chair recognised the need for transparent and clean data for decision-making and control of costs, with plans in place to provide regular updates to Board and Committees to allow planning for the future as part of the wider UHI Community. Failure is not an option for UHI and UHI Perth is part of that process, and to that end connections have already been made with other UHI partners.</p> <p>Interim Chair concluded statement by advising that there was an expectation to deliver tangible results within the next 3 months to build momentum – delivery of a Recovery Plan on paper was not enough as UHI and SFC need to see that the Plan is put into action at pace.</p>	
3a.	<p>Board Committees – Member Allocations</p> <p>Interim Chair presented Paper 18, which provided a summary of</p>	

	<p>Committee allocations following recent resignations, plus a rationale behind the removal of Strategic Development Committee.</p> <p>Board APPROVED Paper 18.</p>	
3b.	<p>Future Meeting Arrangements</p> <p>Interim Chair proposed, due to practicalities, to have scheduled Board Meetings and Development Sessions in person (albeit with Interim Chair likely to be chairing remotely), however that Committee Meetings be held online by default, while the College was in recovery mode over the next 3 months. Interim Chair advised that Board members should anticipate some meetings over the summer period, which would be easier to arrange and conduct if online.</p> <p>Board AGREED to these proposals.</p>	
4.	<p>Additions to the Agenda</p> <p>There were no additions to the agenda.</p> <p>Interim Chair noted that paper numbers were not in order due to these being retained from agenda of originally-scheduled meeting to avoid potential confusion.</p>	
5.	<p>Declaration of Interest in any Agenda Item</p> <p>There were no Declarations of Interest noted.</p>	
6a.	<p>Minutes of Board of Management meeting, 18 December 2024</p> <p>The minutes were APPROVED as an accurate record of the meeting.</p>	
6b.	<p>Minutes of Extraordinary Board of Management meeting, 04 February 2025</p> <p>The minutes were APPROVED as an accurate record of the meeting.</p>	
6c.	<p>Minutes of Extraordinary Board of Management meeting, 06 March 2025</p> <p>The minutes were APPROVED as an accurate record of the meeting.</p>	
7.	<p>Matters Arising from Previous Minutes</p> <p><u>Development Trust</u></p>	

	<p>Board were advised that the deed was being reorganised prior to wind-up, which would require informing OSCR 28 days beforehand (therefore around 26 May). Formal sign-off would be required after this process was concluded. Principal thanked Board Member for her time in assisting with this matter.</p> <p>Interim Chair requested that any other outstanding items should receive a push to close off.</p>	
8.1	<p>UHI Transitions Project Update</p> <p>Principal summarised Paper 4, noting that timescales around delivery of the FBC was a primary consideration.</p> <p>Interim Chair queried the appointment of the development support. UHI CFO advised that the role was being put back out to tender under procurement, with the closing date being 17th April. The appointment would be taken forward via the Constitutional workstream with a view to making an appointment in early May.</p> <p>Chair UHI Court advised Board that a workshop was being held on 21st to develop a number of areas around some big-ticket items with delegates from across all APs.</p> <p>Board NOTED Paper 4.</p>	
8.2	<p>Principal's Report</p> <p>Principal table Paper 5 for noting.</p> <p>Board member requested a breakdown of the categories of International provision. Principal would issue to Board in due course.</p> <p>Interim Chair queried how student recruitment was progressing. Depute Principal (Academic) advised that FE recruitment was stronger than this time last year, however HE is lagging behind. In addition to the planned Open Days scheduled over the next few weeks, sector directors will be looking at those areas that are under-recruiting in an effort to target specific courses.</p> <p>Interim Chair queried levels of continuing students. Depute Principal (Academic) advised that articulation was being closely looked at as 60% of the shortfall in HE numbers were due to student not articulating, including those students not progressing to Honours years.</p> <p>UHI CFO advised that SFC's indicative allocations for FE and HE show as a cash increase, but as this includes pay and pension increases this is an effective year-on-year decrease in real terms. However, SFC are open to discussing flexibility between HE and</p>	Principal

	<p>FE funding; meetings are being held in April and May to take forward.</p> <p>Paper 5 was NOTED by the Board.</p>	
8.3	<p>HISA Perth Report</p> <p>Student Board Member presented Paper 6, highlighting the record number of OBI nominations, and that the First Minister had accepted an invitation to attend as Keynote Speaker for the event.</p> <p>Student Board also advise a 200% increase in elections turnout at UHI Perth. An Elections Report will be provided to a future Board meeting.</p> <p>Board engaged in a brief debate around engagement of Student Voice Reps, including some focus on recognition of these volunteers via enhanced transcripts.</p> <p>Paper 6 was NOTED by the Board.</p>	
9.1 9.2 & 9.3	<p>UHI Perth Management Accounts to 31 January 2025; UHI Perth Financial Forecast to 31 July 2025 UHI Perth Mid-Year Review 2024/25</p> <p>Depute Principal (Operations) presented Papers 12, 13 and 14 together, noting that the forecast deficit for the year had risen from £1.2m to £1.8m due to an error within the Finance department around the Catering contract. Depute Principal (Operations) advised that the increased deficit would also affect cashflow, and the RSB had been informed as the matter required to be communicated to the SFC.</p> <p>Depute Principal (Operations) advised that an Internal Audit review of budgeting processes had been requested by F&R Committee and signed off by Audit Committee; this was being taken forward by the Internal Auditors with fieldwork due to start late April.</p> <p>Depute Principal (Operations) reported that the finance team had been at full complement from February, however there were still some internal training and induction due to be undertaken. Depute Principal (Operations) noted that the errors in budget had been picked up where they might not have been previously.</p> <p>Depute Principal (Operations) advised that the previous Chair had not been comfortable in signing off the audited accounts due to the AST position. It is hoped to have these ready for signing soon following discussions over treatment of Post Balance Sheet events.</p> <p>UHI CFO advised that there is an opportunity for a baseline reset for the Recovery Plan, with both UHI Perth Board and RSB</p>	

	<p>needing to understand exactly where UHI Perth is and the reasons for movement need to be understood and addressed. UHI CFO reiterated that UHI is happy to work with UHI Perth to assist and take these issues forward.</p> <p>Board Member noted that sharper data was required, given the confusion caused by changing numbers, and numbers differing in reports being presented, before querying whether any emergency controls were being implemented around expenditure. Depute Principal (Operations) advised that vacancies were being managed by SLT due to staff being the largest expenditure. Interim Chair suggested it would be useful to receive more regular report than current quarterly updates to generate confidence in controls.</p> <p>Board Member noted that, while the explanations provided in the management accounts are relatively detailed, it would be worthwhile knowing what restrictions/rules are already in place, while being mindful of slipping into operational territory. Interim Chair observed that an independent adviser in this area will assist in providing confidence in the financials.</p> <p>Board member noted the substantial variances showing and queried whether budget holders had been asked how these had occurred and whether these were going to be pulled back by the end of the FY. Depute Principal (Operations) advised that much of this was down to the budgets not including what was required, however lessons had been learned in this area. Interim Chair noted the legacy issues involves but these needed to be addressed.</p> <p>UHI CFO advised that monthly monitoring was being implemented at UHI from next AY and similar controls as being discussed at UHI Perth are in place at EO. Chair UHI Court noted Board's responsibility to ask questions in order to provide ass</p> <p>Interim Chair requested that Depute Principal (Operations) conduct a review of the financial information and controls that can be provided more frequently for Board.</p> <p>Board NOTED Papers 12, 13 & 14</p>	Depute Principal (Operations)
10.1	<p>AST Update</p> <p>Principal presented Papers 7 and 7a to Board, noting that Paper 7 was a confidential paper providing a detailed summary of the situation surrounding AST as it affects students, and was originally presented by the RSB to SFC.</p> <p>Paper 7a provided a broad summary of the timeline around the decision to place AST into Administration and outlined next steps in the Administration process.</p>	

	<p>Principal also noted that the Administrator had advised that the CAA had temporarily suspended its licensing arrangements with AST, however this had been reinstated today after discussions, which will allow the Managed Stop process as described in Paper 7a to proceed as planned.</p> <p>Principal confirmed that 18 AST staff had been made redundant, with 10 staff retained until approximately mid-May, primarily to ensure the Part 66 element of the BSc was completed. However, there were other students still being taught under the Managed Stop, including some commercial students and external customers. The College is underwriting the costs of the staff retained to deliver the Managed Stop.</p> <p>Principal further confirmed that the AST Board had been stood down at the point of the Administrator being appointed, and all bank balances have been transferred to the Administrator as required by the process.</p> <p>Principal advised that there were currently 39 interested parties who had lodged an interest in some elements of the business.</p> <p>Principal concluded summary by thanking AST Directors for their commitment and support during a challenging time. The process had been difficult and significant for all affected. Board Member noted that the previous Chair of AST had stepped down prior to the final decision being made, and the Principal stepped in to conclude affairs, which took considerable resilience under the circumstances. Principal added that the greatest resilience had been shown by the former AST General Manager, despite him being personally impacted by the final decision.</p> <p>Depute Principal (Academic) summarised the position surrounding curricular perspective, noting that 25 students were waiting to get onto Year 1 of the BSc programme; work was ongoing with EO to consider options and SAAS had been engaged in relation to funding.</p> <p>Depute Principal (Academic) noted that no other establishment in Scotland delivers the Part 66 element of the programme, however options were being looked at for who could deliver this.</p> <p>Interim Chair queried what exposure the College would have in terms of costs going forward. Principal advised that the £20k shareholding the College had as a 100% shareholder will be written off, and there were other exposures around IT (approx. £6k).</p> <p>Board NOTED Papers 7 and 7a.</p>	
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<p>10.2</p>	<p>UHI Perth Recovery Options</p> <p>Interim Chair introduced item by noting that Paper 8 essentially provided a range of options to be further investigated prior to a Recovery Plan being produced which focuses on things that UHI Perth can directly affect.</p> <p>Interim Chair noted the appointment of an independent consultant to assist in the process.</p> <p>UHI CFO suggested, given the budget cycle, that the Recovery Plan should be taken over a 3-year rather than 2-year period to allow for a focus on growth as well as cost reduction. It is likely that SFC will be expecting this approach.</p> <p>Board Member queried whether Course Profitability Analysis had been conducted. Depute Principal (Operations) advised that this work had been started, with a template developed, but not yet populated due to work on the budget. Board Member stressed the need for this data to underpin figures and assist the independent consultant in their work. Principal advised that the Budget would be presented to Cycle 4 Finance & Resources Committee, and the Course Profitability work should be completed by that time.</p> <p>Student Board Member agreed that a 3-year Plan makes sense, and sought reassurance that there would be an emphasis on not taking any more resource out of the curriculum.</p> <p>Board Member advocated a need for a more commercial approach to the Plan, utilising different ways of thinking that may have a higher level of risk. Interim Chair noted that there would be a need during the process to review the Board's Risk Appetite.</p> <p>Paper 8 was NOTED by Board.</p>	
<p>10.3</p>	<p>UHI Perth Voluntary Severance Scheme</p> <p>Principal presented Papers 9 and 9a for consideration by the Board.</p> <p>Paper 9 related to the extension of the current Voluntary Severance Scheme, which runs out at the end of the Academic Year, while Paper 9a is a proposed agreement to spread the Pension Strain costs over a 5-year period as previously discussed.</p> <p>Board Member queried whether SFC had been approached re their thoughts on how repayments will affect the financial position in terms of providing up-front funding to allow payment in full rather than spread over 5 years with interest payments. Principal advised that there was precedent with another college for a similar arrangement, and this can be investigated. UHI CFO noted that</p>	

	<p>such an approach is effectively a spend-to-save approach which SFC may be sympathetic toward.</p> <p>Interim Chair queried how seeking support funding would tie in with timings around VS. Board Member noted that, without a Recovery Plan, it is not clear what the College can afford in terms of VS, so there is a need to determine whether this option is viable. Principal noted that the VS request was about the permission to have a scheme, not about permission to necessarily use the scheme.</p> <p>Board Member queried whether discussing VS schemes fits into the narrative around reset as communicated to students and staff.</p> <p>UHI CFO noted that extending the VS scheme would allow for amendments, however allowing it to lapse would mean a new scheme would need to be approved by SFC, which may take longer.</p> <p>Interim Chair was not convinced that the current VS scheme could be considered a success, particularly given the surprises around Pension Strain costs. Decisions look to have been taken without the financials of a crystallised position. Principal advised that the exact costs of Pension Strain cannot be known until the point of termination; only indicative numbers were known, and these were within approved tolerances.</p> <p>Student Board Member proposed deferring a decision on the VS scheme until the June Board meeting to fit in with the Recovery Plan, and suggested that no further applications be accepted until that point as the landscape and strategic direction of the College may be different to those during previous processes. Principal cautioned that this approach would affect the conclusion of ongoing Consultation processes which would provide some challenges, and would result in having a number of staff in the wrong places. In addition, stopping the process at this point may result in those staff affected not engaging in future processes. Board Member suggested that these concerns would be covered off within the Recovery Plan.</p> <p>Board Member expressed concern that the UHI Family solution may take longer than the 3 years for the Recovery Plan to get the College back to break-even, therefore realistically the College will need to save money, and the biggest financial commitment is staff costs. All options should therefore be retained and considered, and it is difficult to see the benefit of stopping a cost-saving process so close to completion.</p> <p>Board Member noted that the Recovery Plan needs to look at a range of options to avoid the “salami-slicing” that repeated VS schemes usually results in.</p>	
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	<p>Interim Chair attempted to summarise the mood of Board, with the following proposals:</p> <ul style="list-style-type: none"> • Defer extension of the proposal to extend the VS scheme until the June Board; • Continue with the consultation process but with no final decision until the above decision is reached; • Consider VS proposals within the context of the Recovery Plan; • No VS granted until more clarity is available. <p>Student Board Member sought understanding of the range of Pension Strain costs for those staff under consultation prior to such costs being incurred. Principal advised that such data could be provided within 24 hours. Depute Principal (Academic) stressed the need to be cognisant of how long the process had been ongoing for, and the effect on staff who think an end-point is imminent.</p> <p>Following conclusion of the discussion, Board AGREED to the proposals as outlined by the Interim Chair, above.</p>	
10.4	<p>Brahan Lift Works</p> <p>Depute Principal (Operations) summarised Paper 10, noting the reasons for retrospective approval being required. Depute Principal (Operations) noted that APUC procedures had been amended for future approval processes.</p> <p>Paper 10 was APPROVED by Board.</p>	
10.5	<p>Audit Committee Report to the Board of Management</p> <p>Chair of Audit presented Paper 11 for consideration and approval, noting that the paper was a mandatory summary drawn from Internal and External Audit reports and provides an over-arching summary of systems of internal controls.</p> <p>Paper 11 was APPROVED by Board.</p>	
10.6	<p>UHI Perth – China Visit</p> <p>Principal presented Paper 17 for approval, noting that while the project represented business as usual, International income is one of the few areas of potential growth for non-SFC income.</p> <p>Board Member sought to better understand the contractual obligations and the cultural expectations around a senior staff member of UHI Perth member attend graduations instead of an equivalent at UHI.</p>	

	<p>Principal advised that the trip included a number of activities beyond ceremonial activities, particularly at an academic exchange level, with benefits around academic development in terms of working with partner teams and underlining confidence in the ability to deliver academic programmes.</p> <p>Board Member noted that the £8k costs for the visit were a fraction of the overall project costs, and a useful way of bringing in extra income. Student Board Member agreed, but Board also need to consider the risks around the optics, as happened recently at Dundee University.</p> <p>Principal advised that the way the trip was structure represented the most cost-effective way of delivering a number of objectives as it reduces the need for several individual trips. Depute Principal (Academic) noted the consequences of not going in terms of maintenance of existing contracts and development of future contracts.</p> <p>Board Member advised that Board should see the trip in terms of a Business Development investment rather than as a cost, and that the not sending the required staff puts future business at risk.</p> <p>Board APPROVED Paper 17, and requested a post-trip report showing the extent of monies being brought in as a result.</p>	
11.	<p>Standing Committee Summaries</p> <p>Board received and NOTED summaries from the Chairs of each of the following Standing Committee meetings:</p> <ul style="list-style-type: none"> • Chairs Committee – 11 February 2025 • Learner Experience Committee – 19 February 2025 • AST Board – 26 February 2025, 17 March 2025, 21 March 2025 & 25 March 2025 • Strategic Development Committee – 11 March 2025 • Finance & Resources Committee – 24 March 2025 • Audit Committee – 26 March 2025 	
12.	<p>Date & Time of Next Meeting</p> <ul style="list-style-type: none"> • Thursday 05 June 2025, 1:00pm 	
13.	<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** ☒

Extraordinary Board of Management

Paper 2

DRAFT Minutes

Meeting reference: Board 2024-25/04/E1

Date and time: Thursday 08 May 2025 at 5.00pm

Location: Online

Members present: Alistair Wylie, Interim Chair, Board of Management
Jenni Harrison, Board Member
Deirdre Joy, Board Member
Chris Lusk, Board Member
Debbie McIlwraith-Cameron, Board Member
Elaine Piggott, Board Member
Ian Robotham, Board Member
Chris Whatley, Board Member
Richard Fyfe, Staff Board Member
Patrick O'Donnell, Staff Board Member
Andi Garrity, Student Board Member
Xander McDade, Student Board Member
Ronnie Dewar, Trade Union Board Member

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

Apologies: None

Chair: **Alastair Wylie**

Minute Taker: Ian McCartney

Quorum: 7

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MINUTES

Item		Action
1.	<p>Welcome and Apologies</p> <p>Chair welcomed all to the meeting and thanked those present for being able to attend given the short notice provided.</p> <p>Chair advised that the meeting would be dealing with a single item of Reserved Business.</p>	
2,	<p>Additions to the Agenda</p> <p>There were no additions to the Agenda.</p>	
3.	<p>Declaration of Interest in any Agenda Item</p> <p>There were no Declarations of Interest noted.</p>	
4.	<p>UHI Perth Principal – RESERVED BUSINESS</p> <p>Chair provided Board with a statement outlining recent events and tabled Paper 1, which comprised a proposal around the resignation of the Principal & Chief Executive, noting that the matter had been discussed by Remuneration Committee earlier that day.</p> <p>Chair of Remuneration Committee provided a summary of Remuneration Committee's discussions, noting that welfare considerations for the Principal were of prime consideration, and that the required processes to achieve a resolution were extremely cumbersome and unhelpful in such considerations. Chair of Remuneration Committee advised Board that the shortfalls identified in terms of the governance mechanisms available will be fed back as appropriate.</p> <p>Following a wide-ranging discussion around Paper 1, Board accepted the Principal's resignation, noting that it is in the best interest of the institution that the Principal does not work her notice, thus payment of 6 month's salary in lieu of notice falls due. The Board also proposed that a Settlement Agreement is used.</p> <p>Board AGREED that a Business Case be submitted to the RSB/SFC to make the request for this Settlement Agreement and payment in lieu of notice.</p> <p>Board further AGREED support for a direct and speedy approach to an interim replacement and for this to be in place as soon as practicably possible</p>	

5.	Date & Time of Next Meeting <ul style="list-style-type: none"> Thursday 05 June 2025, 1:00pm (Scheduled) 	
6.	Review of Meeting Board confirmed that the meeting had been conducted in line with the Terms of Reference.	

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

Status of Minutes – Closed

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

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

Extraordinary Board of Management

Paper 3

DRAFT Minutes

Meeting reference: Board 2024-25/04/E2

Date and time: Wednesday 14 May 2025 at 5.00pm

Location: Online

Members present: Alistair Wylie, Interim Chair, Board of Management
Deirdre Joy, Board Member
Chris Lusk, Board Member
Elaine Piggott, Board Member
Ian Robotham, Board Member
Chris Whatley, Board Member
Richard Fyfe, Staff Board Member
Patrick O'Donnell, Staff Board Member
Andi Garrity, Student Board Member
Xander McDade, Student Board Member
Ronnie Dewar, Trade Union Board Member

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

Apologies: Jenni Harrison, Board Member
Debbie McIlwraith-Cameron, Board Member

Chair: **Alastair Wylie**

Minute Taker: Ian McCartney

Quorum: 7

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We will act with integrity in everything we do

Student Centred + Innovative + Ambitious + Respectful + Inclusive + Collaborative

MINUTES

Item		Action
1.	<p>Welcome and Apologies</p> <p>Interim Chair welcomed all to the meeting and thanked those present for being able to attend given the short notice provided. Apologies were noted.</p> <p>Interim Chair noted that the substantive item that the meeting would be dealing with 2 items of Reserved Business.</p>	
2.	<p>Additions to the Agenda</p> <p>There were no additions to the Agenda.</p>	
3.	<p>Declaration of Interest in any Agenda Item</p> <p>There were no Declarations of Interest noted.</p>	
4.	<p>UHI Perth Principal – RESERVED BUSINESS</p> <p>Interim Chair noted the statements that had been issued to staff and students earlier in the day regarding the resignation of the Principal.</p> <p>Interim Chair additionally noted that, due to a confidentiality clause engaged within the Settlement Agreement, both parties were subject to the strictest confidentiality on this issue.</p> <p>Board discussed the impact the issue was having and would be likely to have on the staff and students of UHI Perth.</p>	
5.	<p>UHI Perth Staffing Matters - RESERVED BUSINESS</p> <p>Interim Chair advised Board on a welfare issue relating to the Depute Principal (Academic) and noted that support from Interim Chair and Vice Chair was being provided on a regular basis during a period of absence.</p> <p>Interim Chair advised that an appointment was in hand re the Interim Director of Finance role, however it was unlikely that this position would be filled prior to Finance & Resources Committee or the next scheduled Board meeting.</p> <p>Interim Chair noted the impacts these issues would have on the completion of the Recovery Plan, including specific challenges around the production of wider narrative supporting the Plan. Board were requested to consider how it can feed into this process while observing operational/strategic separation.</p>	

6	UHI Perth Interim Principal – RESERVED BUSINESS Interim Principal updated Board on progress around recruitment of an Interim Principal, which was hoped to be concluded within the next week. Meetings had been diarised for a Board Panel to take this forward as quickly as possible, however full Board approval would be required.	
7.	Board Member Recruitment Clerk update Board on progress around recruitment of Independent Board Members given recent resignations, advising that an expedited process to appoint 2 such members had been agreed in principle with the Regional Strategic Body. A wider recruitment process would also be put in motion.	
8.	Date & Time of Next Meeting <ul style="list-style-type: none"> Thursday 05 June 2025, 1:00pm (Scheduled) Interim Chair advised of the likelihood of an additional Board meeting being required to approve any Panel recommendations for an Interim Principal appointment. Chair of Finance & Resources Committee also advised that an additional round of F&R and Board meetings may also be required to conclude discussions around the Recovery Plan, however there was a hard stop on when the Plan had to be approved to receive RSB and SFC sign-off. Clerk would seek clarification of availability of Board members over the short term for such purposes.	Clerk
9.	Review of Meeting Board confirmed that the meeting had been conducted in line with the Terms of Reference.	

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

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

Status of Minutes – Closed

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

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

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

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

Extraordinary Board of Management

Paper 4

DRAFT Minutes

Meeting reference: Board 2024-25/04/E3

Date and time: Monday 19 May 2025 at 5.00pm

Location: Online

Members present: Alistair Wylie, Interim Chair, Board of Management
Deirdre Joy, Board Member
Chris Lusk, Board Member
Debbie McIlwraith-Cameron, Board Member
Elaine Piggott, Board Member
Ian Robotham, Board Member
Chris Whatley, Board Member
Richard Fyfe, Staff Board Member
Patrick O'Donnell, Staff Board Member
Andi Garrity, Student Board Member
Xander McDade, Student Board Member
Ronnie Dewar, Trade Union Board Member

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

Apologies: Jenni Harrison, Board Member

Chair: **Alastair Wylie**

Minute Taker: Ian McCartney

Quorum: 7

UHI Perth is a registered Scottish charity, number SC021209

We will act with integrity in everything we do

Student Centred + Innovative + Ambitious + Respectful + Inclusive + Collaborative

MINUTES

Item		Action
1.	<p>Welcome and Apologies</p> <p>Interim Chair welcomed all to the meeting and thanked those present for being able to attend given the short notice provided.</p> <p>Interim Chair noted that the substantive item that the meeting would be dealing with was an item of Reserved Business.</p>	
2,	<p>Additions to the Agenda</p> <p>There were no additions to the Agenda.</p>	
3.	<p>Declaration of Interest in any Agenda Item</p> <p>There were no Declarations of Interest noted.</p>	
4.	<p>UHI Perth Interim Principal – RESERVED BUSINESS</p> <p>Interim Chair outlined the process undertaken around the recruitment of an Interim Principal since the last Extraordinary Board meeting:</p> <ul style="list-style-type: none"> i. Initial sourcing and vetting carried out by RSB colleagues ii. Due diligence on candidates able to proceed carried out by RSB colleagues iii. RSB sign off iv. SFC sign off v. Scottish Government sign off vi. RSB present candidates to the UHI Perth Board for consideration vii. Board Panel convened (7 members) <p>Interim Chair noted that a payback period had been considered.</p> <p>Feedback on the interview process was provided by members of the Board Panel.</p> <p>Board Panel recommended that Board approve a 6-month contract be offered to the candidate at an agreed point on the salary scale agreed by Remuneration Committee, with a starting date of 29 May 2025. Board APPROVED this recommendation.</p> <p>Interim Chair advised that communications to key stakeholders and a press release would be prepared in advance being issued on Wednesday 21 May 2025, which would also cover a number of other recent developments.</p>	

	Interim Chair thanked those who contributed their time to attending the Board Panel.	
5.	Board Member Appointments Clerk updated Board on appointment processes for new Board Members, noting that clarification on an expedited process for 2 identified candidates had been provided by the RSB, and it is hoped that confirmation of these appointments could be confirmed within the next week or so, paperwork allowing. Clerk also noted that the appointment of an Interim Principal would assist in compliance with minimum requirements for Board numbers. Clerk advised than an open recruitment process for Independent Board Members would also commence this week.	Clerk
6.	Date & Time of Next Meeting <ul style="list-style-type: none"> Thursday 05 June 2025, 1:00pm (Scheduled) 	
7.	Review of Meeting Board confirmed that the meeting had been conducted in line with the Terms of Reference.	

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

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

Interim Chair Update

The following update is provided by the Interim Chair as a summary of activity and engagement since 16 April 2025.

- Various meetings with UHI concerning governance and supporting interim arrangements at UHI Perth.
- The Principal and Chief Executive, Dr Margaret Cook, resigned from her post and officially left UHI Perth on 13 May 2025.
- The Depute Principal (Academic), Mr Lorenz Cairns, announced his intention to retire with an anticipated leaving date during November 2025.
- We welcome Ms Catherine Etri as Interim Principal and Chief Executive on 29 May 2025.
- We welcomed Professor Jane Lewis, UHI Vice Principal Strategic Projects, to UHI Perth on a part-time temporary basis from 12 May 2025.
- We welcome Fiona Cameron, Director of Finance on 9 June 2025.
- The Interim Chair has held several meetings with Phil McNaul and Mike Baxter to discuss the on-going work to develop a financial recovery plan. RSB has also been kept updated as to progress.
- UHI held a transformation engagement meeting on 21 May 2025 with representation from across the partnership including Chairs, board members and Principals to discuss “how” we can move forward quickly in several key areas:
 - Single services
 - Single curriculum
 - Income generation
 - Recruitment/Admissions/Marketing/Retention.
- Board committees have all undergone a “reset”.
- Interim Chair and Vice-Chair have been having regular meetings with SLT to discuss matters in general and to offer on-going support as well as assistance with the development of the financial recovery plan.
- Recognise the situation with AST and saddened by the impact on staff and students. PLG are working hard to arrange a solution.

Committee Cover Sheet

Paper No.6

Name of Committee	Board of Management
Subject	HISA Update – May 2025
Date of Committee meeting	05/06/2025
Author	Highlands and Islands Students Association (HISA)
Date paper prepared	26/05/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	A summary of activities within the students' association since last Board.
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. If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	In line with HISA Strategy

Committee Cover Sheet

Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	Yes/ No
Risk implications Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk? If yes, please provide details.	Yes/ No Click or tap here to enter text.
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.
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] 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



HISA Update for Perth Board of Management – May 2025

HISA have refreshed our update template to better reflect our strategic priorities and to ensure it is more transparent the updates from our local teams for Boards of Management.

Local Updates

SVRs and Student Feedback

As of 14.04.2025 there are 205 registered SVRs at Perth, 86 of which have been trained (Reps cover 41% of classes and 42% of reps are trained).

SVR meeting attendance:

Meeting 1 (Nov 2024): 54 SVRs

Meeting 2 (Dec 2024): 31 SVRs

Meeting 3 (Feb 2025): 51 SVRs

Meeting 4 (Mar 2025): 26 SVRs

Recent SVR issues (from meeting 4) include:

- Estates issues re. Potholes on access road to college, damp in buildings, printing services, lifts (Creative industries and Brahan lift)
- Volume of emails received by students
- Anti-social behaviour (particularly hate related) on campus – how to report and monitoring
- Provision and promotion of services to support student wellbeing and mental health

Clubs and Socs

End of year meetings are being held with clubs and societies to go through AGMs and handovers to new committees, in order to ensure sustainability of the clubs.

UHI Perth competed at the National College Finals at Oriam on 23rd April sending a men's football team, a women's badminton player, a men's volleyball team and a combined men's Inverness/Perth basketball team and women's Inverness/Perth Volleyball team.

Both the men's and women's volleyball team won gold with a UHI Perth player named as MVP for men's volleyball and two students took part in the Scottish Student Sport Indoor Athletics Championships in Aberdeen.

6 Perth sports clubs

1 UHI-wide shinty team

4 Perth societies

5 UHI-wide online clubs

7 Uhi-wide online networks.

Events and Activities

We have received a record breaking 488 OBI nominations this year and the judging panel will meet week commencing 21st April. Planning for the award ceremony, to take place on 28th May 2025 is under way.

HISA is beginning preparations to sell out of use iMacs at UHI Perth, refurbished by computing students, with all proceeds going to The Big Project. The units, only available to Perth students, will be publicised in due course.

Officer Updates

Local Officers



Our Perth Local Officers have been involved in various activities, including:

- Involvement in recent Board conversations
- Working with UHI Perth staff on arrangements for students following Air Services Training going into administration, including student meetings
- Submitting student feedback on food and beverage services at UHI Perth
- Raising almost £200 for The Big Project via a Coffee and Cake sale
- Organising the OBI Awards ceremony and celebrating the success of our staff and students

Cross Campus Officers and Executive Committee

Shannon MacCallum has decided to resign as Vice President Education. We thank Shannon for her work over the past 3 years within HISA and the advocacy she has brought to the role. Shannon's last day will be the 14th of May 2025. We are currently in the process of the Cross-Campus handover and this early departure should not affect this in any way.

Both CCOs have been actively engaging with MSPs regarding the Housing Bill currently progressing through the Scottish Parliament. Meetings have taken place with Emma Roddick, Douglas Ross, Kate Forbes, and Edward Mountain. These discussions have been largely positive, with key outcomes including:

- Proposed amendments to the bill to strengthen student tenant rights.
- Efforts to establish a more robust system for students seeking a guarantor.
- Continued discussions with relevant ministers, utilising independent analysis and student feedback to advocate for greater student protections within the bill.

The primary objective of these engagements is to ensure MSPs are well-informed, increasing the likelihood of amendments that will secure equal treatment for students under the legislation.

The final Executive Committee will take place on 9th May, this will follow from the Annual All Student Meeting to approve the HISA Accounts, Trustee appointments, HISA Memberships, and HISA Trustee Board Annual Report. This Executive Committee will see a HISA Freedom of Speech Policy for comment before approval at the June Trustee Board meeting, discussion on the UHI/HISA Approach to Drugs and our Students – work that has been ongoing between UHI and HISA on how we can best support and protect students, and Officer Resignation Protocol – as part of rebuilding our processes, getting a process in place that allows the appropriate steps to take place in notifying HISA but also UHI in the case an officer resigns, while ensuring we abide by our legislative duty as our Executive Officers are also officers highlighted under the Education Act.

Officers across HISA attended the NUS Scotland Event 2025. At this event it was a great opportunity for officers to network with other Student Unions in Scotland. This event had a focus of the shift to the student movement campaign for the 2026 Holyrood elections and current issues facing the sector like lack of student support during institutional financial issues and how we campaign for a better funding system for institutions in Scotland.

The Executive Committee agreed and released a statement around the recent UK Supreme Court ruling narrowing the definition of "woman". The Executive Committee finds this disappointing and a direct attack on trans rights and trans existence, and that's not something we can stay silent about. At HISA, we'll always committed to being an inclusive, safe, and affirming space for all trans students and staff — no exceptions. To that end we have urged national leaders to act now to protect trans rights. We also have called on the University and Academic Partners to stand in solidarity with our trans community and ensure that all UHI spaces are welcoming, inclusive, and accessible for all. While there are still uncertainties about the direct implications of this ruling in legislation HISA stands by to support and advocate for our trans members and staff.

Organisational Updates

Students at the heart of decision making at UHI

Evaluation of the Board of Management Project is underway with the majority of interviews scheduled within HISA. Due to various reasons, conversations have only been able to be set up with one AP board representative (as of 12.5.25). AP Board representatives have been contacted by a local HISA officer to



reinstate the importance of participation. The project team looks forward to speaking with these key stakeholders at their earliest convenience.

A summary paper of progress on the project to date has been created.

Student communities and inclusion

Clubs and Societies activities are winding down for summer. We are working on new mandatory trainings to launch in Autumn for clubs and societies in health/safety, governance, committee roles.

Organised student sporting is mostly over for the summer, with the exception of some individual and team competitions in SSS/BUCS and registrations of teams for next year.

We celebrated Deaf Awareness week and are preparing digital content for Refugee Week, Pride Month, and Disability History month.

We released a statement in support of our Trans students and strongly encourage other organisations to do the same. We have heard from our LGBTQ+ students that they are quite worried about how the UK's supreme court decision might be interpreted in education. There is substantial concern about how this might impact their experience at UHI and if discrimination and violence will see an uptick.

We are currently receiving nominations for Sporting Blues awards. We received roughly 650 nominations for HISA Awards and results will be communicated to APs in mid-June. It has been wonderful to see how students value other students and staff at their institutions. We are working on improving communications and processes for winners to receive awards and will have it coordinated to and communicated well in advance.

Support and facilities for all students

Advice:

- Through the month of April 2025, the Advice Service handled nine enquiries and cases from across the UHI network.
- During this period, academic-related issues continued to dominate the types of support sought, specifically around complaints.
- With regards to referrals, HISA staff continue to pass on most cases with referrals being evenly split between the HISA website and other university services.
- The Service Coordinator remains actively involved in the working groups leading the review and enhancement of the Academic Regulations and Student Support Policies, offering valuable insight to help shape improvements.

Our COMMS department has hired a Digital Content Coordinator and are currently in the process of creating a new strategy for HISA comms. Under new leadership (but limited capacity) since January, our new Comms team is looking to increase our presence with UHI and partner communication teams, develop greater student engagement and student presence across our platforms, and improve on accuracy, timing, and coordination of collaborative projects.

Committee	Board of Management
Subject	UHI Perth - Draft 2025/26 Budget
Date of Committee meeting	05/06/2025
Author	Lynn Murray, Depute Principal - Operations
Date paper prepared	02/06/2025
Executive summary of the paper	<p>This paper includes a draft 2025/26 budget of £1.479m deficit, which is tabled for approval as a basis for the Financial Recovery Plan (FRP), subject to confirmation that the assumptions in the Financial Forecast Return (FFR) are met. Draft plans are shown for 2026/27 (£2.549m deficit) and 2027/28 (£3.471m deficit).</p> <p>Appendix 1 – Draft budget 2025/26 and plans for the next two years Appendix 2 – Opportunities and risks Appendix 3 – Three-year cashflow forecast</p>
Consultation How has consultation with partners been carried out?	This paper was shared with the Perth Leadership Group, the Executive Office of UHI and a consultant appointed by them to support the work on the recovery plan and comments were reflected in this paper.
Action requested	<input type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input checked="" type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes Budgeted income and expenditure is included.
Risk implications (If yes, please provide details)	Yes Notes the risk to financial sustainability. See appendix 4.

<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>Financial sustainability</p>
<p><u>Equality and diversity</u></p> <p>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>No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>No</p> <p>Set out any data protection aspects and whether a data protection impact assessment is needed</p>
<p>Status (e.g. confidential/non confidential)</p>	<p>Non-Confidential</p>
<p>Freedom of information</p> <p>Can this paper be included in “open” business?* -Yes</p>	<p>Papers should be open unless there is a compelling reason for them to remain closed. If a paper, or parts of a paper, are to remain closed the reason for that exemption must be specified – see reasons below</p>

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

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

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

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

and

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

Purpose

1. The purpose of this report is to present a draft budget for 2025/26 for approval to the Board of Management of UHI Perth. This budget will act as a baseline to produce a satisfactory FRP (Financial Recovery Plan) and is subject to confirmation that the assumptions used align with those required in the FFR (Financial Forecast Return). Draft plans are also provided for 2026/27 and 2027/28. These plans reflect the current provision of services to students and support.
2. This report will refer to the FRP, which will be the three-year plan for 2025/26, 2026/27 and 2027/28.

Background

3. Along with the rest of the FE and HE sector in Scotland, UHI Perth has continued to experience financial challenges in recent years. Over financial years 2022/23 and 2023/24 there were staff savings of ~£3.5m leading to a reduction of 19% of the workforce. In 2024/25 the Board approved a budget deficit of £1.288m on 18 December 2024 given that the Scottish Funding Council (SFC) agreed to provide liquidity support of £1.5m, repayable when we have the financial ability, and had provided a letter of comfort in terms of going concern. In the half year forecast review to 31 January 2025 the forecast budget deficit increased to £1.827m due mainly to an error in the budget for catering costs of £0.770m and a revised cashflow at that time showed that £1m additional funding support would be required in July 2025 to remain solvent.
4. This has raised significant concerns with the Executive Office as Regional Strategic Body (RSB) and the SFC, who require a FRP from UHI Perth before authorising further liquidity support. On 14 May the Audit Partner from Deloitte, our external auditors called to advise that the Auditor General would require a s22 report on UHI Perth triggered by the additional liquidity support required as well as the forecast deficit position of £1.8m, the absence of a budget for 2023/24, the resignations of four Board directors and the Director of Finance and the administration of the trading subsidiary, Air Services Training (Engineering) Ltd. Evidence of a FRP will also be key to addressing these concerns.
5. SFC announced draft indicative funding for FE and HE for 2025/26 in April 2025 and final allocations were received on 29 May. The RSB then provided draft indicative funding allocations to UHI Perth and other academic partners in April and will soon provide final allocations. The overall amount of investment for colleges means a real term cut for the sector as the investment is not keeping pace with inflation; the total teaching funding allocated to colleges has increased by 2.6% (£13m) on last year against an inflation rate of 3%. UHI had the third biggest cut in teaching grant allocation from the previous year if National Pay Bargaining and the allocation to cover the increase in FE teachers pension funding are excluded. The indicative allocations did not include any provision for Employers National Insurance increases, but they are now included in the final allocations. The RSB has had initial discussions with the SFC on this position as the SFC had given

verbal assurances at a Colleges Scotland briefing with College Principals on 28 February that no College would experience a reduction in grant allocation in 2025/26.

6. The funding allocation has implications for UHI Perth in several areas but the most material is that the negligible increase in income coupled with reduced HE student numbers does not cover the increase in staff costs through national pay bargaining (NPB), which has been the case for many years. The SFC has committed to reviewing their funding model during 2025/26 and they have confirmed to the RSB that there is no difference in funding because of the transitional arrangements currently in place.
7. The draft 2025/26 budget and indicative plans for the following two years have been prepared in the context of political uncertainty, ongoing public sector financial challenges and inflation rates above the Bank of England's 2% target.
8. UHI Perth is required to submit a FFR to the SFC by 30 June 2025. The SFC was due to provide guidance for 2025/26 in late May and the budget may need to be revised if assumptions differ to those we have used to ensure consistency of financial information. Depending on the timing of the guidance and time required to incorporate any changes it may be necessary to call a Board meeting after 5 June to finally approve the budget.

UHI Strategic Context

9. UHI Perth is a key academic partner within the UHI partnership and the partner with the largest number of students. UHI set out in their 2030 strategy that they would undertake a wide-ranging staff and student led programme of transformation to become a more integrated and connected university.
10. It is recognised that UHI is financially unsustainable in its current configuration and consolidation of its constitutional arrangements provides the pathway to addressing this instability.
11. An Outline Business Case (OBC) was developed during 2024 that considered six options and there was agreement amongst academic partners to progress to a Full Business Case for three of these options – single institution, mergers to deliver a smaller number of partners and change/ transformation within existing constitutional structures.
12. The current strategic plan for UHI Perth covers the five-year period from 2022-2027. Our vision is to empower our learners to achieve their full potential through a transformational student experience. Our core value is to act with integrity in everything we do and to be student-centred, innovative, ambitious, respectful, inclusive and collaborative. The strategy has 14 strategic objectives and highlights that we will aim to address our challenges around sustainability, including financial, through rigorous planning and targeted action.

13. Examples of major initiatives required by UHI Perth to align to the Executive Office of UHI's strategic plan (EO) are set out below. A timeline will be identified to deliver these initiatives once the Interim Principal is in post.
- Course profitability assessment
 - Market appraisal and customer needs assessment
 - Market opportunities and threats
 - PESTLE appraisal
 - Competitive landscape appraisal
 - UHI Perth sources of competitive strength and weakness
 - Overlays of investment required and potential benefits to deliver longer term financial sustainability
 - Corporate and legal structures review to propose transitions included in the Full Business Case.

Draft 2025/26 Budget

14. Each of the directors on the Perth Leadership Group (PLG) is a budget holder, having responsibility for cost centres within their department. The Directors of Curriculum delegate budget management for some cost centres to sector managers although retain overall accountability. In preparing the draft budget for 2025/26 the Finance Team met with each budget holder to discuss forecasts for income, staff costs and non-staff costs for 2024/25, 2025/26 budget requirements and estimated monthly spend profile, and indicative budgets for 2026/27 and 2027/28. The Depute Principals then met with each director to challenge the level of budget required, which resulted in some amendments to the draft budget included at appendix 1. For the first time this year income, staff costs and non-staff costs were shown together in the same cost centre making it easier to assess the overall financial view. An exercise is yet to be completed to allocate the majority of academic income between cost centres then to assess course profitability.
15. The RSB provided assumptions to be used by all academic partners to ensure consistency, which were discussed and agreed by the Finance Directors in the partnership. These assumptions are referred to in this report when discussing income, staff costs and non-staff costs.
16. The draft budget for 2025/26 includes income of £26.960m and projected expenditure of £28.439m resulting in a deficit of £1.479m, before any mitigating actions to grow income or reduce staff costs. Action has been taken to reduce non-staff costs to a level that we can still operate but without contingency. The overall deficit figure has not changed from the draft budget that was presented at the Finance and Resources Committee on 21 May however, there have been adjustments as set out in the table below. Detailed analysis has led to reallocations between income and non-staff cost headings.

	Income	Staff	Non-staff	Impact
	£'000	£'000	£'000	£'000
Finance & Resources Committee	27,011	19,355	9,135	1,479
Reallocation of microram	(80)		(80)	0
Big project funding from PKC	3			3
Technological degree funding	4			4
Reduction in Tay Cities MA funding	(30)			(30)
Reduction in non-recoverable VAT			(47)	47
Staff cost amendments		14		(14)
IT equipment			(8)	8
Reduction in international income	(18)			(18)
Education maintenance allowance	70		70	0
Revised budget	26,960	19,369	9,070	1,479

17. The table below summarises the position with a split between staff and non-staff costs shown as a percentage of income. Staff costs have reduced as a percentage between years (see para. 19 below) while non-staff costs have increased, mainly due to omissions in the prior year (see para. 23 below).

	Budget 25/26	% Income	Budget 24/25	% Income	Variance
	£'000		£'000		£'000
Income	26,960		25,311		1,649
Staff costs	19,369	71.8%	18,868	74.5%	501
Non-staff costs	9,070	33.6%	7,734	30.6%	1,336
Deficit	(1,479)	105.5%	(1,291)	105.1%	(188)
Depreciation	1,678		2,026		(348)
Loss	(3,157)		(3,317)		160

Income

	Draft Budget 25/26	Approved Budget 24/25	Variance	Plan 26/27	Plan 27/28
Income	£'000	£'000	£'000	£'000	£'000
Academic					
FE Teaching Grant	8,750	8,487	263	8,750	8,750
Student Support	2,410	2,340	70	2,410	2,410
SFC/RSB Grants	1,353	874	479	1,088	1,088
HE Teaching Grants	7,199	6,676	523	7,199	7,199
Tuition Fees	2,616	2,980	(364)	2,616	2,616
SDS Contracts	511	535	(24)	511	511
International Income	1,473	1,211	262	1,473	1,473
Other Income	436	252	184	344	345
	24,748	23,355	1,393	24,391	24,392

18. An analysis of key changes to budget between years and related assumptions in relation to academic income are:

- **FE teaching grant from SFC** - all three financial years are based on the draft indicative allocations for 2025/26 from EO received in April i.e. 22,050 credits. We usually achieve these credits and would have capacity to increase this number.
- The increase in teachers pension fund contributions (SPPA) from 23% to 26% from 1 April 2024 is now included – in 24/25 there had been a separate payment from the SFC. This is the main contributor to the increase of £263k in value per credit.
- Discussions between EO and the SFC are at an early stage to explore the potential to convert a shortfall of HE FTEs into FE credits.
- **FE student support funding from SFC** – all three financial years are based on the draft indicative allocations for 2025/26 from EO received in April 2025. In the year-to-date at the end of May for 2024/25 1,430 applications were received; this compares to 1,559 applications in 2023/24.

SFC/ RSB Grants	25/26	26/27	27/28
	£'000	£'000	£'000
Mental Health	49	0	0
Sanitary products	15	0	0
Estates - FE	758	758	758
Estates - HE	42	42	42
1.14% academic pay award	105	0	0
48% FE national insurance increase	96	0	0
Research assessment	56	56	56
BIS research	12	12	12
UHI - Shared ICT service	220	220	220
	1,353	1,088	1,088

- **SFC/ RSB Grants** - Assumptions per draft indicative allocations for 2025/26 from EO received in April 2025 or other notification.
- Part-funding of academic staff pay award – of the 4.14% pay award agreed, it is expected that 1.14% will be funded from Scottish Government for 2025/26 but not the following two years.
- Funding of the increase in employers national insurance for FE staff – it is expected that 48% of the estimated cost increase will be funded by Scottish Government in 2025/26 but no contribution in the following two years.

HE Teaching Grants	25/26	26/27	27/28
	£'000	£'000	£'000
HE main grant	6,533	6,533	6,533
Sport & fitness - controlled	374	374	374
Hospitality - controlled	305	305	305
PGDE Education - controlled	63	63	63
Technological - controlled	4	4	4
Microram	(80)	(80)	(80)
	7,199	7,199	7,199

- **HE teaching grants from SFC** – all three financial years are based on the draft indicative allocations for 2025/26 from EO received in April 2025 reduced by 40.5 FTE to reflect UHI Perth target numbers ie from 1570.5 FTE to 1,530 FTE. Since the pandemic UHI Perth has not met its target numbers for HE and was reduced by 200 in the 2024/25 budget.
- Controlled HE numbers will not be released until later in the year so the same numbers as 2024/25 have been assumed for all three financial years.
- Microram is assumed as a cost for all three years. Within the UHI partnership UHI Perth has students who are taught by other partners and UHI Perth teach students for other partners. There is an annual exercise that calculates the net position for each academic partner. For the first time in 2024/25 UHI Perth was a net receiver of microram. It has been assumed that this trend won't continue and £80k of costs have been budgeted for each of the three financial years.
- The main differences in HE teaching grant between 2024/25 and 2025/26 are set out below.

HE Teaching Grant	£'000
24/25 budget	6,676
Increase in FTE from 1515 to 1530	62
Increase in HE Grant funding - grant funding increased from £4,125 per FTE to £4,270	221
HISA cost wrongly included	65
Shared service wrongly included	296
Swing in controlled numbers	153
IT shared service income	(220)
Research Excellence Grant (Reg) reallocated to SFC Grants	(55)
Difference	1
Draft budget 25/26	7,199

- **Tuition fees** – based on 1,556.91 HE FTE plus 161 controlled numbers for 2025/26 and assumed the same for the following two years. Average fee per FTE is £1,528.
- £364k reduction between 2024/25 and 2025/26 due to reduced target number.

SDS contracts	25/26	26/27	27/28
	£'000	£'000	£'000
Managing agents	256	256	256
Tay cities delivery	70	70	70
Modern apprentices	185	185	185
	511	511	511

- **SDS contracts** – in line with contracts for 2025/26 and assumed the same for the following two years.

International 2025/26	Fee	Students	Total
	£	No	£'000
TNE Engineering	£1,500-2,200	416	802
TNE Hospitality	£750 yr1, £250 yr 2 on	190	103
Direct on-campus - new	£3,600-16,950	34	248
Direct on-campus - continuing	£8,775-15,360	22	269
Online recruitment - MBA	Modules - varies		52
		662	1,473

- **International income** – TNE (Transnational education) income is based on contracts in place. Assume 70% of direct on-campus new applications convert to student numbers and that all continuing students are successful. There is a risk if s66 alternative provider isn't agreed - £102.9k new (70% assumed based on International Director's experience) and £134.2k continuing. On-line recruitment is based on current numbers.

Academic - other income	25/26	26/27	27/28
	£'000	£'000	£'000
Research-Centre for Mountain Studies	130	28	28
Short courses	88	97	97
Schools partnership	60	60	60
Needs assessment - DSA	46	46	46
PKC contribution to SVS salary	31	32	33
Training restaurant/ other	30	30	30
Health, wellbeing and sport	17	17	17
ESOL short courses and books	14	14	14
PDA - technology enabled care	9	9	9
Theatre shows and hire	13	13	13
	436	344	345

- **Other income** – mainly assumed the same as 2024/25 or in line with contracts/ agreements.
- No income was included for the Centre for Mountain Studies in the 2024/25 budget. Confirmed funding only is included in each year of the three-year plan.

	Draft Budget 25/26	Approved Budget 24/25	Variance	Plan 26/27	Plan 27/28
Income	£'000	£'000	£'000	£'000	£'000
Commercial					
Catering/Residences	1,281	1,080	201	1,305	1,321
Other Income	70	176	(106)	68	68
ASW	860	700	160	885	910
	2,211	1,956	255	2,258	2,300

- Catering – in line with contract to be approved by Board. £30k guaranteed income in first year and cost of £47k irrecoverable VAT.
- Residences - 2.5% increase on residences in 2025/26 and 3% in subsequent years. Budgeted to make a profit of £248k in 2025/26.
- ASW - 5% price increases to PAYG (pay as you go and other activities) and assumed 10% increase in direct debit membership. 3% inflation in years two and three. ASW is budgeted to make a profit of £139k in 2025/26.

Staff costs

19. The table below shows staff cost metrics for 2025/26. Permanent staff includes fixed term and temporary includes cover for staff absence.

	FTE	Basic Salary Costs	Employers Pension	Employers NI	Total Salary Costs	Average Cost per FTE	Percentage of Salary Costs
		£000	£000	£000	£000	£000	%
<u>Permanent</u>							
Management	12	982	193	138	1,313	109	7.2%
Academic	148	7,525	1,870	987	10,382	70	57.3%
Academic Support	68	2,474	370	304	3,149	46	17.4%
Support	38	1,462	225	188	1,874	50	10.3%
Property	25	721	108	81	910	37	5.0%
Commercial	12	402	59	43	504	42	2.8%
	303	13,566	2,825	1,742	18,133		100.0%
<u>Others</u>							
Apprenticeship Levy					56	n/a	
Unfunded Pension					129	n/a	
First Aid Payments		5	1	1	7	n/a	
		5	1	1	192		
	303	13,571	2,826	1,742	18,324		
<u>Temporary</u>							
Academic	10	502	130	68	700	70	
Commercial	3	90	14	10	114	38	
Invigilators		40		5	45	n/a	
	13	632	145	83	859		
<u>Pension Strain & VS</u>							
Pension Strain & VS					185	n/a	
		0	0	0	185		
Total Staff Costs	316	14,203	2,971	1,826	19,369		

20. The key assumptions in relation to staff costs are:

- Staff costs are based on full and part-time posts at the time the budget was prepared on 15 May and have taken into account end dates of current fixed term contracts and known leavers. It is assumed there is no change in FTEs during the three-year plan because the strategic review will result in changes that we cannot yet estimate.
- Academic staff – 4.14% pay award accumulating for each of the three financial years with 1.14% paid for by Scottish Government for 2025/26 but not the following two years.
- Support staff – 4.14% pay award accumulating for each of the three financial years fully paid by UHI Perth.
- Employers national insurance increases – per UK budget contribution changes based on the 2025/26 tax year for all three financial years.
- Teachers employers pension (SPPA) contribution – 26% for all three financial years.
- Support staff pension contribution – 15.7% for all three financial years.
- Increments made from 1 August each year where applicable.
- Pay award made from 1 September each year.
- The national job role evaluation process is still ongoing, and as it is assumed any additional cost of this will be funded in full by Scottish Government, therefore nothing is included in the budget for increases in pay rates in relation to this. However, in the financial statements the accounts direction was to provide for the cost (£2.2m in 23/24) but not the income as SG has not yet committed to this in writing.
- Temporary staff cover – assume an equivalent of 10 FTE posts for academic and 3 FTE posts for the Academy of Sport and Wellbeing. A process will need to be put in place to control use of this budget.
- Severance and pension strain costs – estimated to allow for potential cost of remaining restructuring started in 23/24.
- Non-funded pension fund from Tayside Pension Fund - £10,250/month plus 5%.
- Apprenticeship Levy based on c£14m paybill (salary excluding employers NI and pension) @ 0.5% less £15,000 allowance.

21. The differences between the 2024/25 budget and 2025/26 staff cost budget are shown in the table below. In 2024/25 salary costs were not included for all cost centres so there is not a like for like comparison. The increase in employers NI was not included in 2024/25 but the full-year effects are included from 2025/26.

Staff Costs	£'000
24/25 budget	16,944
National Insurance Rate Changes	360
Pay Award	750
Non-Funded Pension & Apprenticeship Levy	185
Assume - other staff changes	85
Draft budget 25/26	18,324

22. The reasons for the key movements of staff costs between years is set out below, with the main changes relating to pay awards and increments.

Staff cost movement between years	2026/27 £'000	2027/28 £'000
Prior year staff costs	19,369	19,963
Remove vs and pension strain relating to 2025/26	(185)	0
Remove fixed term posts	(94)	0
Delayed reduction in staff	(20)	0
Pay award	800	835
Increments	85	49
Increase in non-funded pensions & apprenticeship levy	8	9
	19,963	20,855

Non-staff costs

	Draft Budget 25/26	Approved Budget 24/25	Variance	Plan 26/27	Plan 27/28
Non-staff costs					
Travel & Subsistence	140	221	(81)	143	143
Training & Other staff costs	102	153	(51)	107	107
Course costs & exam fees	1,425	1,413	12	1,467	1,467
Supplies & Services	1,851	262	1,589	1,793	1,795
ICT	619	765	(146)	720	761
Property costs	1,844	1,911	(67)	1,900	1,930
Legal & Admin	595	571	24	607	605
Bursary costs	2,410	2,340	70	2,410	2,410
Finance costs	84	98	(14)	88	89
Total Non-Staff costs	9,070	7,734	1,336	9,235	9,308

23. The assumptions made in relation to non-staff costs are set out below.

- During the budget process budget holders were asked to reduce costs to the base level needed to provide the service. The only contingency is in a central budget with £15k in supplies and services and £30k in legal costs.
- FE and HE capital maintenance funding – ~£800k - assume that UHI Perth can use this funding for revenue spend in line with previous years. This is a risk as SFC has been considering stopping this practice for at least two years, which would mean that approx. £600k of ongoing repairs and maintenance would need to be paid from the revenue budget causing an additional budget pressure. Approximately £200k each year is estimated to relate to capital, however the Director of Estates reports that there is increasing pressure on revenue spend to maintain the estate. A schedule of proposed spend for each of the three years ranked in priority will be developed.
- General inflation – 3%, which includes gas and electricity. Costs are subject to inflation unless they are otherwise covered by contract conditions.

- ICT costs – costs have been kept to a minimum for only essential spend for existing software and doesn't include development costs. £45k has been allowed for break-fix of hardware. This is a risk. A three-year plan will be developed to demonstrate what could/ should be done if funding is made available.
- As reported in the 2024/25 budget paper at the Board meeting of 18 December 2024, estates and ICT have had significant under-investment over the past several years meaning that our estate continues to deteriorate and we are not providing our students with up-to-date technology in teaching areas that they will have come to expect in other learning establishments. Development of systems will be an important lever to improve the quality of data that can be used for analysis and decision-making and we will be stymied if under-investment continues. In some cases, modules have been purchased to enable improved reporting for example but further spend is needed to develop the system for our purposes and train staff. There is potential to work with the EO and other academic partners to share services and systems and develop for mutual benefit. Lack of investment in estates and ICT are included as risks in appendix 2.
- Depreciation – figure is based on UHI Perth 2023/24 financial statements

24. Non-staff costs have increased between years mainly due to costs missed from the 2024/25 budget although reductions have been made in areas such as travel and subsistence, training, ICT and property costs with the new catering contract. The reasons for key variances in supplies and services and ICT are set out below.

Supplies & Services	£'000	ICT	£'000
24/25 budget	262	24/25 budget	765
Catering Cost	770	Inaccurate figures for printing	33
Irrecoverable VAT	300	Reduction in postage	7
HISA Cost	65	Phone Budget inflated	22
Shared Services	276	ICT budgets in other departments in error	61
Other Costs	178	Reduced budget for HR system	5
		Budget savings	(274)
Draft budget 25/26	1,851	Draft budget 25/26	619

25. UHI Perth has a high level of income which is exempt or outwith the scope of VAT meaning we cannot claim back all the VAT on purchases. £0.3m has been included in the budget this year, which was not included previously.

Priorities for 2025/26

26. The PLG identified five key priorities to take forward as an organisation in 2025/26, some of which require staff and budget resource and others where this is at least partially in place:

- **Estates strategy** – A short-life working group with Board members and staff was established to make recommendations to the Board. The Director of Estates emphasises that an academic strategy is required before an estates strategy can be developed. Prior to this, SLT and PLG members had identified four phases of the strategy with the costs of phase 1 library and phase 2 nursery development achievable within budget. ~£5m commercial costs were identified in a master planning report for future phases but they will be reviewed, as we have in-house trades, to determine what could be achieved within budget.
- **Continuous improvement** – There is a post for continuous improvement in the budget but no money for systems development. However, there were many initiatives identified through feedback from staff where processes could be streamlined through cross-organisational collaboration. A continuous improvement plan will be developed showing the key activities taking part across the organisation on a quarterly basis with a range of potential implementation costs. Systems to prioritise for development if budget were available are HR and payroll, student records, finance and booking systems.
- **Digitisation of the curriculum** – academic staff participation in digital training to enable blended learning and reduced print and paper costs. There is 1.1 FTE in place to support the transition and additional software may be required. There is potential to make better use of resources by working with other UHI academic partners.
- **Course profitability modelling** – now there are budget figures work can start on course profitability for those delivered at UHI Perth and internationally to assess financial performance of each course which should be completed in time for decisions to be made for the 2026/27 academic year. A project plan will soon be developed setting out the major activities, timescales, critical path and resources required.
- **Investigating and developing international business** – pipeline business of ~£200k in China has been identified but is subject to Chinese Ministerial approval. We will investigate further development of international business – transnational education, online and direct on-campus.

Financial plans for 2026/27 and 2027/28

27. Initial financial plans have been prepared for 2026/27 and 2027/28. Assumptions are included under the headings for income, staff costs and non-staff costs. These assumptions will probably change materially to reflect a new strategic plan for UHI-Perth that will reflect a new operating model that will be academically and financially sustainable; this paper projects increasing deficits each year and is only a baseline placeholder. The new operating model and the transition plan to achieve it will require liquidity support from the SFC but we will not receive a firm commitment for this until we generate a credible

plan. The Board will be fully involved in the strategic guidance required to enable the SLT to develop such a plan for detailed Board scrutiny.

Cashflow

28. SFC previously funded the deficit in 2024/25 by providing £1.5m liquidity support but, following a request for a further £1m in July 2025 based on the half-year position, the SFC has asked for a FRP for the next three years as soon as possible before committing to further support. In the cashflow recently submitted to SFC for May the cashflow deficit in July had reduced to £~0.5m. The main reasons for the change are reduction of HE clawback from prior forecasts £0.1m, revision of non-staff forecasts of £0.1m and receipt of income earlier than profiled £0.2m. The forecast cashflow deficit increases to £1.3m in August 2025, which occurs in the financial year 2025/26.
29. Cashflow for the next three years based on plans is included in appendix 3. Budget holders were asked to profile income and spend for 2025/26 as part of the budget process to assist with the cashflow. The same profile has been identified in future years. This process should get better as we gather historical trends year on year.
30. The cash flow figures and charts show that there is a growing and deeply concerning liquidity position over the next three years, with £9m cashflow support required by the end of year three if there was no cash injection or any action taken to reduce costs or increase income. This emphasises the need for a FRP with a new operating model as set out above.

Risks

31. There are three risk categories in the ERM (Enterprise Risk Management) strategic risk register that relate to the financial sustainability of UHI Perth – academic income, commercial income and financial (income and cost risk). The Board has minimal risk appetite for the academic and financial categories and a cautious risk appetite for the commercial category.
32. Appendix 2 identifies opportunities and risks to the budget along with likelihood, impact, potential financial impact where this can be estimated and mitigating and enabling actions. These opportunities and risks are also relevant to the FRP.
33. Risks that particularly merit highlighting are the FE and HE capital maintenance funding described in paragraph 22 and the additional costs in relation to the replacement part 66 provider following the administration of Air Services Training (Engineering) Ltd (AST). At time of writing discussions were still in progress with a potential supplier with no target date for completion identifiable at this stage.
34. The Perth Leadership Group will focus on identifying and mitigating risks to the budget. The Finance team will work with budget holders to regularly monitor income and costs and take early action on any under/overspends. Any significant issues will be highlighted to the

Finance and Resources Committee prior to the Board as well as the Executive Office of UHI.

Recommendation

35. It is recommended that the Board approves the draft deficit budget of £1.479m for 2025/26 as a basis for the FRP, subject to confirmation that the FFR assumptions are met.
36. It is recommended that the Board notes plans for the following two years that forecast deficits of £2.549m in 2026/27 and £3.471m in 2027/28 prior to any mitigating actions being taken, that act as placeholders to demonstrate the scale of the challenge that the FRP will need to address.

Next steps

37. Once the draft budget for 2025/26 is approved, the RSB will advise the SFC and further work will continue at UHI Perth to produce the FRP. An update will be provided at the Board meeting held later in June.

Appendix 1 – Draft Budget 2025/26 and plans for the following two years

	Draft Budget 25/26	Approved Budget 24/25	Variance	Plan 26/27	Plan 27/28
Income	£'000	£'000	£'000	£'000	£'000
Academic					
FE Teaching Grant	8,750	8,487	263	8,750	8,750
Student Support	2,410	2,340	70	2,410	2,410
SFC/RSB Grants	1,353	874	479	1,088	1,088
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International Income	1,473	1,211	262	1,473	1,473
Other Income	436	252	184	344	345
	24,748	23,355	1,393	24,391	24,392
Commercial					
Catering/Residences	1,281	1,080	201	1,305	1,321
Other Income	70	176	(106)	68	68
ASW	860	700	160	885	910
	2,211	1,956	255	2,258	2,300
Total Income	26,960	25,311	1,648	26,649	26,692
Staff Costs	18,324	16,944	1,380	19,066	19,920
Contracts & Timesheet	860	1,101	(241)	897	934
VS & Pension Strain	185	823	(638)	0	0
Total Staff Costs	19,369	18,868	501	19,963	20,855
Travel & Subsistence	140	221	(81)	143	143
Training & Other staff costs	102	153	(51)	107	107
Course costs & exam fees	1,425	1,413	12	1,467	1,467
Supplies & Services	1,851	262	1,589	1,793	1,795
ICT	619	765	(146)	720	761
Property costs	1,844	1,911	(67)	1,900	1,930
Legal & Admin	595	571	24	607	605
Bursary costs	2,410	2,340	70	2,410	2,410
Finance costs	84	98	(14)	88	89
Total Non-Staff costs	9,070	7,734	1,336	9,235	9,308
Net Deficit	(1,479)	(1,291)	(189)	(2,549)	(3,471)

Appendix 2 – Opportunities and Risks

No	Opportunity	Likelihood	Impact	Potential Financial Impact	Enabling actions
				£'000	
1	Maximising income growth opportunities	Medium	High	TBC	Promotion of UHI and Perth to increase profile and attract student numbers. EO discussing with SFC possibility of converting HE numbers to FE credits. Explore development of international markets to further generate profitable activity although there are high profile risks to the sector in this market.
2	Efficiency savings	Medium	Medium	TBC	Efficiency savings could be made in terms of systems, processes and staff time. A role is now in place to co-ordinate continuous improvement but additional investment in systems is needed to generate efficiencies.
3	Management of staff costs	High	High	>190	Options include continued management of vacancies, exploring options for increased flexible working/ reduced staff hours, recruitment freeze, severance. 1% savings in staff costs equates to ~£190k.
4	Streamlining the curriculum	High	High	TBC	Actions include increases in class group sizes where appropriate, development of online resources, further improvement in timetabling efficiency, discontinuation or redesign of courses with low student numbers, review module leadership.
5	Sale of land/ property	Medium	High	TBC	Potential to sell strips of land eg next to Crieff Road and the car park behind Brahan. SLWG considering options.
6	Tay Cities	Low	High	6,300	£8.1m secured from UK/Scottish Government in 2019 for Tay Cities Deal - £6.3m UHI Perth for Aviation Academy and £1.8m Dundee CC for pilot training. AST was a key partner in the Aviation Academy. There is potential to redefine the outline business case for a new concept - 18 months to two years to get agreement from government to be implemented by 2029.
7	Shared services within the UHI partnership	High	High	TBC	As part of the UHI transformation programme there is potential to share services and achieve economies of scale.

No	Risk	Likelihood	Impact	Potential Financial Impact	Mitigating actions
				£'000	
1	FE teaching grant - credits are not delivered to draw down all the allocated grant.	Low	High	88	Delivery of credits has not been an issue historically. Continued use of recruitment tracker to closely monitor active interest in courses against target for applications and continuing students. Potential financial impact based on 1% of 22,050 credits.
2	HE teaching grant - HE FTE numbers are not delivered to draw down all the allocated grant	Medium	High	85	Targeted numbers have been reduced to levels considered achievable although will be increased where possible. Continued use of recruitment tracker to closely monitor active interest in courses against target for applications and continuing students and appropriate action to be taken. Potential financial impact based on 20 students.
3	Other academic income - failure to achieve sufficient levels	Low	Medium	160	Detailed in-year monitoring will take place to optimise fee generating activity. Potential financial impact based on 10% of SFC/RSB grants and SDS income.
4	Commercial income - failure to achieve sufficient levels and reduced profits	Medium	High	400	Constant monitoring of income levels and proactively initiating ideas to increase income generating activities. Potential financial impact based on 10% reduction of income. Need to take tax advice on non-charitable activities.
5	Staff costs - pay settlements or changes to terms and conditions resulting in costs greater than budget assumptions that aren't funded	Medium	Medium	70	Pay award for 2025/26 is settled for academic staff although confirmation required from SG on whether funding will cover the whole 1.14%. Pay settlement for support staff still being negotiated. An additional 1% would have an impact of £70k for support staff in 2025/26.
6	Staff costs - interim arrangements due to the resignation of senior leadership impacts adversely on the budget	High	Medium	TBC	The financial impact should be assessed and included in the budget when putting arrangements in place, including agency costs.
7	Severance and pension strain costs - risk of increased costs beyond budget	Medium	Medium	TBC	There may be the need for severances as part of the recovery plan to generate savings in staff costs. The risk is highlighted but a figure has not yet been attached.
8	Job evaluation - Scottish Government hasn't committed in writing to cover costs so UHI Perth may be liable	Low	High	2,200	Continuing uncertainty about job evaluation for support staff and middle management in the College sector, which will be implemented from 1 September 2018 when agreed.
9	SFC capital funding - unable to use for revenue spend (RDEL) and to be used for capital	Medium	High	800	For the last few years SFC has allowed capital funding to be used for repair and maintenance of our estate (revenue costs). They have advised that this practice may change meaning that budget for ~£600k revenue costs out of our £800k allocation would need to be found elsewhere. We have extremely limited opportunity to reduce non-staff costs further.
10	Estate - deterioration of building fabric leading to costs higher than is available in the budget.	Medium	High	Significant potentially	We have an ageing estate and further deterioration of the fabric of existing buildings is inevitable. The estate is being maintained as far as possible with the budget available but the costs of any emergency repairs/replacement could be significant.
11	Non-staff costs - increase above budget due to essential spend being required	Low	Medium	68-204	Monthly budget management meetings will be arranged between the Finance team and the budget holders from next financial year to closely manage spend and early action taken to mitigate potential spend. Financial impact shows a range of 1- 3% above budget, excluding bursaries.
12	Supplies and services - replacement of AST part 66 delivery has costs significantly in excess of current budget	High	High	85-256	Resource Group has submitted a proposal to deliver part 66 for the BSC (Hons) Aircraft Maintenance Engineering and Management degree. A draft paper from a Director of Curriculum states that costs are £256k more than AST over a three year period - figures to be clarified year on year and whether there are increased costs for 'repair' in year 1.
13	ICT - lack of development in technology and up-to-date equipment adversely affects student experience and affects income from student numbers	Medium	High	173	The SLT and PLG would like to invest in a range of systems to enable efficiency savings. This should be discussed as part of the recovery plan. The financial impact is based on the HE and FE income numbers above.

Appendix 3 - Three-year cashflow forecast

2025/26	Aug-25 £000	Sep-25 £000	Oct-25 £000	Nov-25 £000	Dec-25 £000	Jan-26 £000	Feb-26 £000	Mar-26 £000	Apr-26 £000	May-26 £000	Jun-26 £000	Jul-26 £000
Income	2,023	2,330	2,449	2,320	2,318	2,404	2,466	2,299	2,409	1,978	1,929	1,985
Staff	(1,542)	(1,648)	(1,608)	(1,608)	(1,648)	(1,604)	(1,604)	(1,640)	(1,600)	(1,600)	(1,640)	(1,785)
Non-Staff	(1,136)	(732)	(729)	(883)	(961)	(722)	(925)	(722)	(615)	(665)	(605)	(376)
Total cashflow	(655)	(49)	112	(170)	(291)	78	(63)	(63)	194	(287)	(316)	(176)
Opening balance	(527)	(1,182)	(1,232)	(1,119)	(1,290)	(1,580)	(1,502)	(1,565)	(1,628)	(1,435)	(1,722)	(2,038)
Movement	(655)	(49)	112	(170)	(291)	78	(63)	(63)	194	(287)	(316)	(176)
Closing Balance	(1,182)	(1,232)	(1,119)	(1,290)	(1,580)	(1,502)	(1,565)	(1,628)	(1,435)	(1,722)	(2,038)	(2,214)
2026/27	Aug-26 £000	Sep-26 £000	Oct-26 £000	Nov-26 £000	Dec-26 £000	Jan-27 £000	Feb-27 £000	Mar-27 £000	Apr-27 £000	May-27 £000	Jun-27 £000	Jul-27 £000
Income	1,988	2,290	2,407	2,280	2,278	2,363	2,423	2,259	2,368	1,944	1,896	1,951
Staff	(1,576)	(1,724)	(1,644)	(1,644)	(1,724)	(1,640)	(1,640)	(1,716)	(1,636)	(1,636)	(1,716)	(1,825)
Non-Staff	(1,157)	(745)	(742)	(899)	(979)	(735)	(941)	(735)	(627)	(677)	(616)	(383)
Total cashflow	(745)	(179)	21	(262)	(424)	(12)	(158)	(192)	105	(369)	(436)	(257)
Opening balance	(2,214)	(2,959)	(3,138)	(3,116)	(3,379)	(3,803)	(3,815)	(3,973)	(4,165)	(4,060)	(4,429)	(4,865)
Movement	(745)	(179)	21	(262)	(424)	(12)	(158)	(192)	105	(369)	(436)	(257)
Closing Balance	(2,959)	(3,138)	(3,116)	(3,379)	(3,803)	(3,815)	(3,973)	(4,165)	(4,060)	(4,429)	(4,865)	(5,122)
2027/28	Aug-27 £000	Sep-27 £000	Oct-27 £000	Nov-27 £000	Dec-27 £000	Jan-28 £000	Feb-28 £000	Mar-28 £000	Apr-28 £000	May-28 £000	Jun-28 £000	Jul-28 £000
Income	1,991	2,294	2,411	2,284	2,282	2,367	2,427	2,263	2,372	1,947	1,899	1,954
Staff	(1,647)	(1,799)	(1,717)	(1,717)	(1,799)	(1,713)	(1,713)	(1,791)	(1,709)	(1,709)	(1,791)	(1,907)
Non-Staff	(1,166)	(751)	(748)	(906)	(987)	(741)	(949)	(741)	(632)	(683)	(621)	(386)
Total cashflow	(821)	(256)	(54)	(339)	(504)	(87)	(235)	(269)	31	(444)	(513)	(338)
Opening balance	(5,122)	(5,943)	(6,199)	(6,254)	(6,593)	(7,096)	(7,184)	(7,418)	(7,688)	(7,656)	(8,101)	(8,614)
Movement	(821)	(256)	(54)	(339)	(504)	(87)	(235)	(269)	31	(444)	(513)	(338)
Closing Balance	(5,943)	(6,199)	(6,254)	(6,593)	(7,096)	(7,184)	(7,418)	(7,688)	(7,656)	(8,101)	(8,614)	(8,952)



Committee	Board of Management
Subject	Financial Recovery Plan – Progress update
Date of Committee meeting	05/06/2025
Author	Lynn Murray, Depute Principal – Operations Phil McNaull, Consultant – Appendix 2
Date paper prepared	02/06/2025
Executive summary of the paper	This paper provides an update on the Financial Recovery Plan (FRP) being developed for UHI Perth. Appendix 1 – Financial figures for seven years Appendix 2 – FRP – Outline schedule of actions
Consultation How has consultation with partners been carried out?	The Regional Strategic Body has appointed a consultant to provide support on the FRP and has advised on approach and templates. Appendix 2 was shared with PLG for comment.
Action requested	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes Budgeted income and expenditure is included.
Risk implications (If yes, please provide details)	Yes Financial sustainability.
Link with strategy	Financial sustainability

<p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	
<p><u>Equality and diversity</u></p> <p>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>No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>No</p> <p>Set out any data protection aspects and whether a data protection impact assessment is needed</p>
<p>Status (e.g. confidential/non confidential)</p>	<p>Non-Confidential</p>
<p>Freedom of information</p> <p>Can this paper be included in “open” business?* -Yes</p>	<p>Papers should be open unless there is a compelling reason for them to remain closed. If a paper, or parts of a paper, are to remain closed the reason for that exemption must be specified – see reasons below</p>

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

Its disclosure would substantially prejudice a programme of research	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input type="checkbox"/>
Its disclosure would substantially prejudice the commercial interests of any person or organisation	<input 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

Purpose

1. The purpose of this report is to provide the Board with a report on progress with the Financial Recovery Plan (FRP) that is required by the Regional Strategic Board (RSB) and the Scottish Funding Council (SFC) before authorising further liquidity support to UHI Perth.

Progress report

2. At the end of April 2025 the RSB appointed an external consultant, Phil McNaull, to support the Senior Leadership Team in UHI Perth to develop a FRP. Phil shared templates with the Depute Principal Operations and Finance Manager with a request to complete historical figures for three years, the latest financial projection for the current year and three-year future plans.
3. This has taken some time as the Finance team worked with budget holders to develop the three-year financial plans, covering the financial years 2025/26, 2026/27 and 2027/28. The budget paper is tabled separately at this Board meeting.
4. Appendix 1 sets out the figures for seven years along with staff numbers and student numbers for the same period. These figures are yet to be verified but have been included to show the range of information that has been requested. Phil has recommended ratios as a starting point to identify trends and the Senior Leadership Team and Perth Leadership Group will provide narrative that supports the figures.
5. The interim Principal joined the organisation on 29 May and will lead in the development of the FRP. Phil developed appendix 2 which outlines the key stages and steps to develop a credible FRP and identifies several workstreams that the Senior Leadership Team must deliver, with support from the Perth Leadership Group and other colleagues as required.
6. The FRP will identify opportunities for income growth and cost reduction and the findings from the Short-Life Working Group on Estates, which is a sub-group of the Finance and Resources Committee, will feed into the Plan once agreed.

Recommendation

7. It is recommended that the Board notes progress in the development of a FRP. A detailed plan with timescales will be presented to the Board at the earliest opportunity.

UHI - Perth Financial Figures for Seven Years
Financial tables for inclusion in the report - Appendix 1

1 Group Operating Surplus

1.1

Table 1	FY 21/22	FY 22/23	FY 23/24	FY24/25	FY 25/26	FY 26/27	FY 27/28
Total Income & Expenditure	Actual	Actual	Actual	Forecast	Plan 1	Plan 2	Plan 3
	£m	£m	£m	£m	£m	£m	£m
Income							
Funding council grants	17.664	18.431	17.010	17.339	17.302	17.036	17.036
Tuition fees and education contracts	4.201	3.640	4.269	3.399	4.089	4.089	4.089
Other grants and contracts	0.207	0.500	0.514	0.830	0.511	0.511	0.511
Other income	3.635	4.019	4.269	4.750	5.058	5.013	5.055
Total income	25.706	26.590	26.063	26.318	26.960	26.649	26.692
Expenditure							
Staff Costs	20.720	21.399	20.621	19.117	19.369	19.963	20.855
Operating costs	6.000	6.949	6.752	9.028	8.987	9.148	9.218
Interest & finance costs	-	-	-	-	0.084	0.088	0.089
Depreciation	1.424	1.579	1.678	1.718	1.678	1.678	1.678
Total Costs	28.144	29.927	29.051	29.863	30.117	30.876	31.840
Operi Operating Deficit	(2.438)	(3.337)	(2.988)	(3.545)	(3.158)	(4.227)	(5.149)
Key ratios							
Annual income growth		3%	(2%)	1%	2%	(1%)	0%
Staff cost to total income	81%	80%	79%	73%	72%	75%	78%
Annual staff cost increase		3%	(4%)	(7%)	1%	3%	4%
Annual Opex growth		388%	(3%)	34%	0%	2%	1%
Interest cover - times					(17.7)	(29.1)	(38.8)

1.2

Table 2	FY 21/22	FY 22/23	FY 23/24	FY24/25	FY 25/26	FY 26/27	FY 27/28
Divisional P&L	Actual	Actual	Actual	Forecast	Plan 1	Plan 2	Plan 3
	£m	£m	£m	£m	£m	£m	£m
Income							
Funding Council grants							
SFC FE recurrent grant (including fee waiver)	8.477	8.551	8.429	8.487	8.750	8.750	8.750
University of the Highlands and Islands recurrent grant	7.344	7.835	6.890	6.557	7.199	7.199	7.199
FE Childcare funds	0.260	0.300	0.258	0.237	0.200	0.200	0.200
Release of government capital grants	0.266	0.300	0.339	-	-	-	-
Other SFC grants	0.736	0.785	0.821	1.937	1.353	1.088	1.088
Other University of the Highlands and Islands grants	0.582	0.660	0.272	0.120			
Tuition fees and education contracts							
UK Higher Education students	2.944	2.674	2.942	2.956	2.616	2.616	2.616

UK Further Education students	0.268	0.060	0.017	0.017			
Management of Skills Development Scotland contract	0.989	0.906	1.310	0.426	0.511	0.511	0.511
Tuition fees of subsidiary							
Other grants and contracts							
Research grants	0.187	0.219	0.064	0.055	0.068	0.068	0.068
Other grants & contracts	0.019	0.281	0.450	3.075	2.210	2.210	2.210
Other income							
Residences and catering	0.815	1.040	1.007	1.065	1.281	1.305	1.321
Other income generating activities	1.605	1.520	1.599	0.741	0.860	0.885	0.910
Other income	1.215	1.459	1.663	0.644	1.911	1.818	1.819
	25.706	26.590	26.063	26.318	26.960	26.649	26.692
Expenditure							
Staff Cost							
Teaching departments - teaching staff	11.119	11.904	11.169	12.036	12.735	13.272	13.855
Teaching departments - other staff	1.901	2.225	2.161	-	-	-	-
Teaching departments - AST staff							
Teaching support services	1.203	1.335	1.188	1.520	1.770	1.849	1.930
Administration and central services	2.942	3.428	3.902	2.350	2.794	2.858	2.985
Premises	0.886	0.910	0.854	1.532	1.006	1.055	1.104
Other income generating activities	0.609	0.703	0.771	0.154	0.619	0.650	0.681
Other income	0.528	0.503	0.525	0.483	0.330	0.349	0.369
Charge in relation to defined benefit pension	1.532	0.391	0.051	0.000	-	-	-
Exceptional Restructuring Costs	-	-	-	1.042	0.185	-	-
Other operating expenses							
Teaching departments	0.910	1.368	1.406	1.330	1.380	1.426	1.426
Teaching support services	0.684	0.688	0.845	2.934	2.748	2.730	2.730
Administration and central services	1.233	1.355	1.144	1.782	1.754	1.809	1.850
Premises costs	1.705	1.802	1.742	1.926	1.844	1.900	1.930
Other income generating activities	0.179	0.234	0.117	0.105	0.103	0.106	0.106
Catering and residence operations	0.908	1.078	1.105	0.770	1.049	1.067	1.068
Other income	0.121	0.124	0.135	0.181	0.038	0.039	0.039
Other expenses - Childcare Grant	0.260	0.300	0.258	-	-	-	-
Depreciation	1.424	1.579	1.678	1.718	1.678	1.678	1.678
Interest & finance costs					0.084	0.088	0.089
	28.144	29.927	29.051	29.863	30.117	30.876	31.840
Net Contribution;							
Income Generating Business							
Academic	22.071	22.571	21.794	23.868	22.907	22.642	22.642
Other income	3.635	4.019	4.269	2.450	4.052	4.008	4.050
	25.706	26.590	26.063	26.318	26.960	26.649	26.692
Cost to Serve Income							
Staff Cost	20.720	21.399	20.621	19.117	19.369	19.963	20.855
Operating costs	6.000	6.949	6.752	9.028	8.987	9.148	9.218

Depreciation	1.424	1.579	1.678	1.718	1.678	1.678	1.678
Interest & finance costs	-	-	-	-	0.084	0.088	0.089
	28.144	29.927	29.051	29.863	30.117	30.876	31.840
Net Deficit	(2.438)	(3.337)	(2.988)	(3.545)	(3.158)	(4.226)	(5.148)
Contribution : Income Ratio							
Academic							
Cost to serve income ratio	109%	113%	111%	113%	112%	116%	119%

2.1 Staff - Numbers Overview

Table 2	FY 21/22	FY 22/23	FY 23/24	FY24/25	FY 25/26	FY 26/27	FY 27/28
Staff Numbers Overview	Actual	Actual	Actual	Forecast	Plan 1	Plan 2	Plan 3
	FTE	FTE	FTE	FTE	FTE	FTE	FTE
Teaching departments - teaching staff	185	170	167	159	184	183	183
Teaching departments - other staff	7	11	24	19	13	13	13
Teaching support services	21	19	13	14	26	26	26
Administration and central services	107	119	101	84	44	42	42
Premises	25	22	25	23	26	26	26
Subsidiary (AST) staff	-	-	-	-	-	-	-
Other	18	13	13	16	10	10	10
Total Staff FTEs	363	354	343	315	302	300	300
Annual change		(9)	(11)	(28)	(13)	(3)	-
%age change		(2%)	(3%)	(8%)	(4%)	(1%)	0
Business division share of staff FTEs	FY 21/22	FY 22/23	FY 23/24	FY24/25	FY 25/26	FY 26/27	FY 27/28
	Actual	Actual	Actual	Forecast	Plan 1	Plan 2	Plan 3
	FTE	FTE	FTE	FTE	FTE	FTE	FTE
Teaching departments - teaching staff	51%	48%	49%	50%	61%	61%	61%
Teaching departments - other staff	2%	3%	7%	6%	4%	4%	4%
Teaching support services	6%	5%	4%	4%	8%	9%	9%
Administration and central services	29%	34%	29%	27%	14%	14%	14%
Premises	7%	6%	7%	7%	9%	9%	9%
Subsidiary (AST) staff	0%	0%	0%	0%	0%	0%	0%
Other	5%	4%	4%	5%	3%	3%	3%
Total Staff FTEs	100%	100%	100%	100%	100%	100%	100%

2.2 Staff - Costs

Table 8	FY 21/22	FY 22/23	FY 23/24	FY24/25	FY 25/26	FY 26/27	FY 27/28
Staff Costs	Actual	Actual	Actual	Forecast	Plan 1	Plan 2	Plan 3
	£m	£m	£m	£m	£m	£m	£m
Academic							
Academic	13.020	14.129	13.330	12.036	12.735	13.272	13.855

Teaching Support	1.203	1.335	1.188	1.520	1.770	1.849	1.930
sub total	14.223	15.464	14.518	13.556	14.506	15.121	15.786
Annual cost change		1.2	(0.9)	(1.0)	0.9	0.6	0.7
Annual %age change		9%	(6%)	(7%)	7%	4%	4%
Professional Services							
Estates	0.886	0.910	0.854	1.532	1.006	1.055	1.104
Administration and central services	2.942	3.428	3.902	2.350	0.3701	0.193	0.202
Finance	-	-	-	-	0.601	0.603	0.629
Human Resources	-	-	-	-	0.625	0.633	0.660
Information Systems	-	-	-	-	0.710	0.724	0.759
sub total	3.828	4.338	4.756	3.882	3.312	3.207	3.354
Annual cost change		0.5	0.4	(0.9)	(0.6)	(0.1)	0.1
Annual %age change		13%	10%	(18%)	(15%)	(3%)	5%
Group Executive							
Senior Management Team	-	-	-	-	0.673	0.705	0.735
sub total	-	-	-	-	0.673	0.705	0.735
Annual cost change		-	-	-	0.7	0.0	0.0
Annual %age change						5%	4%
Others							
Other income generating activities	0.609	0.703	0.771	0.154	0.619	0.650	0.681
Other income	2.060	0.894	0.576	1.525	0.330	0.349	0.369
sub total	2.669	1.597	1.347	1.679	0.948	0.999	1.050
Total Staff Costs							
	20.720	21.399	20.621	19.117	19.439	20.033	20.925
Annual cost change		0.7	(0.8)	(1.5)	0.3	0.6	0.9
Annual %age change		3%	(4%)	(7%)	2%	3%	4%

2.3 Staff - Numbers by Division

Table 9	FY 21/22	FY 22/23	FY 23/24	FY24/25	FY 25/26	FY 26/27	FY 27/28
Staff Numbers by Division	Actual	Actual	Actual	Forecast	Plan 1	Plan 2	Plan 3
	FTE	FTE	FTE	FTE	FTE	FTE	FTE
Academic							
Academic	192	181	191	178	197	196	196
Teaching support services	21	19	13	14	26	26	26
sub total	213	200	204	192	223	221	221
FTE increase		(13.0)	4.0	(12.0)	30.5	(1.1)	-
Annual change		(6%)	2%	(6%)	16%	(1%)	0%
Professional Services							
Campus & Estates	25	22	25	23	26	26	26
Administration and central services	107	119	101	84	6	6	6
Finance					12	11	11
Human Resources					7	7	7

Information Systems					12	12	12
sub total	132	141	126	107	63	61	61
FTE increase		9.0	(15.0)	(19.0)	(44.4)	(1.5)	-
Annual change		7%	(11%)	(15%)	(41%)	(2%)	0%
Group Executive							
Executive					7	7	7
Transformation							
sub total	-	-	-	-	7	7	7
Other							
Other	18	13	13	16	10	10	10
sub total	18	13	13	16	10	10	10
FTE increase		(5.0)	-	3.0	(5.8)	-	-
Annual change		(28%)	0%	23%	(36%)	0%	0%
Total Staff FTE	363	354	343	315	302	300	300

2.4 Staff - Average Cost

Table 5	FY 21/22	FY 22/23	FY 23/24	FY24/25	FY 25/26	FY 26/27	FY 27/28
Staff - Average cost per staff	Actual	Actual	Actual	Forecast	Plan 1	Plan 2	Plan 3
	£K	£K	£K	£K	£K	£K	£K
Academic							
Academic	67.8	78.1	69.8	67.6	64.7	67.8	70.8
Teaching Support	57.3	70.3	91.4	108.6	69.3	72.4	75.5
sub total	125.1	148.3	161.2	176.2	133.9	140.1	146.3
Annual change		19%	9%	9%	(24%)	5%	4%
Professional Services							
Campus & Estates	35.4	41.4	34.2	66.6	38.8	40.7	42.6
Administration and central services	27.5	28.8	38.6	28.0	58.7	33.3	34.8
Finance					51.7	56.7	59.2
Human Resources					85.6	86.7	90.5
Information Systems					61.7	63.0	66.0
sub total	29.0	30.8	37.7	36.3	52.9	52.4	54.9
Annual change		6%	23%	(4%)	46%	(1%)	5%
Group Executive							
Executive					96.2	100.8	105.0
sub total					96.2	100.8	105.0
Annual change						5%	4%
Others							
Others	148.3	122.8	103.6	104.9	92.798	97.716	102.711
sub total	148.278	122.846	103.615	104.938	92.798	97.716	102.711
Annual change		(17%)	(16%)	1%	(12%)	5%	5%

Average cost per overall Staff FTE

	70.8	75.1	76.0	83.5	89.2	88.2	88.4
Annual change		6%	1%	10%	7%	(1%)	0%

2.5 Income Analysis by Division

Table 3

Income Analysis by Division

	FY 21/22	FY 22/23	FY 23/24	FY24/25	FY 25/26	FY 26/27	FY 27/28
	Actual	Actual	Actual	Forecast	Plan 1	Plan 2	Plan 3
	£m	£m	£m	£m	£m	£m	£m
Academic							
Academic	17.871	18.931	17.524	18.169	18.569	18.177	18.178
Teaching Support	4.201	3.640	4.269	3.399	2.658	2.489	2.489
sub total	22.072	22.571	21.794	21.568	21.227	20.666	20.667
Annual income change		0.500	(0.778)	(0.226)	(0.341)	(0.561)	0.001
Annual %age change		2%	(3%)	(1%)	(2%)	(3%)	0%
Estates							
Estates - Funded					0.799	0.799	0.799
Estates - Unfunded					0.045	0.045	0.045
sub total	-	-	-	-	0.844	0.844	0.844
Annual income change		-	-	-	0.8	-	-
Annual %age change						0%	0%
Support Services							
Support Services	3.635	4.019	4.269	4.750	3.608	3.633	3.658
	3.635	4.019	4.269	4.750	3.608	3.633	3.658
Annual income change		0.384	0.250	0.481	(1.142)	0.025	0.025
Annual %age change		11%	6%	11%	(24%)	1%	1%
Catering and Residencies							
Catering	0.815	1.040	1.007	1.065	0.753	0.761	0.761
Residencies					0.528	0.544	0.560
	0.815	1.040	1.007	1.065	1.281	1.305	1.321
Annual income change		0.225	(0.033)	0.058	0.216	0.024	0.016
Annual %age change		28%	(3%)	6%	20%	2%	1%
Total Income	25.706	26.590	26.063	26.318	26.960	26.448	26.490
Annual income change		0.884	(0.528)	0.255	0.642	(0.512)	0.043
Annual %age change		3%	(2%)	1%	2%	(2%)	0%
Income - division share	FY 21/22	FY 22/23	FY 23/24	FY24/25	FY 25/26	FY 26/27	FY 27/28
	Actual	Actual	Actual	Forecast	Plan 1	Plan 2	Plan 3
	FTE	FTE	FTE	FTE	FTE	FTE	FTE
Academic	70%	71%	67%	69%	69%	69%	69%
Teaching Support	16%	14%	16%	13%	10%	9%	9%
Estates - Funded	0%	0%	0%	0%	3%	3%	3%
Estates - Unfunded	0%	0%	0%	0%	0%	0%	0%
Support Services	14%	15%	16%	18%	13%	14%	14%

Catering	3%	4%	4%	4%	3%	3%	3%
Residences	0%	0%	0%	0%	2%	2%	2%

2.6 Income Analysis - Education

Table 4	FY 21/22	FY 22/23	FY 23/24	FY24/25	FY 25/26	FY 26/27	FY 27/28
Income Analysis - Education	Actual	Actual	Actual	Forecast	Plan 1	Plan 2	Plan 3
	£m	£m	£m	£m	£m	£m	£m
Income - Education (values)							
FE	8.477	8.551	8.429	8.487	8.750	8.750	8.750
HE	7.344	7.835	6.890	6.557	7.199	7.199	7.199
RUK & International Growth	1.843	2.045	1.691	2.294	1.553	1.288	1.288
WBL, Skills & Contract	4.201	3.640	4.269	3.399	3.127	3.127	3.127
Other	3.841	4.519	4.783	5.580	6.331	6.286	6.329
Total income	25.706	26.590	26.063	26.318	26.960	26.649	26.692
Income - Education (YoY increment)							
FE		1%	(1%)	1%	3%	0%	0%
HE		7%	(12%)	(5%)	10%	0%	0%
RUK & International Growth		11%	(17%)	36%	(32%)	(17%)	0%
WBL, Skills & Contract		(13%)	17%	(20%)	(8%)	0%	0%
Other		18%	6%	17%	13%	(1%)	1%
Annual increment - Education	-	3.4%	(2.0%)	1.0%	2.4%	(1.2%)	0.2%
Income - Education (share of total)							
FE	33%	32%	32%	32%	32%	33%	33%
HE	29%	29%	26%	25%	27%	27%	27%
RUK & International Growth	7%	8%	6%	9%	6%	5%	5%
WBL, Skills & Contract	16%	14%	16%	13%	12%	12%	12%
Other	15%	17%	18%	21%	23%	24%	24%
Total	100%	100%	100%	100%	100%	100%	100%
FE plus HE share	62%	62%	59%	57%	59%	60%	60%

2.6 Income Analysis - Research

Table 5	FY 21/22	FY 22/23	FY 23/24	FY24/25	FY 25/26	FY 26/27	FY 27/28
Income Analysis - Research	Actual	Actual	Actual	Forecast	Plan 1	Plan 2	Plan 3
	£m	£m	£m	£m	£m	£m	£m
Income - Research (values)							
Research grants	0.187	0.219	0.064	0.055	0.068	0.068	0.068
Total income	0.187	0.219	0.064	0.055	0.068	0.068	0.068
Income - Research (YoY increment)							
Research grants	0%	17%	(71%)	(13%)	24%	0%	0%
Annual increment - Research	0%	17%	(71%)	(13%)	24%	0%	0%
Income - Research (share of total)							

Research grants	100%	100%	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%	100%	100%

Table 7 - Investment Project Overview

in the Word Document

3.0 Operating Costs

3.1 Operating Costs - Value By Division

Table 11	FY 21/22	FY 22/23	FY 23/24	FY24/25	FY 25/26	FY 26/27	FY 27/28
Operating Costs - Value By Division	Actual	Actual	Actual	Forecast	Plan 1	Plan 2	Plan 3
	£m	£m	£m	£m	£m	£m	£m
Academic							
Academic	0.910	1.368	1.406	1.330	1.380	1.426	1.426
Teaching support services	0.684	0.688	0.845	2.934	2.748	2.730	2.730
sub total	1.594	2.056	2.251	4.264	4.128	4.156	4.156
Estate							
Estate	1.705	1.802	1.742	1.926	1.844	1.900	1.930
sub total	1.705	1.802	1.742	1.926	1.844	1.900	1.930
Support Services							
Support Services	1.233	1.355	1.144	1.782	1.754	1.809	1.850
sub total	1.233	1.355	1.144	1.782	1.754	1.809	1.850
Catering and residence							
Catering and residence	0.908	1.078	1.105	0.770	1.049	1.067	1.068
sub total	0.908	1.078	1.105	0.770	1.049	1.067	1.068
Others							
Other income generating activitie	0.179	0.234	0.117	0.105	0.103	0.106	0.106
Other income	0.121	0.124	0.135	0.181	0.038	0.039	0.039
Other expenses - Childcare Grant	0.260	0.300	0.258	-	-	-	-
sub total	0.560	0.658	0.510	0.286	0.141	0.145	0.145
Depreciation	1.424	1.579	1.678	1.718	1.678	1.678	1.678
sub total	1.424	1.579	1.678	1.718	1.678	1.678	1.678
Interest & Finance Cost	-	-	-	-	0.084	0.088	0.089
sub total	-	-	-	-	0.084	0.088	0.089
Total Operating Costs	7.424	8.528	8.430	10.746	10.678	10.843	10.916
check = 0							

3.2 Operating Costs - Ratio By Division

Table 10	FY 21/22	FY 22/23	FY 23/24	FY24/25	FY 25/26	FY 26/27	FY 27/28
Operating Costs - Ratio by Division	Actual	Actual	Actual	Forecast	Plan 1	Plan 2	Plan 3
	FTE	FTE	FTE	FTE	FTE	FTE	FTE
Academic							

Academic	12%	16%	17%	12%	13%	13%	13%
Teaching support services	9%	8%	10%	27%	26%	25%	25%
sub total	21%	24%	27%	40%	39%	38%	38%
Estate							
Consulting	23%	21%	21%	18%	17%	18%	18%
sub total	23%	21%	21%	18%	17%	18%	18%
Support Services							
Support Services	17%	16%	14%	17%	16%	17%	17%
sub total	17%	16%	14%	17%	16%	17%	17%
Catering and residence							
Catering and residence	12%	13%	13%	7%	10%	10%	10%
sub total	12%	13%	13%	7%	10%	10%	10%
Others							
Other income generating activitie	2%	3%	1%	1%	1%	1%	1%
Other income	2%	1%	2%	2%	0%	0%	0%
Other expenses - Childcare Grant	4%	4%	3%	0%	0%	0%	0%
sub total	8%	8%	6%	3%	1%	1%	1%
Depreciation	19%	19%	20%	16%	16%	15%	15%
Interest & Finance Cost	0%	0%	0%	0%	1%	1%	1%
Total Operating Costs	88%	87%	87%	93%	89%	89%	89%
Total Value of Operating Costs £m	7.4	8.5	8.4	10.7	10.7	10.8	10.9
Annual increment £m		1.1	(0.1)	2.3	(0.1)	0.2	0.1

Student Numbers by Division

2022/23

Further Education

Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul

Higher Education

0 1,743 1,662 1,615 1,532 1,538 1,513 1,414 1,383 1,380 1,289 28

- 1,720 1,648 1,603 1,556 1,621 1,578 1,548 1,523 1,514 640 1

0 3,463 3,309 3,218 3,088 3,159 3,091 2,962 2,906 2,894 1,928 29

2023/24

Further Education

Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul

Higher Education

0 1,525 1,442 1,398 1,342 1,322 1,321 1,267 1,250 1,247 157 21

- 1,836 1,765 1,712 1,659 1,714 1,640 1,611 1,592 1,581 662 3

0 3,361 3,208 3,110 3,001 3,035 2,961 2,879 2,842 2,829 819 24

2024/25

Further Education

Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul

Higher Education

- 1,389 1,341 1,287 1,258 1,251 1,237 1,216 1,203 1,196 84 39

- 1,792 1,702 1,649 1,606 1,670 1,628 1,598 1,577 1,572 45 2

- 3,181 3,043 2,936 2,864 2,921 2,864 2,814 2,780 2,768 129 41

Student numbers reflect the total figures recorded across various months and periods. Currently, we have not projected future student numbers.

Output Tables Cash Flow

Prior Period and Current Year Cashflow

	FY 21/22 £000	FY 22/23 £000	FY 23/24 £000	FY 24/25 £000
Cash flow from operating activities				
(Deficit) for the year	(2,329)	(3,089)	(3,315)	(3,862)
Adjustment for non-cash items				
Depreciation	1,454	1,621	1,718	1,718
Deferred capital grants released to income	(266)	(300)	(339)	-
(Increase) / Decrease in stocks	(3)	(1)	(2)	-
Decrease / (Increase) in debtors	(655)	(871)	(640)	(657)
(Decrease) / Increase in creditors	(84)	1,260	1,366	(1,355)
(Decrease)/ Increase in provisions	-	-	495	81
Pension costs less contribution payable	1,532	273	51	-
Taxation	37	39	-	-
Gain on sale of fixed assets included in SOCI	(1)	-	-	-
Adjustment for investing or financing activities				
Interest receivable	-	-	-	-
Interest payable	1	1	4	2
Taxation paid	(37)	(39)	-	-
Net cash flow from operating activities	(351)	(1,107)	(662)	(4,073)
Cash flows from investing activities				
Deferred capital grant	320	209	76	-
Payments made to acquire fixed assets	(147)	(228)	(76)	-
Sale of fixed assets	-	-	-	-
	173	(19)	0	0
Cash flows from financing activities				
Interest received	-	-	-	-
Interest paid	(1)	(1)	(4)	-
New Secured Loan	-	-	-	1,500
Repayments of amounts borrowed	-	-	-	-
Net cash outflows from investing and financing activities	(1)	(1)	(4)	1,500
Increase in cash and cash equivalents in the year	(178)	(1,126)	(666)	(2,573)
Cash and cash equivalents at beginning of the year	3,803	3,625	2,499	1,539
Cash and cash equivalents at end of the year	3,625	2,499	1,833	(1,034)

Prior Period and Current Year Balance sheet

Balance Sheet	<u>FY 21/22</u>	<u>FY 22/23</u>	<u>FY 23/24</u>	<u>FY24/25</u>
	£'000	£'000	£'000	£'000
Non-Current assets				
Tangible fixed assets	43,633	48,710	48,749	47,172
Investments	20	20	20	00
Total Non-Current assets	43,653	48,730	48,769	47,172
Current assets				
Stock	00	00	00	09
Trade and other receivables	2,531	3,108	1,807	2,743
Cash and cash equivalents	3,439	2,129	1,460	(1,034)
Total Current assets	5,970	5,237	3,267	1,718
Creditors - amounts falling due within one year	(5,301)	(6,270)	(5,441)	(4,504)
Net Current Liabilities	669	(1,033)	(2,174)	(2,786)
Total assets plus current assets/(liabilities)	44,322	47,697	46,595	44,386
Creditors - amounts falling due after more than one year	(4,817)	(4,692)	(4,389)	(6,134)
Provisions				
Pension provision	(731)	(876)	(798)	(798)
Other Provisions - Job Evaluation			(2,704)	(2,785)
Total net assets	38,774	42,129	38,704	34,669
Unrestricted reserves				
Income & Expenditure reserves	11,916	9,634	4,489	(344)
Pension reserves	(731)	(876)	(798)	00
Revaluation reserve	27,589	33,371	35,013	35,013
Total reserves	38,774	42,129	38,704	34,669

Financial Recovery Plan

Outline schedule of actions

27th May

Objective

The purpose of this document is to set out the stages and steps involved in creating a credible Financial Recovery Plan (FRP). The Finance & resources Committee requires a robust FRP as quickly as possible as it will be critical to making a case for liquidity funding and possible other financial support from the UHI Group as the Regional Strategic Body (RSB) and the Scottish Funding Council (SFC) as the most likely provider of funds.

For Financial Sustainability we will need to have an analytical view of the current and projected market for tertiary education products and services and UHI-Perth's offer in response to that.

Academic and Professional Services colleagues must get engaged quickly to provide comments and recommendations through a Pareto analysis of course and student numbers and the staff complement required to serve the forecast income.

Strategic Plan Development

The FRP must reflect an Implementation Plan to achieve UHI-Perth and UHI-Group strategic objectives.

The UHI-Perth Strategic Plan needs to be updated quickly to reflect the current financial crisis, set out options and provide recommendations for the Board to consider and select from. The new Interim Principal has experience at UHI-Perth and should be able to engage and motivate the Perth Leadership Group to provide rapid aggregation and analysis of the data required to develop the Implementation Plan that will underpin the FRP.

The UHI-Perth Strategic Plan must be developed quickly to the level where it can provide the framework for a credible narrative, with accompanying robust verbal and numeric assumptions that will underpin a robust FRP and longer term plan. To achieve this the executive leadership team must make significant progress in assessing the current context and relative strengths and weaknesses of the UHI _Perth operating model. The critical question is “What does the market need and what will UHI-Perth offer?”

The Workstreams that could be set up to provide the required analyses are set out in this document as a first draft for discussion among the SLT, the Board and UHI – EO.

Workstream 1

Horizon Scanning

1.1 PESTLE analysis; horizon scanning for threats and opportunities

The objective of this piece of work is to prepare an up-to-date summary of the Political, Economic, Social, Technological, Legal and Environmental issues in which UHI-Perth will need to operate now and in the foreseeable future.

This should not involve a significant amount of time as it seeks to articulate the UHI Group's assessment of the issues under each element of the PESTLE headings that may represent a threat or an opportunity for the College. As the draft emerges (with no more than half a page of text plus references to relevant reports and data sets for each element) it should be shared and confirmed / edited with the PLG, the SLT and the UHI Group SLT. This could be ready as an acceptable final draft within one week.

As part of the strategic plan horizon scanning and PESTLE analysis, consider how we map national training needs for the country to our courses? Will industry and /or government initiatives create opportunities for us to do more specialist niche teaching roles? One opportunity may be the Tay Cities deal although the chance of getting money is apparently very low and there may only be a 6 month window to deliver a credible plan. Can anything be done in that time to submit a bid?

Students should have greater certainty on well paid jobs at the end and UHI-Perth should be able to offer very competitive offers in this space.

Workstream 2

UHI-Perth SWOT analysis

The second workstream that must proceed in parallel to **WS1** is an honest assessment of the strengths and weaknesses of UHI-Perth as it stands today.

2.1 Academic perspective

This will require academic colleagues to critically appraise the current academic course offerings from the college. This should look at the demand for current courses, the quality of academic provision, student satisfaction scores, complexity in the modules offered for courses, the number of students taking each module and the opportunities to reduce or streamline the current offers.

It should also look to identify courses that work well and that could be expanded to increase student numbers. It should consider key metrics such as staff: student ratios and workforce planning to assess the efficiency of academic provision as well as the effectiveness of the teaching.

UHI-Group has already carried out an exercise of this nature and should be able to provide guidance on the best practice activities identified in carrying out such an exercise. The

contribution from Professor Jane Lewis will be very valuable in identifying what work has already been done in other UHI Group Colleges to generate useful decision support information.

2.2 Competitor perspective

The SLT should identify and describe the market positioning of local and wider geographic competitors in the Tertiary education space in which the College currently operates and future spaces where it intends to operate as it transitions to become a more effective and financially sustainable operator.

2.3 Professional Services Perspective

The current PS to Academic staff ratio is surprisingly high. Each PS leader should prepare a short summary of the services they provide to the College; these can be considered as services to internal customers (academic and other staff members and to students) as well as to external customers (eg compliance with regulations, laws, guidelines etc). This work will lead to the creation of a Service Catalogue for each PS function (see **Workstream 6**)

2.4 Staff Profile

Clarity required on the Voluntary Service (VS) process and the evidence; number of staff taking VS in each of the last three years, average cost and months salary to achieve savings, value of annual recurrent savings already achieved. A good question on whether any of these posts have subsequently been reinstated and recruited.

What is the impact of the Job Evaluation project? £2.2m estimated cost - SFC may fund some of this but it is not certain hence not in the accounts.

Workstream 3

Academic Strategy

3.1 Product / Market

- Market appraisal (academic and commercial, on-campus and online, domestic and international)
- Course Portfolio review; looking at trends in volume of students applying to and completing each course, attractiveness of each course, risks and opportunities in continuing the current portfolio and the need to enhance successful courses while selecting opportunities to develop new ones and to cull redundant ones.
- Product / Market matching (using the Ansoff Growth Matrix which is a useful way to summarise the portfolio)
- Innovation ideas on generating new income- use the Strategyzer Value Proposition worksheet as part of the Business Model Canvas tool.

Workstream 4

Enabling Strategies

The enabling strategies should be developed to support the chosen Academic Strategy being developed in **Workstream 2**.

The priority strategies to be started include: Student Services Strategy; Estate Strategy; Finance Strategy; People Strategy; Marketing & Communications Strategy.

These will not need to wait until the Academic Strategy is completed but can start with an inventory of the current resources deployed (People, Systems, Processes, Fixed Assets and a Service Catalogue – see Workstream 4) to each Budget holder on the PLG who has been identified as the strategy owner, eg the Director of Finance, the Director of Estates etc.

Each member of the PLG should be delegated the task of starting to draft one of the strategy documents and to identify priority activities, milestones for review and decision points.

Workstream 5

Finance Driven Projects

Activity Based Cost (ABC) analysis of the activities and cost to serve each income stream.

3.1 The first of these will be to use the **Course Profitability** tool currently being tested. In addition to the Course Profitability tool, each budget holder should be requested to complete an ABC analysis for all relevant cost centres for which they are responsible.

3.2 Finance should prepare an **ABC Data Capture** template which includes a column for each staff member name and up to 10 columns next to this to which their time can be allocated in segments of no less than 10% (eg Teaching, Funded Research, Unfunded research, Student support, Finance admin, general admin, The column headings should include Income generating work and 100% of income should be allocated across these columns. The staff time and Other Operating Expenses should then be allocated across these headings as described above.

Management Reporting for Decision Makers

3.3 Management Accounts

A useful piece of work will be a fresh review of the standard reports generated for budget holders, the PLG and the SLG. Also then what is reported to Committee and Board members. The SLT and Board need to be given a good dashboard of heuristics including on the net surplus or cost of adding activities; for example, if there is an opportunity to have 75 HE students in aircraft engineering; how valuable and how material is that ?

3.4 Business Model and Target Operating Model

The SLT and Board need a workshop on the current Business Model and the Target Operating Model that must evolve to reflect the College's new academic goals and

commercial goals so that there is a shared understanding between governors and the executive on language, performance standards, risk appetite etc. Need to link into the UHI Transition model, changes in funding model.

3.5 Consistency of reporting financial implications of Executive and Board papers.

We need to document some rules / guidelines that will apply to all decision support papers on table content, headings, metrics, descriptions, periods covered. All papers should have a financial table in a standard format. A good example of where this was missing is Paper 6 in the May FRC agenda on Estates & Planning. An Outline Business case would have been a minimum expectation given the scale of potential costs and savings including capex and opex. The financial table should summarise the incremental income, incremental costs and incremental cash flow implications of the proposals in the paper. This should clearly tie in to the narrative and an options appraisal (ie Status Quo, Recommendation and, if material, the equivalent for each Option considered before arriving at the recommended one

Workstream 6

Service Catalogues

4.1 Professional Services Catalogue.

Each professional service team should identify the main activities that they perform, who the internal customer is, what outputs they generate and what income streams or compliance activities these activities relate to. This should enable a critical appraisal of the resource involved in supporting the academic team where the ratio is currently at an unsustainable level of more than 1:1. There are examples in the other UHI -Group colleges where there are more efficient ratios. These should be used as immediate benchmarks to challenge why the UHI-Perth numbers are so high.

Workstream 7

Financial Model

5.1 Cash Flow Forecast & Financial Model

The cash flow forecast will only be as good as the accuracy of the baseline position (now becoming more robust due to work by Yemi and Lynn) and the quality of the assumptions underpinning income and expenditure. These assumptions will now need to be robustly interrogated.

The three year plan draft included in the FRC papers shows increasing deficits; this is only a starting point and will now need several pieces of work led by Finance. The first of these is **Course Profitability** (see Workstream 3 and Lynn will prepare a project plan in the next two weeks. The output of this exercise is now a critical need before we make decisions on course reduction

Lynn has been trying to conduct a completeness check on an **Assumptions Book** and possible exposure by conducting comprehensive budget discussions, with each of 11 budget

holders, on Income, Expenditure and phasing. At the time of the FRC meeting only the international review had not been completed. All the key providers that generate international income met with Finance and agreed figures to ensure consistency and assumptions were reviewed.

AST. The FRC raised several questions in relation to the insolvency of AST and the need for UHI-Perth to provide teach out for all students on the courses as well as in negotiating a replacement provider of services under a new contract. There may be VAT exposure on this.

The critical first step to presenting a credible plan for review is to have a robust **Financial Model**. I provided an example of what this might look like to Lynn and Yemi and Yemi has been developing her financial three year model to pick up some of my suggestions. There must be a clear audit trail between Budget / plan papers presented to FRC and Board. Good version control on financial models and reports with audit trails between reports is essential.

Trends and ratios are critically important to understand the business model and the FRP. Financial and non-financial metrics must be combined in an effective **Performance Dashboard**.

As a minimum we should have three years of Actual data, a current year Forecast Outturn and three Plan years of data. Yemi thinks she will have a reasonably robust set of financial data by Friday 23rd May. This may not include all the required non-financial data such as **Student Number analyses** and **Staff Number analyses** to map onto the equivalent financial data. However, Katy Lees appears to be a good source for generating the analyses required.

Once we have a robust financial model we can start to adjust assumptions to develop an FRP that sees the deficit trend reversed. Break-even may not be achieved in the three year plan period but there should be evidence of progress towards this in the model. As a minimum, our Assumptions Book should show the **Best, Worst and Most likely variables** to model the material lines of Income, Expenditure and Cashflow with an estimate of probability for each of the three metrics.

Once we are comfortable with how the model works, we can start to propose **Scenarios Modelling** that the College may need to cope with during the plan period. For example, under recruitment of overseas students, unexpected increases in costs. I have templates to model these that I can work with Finance to prepare.

Workstream 8

Risk Register

Risk Management papers seemed overly complex. We could perhaps arrange a half day workshop after the new Principal arrives to take a fresh look at how we identify Risks, Issues and Opportunities.

Workstream 8

UHI Group topics

This workstream will provide an essential liaison between UHI Group and UHI-Perth College on several strategically aligned topics / projects including the following:

8.1 Shared services

How is UHI EO progressing on this?

Should Perth invite UHI EO to tender for provision of services such as ISIT, Finance, HR, Estates?

What is the current status of UHI Group's Service Catalogue?

8.2 RSB Funding

Top slice - what is the current state?

8.3 Performance Dashboard and Process Improvement

What can we learn from other Colleges in the Group ? Best Practice forum ?

Is there any guidance from UHI Group on format and content of Finance Reports? Would this be a good idea, building on established best practice?

Is there internal benchmark data in student staff ratios ? Academic to Professional Staff ratios ? Cost ratios ? Market analyses that could be used by Perth ?

Phil McNaul

Consultant

26th May 2025

Committee Cover Sheet

Paper No. 9

Name of Committee	Board of Management
Subject	Pension Strain Agreement
Date of Committee meeting	05/06/2025
Author	Katy Lees, Director of HR and Organisational Development
Date paper prepared	28/05/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Summary document outlining details of agreement proposed with Tayside Pension Fund repaying pensions strain for 12 individuals over a period of time. Board approval is required on <ul style="list-style-type: none"> • whether this agreement can go ahead • repayment period (3 or 5 years) Full costs are shown in the agreement. If approved final terms will be notified to Tayside Pension Fund and final agreement will be prepared for signature by the Interim Chair of the Board.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	None, however an element of the original paper went to remuneration committee due to involving a member of the Senior Leadership Team, figures quoted through remuneration committee were correct excluding the pay award increase.
Action requested	<input type="checkbox"/> For information <input checked="" 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)

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>This will allow the repayment of the pension strain costs over a number of year, thereby reducing the deficit this financial year.</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>Work has been undertaken by the Director of HR and Organisational Development since July 2023 to put this in place. The previous Director of Finance was involved between August 2024 and April 2025, with the Depute Principal, Operations updated in May 2025</p> <p>SLT approved this proposal previously and have been kept up to date.</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>If the agreement is not approved then the full cost of the pension strain will become immediately payable.</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"/>

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and

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

Pension Strain Agreement with Tayside Pension Fund

Background

When a member of staff is in the Tayside Pension Fund (TPF), (our pension provider for professional services and some management staff) and is approved for voluntary severance and they are over the age of 55 then there is an automatic release of their pension. In certain circumstances this will also apply for staff over the age of 50 who hold on significant length of membership in a Local Government Pension Scheme (called the rule of 85).

This release of pension has a cost to UHI Perth and is called Pension Strain (it is the assumed level of shortfall from the employer). This cost is paid by UHI Perth, we do not pass it onto the respective member of staff, and the member of staff does not see any benefit in their pension by us paying this.

In some cases, the level of pension strain can be significant and can require additional approvals to be in place from our Regional Strategic Body and the SFC to allow an individual member of staff to take voluntary severance, and this has been the case for 2 members of staff within the last year and the additional approval was given.

It is normally the case that this pension strain is paid the month after the member of staff leaves.

UHI Perth

UHI Perth has been working since July 2023 with the Tayside Pension Fund (TPF) to put in place an agreement to pay the Pension Strain costs associated with voluntary severance applications over a longer period of time (up to 5 years). These 12 members of staff left UHI Perth between October 2023 and September 2024 (inclusive).

Costs

	Cost of Pension Strain for agreed 12 individuals	Interest at 3.31% across the repayment period	Total Repayable	Quarterly instalment figure
3-year repayment	£681,045.07	£53,895.68	£734,940.75	£61,245.06
5-year repayment	£681,045.07	£109,030.38	£790,075.45	£39,503.77

As can be seen if the Board were to approve the pension strain costs be repaid over 3 years as opposed to the maximum permitted of 5 years, then there would be a saving of £55,134.70 on the total cost due to less interest being paid.

The Tayside Pension Fund have also confirmed that it is possible to overpay on the agreement if that were something UHI Perth wished to do at a later date, again bringing the level of interest payable down further.

Agreement

A draft agreement was submitted to UHI Perth for review and consideration and legal advice has been taken. Requests for amendments have been made and we are now awaiting a proposed updated version of the agreement, noting that a final version cannot be produced until the board as confirmed its decisions.

Area still outstanding with Tayside Pension Fund

The Tayside Pension Fund expectation is that the instalment plan will commence based on the initial draft of the agreement that was produced in March 2025. This would result in the first two instalments being paid in June 2025 and quarterly thereafter. This is being challenged by UHI Perth with the Depute Principal, Operations being copied into all communications between the Tayside Pension Fund and the Director of HR and Organisational Development. At the time of preparing this document we have not received notification as to whether this requirement will remain, but this will impact on the final schedule which has yet to be prepared as a decision over repayment periods is required by the Board.

Board Decisions to be made

1. Does the Board wish to continue with this agreement to repay the pensions strain costs as set out above.
 - a. If no, we will receive an invoice for the full amount of the pension strain payable immediately.
 - b. If yes, the Interim will sign the final version of the agreement on behalf of the Board of Management
2. Does the Board wish the terms of the repayment to be 5 years or 3 years with associated costs as set out above.

Committee Cover Sheet

Paper No.10

Name of Committee	Finance and Resources
Subject	Estates Planning Short Life Working Group - Final Report
Date of Committee meeting	05/06/2025
Author	Deirdre Joy & Xander McDade, Co-Convenors, SLWG
Date paper prepared	02/06/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	<p>Paper summates discussions from Estates Planning Short Life Working Group and provides a series of recommendations for consideration by the Board.</p> <p>It is recommended that Board accept the recommendations from Finance & Resources Committee (noted below), which were agreed on the proviso that these remained draft recommendations until this report was reviewed by the SLWG before being brought before the Board.</p>
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	<p>Discussed at Finance & Resources Committee, 21/05/2025. Committee agreed in principle to the following recommendations:</p> <ul style="list-style-type: none">i. That Board makes the strategic decision to ask for deferral of any proposed closure of the Goodlyburn Building until funding is available for the creation of suitable alternative provision;ii. That Board asks senior management to explore methods of maximising income generation from Estates;iii. That Board asks senior management to consider options to increase ASW membership and explore strategic partnership opportunities for displaced sports groups;iv. That Board instructs senior management to develop a full Estates Strategy to consider the best location for key student facilities to improve the student experience;v. That Interim Chair, under Chairs Action, instructs senior management to consider this Report within the context of the UHI Perth Recovery Plan.

Committee Cover Sheet

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.	Financial Sustainability
Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	Yes – to be determined
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 Click or tap here to enter text.
Equality & Diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	No

Committee Cover Sheet

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: Click or tap here to enter text.
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

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Please select a justification from the list, below:

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Its disclosure would constitute a breach of the Data Protection Act	<input type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>

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

UHI Perth – Board

Recommendation Paper: Estates Planning Sub-Group Report

Date: 09/05/2025

Prepared by: Estates Planning Sub-Group in consultation with Interim Principal

1. Recommendations

Recommends to UHI Perth Board:

- a) to defer any proposed closure of the Goodlyburn Building indefinitely until funding is available for the creation of suitable alternative provision for specialist subjects elsewhere on campus and proceed with required maintenance to ensure the critical teaching facilities remain operational as set out in section 3 of this report;
- b) to seek income generation opportunities using existing buildings such as rental of the nursery building and land as set out in section 4 of this report;
- c) consider increasing ASW fitness class capacity to support membership growth and explore strategic partnership opportunities such as with Perth Curling and other displaced sports groups as set out in section 5 of this report;
- d) agrees to develop a full Estates Strategy that should consider the best location for key student facilities (e.g. library and student services) to improve the student experience and works with partners to consider opportunities for the long-term future of the UHI Perth estate as set out at section 6 of this report;
- e) that the Board advise the Estates Planning Sub-Group of any further options it would like explored.

2. Background

As part of the March 2025 UHI Perth Draft Recovery Plan a proposal was included to begin a phased closure of the Goodlyburn Building over the next 2-3 years with a view to selling off the land to obtain a capital receipt for reinvestment in the wider estate.

In April 2025 the Board established an Estates Planning Sub-Group of the Finance & Resources Committee to discuss the creation of an Estates Strategy and in particular consider the viability of the phased closure of the Goodlyburn Building proposed in the draft March 2025 Draft Recovery Plan given that this option had not previously been considered by the Board.

A draft version of this paper was considered by the Finance & Resources Committee on 21st May 2025, and some minor textual changes were agreed by the Estates Planning Sub-Group in consultation with the new Interim Principal ahead of submission to the Board. However, the substance of the recommendations remains unchanged since they were endorsed by the Finance & Resources Committee.

3. Goodlyburn Building

The Goodlyburn Building was originally a local authority secondary school and shares a boiler and services with Goodlyburn Primary School. The building houses some of UHI Perth's most specialist teaching facilities and consists of:

- a four-storey main building built c.1957 that mostly consists of classrooms, staff bases and a media floor;
- a single storey wing built c.1957 to the back of the building which includes classrooms and a live music practice studio;
- another single storey wing built c.1957 to the back of the building which includes the commercial kitchen and refectory area, S.E.N. teaching areas including kitchen, electrical workshop, art, photography, and technical theatre studios;
- a newer two-storey building built in c.1997 to the front of the building that includes reception area, five recording studios, eight music practice rooms, a studio theatre, IT suites, classrooms and staff bases.

Goodlyburn delivers 30% (518 FTE) of UHI Perth's HE students, with most of them utilising the purpose built specialist recording studios and studio theatre housed in the newer front part of the building. The recording studios in particular are sector leading and there would be a significant capital cost to replicate these elsewhere on campus or off the campus. There is currently no capacity available in the college budget available or external funding sources identified to replace these core specialist facilities. Therefore, we are of the opinion that to close Goodlyburn at this time would likely endanger the future of our Sound Production, Audio Engineering, Music, Popular Music, Music Business, Musical Theatre, Technical Theatre and Theatre Industry Practice courses.

Given the current financial position of the college UHI Perth cannot afford to lose 25% of our HE student numbers which would be a real and significant risk created by closure of Goodlyburn without suitable replacement facilities in place. Sound and audio students make up nearly 10% of HE students alone and is recognised as a UHI specialism.

As most of the specialist facilities are contained within the newer 1997 part of the building the sub-group did discuss options including:

- knocking down the 1957 sections of the building and retaining the 1997 part;
- mothballing the 1957 sections of the building and only keeping the 1997 parts operational.

Whilst knocking down the 1957 sections of the building could be a long-term solution it would require significant capital investment to insulate and separate the services including installing a new heating system as these services are currently shared with Goodlyburn Primary School. These shared services also mean that there is little financial benefit to mothballing the 1957 sections of the buildings as the main saving would largely be on relatively modest cleaning costs and this would still require capital to be spent on creating alternative provision elsewhere on campus to house the displaced departments.

It is also worth noting that as all creative departments are currently located within the Goodlyburn building there is a strong creative feel to the building, and this has also created a creative ecosystem where students from different creative disciplines mix with each other and collaborate on projects together. This significantly adds to the student experience, and it would be important to ensure that is retained in any future estates planning.

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The Goodlyburn Building has not been prioritised for investment in recent years due to an expectation that it might be closed in the future, with mostly only reactive maintenance being undertaken. To ensure the building can remain operational for the foreseeable future there will now require to be investment to ensure the facilities remain fit for purpose including: replacing the air conditioning unit and switching the smoke detector for a heat detector in the Goodlyburn Theatre, new lighting in the sector leading Eastlake recording studios and sound insulation in the rehearsal rooms. These items will in addition to routine and reactive maintenance costs of approximately £124,000.

Recommendation: We therefore recommend that the Board do not support closure of Goodlyburn in the short to medium term and agree to proceed with required maintenance and upgrades to ensure critical teaching spaces remain operational. In our view the closure of Goodlyburn can only be considered once capital funding and space is identified to create suitable replacement facilities that would not risk important areas of the curriculum.

4. Income Generation Potential

UHI Perth is fortunate to benefit from significant grounds and there is potential to consider the sale of some of these in the future. The carpark and land behind the Brahan building could be considered for sale and previously had planning permission for 110 flats (09/00162/REM - <https://planningapps.pkc.gov.uk/online-applications/applicationDetails.do?keyVal=KEL33JMK03R00&activeTab=summary>). Current SFC rules would allow 70% of any capital receipt to be retained and reinvested in future proofing other parts of the estate. The land next to the Goodlyburn building could also be considered for sale.

However, the sub-group felt there might be more benefit to be gained from seeking commercial opportunities by leasing out parts of the estate to generate an ongoing income for the college. Opportunities could include leasing out the former nursery building which could generate immediate revenue to help reduce the college deficit. Other potential opportunities included partnering with a solar power generation company, car parking/EV charges, leasing out light industrial units and the creation of spaces for startups where former students could use their skills to start their own business. In addition to providing much needed revenue income, the leasing options would allow UHI Perth to retain 100% of the income generated, where a land sale would only allow retention of 70%.

A hybrid option could potentially offer the best of both worlds. However, it is important that any work done in these areas does not prevent a future partnership opportunity and therefore this work should be done in parallel with the development of the full Estates Strategy.

Recommendation: We recommend that using the UHI Perth estate to generate revenue be explored as a priority to help contribute to addressing the college deficit and that quick wins such as marketing of the former nursery building be explored as a priority.

5. Academy of Sport & Wellbeing (ASW) Partnership Opportunities

The Academy of Sport & Wellbeing (ASW) is the colleges newest building and opened in 2016. It houses the Hairdressing, Beauty Therapy, Sports Coaching, Outdoor Education and Sports Therapy departments. It was built using college reserves and significant donations from charitable trusts and the community. It was designed to be able to host national disabled sports competitions and includes classrooms, a six-court sports hall with pull out bleacher seating, a climbing wall, gym, strength and conditioning suites, fitness class, hairdressing salon, beauty therapy suite and sports therapy clinic.

ASW is struggling to grow membership due to members struggling to get access to fitness classes due to such high demand for them. Given the importance of being able to grow ASW membership and income as part of the Recovery Plan there is an urgent need to increase fitness class capacity to assist in membership retention and offer opportunity to grow income further.

Recommendation: we recommend that fitness class availability be increased by seeking additional space within the college estate.

The local curling community has approached UHI Perth to express an interest in a possible partnership with ASW to locate an ice rink in an extension of the ASW due to the potential closure of their current home at the Dewars Centre (a local authority facility, not part of UHI Perth). Perth Curling feel the ASW is a good fit due to its existing facilities including the Olympic standard strength and conditioning suite and central location. This is important as Perth routinely produces athletes that compete on the national and international stage. Eve Muirhead, gold Olympic medallist, would likely base her new curling coaching out of the new rink.

Perth Curling would be able to attract funding from World Curling, Sport Scotland and other organisations such as The Gannochy Trust to fund the capital cost. There could also be the opportunity to absorb other displaced sporting activity such as squash following the closure of Bells Sports Centre. Increasing facilities offered within ASW would help attract more students to study at UHI Perth, enhance the student experience, increase membership and help bring in commercial income through attract in national and international sporting events. There is also the possibility that national sporting bodies would consider basing their offices in the new extension which would also offer potential regular income.

Recommendation: Open discussions with potential partners including with Perth Curling and other displaced sports to explore what a potential partnership at ASW could look like and the opportunities/risks it could present to both parties.

6. Long Term Estates Strategy Focused on Student Experience

UHI Perth has been without an Estates Strategy for some time. This presents a significant strategic risk to the organisation as major decisions such as the proposed closure of the Goodlyburn Building are being considered in the absence of a wider strategy. A new estates strategy should be prepared as a matter of urgency and should focus on options that would improve the student experience such as co-locating major student services into the ASW/Webster Buildings as these are now the buildings open the longest hours for students to access.

Increasing the identity of spaces should also be considered as part of a new estates strategy to give students a greater sense of belonging and help improve retention. Given the need for growth to tackle the deficit we would also caution against short term savings that could prevent future growth of the curriculum and instead suggest that UHI Perth explore partnership opportunities as it develops a long-term estates strategy.

Recommendation: We recommend that a long term (10 year) estates strategy be created as a matter of priority and be focused on improving the student experience whilst also seeking a sustainable estate. Any long-term strategy should also seek to leverage partnership opportunities.

Committee Cover Sheet

Paper No.11

Name of Committee	Board of Management
Subject	Board Committee Meeting Schedule 2025/26
Date of Committee meeting	05/06/2025
Author	Ian McCartney, Clerk to the Board
Date paper prepared	28/05/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	<p>Paper provides a schedule for all Board and Committee meetings for 2025/26 for approval. Paper also provides scheduled dates for identified business and compliance matters during the year.</p> <p>The following principles have been applied:</p> <ul style="list-style-type: none">• Where possible, no more than 1 Board/Committee meeting will take place in any given week• Where possible, evening in-person meetings have been scheduled for Tuesdays to utilise Room 019
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, 19/05/2025. Suggested amendments have been
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)

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>n/a</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

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Freedom of Information

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Its disclosure would constitute a breach of the Data Protection Act	<input type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>

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and

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

Board Committee Meetings Schedule Summary 2025/26 - DRAFT

Meeting	Date & Time Cycle 1	Cycle 2	Cycle 3	Cycle 4
Remuneration	Thursday 14 August 5pm	Thursday 30 October 5pm	Thursday 05 February 5pm	Thursday 16 April 5pm
Chairs'	Monday 25 August 5pm	Monday 10 November 5pm	Monday 16 February 5pm	Monday 27 April 5pm
Learner Experience	Wednesday 10 September 3pm	Wednesday 19 November 3pm	Wednesday 04 March 3pm	Wednesday 06 May 3pm
Finance & Resources	Tuesday 16 September 5pm	Monday 08 December 5pm (Joint meeting with Audit)	Tuesday 10 March 5pm	Tuesday 12 May 5pm
Audit	Thursday 25 September 5pm	Monday 08 December 5pm (Joint meeting with F&R)	Thursday 19 March 5pm	Thursday 21 May 5pm
Board of Management	Tuesday 07 October 5pm	Tuesday 16 December 5pm	Tuesday 31 March 5pm	Thursday 04 June 1pm (followed by Prizegiving)
Board Development Sessions	Tuesday 30 September 5pm	Tuesday 25 November 5pm	Tuesday 24 February 5pm	Tuesday 26 May 5pm

Perth College Board of Management – Standard Business & Compliance Allocation 2025/26

Committee	Cycle 1		Cycle 2		Cycle 3		Cycle 4	
	Date	Business & Compliance	Date	Business & Compliance	Date	Business & Compliance	Date	Business & Compliance
Remuneration	14 Aug	Principal's Objectives	30 Nov		05 Feb		16 Apr	Draft Principal's Objectives
Learner Experience	10 Sep	Student Satisfaction and Engagement Survey; Progression & Attainment Report	19 Nov	National Student Survey; Postgraduate Taught Experience Survey; Corporate Parenting Impact Report	04 March	Induction Early Experience Survey; Student Retention & Attainment Report; SFC Benchmark Report on KPIs	06 May	Student Destinations; Student Recruitment Targets

Committee	Cycle 1		Cycle 2		Cycle 3		Cycle 4	
	Date	Business & Compliance	Date	Business & Compliance	Date	Business & Compliance	Date	Business & Compliance
Finance & Resources	16 Sep	Full Year Management Accounts; Financial Forecast Return;	08 Dec	Annual Financial Statements; External Audit Annual Report	10 Mar	Draft Mid-Year Review	12 May	Indicative Budget & Financial Forecast Return;
Audit	25 Sep	Annual H&S Report; Review compliance against Governance Code to allow preparation of Certificates of Assurance	08 Dec	Annual Financial Statements; External Audit Annual Report; Internal Audit Annual Report; Audit Committee Report to Board	19 Mar	H&S Operational Risk Register	21 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
Board of Management	07 Oct	Approve Financial Forecast Return;	16 Dec	Approve Annual Accounts;	31 Mar	Approve Mid-Year Review	04 June	Approve Indicative Budget & FFR
		Annual review of Strategic Plan		Approve External Audit Annual Report;				Dates for Committee Meetings
				Approve Internal Audit Annual Report;				
				Approve Audit Committee Report to Board				

UHI | PERTH

Award Recommendation Report

Title: Provision of Outsourced Catering

Framework Reference: CAT5079 LU - Catering Outsourced Services
REF: CS-PC-20869

Net Return	Commodity/Service	Winning Bidder
£194,280.22 (Please see section "Overview of Aramark Pricing")	Provision of Outsourced Catering	Aramark Limited
Summary		
Retender for the Provision of Outsourced Catering for UHI Perth.		

Name: Dee Matthew
Title: Procurement Manager
Date: 5th May 2025

Restricted – Commercial

Purpose

This report summarises the process undertaken during the procurement exercise and recommends that the Contract is awarded to the following tenderer:

Tenderer	Score out of 100%
ARAMARK Limited	98.01%

Introduction & Strategy Recap

This report summarises the process undertaken during the procurement exercise and makes recommendation for the award of the contract.

UHI Perth has a requirement to retender for the Provision of Outsourced Catering at all locations across the UHI Perth Campus.

The existing contract was tendered and awarded in 2021 and has run for the entire 4 year duration (this included 2 x 12 month extension periods).

The Mini competition document was “Outcome” based where the contractor was requested to use their expertise to provide the most cost effective, VFM model suitable for the operating of the contract.

Project Timescales

A tender was distributed via the Public Contracts Scotland Tender portal on 13th February 2025.

The PCS notice can be found here:



Notice_789988.pdf

Current Contract Status & Spend Analysis

The current contract with Aramark Limited is due to expire 30th June 2025 with no option for further extension.

The scope of works currently provided includes: (full scope can be found in the Mini competition Document embedded below)

- Provision of a fully managed catering service to all requested outlets within UHI Perth Crieff road Campus, including Vending, Hospitality and Capital Investment. The integration of the curriculum is also included in this requirement.



CS-PC-13372-Outsourced Catering Servi

UHI Perth current spend profile is as follows:

Table 1 -

Financial Year	Expenditure
2021-22	£159,311.07
2022-23	£79,897.85
2023-24	£116,910.44
2024-25 (to April 2025)	£63,522.41

As detailed in table 1 above, the annual expenditure was circa £100k.

For the purposes of the procurement activity, it was anticipated that the annual costs of this contract will be circa £100k per annum.

Market Research & Available Frameworks:

UIG (User Information Group)

Initial discussion on the retender commenced after the final extension period was awarded to Aramark in June 2024 with an internal UIG officially set up in October 2024 to ensure that a thorough specification would be produced for the retender.

The UIG consisted of the members below and all had input into the specification / tender documents with the contract strategy final approval obtained in January 2025.

Stakeholder	Title
Dee Matthew (Facilitator)	Procurement Manager
Gavin Whigham	Director of Estates
Nicky Inglis	Director Of Curriculum - BSTW • Business, Science, Technology and Wellbeing Mngt
Ype Van Der Schaaf	Sector Manager - Business And Hospitality • Business, Hospitality and Leisure

The tender documents including the full specification, technical questions were all produced by relevant stakeholders and drafting of the tender documentation was facilitated by the procurement manager, final approval of all tender documents was obtained by the stakeholders as mentioned above by the end of January 2025 and tender documents published as outlined.

Frameworks

Procurement carried out Market Research into compliant routes to market and ascertained that a new iteration of the LUPC -Catering Outsourced Services (CAT5079 LU) Framework was available and promoted via APUC

The benefits of using the framework are as follows:

- Access to a range of catering firms with proven experience of delivering these services to higher education, further education.
- A pre-competed and compliant route to market providing a vehicle to centralise procurement spend.
- Mitigation of Procurement risk surrounding EU Procurement.
- Reduction in administrative costs and efforts.

- Provides flexibility to Institutions to determine specific requirements at Call-off Contract in line with the Framework Agreement specification.
- Ceiling rates/maximum pricing defined and agreed for the duration of the Framework Agreement. This pricing can be reduced further at time of mini competition.
- Effective reporting mechanism to obtain accurate, timely and relevant management information.
- Responsible Procurement activity is embedded where relevant and appropriate.
- Pre-defined and agreed Terms and Conditions.
- Corporate Social Responsibility – adherence to minimum standards.
- Shared risk and management of Contractors.
- Adoption and communication of a formal sustainability policy including targets.

Procurement contacted all suppliers on the relevant Lot of the framework and asked them to confirm their interest in the upcoming tender. Interested parties were then invited to UHI Perth Crieff Road campus for a site Visit.

Site visits were facilitated by the following Stakeholders:

Procurement Manager – Dee Matthew

Director of Estates – Gavin Whigham

Director Of Curriculum - BSTW – Nicky Inglis

Sector Manager - Business and Hospitality - Ype Van Der Schaaf

Initially 5 notes of Interest were expressed with 4 requesting to attend for a site visit.

Table 2

Providers	Attend Site Visit
CH&CO Group	4 Visits (including during tender period)
Baxter Storey	4 Visits (including during tender period)
Aramark	3 Visits (including during tender period)
Lexington (Ellior)	2 Site Visits
Compass Group	No site Visits

All bidders who attended the Site Visits advised that they were keen to bid for the opportunity to become UHI Perth's next Outsourced Catering provider.

Overview of Procurement Activity Undertaken

The provision of Outsourced Catering for UHI Perth was published via Public Contracts Scotland (an online procurement portal for the Public Sector) on 13th February 2025. The opportunity was advertised in accordance with Public Contracts Scotland Regulations 2015 as a Quick Quote with all Suppliers on the relevant Lot of the Framework being selected to receive the notice of tender.

The tender opportunity closed on 17th March 2025, 12 noon.

3 notes of interest were recorded, with 3 tender responses being submitted, the below table details the provider and their interest/submission:

Table 3

Provider	Interest/Submission
CH&Co (Inspire)	Yes/ Yes
Baxter Storey	Yes / Yes
Aramark Limited	Yes/ Yes
Lexington (Ellior)	No / No
Compass Group	No / No

Of the 4 providers who attend site visits only 3 chose to bid, out of the 7 Suppliers listed on the relevant Lot of the Framework only 6 received the tender documents with 1 failing to respond to a number of e mails and calls from the Framework manager.

Of the 5 providers listed above 2 declined to bid stating they were currently unable to provide the type of contract UHI Perth were looking for at this time.



Supplier
Responses.xls

External Sources of Review

Procurement approached members of the Scottish Procurement Network which includes HE/FE Institutions from all over Scotland for reference documents and lessons learned on previous tenders for Outsourced Catering along with drawing on internal lessons learned on the previous contracts.

VAT

Procurement enlisted the assistance of UHI Perth's external VAT advisor at all stages of this tender process, the external VAT advisor offered advice on the relevant wording within the Mini Competition document and on the pricing schedule, they were also consulted on the proposed preferred bidders tender return where relevant.

Legal

Procurement have internal approval to allow contract T&C's to be reviewed by our external Legal Services Provider who have vast knowledge of this type of tender.

Evaluation

The evaluation of the tender was carried out by a panel of 6 split as below, the weightings for this tender were 70% Technical and 30% commercial.

Good practice determines that an evaluation panel of at least two people should be established. UHI Perth evaluation panel consisted of 5 independent members.

The panel members were instructed to read and score the quality/technical aspects of the tenders independently using the pre-defined criterial and scoring system and were provided with access to tender evaluation guidance documentation / power point presentation along with advice from the procurement manager who was on hand to ensure an impartial and objective approach to evaluating the tender was taken.

At the consensus meeting the evaluators came together to agree the final scores. The process to agree the final scores must be fully transparent and is documented.

As a matter of good practice, no member of the evaluation panel assessed both the quality/technical elements and the commercial elements of the tender.

Technical:

The technical panel consisted of the following stakeholders:

Stakeholder	Position
Gavin Whigham	Director of Estates
Nicky Inglis	Director Of Curriculum - BSTW • Business, Science, Technology and Wellbeing Mngt
Ype Van Der Schaaf	Sector Manager - Business And Hospitality • Business, Hospitality and Leisure
Uche Oziri (<i>Questions 2,3,4 only</i>)	Finance Business Partner • Finance & Procurement
Oluwayemisi (Yemi) Orioge (<i>Questions 2,3,4 only</i>)	Finance Manager • Finance & Procurement

The technical response consisted of 15 Technical Questions of which questions 2,3 & 4 were financial based and responses included financial information. These questions were evaluated by members of the Finance team, the remaining 13 questions were evaluated by the technical panel.

All completed evaluations were submitted to the procurement manager who subsequently arranged consensus meetings as required.

Scores were then agreed and justified and checked to give a total % out of 70% for each bidder. (Technical Scores only).

Technical Question Evaluation criteria:

Award Criteria	Weighting	Criteria	Weighting
Mandatory	Pass/Fail	SPD	Pass/Fail
Technical 70%		Q1: Supplier Resume - Key Contractor Personnel	7%
		Q2: Value for Money (VFM)	5%
		Q3: Management Fees	7%
		Q4: Financial Risk Modelling	9.5%
		Q5: Facilities Investment	3%
		Q6: Contract Mobilisation	5%
		Q7: Operational Delivery – Curriculum Support & Hospitality	6%
		Q8: Food Service Delivery	6%
		Q9: Management Support – Quality	4%
		Q10: TUPE	2.5%
		Q11: Recruitment, Training and Development	2.5%
		Q12: Business Continuity and Contingency Planning	2.5%
		Q13: Fair Work Practices/ Human Rights	3%
		Q14: Sustainability- Corporate Social Responsibility	5%

	Q15: Curriculum and Community Benefits	2%

The technical scores received by each of the providers against the tender criteria and weights are as below:

Table 4

3 Providers	Technical Score (out of 70%)
Aramark Limited	69.33%
Baxter Storey	58.67%
CH&Co (Inspire)	50.00%

Commercial Evaluation:

The commercial evaluation was carried out by the Procurement Manager using the recommended Scottish government pricing matrix, pricing submissions were reviewed by the Finance Team as listed below.

Stakeholder	Position
Dee Matthew	Procurement Manager
Uche Oziri (<i>review for clarification only</i>)	Finance Business Partner • Finance & Procurement
Oluwayemisi (Yemi) Orioge (<i>review for clarification only</i>)	Finance Manager • Finance & Procurement
Lynn Murray (<i>review for clarification only</i>)	Depute Principal, Operations • Senior Leadership Team & Exec Support

Commercial Evaluation criteria:

Criteria	Weighting
Net Return/Service Cost	20.0%
Outlet Tariffs	5.0%
Rechargeables	1.0%
Vending	1.0%
Capital Investment	3.0%

The commercial scores received by each of the providers against the tender criteria and weights are as below:

Criteria	Weighting	Aramark	Baxter Storey	CH&CO
Net Return/Service Cost	20%	20.000000%	0.010288%	-0.087051%
Outlet Tariffs	5%	4.820674%	4.783150%	5.000000%
Rechargeables	1%	0.981584%	0.981584%	1.000000%
Vending	1%	1.000000%	1.000000%	1.000000%
Capital Investment	3%	1.873439%	3.000000%	2.033017%
		28.675698%	9.775022%	8.945966%
		1	2	3

The total overall commercial Scores are as below:

Table 5

3 Providers	Commercial Score (out of 30%)
Aramark Limited	28.68%
Baxter Storey	9.78%
CH&Co (Inspire)	8.95%

Aramark Limited – Nil cost / Guaranteed and variable Income share

Baxter Storey – Cost Plus, minimal return/income share

CH&Co- Cost Plus, substantial cost to UHI Perth.

Complete Evaluation Scoring:

Bidder	Technical Score	Commercial Score	Overall Score	Rank
Aramark Limited	69.33%	28.68%	98.01%	1st
Baxter Storey	58.67%	9.78%	68.45%	2nd
CH&Co (Inspire)	50.00%	8.95%	58.95%	3rd

Overview of Aramark Pricing:

The table below shows a breakdown of the pricing return from the preferred bidder with further information on the Net Return:

Commercial Summary	Year 1	Year 2	Year 3	Year 4	Year 5	CONTRACTUAL TERM TOTAL
	3 year initial contract period			Optional extension period(s)		
SERVICE RETURNS						
Guaranteed Income Share	30,000.00	31,000.00	32,500.00	35,000.00	35,000.00	163,500.00
Variable Income Share	539.32	3,213.98	6,019.09	8,961.08	12,046.75	30,780.22
TOTAL RETURN	30,539.32	34,213.98	38,519.09	43,961.08	47,046.75	194,280.22

Guaranteed Income: - The above table shows the proposed Guaranteed Income Share which Aramark are proposing during the contract with UHI Perth.

This figure is based on the figures in their pricing schedule submitted with their bid and assumes no significant changes such as those outlined in this document and their bid.

Variable Income share: - The table also shows the proposed Variable Income Share which offers a 7.5% return on all sales in excess of £750k. again based on the figures submitted in the Aramark Bid.

It should be noted that the Income share and variable return will not be actual cash in hand for UHI Perth as we still have a VAT responsibility which could be circa £47k per annum (depending on sales etc).

There will be no cost to UHI Perth unless there is a significant change (see award recommendation, first paragraph page 10).

The Complete Evaluation report can be found here:



CS-PC-20869-Comm
ercial Technical Full

Preferred bidder Clarification:

On conclusion of the technical and commercial evaluation once the preferred bidder was identified, procurement felt it would be prudent to invite this bidder for a commercial clarification meeting where all relevant stakeholders could ask questions in relation to the commercial submission only, this clarification meeting was held in person and via MS Teams on 1st May @ 10:30am present at this meeting was.

UHI Perth

DM = Dee Matthew- procurement Manager

LM = Lynn Murray – VP Operations

UO = Uche Oziri - Finance Business Partner

GW = Gavin Whigham- Director of Estates

NI = Nicky Inglis - Director Of Curriculum-BSTW

YVS = Ype Van Der Shaaf - Sector Manager - Business And Hospitality

Aramark

Deborah Burnside - Regional Operations Director

Joanne Hooper - Client Relationship Director

FM = Fiona Martin – Managing Director – Education & health

All stakeholder's questions were answered fully thus allowing Aramark to be confirmed as preferred bidder for this tender.

Award Recommendation –

This report summarises the process undertaken during the procurement exercise and recommends that Aramark Limited (the incumbent) be awarded a contract, with implementation to commence June 2025 and a go live date of 1st August 2025 for a period of 36 months expiring on 31st July 2028 with an option to extend for a period of up to 24 months.

Aramark has submitted a bid which offers a guaranteed (year 1) and variable income share (depending on sales) to UHI Perth, Aramark have based their proposal on existing knowledge of the institution and its current sales levels.

An additional financial rationale document was provided (embedded below) to offer further information on the pricing schedule and response to technical questions 2,3,4.

Aramark propose to achieve their proposed budgets by increasing sales growth within the various outlets, offering facilities investment to encourage footfall along with the introduction of new offerings including a Value for Money range, updated range of tariffs which will ensure affordable options for all budgets. Aramark believe the outlined proposal will achieve an increased spend per head. Aramark have confirmed that they have achieved the proposed outcome by implementing a similar contract at other of their sites.

It is also proposed to modify the current layouts within outlets to maximise customer flow and ensure a multiskilled staff base.

Aramark have proposed that 20% of their management fee is put “at risk” against agreed KPI's.

Aramark propose to act as Principal and Agent thus operating within the HMRC agreed mechanism for identifying cash sales for all outlets that fall within the catering services agreement.

The contract is based on the information provided by UHI Perth within the Mini competition document and figures and the income share will be guaranteed as proposed unless there are any significant changes, Aramark confirmed a significant change may be for example anything above 10% movement of on campus population and or no significant changes, e.g building closures.

(Example- some colleges have gone from 5 to 4 day weeks so this constitutes fundamental change and would trigger the tolerance level.).

These significant changes would be agreed and drafted into the contract T&C's. Aramark were keen to reassure UHI Perth that this was a fresh start on a new contract and a working partnership between both parties and offer assurance that any significant changes that may arise would be discussed between all parties and options to mitigate costs related to any significant changes thoroughly investigated by both sides.

It should be noted that contract T&C's will be submitted to UHI Perth external legal contractor for review prior to approval and signature by both parties.

Contract Management

The proposed level of contract management for this provision is Strategic, this requires monthly meetings, annual meetings and continued monitoring of the contract.

Ultimate responsibility and day to day oversight for Provision of Outsourced Catering resides with Gavin Whigham- Director of Estates.

Lead stakeholders and procurement along with Aramark will develop and monitor robust KPI's, the procurement team have developed a KPI scoring matrix which can be implemented and used to monitor the status of the contract.

It is recommended that the KPI's are achievable and measurable.

Next Steps

- Award Recommendation Report to be agreed and signed by all relevant parties
- UHI Perth to formally issue contract award and provide a successful/unsuccessful letter to all bidders.
- Contract to be added to UHI Perth Contracts Log.
- PO to be raised to supplier.
- Lessons Learned document to be completed by procurement and stakeholder and saved in existing and new file folder.



Award Recommendation Report

Title: ASW- Supply of Cardiovascular & Fixed Resistance Equipment

Framework Reference: SSR1001 AP Provision of Sports and Fitness Equipment

REF: CS-PC-31894

Contract Cost (4 year cost)	Commodity/Service	Winning Bidder
£99,596.76	Sports, Recreational Equipment	Gym Rental Company

Summary

ASW-UHI Perth carried out a retender for the rental of Cardiovascular and Fixed Resistance gym equipment, this report contains the procurement process and outlines the evaluation and winning bidder of this retender. The tender was carried out via the above mentioned framework.

Name: Dee Matthew

Title: Procurement Manager

Date: 22nd April 2025

Restricted – Commercial

Introduction & Strategy Recap

This report summarises the process undertaken during the procurement exercise and makes recommendation for the award of the contract.

Tenderer	Score out of 100%
Gym Rental Company	100%

Summary of Requirements

ASW-UHI Perth has a requirement to retender for the Rental of Cardiovascular and Fixed Resistance Equipment, the current contract has been in place since 2022 and was rolled over for the past year by means of a NCA due to the uncertainty within the establishment at the time, It was since agreed that a full retender could now take place.

Current Contract Status & Spend Analysis

The current contract with Life Fitness is due to expire on 21st May 2025 with no option for further extension.

The current contract is with Life Fitness however this is invoiced via their marketing agent Gym Rental, both companies are listed on the new framework.

The scope of works currently provided includes:

- Rental of “Pre Loved” Cardiovascular and Fixed Resistance Gym Equipment

UHI Perth current spend profile is as follows:

Table 1 -

Financial Year	Expenditure
2020-21	£35,157.75
2021-22	£24,363.17
2022-23	£24,254.4
2023-24	£35,633.7

As detailed in table 1 above, the annual expenditure was circa £119,409.02.

For the purposes of the procurement activity, it is anticipated that the annual costs of this contract will be circa £25,000.00 per annum.

Market Research & Available Frameworks

There are several providers in the market and available via an APUC framework, the framework is split into Lots with Cardiovascular and Fixed Resistance equipment covered under Lot 1, this lot comprises of 6 suppliers of which 4 expressed interest in bidding for the contract.

Each interested bidder was invited to attend a site visit prior to tender publication to understand the layout and current set up.

The incumbent bidder Life fitness/ Gym Rental attended the site visit.

Project Timescales

A tender (Mini Competition) was distributed via the Public Contracts Scotland Tender portal and the procurement timetable was as follows:

PROCUREMENT ACTIVITY	DATE
Tender Issued	18 th March 2025
Last date for Supplier Questions	25 th March 2025 (Noon)
Last Date for Question Responses	1 st April 2025 (Noon)
Tender Return	15 th April 2025 (Noon)
Evaluation	15 th April to 2 nd May 2025
Perth College UHI Clarifications	TBC
Award	13 th May 2025
Implementation Meeting	TBC
Contract Start	TBC

Tender Stage

Advertisement

The contract notice for the Mini Competition via the framework was published via Public Contracts Scotland portal (PCS) on 18th March 2025.

Site Visits

All tenderers were required to attend a site visit prior to submitting a tender. The site visits were conducted by the following stakeholders.

Dee Matthew – Procurement

Gavin Whigham – Estates

Christine Paton – ASW

Arlene McWalter - ASW

Restricted – Commercial

Evaluation Criteria

The following weightings were used to evaluate the tender submissions. These weightings were communicated to bidders in the Mini Competition documentation.

Commercial Weighting – 40%

Technical Weighting 60%

Commercial responses were scored by procurement using an approved government pricing matrix tool based on the methodology as shown below:

Equipment Rental 37%

Additional Cost 3%

Total cost for the provision of Provision of Cardiovascular, Fixed Resistance, Fitness Accessories.(lowest bid received/your bid) x 37% (total maximum potential score of 37%)

Example

Bid A $(£10,000/£10,000) \times 37 = 37.00\%$

Bid B $(£10,000/£14,500) \times 37 = 25.52\%$

Bid C $(£10,000/£16,000) \times 37 = 23.13\%$

Total Additional costs(lowest bid received/your bid) x 3% (total maximum potential score of 3%).

Example

Bid A $(£10,000/£10,000) \times 3 = 3.00\%$

Bid B $(£10,000/£14,500) \times 3 = 2.07\%$

Bid C $(£10,000/£16,000) \times 37 = 1.88\%$

Technical Questions are shown below and were scored independently by stakeholders. Each question was provided a % as determined by the stakeholders and scored based on an approved government scoring methodology as per technical document as below.

Stakeholders scored the supplier responses between 0 and 3 based on the response to the question asked.

Question Number	Criteria	Weighting
Q1	Quality & Scope - Equipment	15%
Q2	Quality and Scope – Technology & Innovation	12.5%
Q3	Maintenance and service	12.5%
Q4	Fair Work Practices/ Human Rights	5%
Q5	Sustainability- Corporate Social Responsibility	5%
Q6	Added Value/Innovation- Added Value	5%
Q7	Curriculum and Community Benefits	5%

The full Commercial and Technical Scoring matrix can be found here:



CS-PC-31894-Commercial Technical Full

Overview of Tender Responses

Number of tenders received: 2

Number of compliant bids: 2

Name of Tenderers

- Gym Rental Company
- Life Fitness (UK) Ltd

Evaluation Results (60% Technical /40% Commercial)

Tender Evaluation Panel

The tender evaluation panel consisted of:

Evaluation Criteria	Name	Title
Technical	Christine Paton	General Manager -ASW
Technical	Arlene McWalter	Gym & Fitness Manager - ASW
Commercial	Dee Matthew	Procurement Manager

Technical

A copy of the Technical Question can be found here:



Appendix
D-Technical Questio

Commercial

A copy of the commercial pricing schedule can be found here:



Appendix E-Pricing
Schedule.xlsx

Restricted – Commercial

Commercial/Technical Ratio Results and Tender Ranking

The table below shows the results of the Commercial/Technical evaluation and tenderer rankings.

Supplier	Cost	Comm Score (Max 40%)	Commercial Rank	Technical Score (Max 60%)	Tech Rank	Total Score	Overall Rank
Gym Rental Company	£ 99,596.76	40%	1st	60%	1st	100%	1st
Life Futness UK	£ 100,002.40	39.85%	2nd	60%	1 st	99.85%	2nd

Benefits and Savings

Benefits

- Value for money exercise carried out with full audit trail.
- Using an open procedure to advertise to the market.
- Fully compliant contract in place for the next 2 to 4 years (depending on extensions)

Award Recommendation

Based on the results of the commercial and technical evaluation, the recommendation is to award the contract to **Gym Rental Company** having demonstrated that they have submitted the most economically advantageous tender.

Gym Rental Company will take over the contract in its entirety with the LifeFitness equipment already in situ remaining in place, this will result in no upheaval in relation to swapping supplier which is beneficial for both ASW and College students who utilise the gym.

The contract costs are as follows:

4 year rental cost (assuming no changes / additions in equipment) £ 99,596.76.

The new contract offers a potential saving on the previous 4 year spend as below.

Current 4 year spend - £119,409.02

New 4 year spend - £99,596.76.

Potential 4 year Saving = £19,812.26

Next Steps

- Award Recommendation Report to be agreed and signed by 30th April 2025
- Procurement to formally issue contract award and provide a successful/unsuccessful letter to all bidders.
- Contract to be added to UHI Perth Contracts Log.
- PO to be raised to supplier.
- Lessons Learned document to be completed by procurement and stakeholder and saved in existing and new file folder.

Committee Cover Sheet

Paper No. 15

Name of Committee	Board of Management
Subject	Pay Gap Report
Date of Committee meeting	05/06/2025
Author	Katy Lees, Director of HR and Organisational Development
Date paper prepared	21/05/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	<p>UHI Perth published our Pay Gap Report on the 28 March 2025 thereby meeting our statutory publication deadline of the 31 March 2025.</p> <p>This report goes beyond our statutory requirements as this covers Disability, Ethnicity as well as Gender. We have also included intersectional pay gaps for disabled and ethnic minority women.</p> <p>We have seen an improvement in our gender pay gap since 2023. Our disability pay gap compares favourability with the UK's median disability pay gap. Our ethnicity pay gap has seen a further decrease from 2023.</p> <p>The full report has been published in a more accessible form and is fully available on our website</p> <p>https://www.perth.uhi.ac.uk/about-us/policies-regulations-and-guidelines/equality-diversity-and-inclusion</p>
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 report has been considered by the operational EDIT meeting within UHI Perth
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement

Committee Cover Sheet

	<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 of this paper to the nominated Committee.	This report meets one of our statutory requirements under the Public Sector Equality Duties.
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	No If yes, please give details: Click or tap here to enter text.

Committee Cover Sheet

its effect on other communities (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

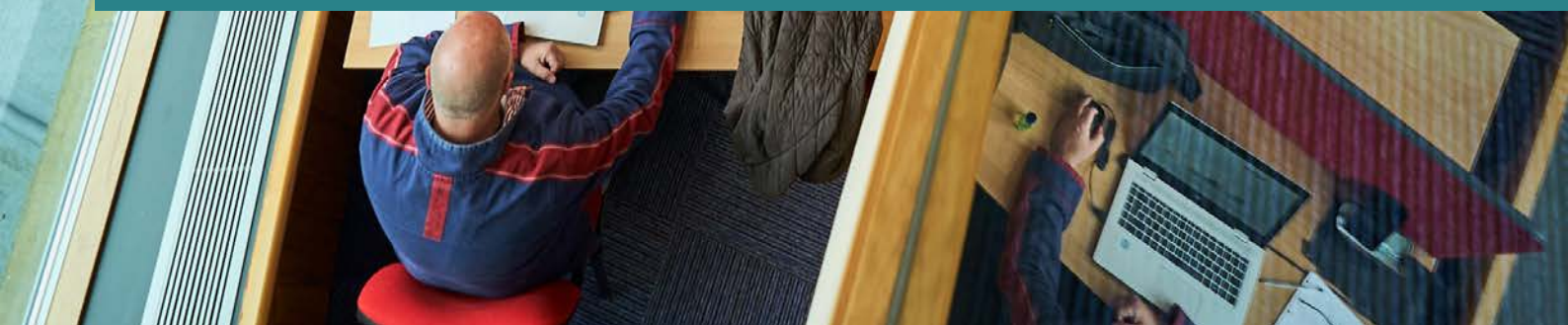
http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf



PAY GAP REPORT

DISABILITY / GENDER / ETHNICITY

| 2025



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PAY GAP REPORTING

THE LAW ON PAY GAPS

We need to share pay gap information as part of our Public Sector Equality Duties under the Equality Act 2010. It is only a legal requirement in relation to gender pay gaps, however we also choose to share information on disability and ethnicity pay gaps. We publish a yearly Pay Gap Report, which also forms part of our Mainstreaming reports in relevant years, based on the snapshot date of 31st March.

We believe in equal pay for equal work for all of our employees, as well as reducing occupational segregation (where people of different genders, ethnicities, or abilities have different job opportunities) and the pay gap.

In this report, we share our Equal Pay Statement and details of pay gaps within UHI Perth, including any evidence of occupational segregation. As this is our 2025 report, the data shared is based on staff employed by UHI Perth on 31st March 2024.

EQUAL PAY AND PAY GAPS

It's important to understand that "equal pay" and the "pay gap" are not the same thing. Equal pay means that employees doing identical or similar work for the same employer must be paid the same. The pay gap is the difference between average earnings for different groups of people working for the same employer.

EQUAL PAY STATEMENT

This statement covers all staff employed by UHI Perth, highlighting our efforts to make sure that staff receive equal pay for work of equal value.

In line with our Equality, Diversity and Inclusivity Policy, we support and promote

equality of opportunity for all staff. We provide equal pay for the same or broadly similar work, regardless of the employee's protected characteristics under the Equality Act 2010, personal circumstances, political affiliation, or Trade Union activity.

To support this, we have a pay system which is transparent, objective, and free from unlawful bias. Our current Job Evaluation scheme for Professional Services roles was introduced in 2012. Scotland's colleges and Trade Unions have since agreed a national Job Evaluation scheme which has not yet been introduced. Until this is in place, we continue to locally evaluate support and management roles in situations where there are significant changes. Rates of pay, starting points, and terms and conditions for lecturing staff are decided by national agreement.

We believe that eliminating gender, race, and disability bias in our pay systems sends a positive message to our staff and customers, boosting morale and efficiency. It makes sense to have a fair, transparent reward system which helps us to both control costs and avoid unfair discrimination.

CALCULATING PAY GAP DATA

We share two different ways of working out our average pay gaps: mean and median.



First, we work out the hourly rate for all of our colleagues including their contracted hours and any overtime worked.



Our mean pay gap compares the total hourly rates in a group, divided by the number of people in the group.



Our median pay gap compares the exact middle point of all the hourly rates in a group.

To compare the experiences of our colleagues from different backgrounds, we calculate this for all relevant groups of colleagues. This includes those who face inequality and those who do not. For example, gender pay gap calculations involve two groups of UHI Perth colleagues: a male group and a female group.

We also need to provide an illustration (example) of our pay gaps, where we compare how much people in the disadvantaged group would earn if the other group makes £1.

To make it clear when we are sharing information in this way, we use the icon and label below:



ILLUSTRATION

These illustrations show the difference in a way most people will find familiar - however, it is important to remember that these are just another way to think of the pay gap percentage and never represent an intentional difference in pay.

OUR PAY GAP DATA

WHEN IS A DIFFERENCE IN PAY A “PAY GAP”?

Not all pay differences are pay gaps. It is normal for employers to offer a wide range of salaries based on the skill of a role.

In UK law, pay gaps refer to when people who face inequality are paid less on average than people who do not face that inequality.

People from disadvantaged groups are often underemployed (being offered lower grade roles when they are qualified for higher grade roles), are given less opportunities to progress within an organisation, or have circumstances which

mean they have to work part-time.

Since we are trying to reduce inequality for people who have faced historic disadvantages in the labour market, it is not a problem if we find ourselves with a pay difference which benefits people in these groups (shown by a negative percentage).

If our pay gap calculations show that colleagues facing historic disadvantage are paid more on average, as long as this is a true reflection of the skills in our workforce and unrelated to any differences in protected characteristics, then we do not have a pay gap.

POSITIVE AND NEGATIVE PAY DIFFERENCES

When our pay gap calculations show a positive percentage this means we currently have a difference in pay which reinforces historic disadvantages. This is evidence of a pay gap.

When our pay gap calculations show a negative percentage this means we currently have a difference in pay which does not reinforce historic disadvantages. This suggests that we do not have a pay gap.

In these cases, it is still important for us to fully investigate our data to make sure that this conclusion is accurate and not influenced by other inequalities (such as under-representation in staffing). This is particularly the case when we have incomplete data, as not all UHI Perth colleagues have shared their disability status or ethnicity with us.

It is extremely unlikely that any pay gap calculation will balance at exactly zero because of how much data is involved. Our ambition is to continue working until we have pay gaps of less than 1%.

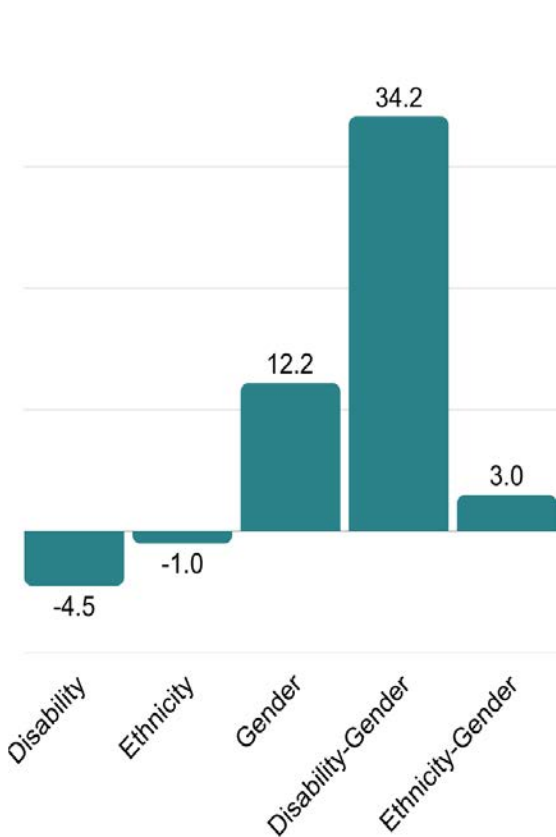
OUR PAY GAPS

The table below shows our pay gap data in six areas - we have calculated mean

and median pay gaps for disability, ethnicity and gender, along with median pay gaps only for intersectional groups.

To make our areas for improvement clearer visually, we have shown our actual pay gaps (positive percentages) in bold.

	MEAN	MEDIAN
DISABILITY	1.56%	-4.5%
ETHNICITY	-7.2%	-1.0%
GENDER	8.6%	12.2%
DISABILITY-GENDER	-	34.15%
ETHNICITY-GENDER	-	3%



The chart to the left shows the median pay gap for each area.

Our data reveals that we have three pay gaps related to gender.

Our overall gender pay gap is 12.2% and we also have intersectional pay gaps for disabled and ethnic minority women.

For disabled women, the pay gap is 34.15% while for ethnic minority women it is 3%.

We provide a more detailed breakdown of our pay gaps in these areas below.

DISABILITY PAY GAP ANALYSIS

	2021	2022	2023	2024
MEAN PAY GAP	0.8%	1.47%	3.56%	1.56%

For 2024, our mean disability pay gap is 1.56%. Our median disability pay gap is -4.5%.

This compares favourably with the UK’s median disability pay gap of 12.7%¹.

Our disability pay gap figures are likely to be affected by the fact that staff who have disclosed disabilities continue to be under-represented within UHI Perth compared to the local area. This is explored further in the disability section of our Equality and Diversity Mainstreaming Report 2025.

In 2023/24, we undertook an internal review of the experiences of UHI Perth colleagues with disabilities and long-term health conditions. We will continue progressing with the recommendations of this report as part of our ongoing equality mainstreaming.

ETHNICITY PAY GAP ANALYSIS

	2020	2021	2022	2023	2024
MEAN PAY GAP	-6.32%	-11.54%	-8.27%	-5.18%	-7.2%

For 2024, our mean ethnicity pay gap is -7.2%. Our median ethnicity pay gap is -1.0%.

This is a further decrease from our 2023 figures, where the mean ethnicity pay gap was -5.2%.

Unfortunately, differences in how we record our ethnicity data means we cannot compare directly with ONS statistics.

¹ Disability pay gaps in the UK: 2014 to 2023, Office for National Statistics


As noted in our Pay Gap Report 2024, there are a relatively small number of colleagues who have declared ethnic minority status and this can result in larger shifts in the pay gap figures year-on-year than might be expected of larger groups.

However, our data from 2020 - 2024 has consistently shown that we do not have an ethnicity pay gap.

GENDER PAY GAP ANALYSIS

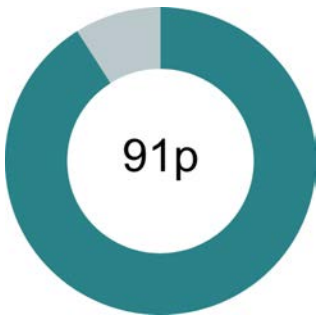
	2015	2017	2019	2021	2022	2023	2024
MEAN PAY GAP	14.02%	11.15%	8.65%	7.64%	7.96%	9.49%	8.6%

For 2024, our mean gender pay gap is 8.6%. Our median gender pay gap is 12.2%.



ILLUSTRATION

For every £1 a male colleague earns, a female colleague earns 91p.

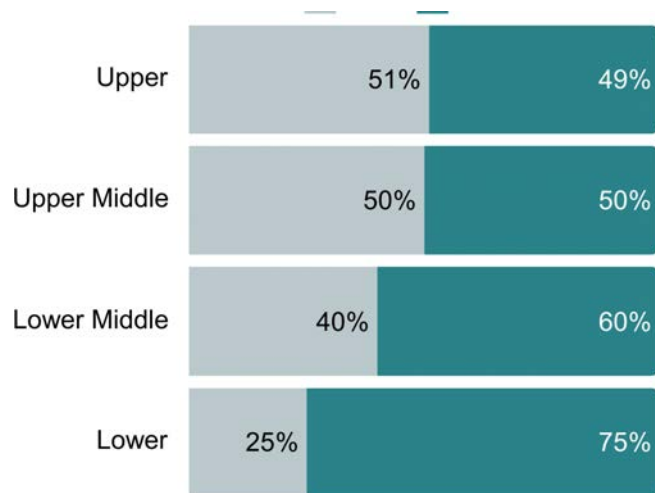


This is slightly above the Scottish average pay gap of 8.2% - however, it is 42% lower than the local pay gap data for Perth and Kinross (12.6%).²

This is also an improvement from 2023, when our mean gender pay gap was 9.5%, and reverses the upward trend that we have seen since our record low of 7.64% in 2021.

The chart below shows the gender balance of our workforce across different pay quartiles.

² Gender pay gap dataset (2024), Office for National Statistics



Quartiles are four groups, each representing 25% of the workforce. In order from our highest earners to our lowest earners, these are Upper, Upper Middle, Lower Middle, and Lower.

Men and women are currently equally represented within the Upper and Upper Middle quartiles, where there is near 50-50 gender balance with less than 1% difference.

However, women are significantly over-represented in the lower quartiles. Our Lower Middle quartile is 60% female while our Lower quartile, representing the lowest paid UHI Perth colleagues, is 75% female. This is a slight improvement of 1% since 2023.

A small difference could be explained by the fact that there is a slightly greater number of women in our workforce (57%), however, a gap of this size suggests that this is a result of labour market inequalities that we will continue working to address.



This is also reflected when breaking down our pay gap analysis down further to identify differences within job roles, where there is a disproportionate pay gap for our professional support services staff.

	MANAGEMENT	ACADEMIC	SUPPORT
MEAN PAY GAP	-6.95%	1.13%	9.29%



This makes sense as most of our lowest paid roles are concentrated within this area. Our academic staff are on a nationally agreed salary scale which provides protection against pay inequality. This is shown by the relatively small mean pay gap, and 0% median pay gap for these colleagues.

A similar pay agreement is in the process of being agreed nationally for our professional services colleagues and we hope that this will similarly improve this gap. However, due to the wider range of roles represented in this area, it is likely to have smaller scale impact and we fully expect to continue working at a local level to reduce this further.

INTERSECTIONALITY

Intersectionality is about understanding that people can have complex identities and are often part of multiple communities which interact with one another (positively, neutrally, or negatively).

This means that when people belong to more than one group facing inequality, they are likely to experience challenges from both groups.

To help us recognise how intersectional experiences impact UHI Perth staff, we have calculated our Disability-Gender Pay Gap and our Ethnicity-Gender Pay Gap.


DISABILITY-GENDER PAY GAP

For 2024, our median Disability-Gender pay gap is 34.2%.

Our disability-gender pay gap has doubled since 2023, when it was 17%.

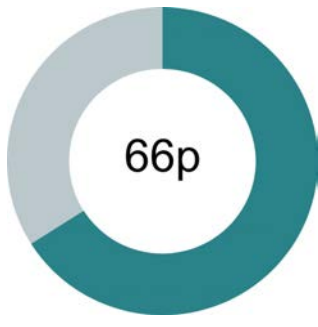
These figures are likely to be affected by the fact that people with disclosed

disabilities are currently under-represented in our workforce. We have also found that male colleagues are less likely to disclose disabilities, which may have had an effect on our disability-gender pay gap calculations. This is explained in the Disability section of our Equality and Diversity Mainstreaming Report 2025.



ILLUSTRATION


For every £1 a disabled male colleague earns, a disabled female colleague earns 66p.



The fact that this gap has doubled since 2023 suggests that we will continue to have a significant gap to address even when we are working with more accurate data in the future.

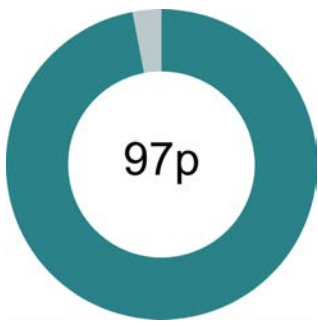
ETHNICITY-GENDER PAY GAP

For 2025, our median ethnicity-gender pay gap is 3%.



ILLUSTRATION

For every £1 an ethnic minority male colleague earns, an ethnic minority female colleague earns 97p.



This is an improvement of 7.9% compared to our 2024 figures, where our median ethnicity-gender pay gap was 10.9%.

While we still have work to do to remove the ethnicity-gender pay gap completely, we are pleased to report that there has been such significant progress over the past year.

PAY GAP RECOMMENDATIONS

Despite the financial challenges in the Further and Higher Education sector, which has seen the loss of a number of experienced staff through voluntary severance in 2023 and 2024, we have continued to make progress on many of our existing pay gaps.

At present, looking at median figures, we still have a small ethnicity-gender pay gap (3%), a moderate gender pay gap (12.2%), and a large disability-gender pay gap (34.15%) - however, as detailed above, these figures may be affected by missing data.

Moving forward, increasing the accuracy of our staff Equality, Diversity and Inclusion data is key to ensuring that we effectively monitor, and close, our pay gaps. This will allow us to better recognise where there are specific inequalities we need to actively address.

Improving our equality data is planned as part of our ongoing mainstreaming efforts and it is expected that our progress towards our chosen National Equality Outcomes will also have a positive effect on our pay gaps.

Committee Cover Sheet

Paper No. 16

Name of Committee	Board of Management
Subject	Mainstreaming Report cover sheet
Date of Committee meeting	05/06/2025
Author	Katy Lees, Director of HR and Organisational Development
Date paper prepared	21/05/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	<p>This report available on https://www.perth.uhi.ac.uk/about-us/policies-regulations-and-guidelines/equality-diversity-and-inclusion meets our statutory requirement under the Public Sector Equality Duties.</p> <p>This report highlights the progress made by UHI Perth to remove barriers for protected groups in the last four years, 2021 - 2025. It also outlines the next steps in our plan to keep making things better for students, staff, and our wider community over the next four years, 2025 - 2029.</p> <p>This report also identifies our assessment against the new National Equality Outcomes (NEO's) and identification of whether we are going to adopt, reviewing or monitoring each of these.</p> <p>This report also sees a significant change in format to improve accessibility.</p> <p>While creating this report, it became clear that there are a number of areas where we can improve our Equality, Diversity and Inclusion practice in ways that will benefit the whole UHI Perth community. While this work will not be an Equality Outcome in its own right, due to being for the benefit of all UHI Perth staff, students, and stakeholders, we believe our ongoing work on the NEOs will be more impactful if we take the time to build this stronger foundation first.</p>

Committee Cover Sheet

	<p>We are now creating an overarching action plan to identify our short and medium term actions identified from the analysis of this report.</p> <p>This will be taken forward through the Operational EDIT committee.</p>
<p>Committee Consultation</p> <p>Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.</p>	<p>This report is been taken to the Operational EDIT group on the 23 May 2025</p>
<p>Action requested</p>	<p><input checked="" type="checkbox"/> For information</p> <p><input checked="" 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>
<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>This report meets our statutory requirements.</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>

Committee Cover Sheet

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: Click or tap here to enter text.
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"/>

Committee Cover Sheet

Its disclosure would constitute a breach of the Data Protection Act	<input type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>
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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



EQUALITY AND DIVERSITY MAINSTREAMING REPORT

| 2025

ACCESSIBILITY UPDATES



Our Equality and Diversity Mainstreaming Report shares our work to remove barriers for protected groups in the last four years, 2021 - 2025. It also outlines the next steps in our plan to keep making things better for students, staff, and our wider community over the next four years, 2025 - 2029.

We decided to make accessibility-focused changes to this document so that it is easier to understand. The groups most likely to be affected by the data and decisions in this report should be able to read it. We are doing everything we can to make this possible.

We hope this approach will help all readers find out about our equality work more easily. You can find out about the general improvements we have made on the next page. If you encounter any accessibility issues while reading this report, please get in touch with us to see if we can make adjustments.

GET IN TOUCH WITH US



You can phone us on 01738 877 000



If you use British Sign Language, you can use [Contact Scotland BSL](#) to connect with a video interpreter to help you speak with us over the phone



You can email us at pc.equality.perth@uhi.ac.uk



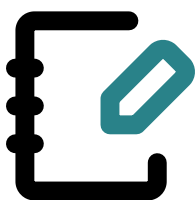
DESIGNING THE REPORT

This document uses high contrast colours and clear fonts similar to those on our website and printed marketing materials. Charts and graphs have been checked with protonopia and deuteranopia filters to improve accessibility for colourblind readers.

Most of the text is font size 14 with increased line spacing. This allows us to make sure that sections using smaller text (such as graphs or charts) are still easy to read.

We use visual elements, including images, to support text within this report. Hyperlinks are highlighted with a dotted underline.

We have made sure that all non-text elements are supported by explanations in the body text, so that any readers who find graphics inaccessible can access the same information. If you encounter any issues with screen reading software, please contact us for a plain text version.



WRITING THE REPORT

We wrote this report in Plain English, using short sentences and the simplest language possible.

Each word fits completely in one line to make sure there are no unnatural breaks in how a sentence should flow.

Some of the words and phrases in this report are familiar to people working in education but might not be clear to other readers. When we use these, we will explain what they mean.

HELPFUL CONTEXT

A MESSAGE FROM OUR PRINCIPAL



I am incredibly proud to present our Equality and Diversity Mainstreaming Report 2025, which demonstrates our continuing commitment to ensuring that all of our students and staff are valued and respected.

Here we set out our strategy for embedding equality through everything we will do over the next four years, grounded in our longstanding belief that a culture which celebrates and promotes inclusion is one that enables great learning and teaching to take place.

We highlight the progress we are proud of, the areas where we can improve, and set ambitious but achievable goals to keep equality at the heart of our organisation. We will listen to the unique perspectives of our staff and students and implement measures to promote fairness, challenge discrimination, and empower the UHI Perth community.

Dr Margaret Cook, Principal and Chief Executive

UNDERSTANDING UHI

We are part of the the University of the Highlands and Islands (UHI), which you can find out more about by visiting the [UHI website](#).

All partners are independent legal bodies, so we write separate Equality Mainstreaming reports. However, our shared approach to delivering education across Scotland means you will see a mix of local and partnership-wide examples throughout our report.

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WHY WE MAINSTREAM EQUALITY

WE DO THE RIGHT THING

Most importantly, we truly believe that all students and staff should have access to a high quality, supportive, and inclusive educational environment. We put effort into building a positive college community where everyone is free to be themselves because it makes us all stronger.



WE FOLLOW THE LAW



All service providers in the UK have a duty to prevent discrimination in line with the Equality Act 2010. Public sector bodies also have to follow extra rules. These are known as Public Sector Equality Duty (PSED), or General Duty.

These rules apply to us because the government gives us money to teach Further Education (FE) and Higher Education (HE) courses.

This means we have to do more than react to discrimination when it happens - we need to do everything in our power to make sure our college is a safe place to learn and work for everyone. There are three ways the law says we must do this:

1



Eliminate unlawful discrimination, harassment, victimisation and any other unlawful conduct prohibited by the act.

2



Advance equality of opportunity between people who share and people who do not share a relevant protected characteristic.

3



Foster good relations between people who share and people who do not share a relevant protected characteristic.

PROTECTED CHARACTERISTICS

The nine areas protected by the Equality Act 2010 are called protected characteristics. These are:

- | | |
|--|-----------------------------------|
| 1. Age | 5. Pregnancy and maternity |
| 2. Disability | 6. Race |
| 3. Gender reassignment | 7. Religion or belief |
| 4. Marriage and civil partnership | 8. Sex |
| | 9. Sexual orientation |

We all have some protected characteristics, so we all benefit from the law.

1



This means we need to make sure that people with specific protected characteristics have the same UHI Perth experience as people without them.

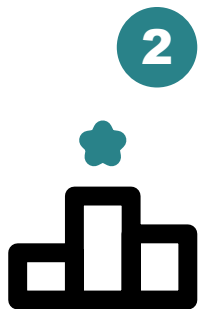
There are four main types of discrimination that the Equality Act asks us to prevent. You can read about these on the Equality and Human Rights Commission website:

.....
Direct and indirect discrimination

.....
Harassment and victimisation

We aim to prevent as many incidents as possible through the positive work shared in this report, as well as making sure we have strong processes for handling any complaints of discrimination, bullying, and harassment.

We hope this approach helps students and staff feel safe raising concerns, with confidence that they will be taken seriously.



Everyone in the UHI Perth community should have the same opportunities to succeed.

We put support in place to help students and staff who have been historically disadvantaged in their work and/or studies.



Everyone in the UHI Perth community should be encouraged to learn from and support each other, creating an environment where people from different backgrounds can work and study together positively.

EQUALITY FACTORS

In this report, we sometimes refer to equality factors instead of protected characteristics.

We use this term to recognise that although some of the inequality we aim to reduce is not directly covered by the Equality Act 2010, it can have a similar impact on our ability to create a positive, inclusive community.

While Public Sector Equality Duty only asks us to report on protected characteristics (not including Marriage and Civil Partnership or Pregnancy and Maternity), we choose to share our work to make a difference for students and staff from these additional groups. In this report, we have included sections on Care Experience and Caring Responsibilities, recognising that people affected by these share many challenges with protected groups.

OUR APPROACH

NATIONAL EQUALITY OUTCOMES

The Scottish Funding Council (SFC) and the Equality and Human Rights Commission (EHRC) have set National Equality Outcomes (NEOs). These focus on inequalities which exist across the Scottish tertiary education system, so that universities and colleges can work together to tackle them.



We have chosen to use the NEOs to direct our future Equality, Diversity and Inclusion activity by using our currently available data to benchmark our work mainstreaming each area to date. This allows us to identify the outcomes that are most relevant to our staff, students, and wider community as well as defining specific actions we can take to address them locally.

Progress benchmarks also allow us to recognise where we have data gaps in relation to the new requirements, so we can improve our approach to reporting in 2027 and beyond.

PREVIOUS OUTCOMES (2021 - 2025)

This report also needs to consider how well we achieved the local equality outcomes set in 2021. We chose to make things simpler by creating one section for all data, organised by protected characteristic and other relevant equality groups.



Outcome 1
Care experience



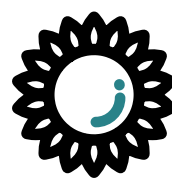
Outcome 2
Mental health



Outcome 3
Gender balance



Outcome 4
Anti-racism



Outcome 5
Hidden disability



OUTCOME 1

More learners than before are disclosing they are Care Experienced. These learners tend to have additional barriers which negatively impact attainment scores compared to their peers. We will work with the learners and other agencies to deliver interventions and support to narrow the attainment gap.

.....



OUTCOME 2

There is an increase in the number of learners disclosing mental ill health. These learners tend to have additional barriers impacting their attainment scores compared to their peers. We will work with the learners and other agencies to deliver interventions and support to narrow the attainment gap.

.....



OUTCOME 3

We recognise that there are gender imbalances across some areas of our curriculum, we will take active steps to promote accessibility of these programmes and challenge gender stereotyping.

.....



OUTCOME 4

We are committed to being an anti-racist organisation and will seek to eliminate racism in all its forms throughout all parts of the college.

.....



OUTCOME 5

The college has a declining proportion of staff disclosing a disability in comparison to the local population. We will look to ensure that our policies, processes and practices are supportive of recruiting and retaining disabled staff. We will focus on hidden disabilities and wellbeing at work.

POTENTIAL 2025 OUTCOMES

We have created a local list of the suggested National Equality Outcomes with small wording changes to reflect what these mean for UHI Perth. We used this to consult with our staff and students, making sure community voices are represented in our final outcomes. You can find the original wording on the [SFC website](#).

We recognise that all of these potential outcomes would benefit UHI Perth and we hope to make progress against many over the next four years. However, we are focusing our mainstreaming work on the NEOs most relevant to us so that we can make the biggest possible impact.

OUTCOME 1	A higher number of mature university students (aged 25 and over) will complete their degree programmes.
OUTCOME 2	A higher number of younger college students (aged 18 and under) will achieve successful results.
OUTCOME 3	More students who share that they have a mental health condition will complete their programmes successfully.
OUTCOME 4	Disabled students will feel positive about the support and reasonable adjustments offered, including from teaching staff, while on their course.
OUTCOME 5	Disabled staff and students will feel safe at UHI Perth.

OUTCOME 6
OUTCOME 7
OUTCOME 8
OUTCOME 9
OUTCOME 10
OUTCOME 11
OUTCOME 12
OUTCOME 13
OUTCOME 14
OUTCOME 15

- Representation of disabled staff and Board Members will be similar to the local area.
- Trans staff and students will feel safe to be themselves at UHI Perth.
- Staff and students will feel confident that complaints of racism are handled fairly, leading to positive and effective outcomes.
- Students from all racial backgrounds will have equal chances of success and learn from course content which is diverse and anti-racist.
- Representation of ethnic minority Board Members will be similar to the local area.
- Representation of ethnic minority staff will be similar to the local area.
- Students and staff will feel confident and supported when reporting any concerns related to their religion or beliefs.
- Staff and students will feel able to access support about violence, harassment, and abuse and know that they can safely report their experience.
- UHI Perth will actively work to prevent and respond to violence, harassment, and abuse.
- Male staff and students will know how to access mental health support.

OUTCOME 16

UHI Perth will actively work to reduce significant gender imbalances on courses.

OUTCOME 17

Lesbian, Gay and Bisexual staff and students will feel safe being 'out' at UHI Perth.

ECONOMIC CHALLENGES IN EDUCATION



The timeframe covered by this report has seen significant financial uncertainty in Further and Higher Education. You can find more detail in the Audit Scotland briefing '[Scotland's colleges 2024](#)'.

Unfortunately, reduced staffing affects our ability to maintain some areas of good practice highlighted in 2023's Interim Mainstreaming Report. We are hugely grateful to students and staff, past and present, who made this work possible.

We hope our community will continue supporting our equality efforts while we take this opportunity to refocus, using the NEOs to hone in on areas where limited resources can make the most measurable and long-lasting impact.

BENCHMARKING OUR PROGRESS

We have tried to keep the structure of each section as consistent as possible to make it easier to compare our progress in different areas. We are sharing all of the relevant data we have for all protected characteristics and additional equality factors. However, as we hold different data for each group, you are likely to see some differences between sections.

Where our data reveals we have small numbers of people in specific groups (usually less than 10), we replace these figures with stars to make sure no one can be identified individually. When this happens, we remove the figures for the

smallest (*) and second smallest (**) groups to make sure it is impossible to calculate the exact number.

Our benchmarking does not include data on our pay gaps because these have a dedicated section matching our yearly Pay Gap Report, which has also been published separately.

Here is a broad overview of the data used for benchmarking:

EDI data for our students and staff
Student success and satisfaction
21-25 Equality Outcomes
Current EDI activity
National Equality Outcomes

We share representation statistics for each group and compare these with local and / or national Census data.



We share the success rates for each group to highlight any attainment gaps (where people from some groups are less successful than others), along with how satisfied they are with their experience.



We highlight evidence for past Equality Outcomes using the icons and labels defined on Page 11.



We share examples of our work to positively impact each community.



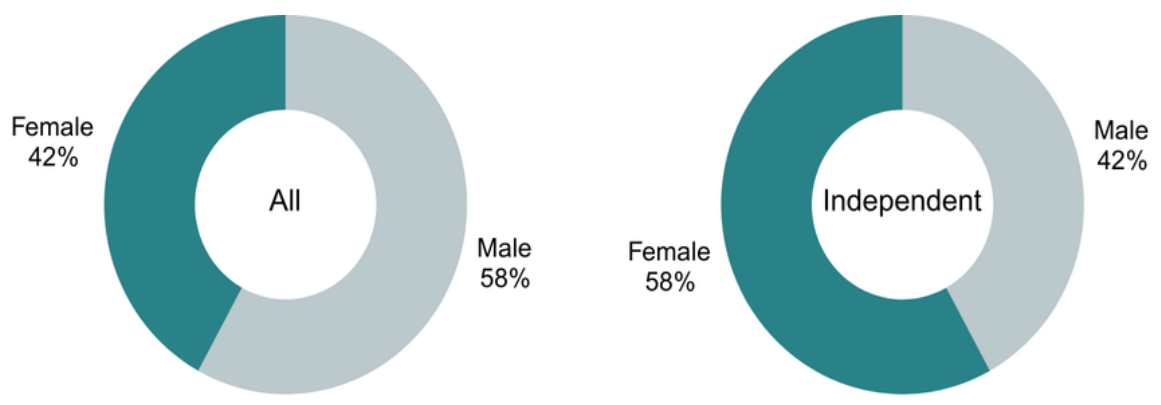
We highlight any National Equality Outcomes that our existing data provides evidence for and whether we will formally adopt these for 2025 - 2029.

BOARD REPRESENTATION

We currently only report on gender representation within our Board of Management. Moving forward, we will capture more equality monitoring data from board members, including race and disability, so that we can report on National Equality Outcome 10 and 11.

	MALE	FEMALE	TOTAL
INDEPENDENT	5	7	12
STAFF	2	1	3
TRADE UNION	2	0	2
STUDENT	2	0	2
TOTALS	11	8	19

The figures above show that our board is currently 58% male and 42% female. However, it is important to recognise that there are three roles (Trade Union, Staff and Student board members) which are elected. This means that we have no control over who takes up these positions. It also means the figures change every year as new student board members are elected, with all other board members being elected for a 4-year term.



Looking only at the independent board member roles, where we directly control the recruitment process, this reverses to a more favourable 42% male and 58% female split. This helps with our overall gender balance since our unelected roles have mostly been held by men in recent years.

NATIONAL EQUALITY OUTCOME RECOMMENDATIONS

Once we begin capturing more detailed equality monitoring data from our Board of Management, we will be able to review the specific National Equality Outcomes which relate to board representation. We are therefore not formally adopting these at this time, but will do so in the future if we find evidence that our board is not representative of the wider community.

PROTECTED CHARACTERISTICS

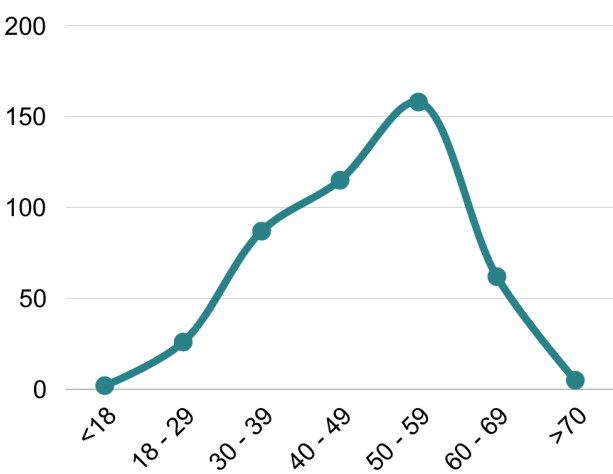
AGE

STAFF PROFILE

	<18	18 - 29	30 - 39	40 - 49	50 - 59	60 - 69	>70
TOTAL	*	26	87	115	158	62	**
%	*	5.7%	19.1%	25.3%	34.7%	13.6%	**

Our data suggests that younger workers are currently underrepresented within UHI Perth, with just 6% of colleagues being under the age of 30, even though 16 - 29 year olds make up 13% of people living in the local area.

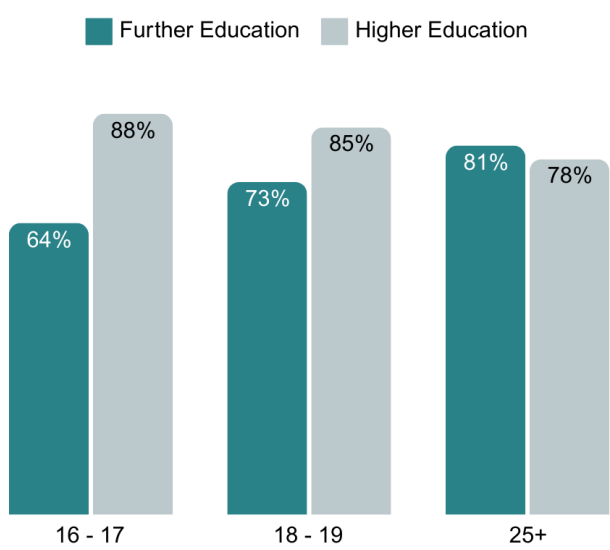
The majority of our staff (60%) are between the ages of 40 - 59, while people in this age range make up 27.5% of the local population.



STUDENT PROFILE

	FURTHER EDUCATION				HIGHER EDUCATION			
	<18	18-19	20-24	25+	<18	18-19	20-24	25+
TOTAL	1020	410	316	547	52	249	404	813
%	44%	18%	14%	24%	3%	16%	27%	53%

STUDENT SUCCESS BY AGE GROUP



On average, 73% of Further Education students and 81% of Higher Education students successfully complete their courses. This suggests our focus should be improving our Further Education outcomes.

Our data shows that student success varies greatly based on their age and level of study.

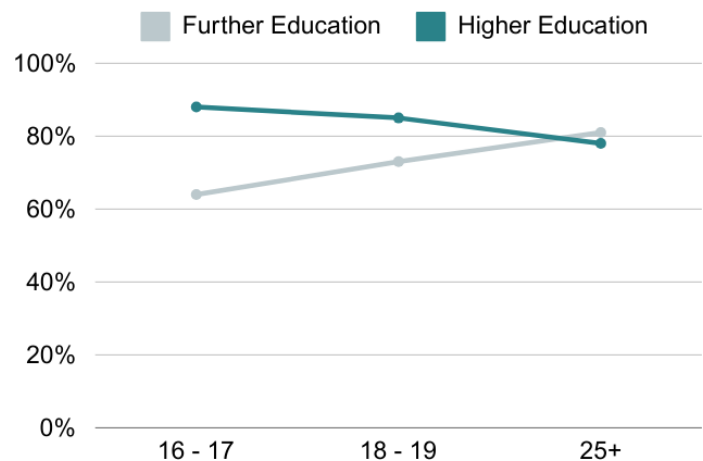
Our youngest students (16 - 17) have the largest difference in outcomes with 88% of students succeeding in Higher Education courses while only 64% succeed in Further Education courses.

This 24% attainment gap is a result of several factors. Part of the reason is likely explained by the smaller number in this age group studying at Higher Education level (52 students) compared to Further Education (803 students). Also, young people who have experienced barriers to success in their school education are more likely to start their studies with Further Education courses. Many of those barriers will continue to have an effect on their college education, which may explain why students in this group have withdrawn from or failed their courses at higher rates.

There is a smaller, but still significant, difference for 18 - 19 year old students studying in Further and Higher Education. In this age group, there is a 12% attainment gap with 85% successfully completing Higher Education qualifications compared to 73% of Further Education students.

The opposite is true for our mature students (25+), where success in Further Education is above average (81%) but success in Higher Education drops slightly below average (78%).

Overall, the data shows opposing trends. Positive outcomes in Further Education improve by 8-9% in each age group. Meanwhile, in Higher Education they decrease by 3%.



However, the Higher Education results are generally above or only very slightly below the UHI Perth average of 81%. In contrast, there is an attainment gap between Further and Higher Education students which, for our younger students, grows even wider.

STUDENT COURSE COMPLETION BY AGE GROUP

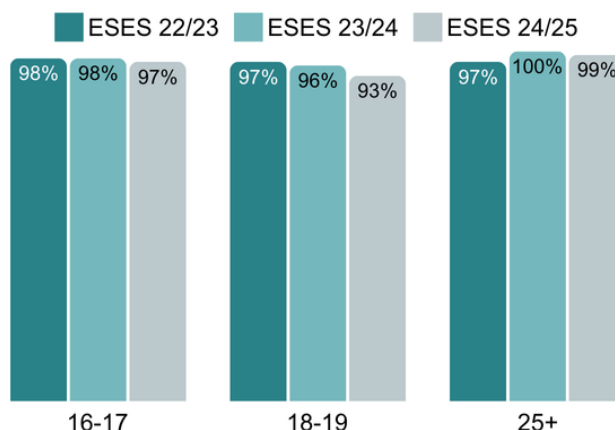
On average, 16% of our Further Education students leave their course before gaining a qualification. This decreases to 6% for our Higher Education students.

When looking at withdrawal rates by age group, we can see that there is some variation between students from different groups:

	<18	18-19	20-24	25+
FE	18%	15%	15%	13%
HE	0%	3%	2%	9%

This shows that there are small differences of 2-3% in our withdrawal rates for younger students in Further Education and Mature Students in Higher Education.

STUDENT SATISFACTION BY AGE



Every year, we carry out an Early Student Experience Survey to find out how our students feel about their experience at UHI Perth.

When we break down the results by age, we can find no evidence of significant gaps for any particular group.

Over the past three years, the average satisfaction rate across all age groups is 97%. While there has been a small drop for all age groups in the 24/25 academic year, the results continue to be very positive.

INCREASING ACCESS TO COLLEGE FOR ALL AGES

We offer courses with low entry requirements for people who need to build up their skills, qualifications and experience to help them succeed on our subject-specific courses in the future. These courses are tailored to different age groups, including school pupils, younger students, and adults returning to education.

Our colleagues in the New Opportunities department are always looking for fresh ways to engage young people and, during the 2021 - 2025 mainstreaming period, they introduced exciting new courses. These include our NQ Gateway 2 Creative Industries course for students interested in creative careers and a Gateway to College course for school pupils who want to build confidence before studying full-time in Further Education.

They have also updated existing courses, adding Duke of Edinburgh awards to NQ Next Steps Level 5. The picture on the next page shows two of our students



enjoying kayaking, a new addition to their course.

We also offer our Return 2 Learn and Scottish Widening Access Programmes (SWAP). Return 2 Learn helps people transition into our subject-specific Further Education courses while SWAP

courses allow quick access to Higher Education. These are open to applicants who have faced barriers affecting their ability to meet the entry requirements for HNC, HND, or degree level courses.

NATIONAL EQUALITY OUTCOME RECOMMENDATIONS

Our data shows that our mature students report the highest satisfaction of all age groups. They also achieve successful outcomes at a similar to the average of all students. Based on this information, we will not adopt a specific National Equality Outcome in relation to our mature students.

In our consultation with the UHI Perth community, we have received feedback that this is an area of particular importance so we will continue to monitor this so that we can take action if required in future.

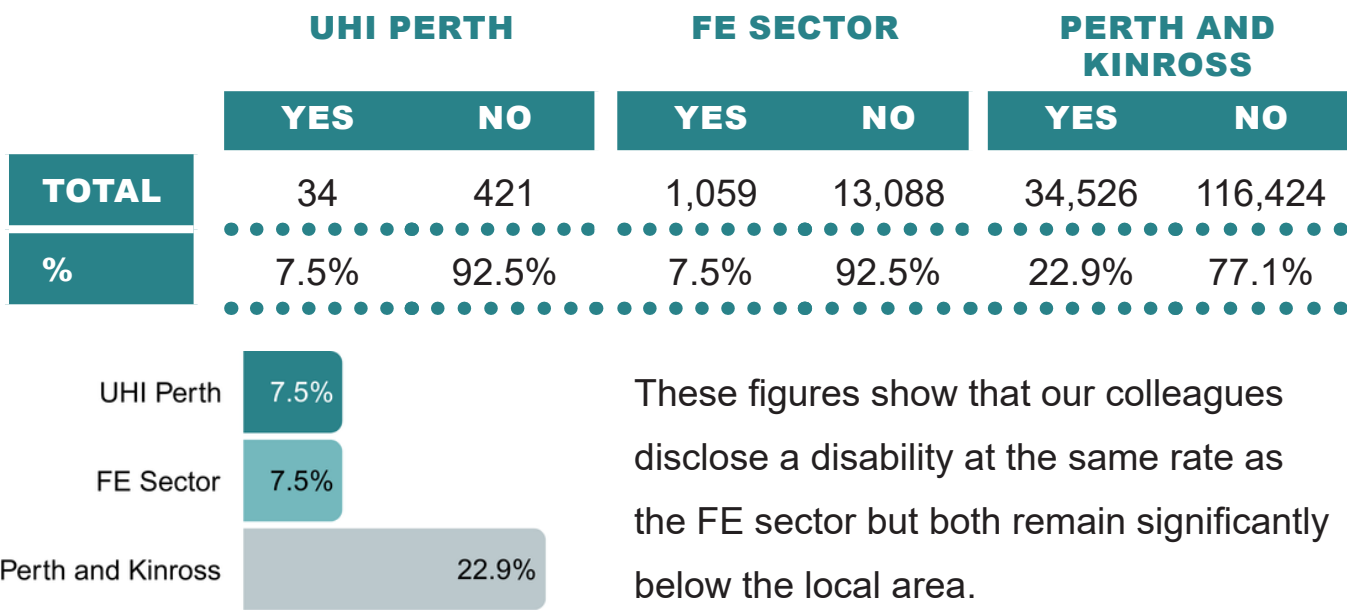
In contrast, our data shows that while our younger students are similarly satisfied with their experience of studying at UHI Perth, there is a significant attainment gap for our youngest students. Based on this information, we plan to adopt **National Equality Outcome 2: A higher number of younger college students (aged 18 and under) will achieve successful results.**

DISABILITY

STAFF PROFILE

The table below shows the percentage of people with a declared disability

employed by UHI Perth, employed within the Scottish Further Education sector¹, and living in the Perth and Kinross area.



Some of the difference between our disclosure rates and the local population may be explained by the fact that older people are both more likely to have a disability or health condition and to have retired from the labour market.

There is also likely to be under-reporting, both from colleagues who are not comfortable sharing that they are disabled and those who meet the legal definition but do not self-identify with the term.

In the group of UHI Perth staff who have disclosed a disability, there are more than twice as many women (69%) than men (31%). While women are slightly more likely to experience disability than men, the most recent Scotland’s Census data shows a much smaller difference of 4%. This suggests that male colleagues are currently less likely to disclose that they have a disability.

We intend to get a clearer picture of our workforce by improving how we capture equality monitoring data and ensuring our work on this supports colleagues to feel safe and empowered to disclose any disabilities to us. Once we have closed this data gap, we will understand whether there is an actual gap in the representation of disabled people in our workforce. This will allow us to take

¹ College Staffing Data 2022-23, Scottish Funding Council

informed, targeted action if necessary.

STUDENT PROFILE

The table below shows the percentage of students who have declared a disability, split into Further and Higher Education:

	FURTHER EDUCATION		HIGHER EDUCATION	
	YES	NO	YES	NO
TOTAL	1,023	1,252	662	889
%	45%	55%	41%	59%

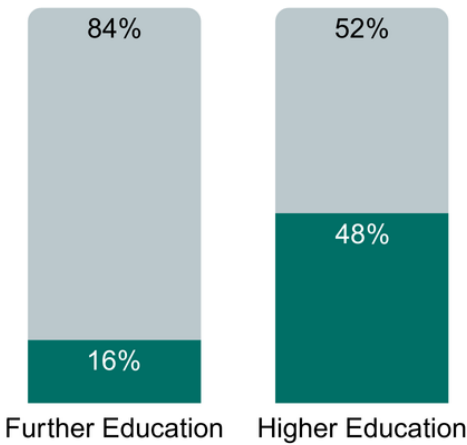
The number of students disclosing a disability is significantly higher than national average in the sector (24%) from 2021-22². However, without more recent statistics, it is hard to say whether this is a local trend or reflective of an increase across the sector over the past two years.

PERSONAL LEARNING SUPPORT PLANS

Students with disabilities can work with our Support and Wellbeing Team to create Personal Learning Support Plans (PLSPs) to help give them the best possible chance of success in their studies.

In our 23/24 Student Services Survey, 92% of respondents rated the effectiveness of their PLSP ‘Good’ or ‘Very Good’. This is an increase of 8% from 22/23.

Outcome data for disabled students, shared in more detail below, reinforces that our PLSPs work well for those who use them. However, it also reveals that not all eligible students are accessing the support available and that there is a large gap in uptake between



2 Key College Facts 2024: ‘Supporting Communities’, Scottish Funding Council

eligible Further Education (16%) and Higher Education (48%) students.

We understand that not all students who disclose a disability will need reasonable adjustments to be successful in their studies but, even taking this into account, the uptake in Further Education seems particularly low.

There is a significant difference in the funding available between Further Education students (SFC Additional Support Needs for Learning Allowance) and Higher Education (SAAS Disabled Students' Allowance) which may explain some of this gap.

We need to explore this issue further to find out the reasons for this difference and identify steps we can take to improve engagement with PLSPs.

STUDENT SUCCESS BY DISABILITY

On average, 73% of Further Education students and 81% of Higher Education students successfully complete their courses.

Our data shows that this figure changes depending on whether a student has declared a disability and if they have worked with us to create a PLSP.

The table below shows the rate of success for students who have disclosed a disability, disabled students who have a PLSP, and students who have not disclosed a disability:

	FURTHER EDUCATION			HIGHER EDUCATION		
	YES	WITH PLSP	NO	YES	WITH PLSP	NO
SUCCESS (%)	68%	66%	76%	79%	83%	82%

While this data suggests PLSPs have a limited impact in Further Education, we believe this is more likely to reflect the low uptake in this group rather than low effectiveness.

In contrast, Higher Education sees a small increase in successful outcomes

which results in students with PLSPs achieving at higher rates than the UHI Perth average and their non-disabled peers.

Similar to other equality mainstreaming areas, we see a greater gap present in Further Education than Higher Education.

Our student outcome data currently only captures whether someone has disclosed a disability or not, so it is not possible to tell whether there is any difference in outcomes for students with mental health challenges.

STUDENT COURSE COMPLETION BY DISABILITY

On average, 16% of our Further Education students leave their course before gaining a qualification. This decreases to 6% for our Higher Education students.

When looking at withdrawal rates by disability, we can see that there is some variation:

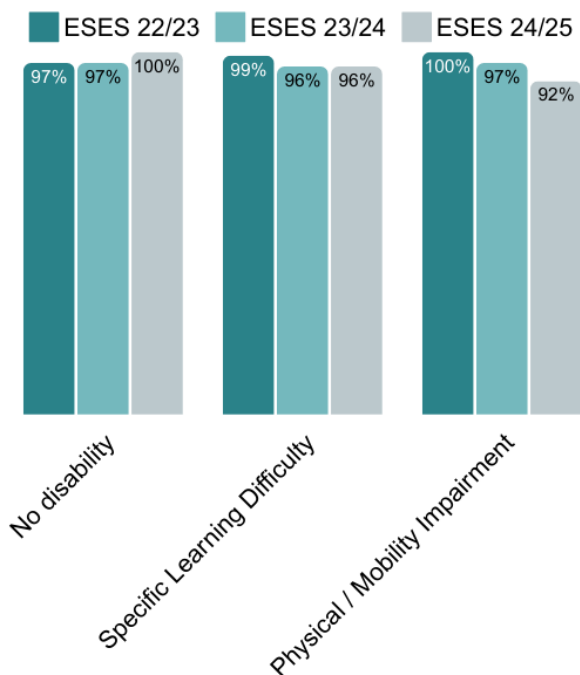
	YES	WITH PLSP	NO
FE	19%	20%	13%
HE	7%	5%	5%

This shows that in Further Education, students who disclose a disability are 6% more likely to withdraw from their course than students who do not disclose a disability.

In Higher Education, there is a smaller difference of 2% which seems to be successfully corrected by the greater use of PLSPs in this student group.

STUDENT SATISFACTION BY DISABILITY

When we break down the results of our Early Student Experience Survey by disability, there is evidence of a slight decrease in satisfaction for disabled students year-on-year, while for non-disabled students this has climbed to 100%.

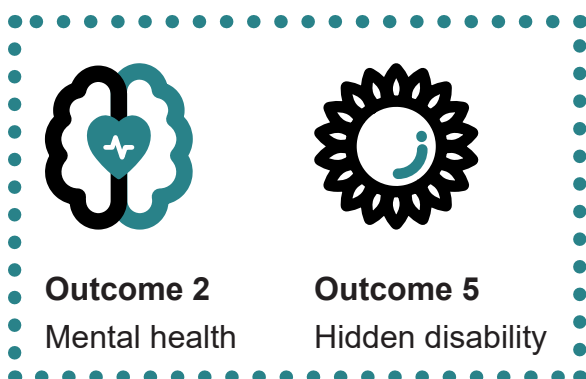


Satisfaction among disabled students with specific learning difficulties, such as dyslexia, has remained the same while there has been a decline of 8% for students who have disclosed a physical impairment or mobility issue.

While satisfaction still remains high at 92%, we intend to investigate to ensure that any underlying issues causing this trend are addressed before the gap widens further.

PREVIOUS EQUALITY OUTCOMES

Two of our equality outcomes for 2021 - 2025 are related to disability:



The data in this section shows some of our progress in these areas.

REASONABLE ADJUSTMENT PASSPORTS

We launched our Reasonable Adjustment Passport in August 2023, as part of advancing our 2021-25 Equality Outcomes and meeting our responsibilities as a Disability Confident Committed employer.



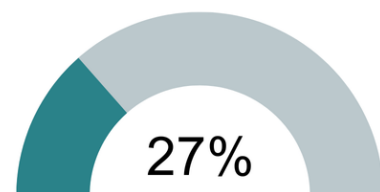
This is a document that our employees can use to share information with us

about their needs at work and any adjustments we can make to support them. There are multiple benefits to having a central process for recording reasonable adjustments which include:

- opening up conversations about disability with a supported structure
- giving the option to request an Occupational Health referral
- making a clear record of what has been agreed, by who, and when
- reducing the need to reassess reasonable adjustments when changing roles or line managers
- supporting future conversations about changes to reasonable adjustments
- making sure employees feel valued, with better wellbeing and engagement

So far, 19 managers have received training on our Reasonable Adjustment Passport and 27% of colleagues with disclosed disabilities have submitted one to HR. While we are confident that the scheme is working well for people currently taking part, we recognise that there is a need to encourage more people to use it.

Disabled colleagues using a Reasonable Adjustment Passport

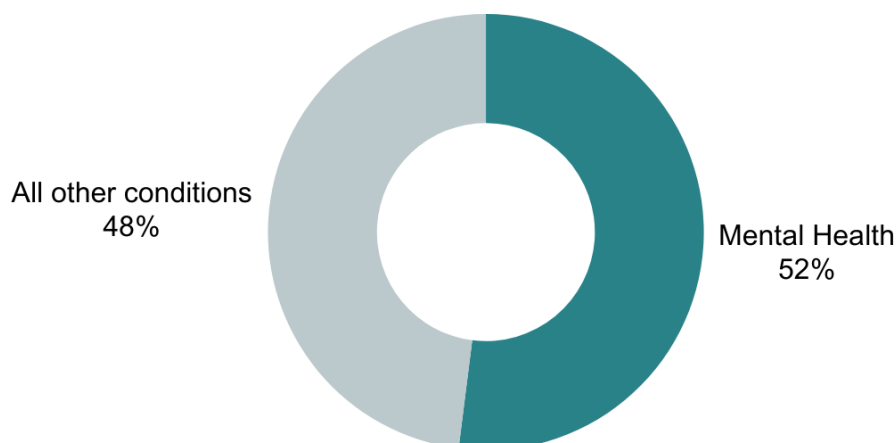


This is also affected by our low disability disclosure rates, meaning there are likely many more people who may benefit from this scheme than is suggested by our current data.

OCCUPATIONAL HEALTH DATA

In the 23/24 Academic Year, 6% of colleagues were referred for Occupational

Health assessments.



52% of these referrals were related to Mental Health - this was by far the largest group, with each other condition making up no more than 10%.

Over a third of Mental Health referrals were due to work-related stress, with no stressors in other areas of life, while the rest were made up of stress (including non-work stressors), depression and anxiety.

WORK-RELATED STRESS

We have recently completed our yearly Stress Management Survey. This year, more than half of respondents shared experiences of work-related stress, anxiety, or depression.

UHI Perth has undergone a period of significant change due to the financial challenges affecting the entire Further and Higher Education sector and it is understandable that there is an increased level of stress for our colleagues.

We recognise our responsibility to support colleagues to manage workplace stress and our Stress Management Group has recently published an action plan to help with these issues.

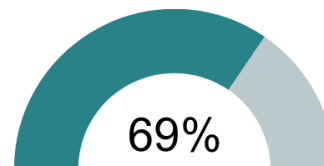
INTERNAL REVIEW OF THE EXPERIENCES OF STAFF WITH DISABILITIES

As part of our work on our previous equality outcomes, we conducted a review

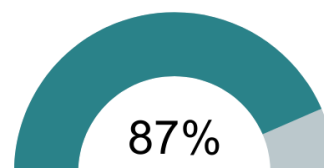
into the experiences of staff with disabilities to see where we can improve efforts to meet our responsibilities under the Equality Act 2010.

This showed that there is a difference in how disabled and non-disabled colleagues feel about working at UHI Perth. Particularly relevant to the National Equality Outcomes is that when asked about feeling safe at work, only 69% of disabled colleagues answered yes. This is an 18% gap when compared to non-disabled colleagues (87%). This is a clear area for improvement, in line with National Equality Outcome 5.

Feelings of safety for disabled colleagues



Feelings of safety for non-disabled colleagues



This report identified 18 actions which we will continue progressing as part of our equality mainstreaming work in this area.

These are grouped into the themes below:

- Increase disclosure rates within Equal Opportunities Monitoring
- Increase staff awareness and knowledge relating to disability
- Improve accessibility across campus
- Improve digital accessibility
- Improve visible leadership in relation to disability
- Increase feeling of safety and reduce experiences / witnessing of hate crimes among staff with a disability or long-term health condition
- Ensure staff are aware of improvements being made as a result of this review

STUDENT MENTAL HEALTH

We have an on-site counselling service which all of our students can request access to, offering them up to six sessions with one of our BACP registered counsellors each academic year.

Feedback from students who have accessed this service shows that it has huge personal and educational benefits. These include helping them to stay on their course, improving their UHI Perth experience, and building their hope for the future.

There is a clear gender split in usage of the counselling service. In 2023/24, the breakdown was 64% female students, 32% male students and 4% non-binary students. While we have a slightly higher number of female students (53%) than male students (47%), this is not enough to explain the difference in service usage. This data suggests that women are twice as likely to access the student counselling service compared to men.

We recognise that men do not always feel comfortable asking for help with their mental health, which is why we offer 'Man Cave' sessions during term-time as a supportive space for male students to promote positive mental health. We also work with charities like Andy's Man Club, who facilitate weekly peer support sessions for men in the local area.



#ITSOKAYTOTALK

We also deliver Scottish Mental Health First Aid (SMHFA) training on campus, run by three colleagues qualified to deliver this to staff and students. Since 2021, seven courses have been delivered to train almost 100 UHI Perth colleagues as Scottish Mental Health First Aiders. We expect this number to keep growing, starting with three more courses running in 2025.

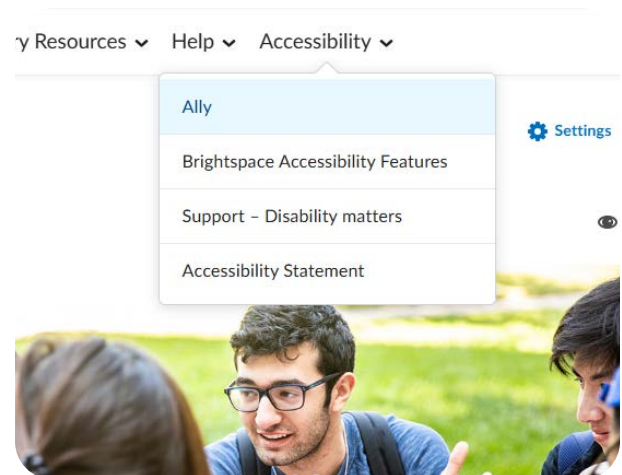
DIGITAL ACCESSIBILITY

As learning moves more and more towards digital platforms, it is essential that

our staff and students have the skills they need to make sure that learning is accessible for themselves and others.

Our Director of Teaching, Learning and Quality Enhancement, supported by our Digital Skills Training Officer, recently hosted training sessions on Brightspace Ally as part of one of our staff conference days.

This gave colleagues the opportunity to find out about the features built into our Virtual Learning Environment (VLE) to increase the accessibility of their teaching materials for everyone.



NATIONAL EQUALITY OUTCOME RECOMMENDATIONS

We are proud of the progress that we have made in this area over the past four years. However, we also recognise that we still have more to do to make sure we are providing the best possible place to work and study for our disabled staff and students.

Our consultation with the UHI Perth community has shown that this is a priority for our staff and students, which strengthens our commitment to making further improvements.

In the interests of streamlining our equality work within the National Equality Outcomes framework, we will be retiring our previous outcomes related to disability and adopting **National Equality Outcome 4: Disabled students will feel positive about the support and reasonable adjustments offered, including from teaching staff, while on their course** and **National Equality Outcome 5: Disabled staff and students will feel safe at UHI Perth**.

We will also adopt sex-based **National Equality Outcome 15: Male staff and**

students will know how to access mental health support as part of our work to support staff and students with disability.

GENDER REASSIGNMENT

At UHI Perth, we recognise and respect binary (male and female) and non-binary (not male or female) gender identities.

While the wording of the Equality Act 2010 focuses on people undergoing binary transition, we take the issues faced by non-binary members of our community just as seriously.

STAFF AND STUDENT PROFILES

The transgender community is relatively small, with just 0.3% of Perth and Kinross residents identifying as trans (including non-binary identities) in the most recent census, slightly lower than the Scottish figure of 0.44%.



This is reflected in our equality monitoring data, which means we can only share broad observations to make sure no one can be personally identified from the information in this report.

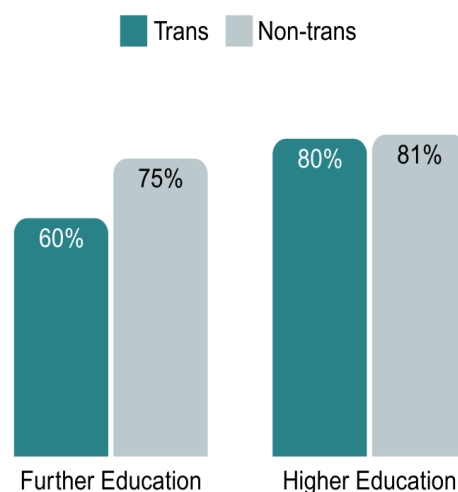
However, we want to highlight that our efforts to value, respect, and support

our trans staff and students are just as important to us as our work with larger communities.

STUDENT SUCCESS BY TRANS IDENTITY

On average, 73% of Further Education students and 81% of Higher Education students successfully complete their courses.

Similar to other equality groups, we see a significant difference in success between trans Further and Higher Education students. HE students who identify as trans are similarly successful to their cisgender (non-trans) peers, with 80% achieving a successful outcome. In contrast, there is evidence of a 15% attainment gap between trans and cisgender FE students (60% success vs 75% success).



STUDENT SATISFACTION BY TRANS IDENTITY

Our ESES results include binary trans people in our wider gender categories ('Female including trans woman' and 'Male including trans man') according to their gender identity. This means that while we recognise and include trans students, we do not have a way to see any difference in satisfaction for binary trans people. The questions asked in this survey are shared with other UHI partners so, while we would like to capture this data in future, we need to explore whether this is possible.

We can report on students who selected 'I describe myself in another way'. This option usually suggests that the person has a non-binary gender identity. In our 24/25 survey, satisfaction for this group is 97% which is an increase of 5% from 23/24. It is also 1-2% higher than all other gender categories this year.

This suggests that UHI Perth students who are comfortable sharing their non-

binary gender identity with us have a similarly positive experience to their cisgender peers.

NATIONAL EQUALITY OUTCOME RECOMMENDATIONS

At the moment, we have limited data to share about UHI Perth's trans community - however, the data we have shows that we need to address the attainment gap for trans students in Further Education.

It is also important to us to consider our support for trans staff and students within the bigger picture of what we need to do for other members of the LGBT community working or studying at UHI Perth (detailed further in the Sexual Orientation section). This will make sure that we are recognising and valuing the shared history of these groups to effectively address their challenges.

To support these aims, we will be adopting **National Equality Outcome 7: Trans staff and students will feel safe to be themselves at UHI Perth.**

RACE

In this section, we share our staff data in terms of staff who self-identify as ethnic minorities and those who do not. This excludes colleagues who have not shared their ethnic background with us.

We know that this is not the best way to share data about race, as it groups hugely diverse ethnic and cultural backgrounds together despite people from these communities having very different experiences.

Unfortunately, while we hold some more detailed information on specific ethnic backgrounds shared by our colleagues, the number in each group is too low to report due to the risk of identifying individuals.

Due to there being more students than staff in the UHI Perth community, we can share more detailed information with reference to whether students have

identified their ethnic background in our records system as Asian, Black, Mixed or White.

STAFF PROFILE

The table below shows how many colleagues self-identify as ethnic minorities within UHI Perth, the Scottish Further Education sector, and the Perth and Kinross area. This excludes UHI Perth colleagues who have not shared any information about their ethnic background with us.

	UHI PERTH		FE SECTOR ³		PERTH AND KINROSS	
	YES	NO	YES	NO	YES	NO
	5.4%	94.6%	3%	97%	2.3%	97.7%

If we include colleagues who have not shared information about their ethnic background with us when calculating representation, 3.5% of our staff have self-identified with ethnic minority backgrounds.

In either case, we have greater representation of ethnic minority colleagues compared to the wider sector and geographic area.

STUDENT PROFILE

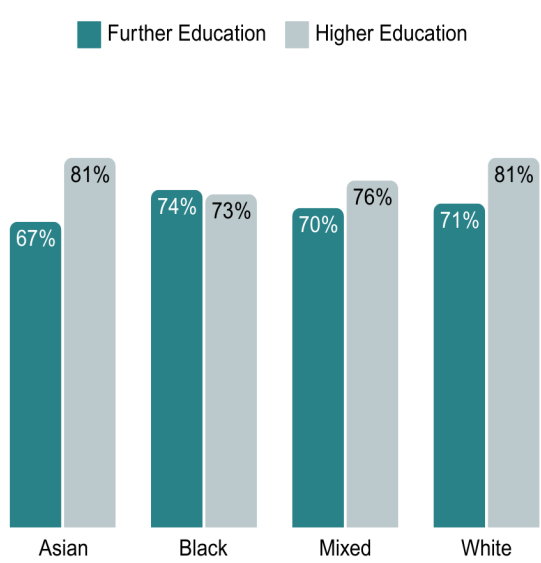
The table below shows how many UHI Perth students self-identify as ethnic minorities. This excludes students who have not shared any information about their ethnic background with us.

	FURTHER EDUCATION		HIGHER EDUCATION	
	YES	NO	YES	NO
TOTAL	127	2,015	83	1,307
%	5.9%	94.1%	5.9%	94.1%

3 Key College Facts 2024: 'Our Colleges', Scottish Funding Council

Similar to our staff data, this shows that we have greater representation of ethnic minority students compared to census data for Perth and Kinross (2.3%). It is slightly lower than the sector average from 2021-22⁴ (8%), which is likely explained by ethnic minority representation in the local community being lower than many other regions.

STUDENT OUTCOMES BY RACE



The chart to the left shows how many of our students succeed in Further and Higher Education courses, broken down by racial backgrounds.

As a reminder, the average success rate across all UHI Perth students is 73% in Further Education and 81% in Higher Education.

Our data suggests that our Asian students are less likely to be successful in their FE studies (67%), while performing at the same rate as others in their HE studies (81%).

This is the opposite for our Black students, who are slightly more likely to succeed in FE than average (74%) but have below average chances of success in HE (73%).

Students of Mixed ethnic backgrounds are slightly less likely to succeed in both FE (70%) and HE (76%).

This data reveals that we have three notable attainment gaps related to race:

- a 6% gap in Further Education for Asian students
- an 8% gap in Higher Education for Black students

- a 5% gap in Higher Education for students with a Mixed ethnic background

STUDENT COURSE COMPLETION BY RACE

On average, 16% of our Further Education students leave their course before gaining a qualification. This decreases to 6% for our Higher Education students.

When looking at withdrawal rates by ethnicity, we can see that there is some variation between students from different groups:

	WHITE	ASIAN	BLACK	MIXED	OTHER
FE	17%	21%	16%	22%	13%
HE	6%	5%	9%	0%	13%

This shows that in Further Education, students who identify with an Asian or Mixed ethnic background are at least 5% more likely to withdraw. However, this is not true for students from these backgrounds studying at Higher Education level.

In contrast, students who identify with a Black or Other ethnic background are more likely to withdraw from Higher Education courses.

STUDENT SATISFACTION BY RACE

The ethnicity data captured in our Early Student Experience Survey does not allow us to make a direct comparison with the data shared above. This is because the ESES currently captures data on nationality, meaning there is an overall category for British instead of individual options by ethnicity (e.g. Black British, White British).

However, we can share that the levels of satisfaction for each group range from 92% to 100%. These high scores suggest that there are no major concerns with student satisfaction linked to ethnicity.

NATIONAL EQUALITY OUTCOME RECOMMENDATIONS

We have over twice as many colleagues self-identifying as ethnic minorities compared to census data for the local area and we will continue our efforts to support people of all racial backgrounds to work and study with us. However, our current data suggests that we do not need to adopt a specific National Equality Outcome in relation to representation.

Our data shows that have some attainment gaps in Further and Higher Education for students from different ethnic backgrounds, meaning that we have work to do in this area. Consultation showed that this outcome is also important to our community, with 75% of people who self-identified as ethnic minorities highlighting it as one of their top priorities. Based on this information, we will be adopting **National Equality Outcome 9: Students from all racial backgrounds will have equal chances of success and learn from course content which is diverse and anti-racist.**

This builds on our work to become an anti-racist organisation since 2021.



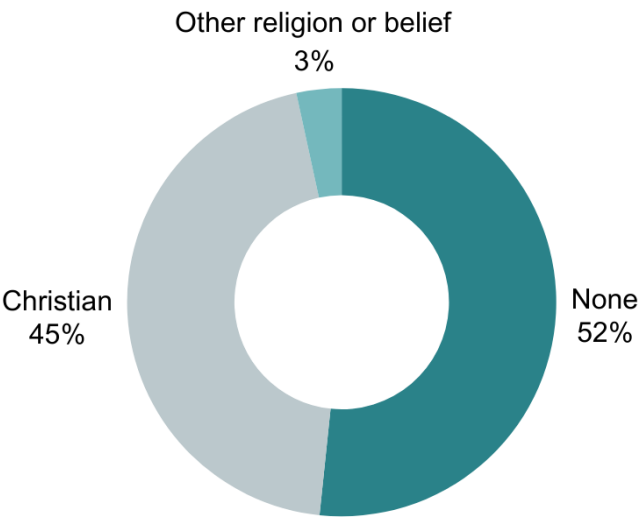
RELIGION OR BELIEF

STAFF PROFILE

The chart on the next page shows the information about staff religion or beliefs that we currently hold. To avoid identifying anyone belonging to smaller religious groups, we have combined some religions and beliefs together (e.g. providing an overall percentage for Christian beliefs instead of detailing a specific denomination).

This data excludes colleagues who have not shared any information about their religion or belief with us. Unfortunately, our understanding of religious and other

belief-based communities within UHI Perth is limited as 66% of our staff have not shared this data.



The majority of colleagues who have shared this information with us identified as having no specific religion or belief, including the responses ‘None’, ‘Atheist’, and ‘Agnostic’ (52%). This almost exactly reflects representation in the local community, which is 52.5%.

The second largest category is Christian, including the responses ‘Christian’, ‘Church of Scotland’, ‘(Roman) Catholic’, ‘Church of England’, ‘Baptist’, ‘Episcopalian’ and ‘Presbyterian’ (45%). This is slightly higher than the local community’s representation at 39.1%.

All other religions and beliefs, including ‘Humanist’, ‘Islam’, ‘Pagan’, and ‘Veganism’, make up 3% of responses shared. This is slightly more representation than seen in the local community, which is 1.9%.

However, as these figures represent only one third of UHI Perth staff, we could see significant changes as we work to improve our equality monitoring data.

STUDENT PROFILE

As we have more students than staff, we can share more detailed information about their religions and beliefs. This data includes people who have chosen ‘Prefer not to say’, as we capture student EDI information in a way which shows a clear difference between not sharing any information and selecting this option.

The table below shows the representation of different religions in our student body:

FURTHER EDUCATION

	NONE	CHRISTIAN	MUSLIM	OTHER	PREFER NOT TO SAY
TOTAL	752	182	20	40	145
%	66%	16%	2%	4%	13%

HIGHER EDUCATION

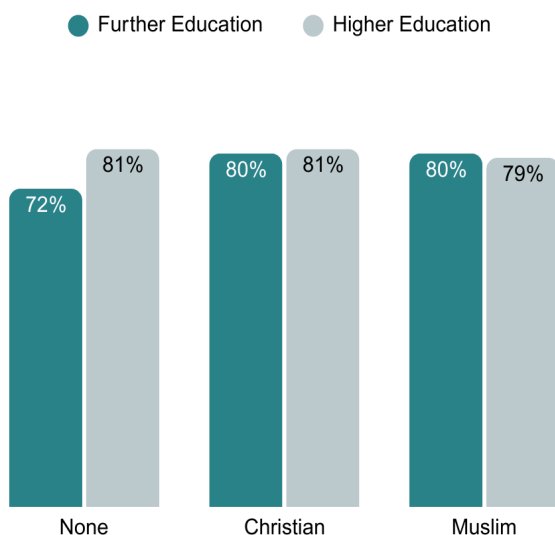
	NONE	CHRISTIAN	MUSLIM	OTHER	PREFER NOT TO SAY
TOTAL	880	107	19	64	97
%	75%	9%	2%	5%	8%

In both Further and Higher Education, a greater percentage of people identify as having no specific religion or belief compared to the local area (52.5%).

There are also more students identifying as Muslim compared to the local area (0.6%) and who identify with 'Other' religion or beliefs (1.9%, when including all smaller religious communities (<1%) as part of 'Other').

However, the percentage of students identifying as Christian is significantly lower than Perth and Kinross more widely (39.1%).

STUDENT OUTCOMES BY RELIGION OR BELIEF



The chart to the left shows the percentage of students who successfully complete their course broken down by religion. This only includes data for students who identify as having no religious beliefs, Christian beliefs, or Muslim beliefs as the numbers for other groups are too small to

report accurately.

As a reminder, the average success rate across all UHI Perth students is 73% in Further Education and 81% in Higher Education.

This data shows that there are no significant attainment gaps related to student religion, as all groups are within 2% of the average success rates. In most cases, each group meets or exceeds them.

STUDENT COURSE COMPLETION BY RELIGION OR BELIEF

On average, 16% of our Further Education students leave their course before gaining a qualification. This decreases to 6% for our Higher Education students.

When looking at withdrawal rates by religion, we can see that there is some variation between students from different groups:

	NONE	CHRISTIAN	MUSLIM
FE	16%	13%	10%
HE	6%	9%	11%

The data shows that students with no religion match the average UHI Perth withdrawal rate exactly - this makes sense as this group makes up 66% of FE students and 75% of HE students, contributing greatly to the average.

Christian and Muslim students have lower withdrawal rates when studying at Further Education level but are more likely to withdraw when studying a Higher Education course.

NATIONAL EQUALITY OUTCOME RECOMMENDATIONS

Based on our data, we will not adopt the National Equality Outcome specific to religion or belief at this time. However, this may change as we improve the accuracy of our staff EDI data and review our processes for reporting equality concerns.

Although we are not undertaking focused work in this area at this time, we believe that our efforts to progress other National Equality Outcomes will also have benefits for staff and students who share this protected characteristic.

SEX

This section reports on sex, as held in our staff and student record systems, and is separate to our data on gender identity.

This is why there is no reference to non-binary identities in this section. Trans staff and students are included in the male or female groups according to the data that they have provided to us, which may or may not align with their gender identity.

STAFF PROFILE

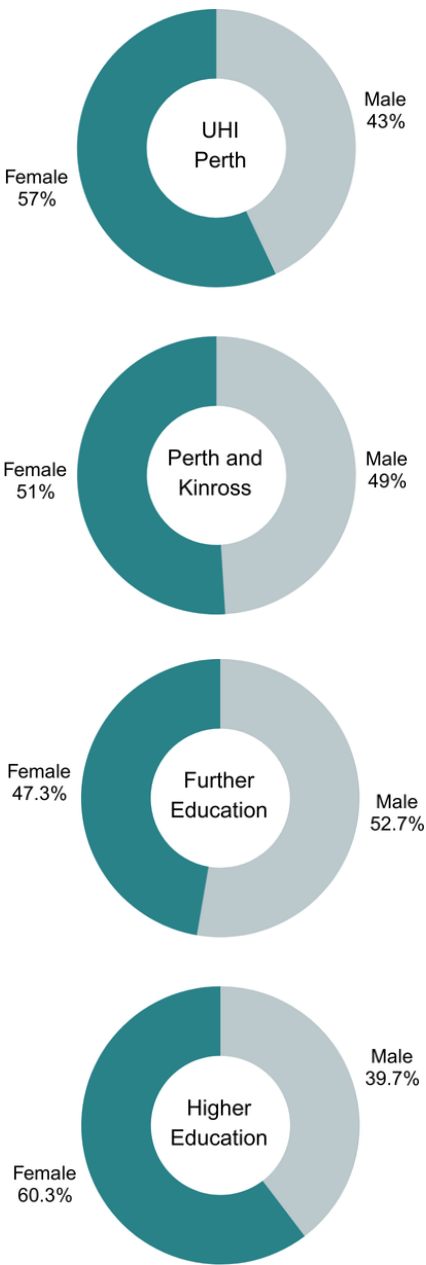
Female employees make up 56.9% of UHI Perth staff while male employees make up the remaining 43.1%.

There is a slightly higher representation of women in our workforce than in the local area, with 51.3% of Perth and Kinross residents identifying as female and 48.7% as male.

STUDENT PROFILE

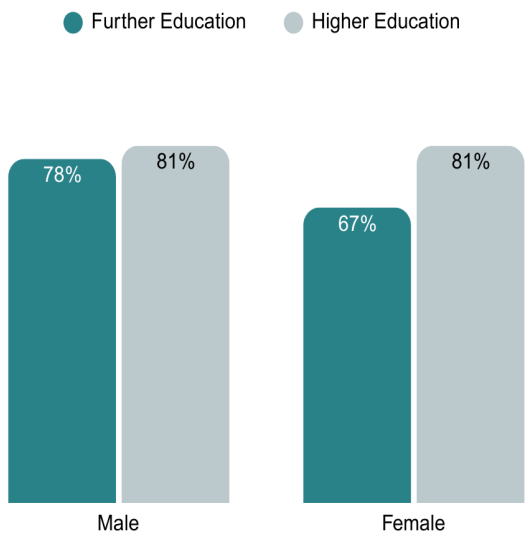
There is a difference in gender ratios depending on level of study. Our Further Education students are 52.7% male and 47.3% female, while our Higher Education students are 60.3% female and 39.7% male.

This likely reflects the fact that many of our HE



courses have flexible learning options, such as part-time or distance learning. These tend to be particularly beneficial for women, since they are more likely to be balancing their studies with unpaid responsibilities.

STUDENT OUTCOMES BY SEX



The chart to the left shows that both male and female students meet the UHI Perth overall average success rate in Higher Education.

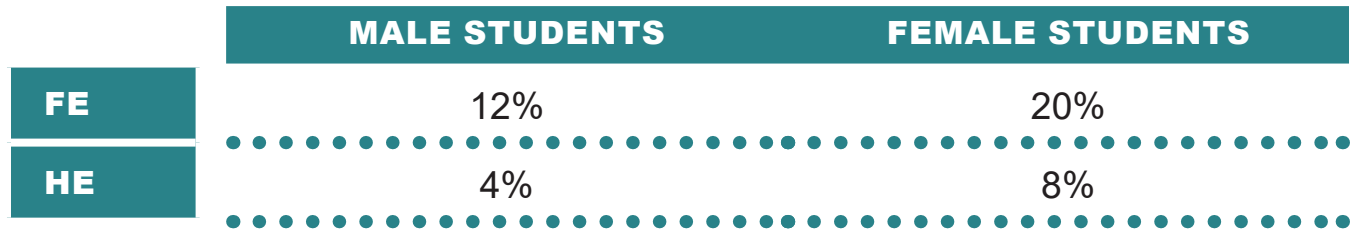
However, there is a clear difference between the success rates of male and female students in Further Education.

Male students are 5% more successful than the UHI Perth average, while female students are 6% less successful. This means we have a sex-based attainment gap of 11% to address.

STUDENT COURSE COMPLETION BY SEX

On average, 16% of our Further Education students leave their course before gaining a qualification. This decreases to 6% for our Higher Education students.

When looking at withdrawal rates by sex, we can see that women withdraw from their courses at higher rates than men:



In Further Education, female students withdraw from their courses 8% more often than male students. In Higher Education, the withdrawal rate for women (8%) is double the withdrawal rate for men (4%).

STUDENT SATISFACTION BY SEX

Our Early Student Experience Survey for 24/25 shows that male and female students are similarly satisfied with their experience of studying at UHI Perth, with both having a 96% positive response rate.

While there has been a small amount of change year-on-year, student satisfaction has been over 90% since 19/20 with no more than 1% difference between the two groups in any year.

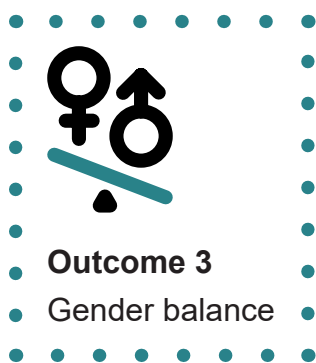
Based on this evidence, we do not believe there is any difference in student satisfaction linked to this protected characteristic.

GENDER BALANCE BY SUBJECT AREA

The table below shows the gender ratio of each of our subject areas for both Further and Higher Education courses. This takes the number of female students compared to male students and simplifies each to the nearest whole number.

	FURTHER EDUCATION RATIO (F:M)	HIGHER EDUCATION RATIO (F:M)
HEALTH, WELLBEING AND SPORT	5 : 1	2 : 1
EARLY YEARS AND EDUCATION	2 : 1	20 : 1
HUMANITIES AND SOCIAL STUDIES	3 : 1	2 : 1
BUSINESS, HOSPITALITY AND LEISURE	1 : 1	2 : 1
MUSIC INDUSTRIES AND THEATRE ARTS	1 : 1	1 : 1
AUDIO, ART AND CREATIVE TECHNOLOGIES	1 : 3	1 : 3

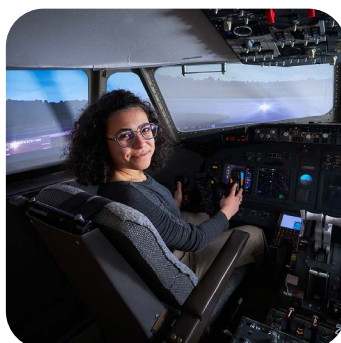
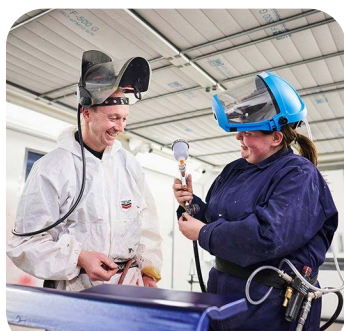
	FURTHER EDUCATION RATIO (F:M)	HIGHER EDUCATION RATIO (F:M)
BUILT ENVIRONMENT AND AUTOMOTIVE ENGINEERING	1 : 13	1 : 6
SCIENCE, ENGINEERING AND AVIATION	1 : 3	1 : 5
MOUNTAIN STUDIES	-	1 : 1



While we have achieved a broadly equal gender split in some areas, we continue to have significant gender imbalances in specific subjects. These are particularly in areas which we know have historic imbalances, such as childcare and Science, Technology, Engineering and Mathematics (STEM) subjects.

Colleagues across the college are working to help address these imbalances - for example, our marketing team share updates on student achievements throughout the year and often highlight students and alumni (former students) succeeding in courses and industries that are 'non-traditional' for their background.

The photos below are from blog posts celebrating the success of female students in Automotive Engineering, Aviation and Engineering:



PREVENTING GENDER BASED VIOLENCE

This information is included in the Sex section of our mainstreaming report to match the relevant National Equality Outcome, however we recognise that Gender Based Violence (GBV) can affect anyone - including men and members of LGBT+ community.

In November 2024, UHI launched an Online Disclosure Tool to support students to share their experiences of Gender Based Violence. This includes the option to disclose anonymously, so that we can still track GBV incidents where the affected student(s) do not want to share their identity to make a complaint or access support.



This is why it is called a disclosure tool and not a reporting tool. Making a disclosure through the tool can be an informal first step in reporting GBV incidents to UHI Perth, but is not treated as a formal report in its own right.

So far, we have not received any local reports through this platform. However, since this is a new process, it is difficult to say whether this reflects a lack of GBV incidents at UHI Perth or just that affected students are not aware of the option to share their experiences in this way. We will be continuing to promote this to ensure that students are aware of how and when to use it to disclose GBV, and that staff are aware of when to signpost students to the Online Disclosure Tool.

We have also started an awareness raising campaign to support members of the UHI Perth community who may be affected by 'Sextortion'. This refers to offences committed online where a criminal threatens to share



indecent images of victims, unless they pay money or follow other orders. The poster above is displayed in toilet cubicles so that anyone who wants or needs access to information on sextortion can find it discreetly.



UHI also partnered with White Ribbon Scotland to deliver ambassador training focused on preventing GBV against women and girls by empowering people to speak out against male violence towards women. This was attended by many members of our student services team, allowing them to effectively support our students and help UHI Perth be part of the solution to GBV.

NATIONAL EQUALITY OUTCOME RECOMMENDATIONS

While we have been working hard to improve the gender balance on our courses over the past four years, it is clear there is still work to be done in this area. As a result, we will be adopting **National Equality Outcome 16: UHI Perth will actively work to reduce significant gender imbalances on courses.**

We will continue promoting the disclosure, reporting, and prevention of Gender Based Violence at UHI Perth. However, it is not clear from our data at this stage whether we need to formally adopt a National Equality Outcome in this area. This will be under review until we gather more evidence to show whether our progress so far shows a need to improve or simply continue current practice.

For the reasons explained in the Disability section of this report, we are also adopting the National Equality Outcome focused on male mental health.

SEXUAL ORIENTATION

STAFF PROFILE

Similar to other protected characteristics, the majority (58%) of our staff have not shared data about their sexual orientation with us.

Over 90% of people who have shared their sexuality with us identified as heterosexual / straight and the second largest group is made up of colleagues who chose ‘Prefer not to say’.

Due to the small number of people disclosing other sexual orientations, we cannot provide a more detailed breakdown of Homosexual (including lesbian and gay identities), Bisexual or other sexual minority representation in the UHI Perth workforce at this time.

STUDENT PROFILE

The tables below show the sexual orientation data that our students have shared with us:

FURTHER EDUCATION					
	BISEXUAL	GAY	HETERO-SEXUAL	OTHER	PREFER NOT TO SAY
TOTAL	53	18	908	23	149
%	5%	2%	79%	2%	13%

HIGHER EDUCATION					
	BISEXUAL	GAY	HETERO-SEXUAL	OTHER	PREFER NOT TO SAY
TOTAL	93	44	1095	26	111
%	7%	3%	80%	2%	8%

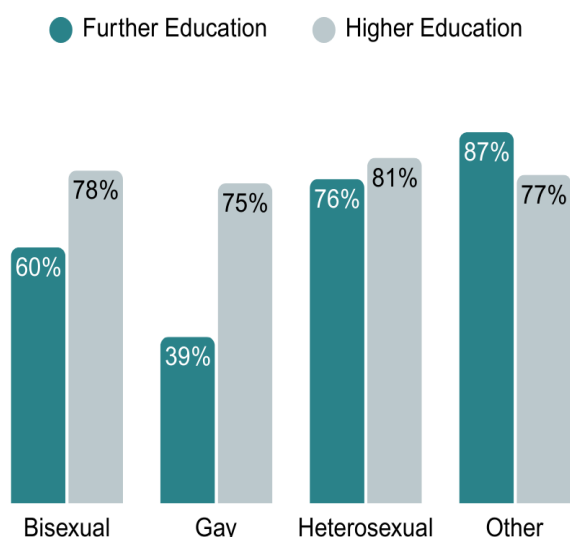
Our data shows that we have higher representation of all sexual minorities within the UHI Perth student community compared to the Perth and Kinross area. According to the most recent census: 88.3% of local residents identify as heterosexual, 1.2% as Gay or Lesbian, 1.2% as Bisexual and 0.4% as Other.

This means we have approximately twice as many people identifying as gay or lesbian, four times as many people identifying as bisexual, and five times as

many people identifying with other sexual orientations.

Our Further Education students are less likely to share their sexual orientation with us, while our Higher Education students are slightly more likely compared to the local community (9%).

STUDENT OUTCOMES BY SEXUAL ORIENTATION



The chart to the left shows the success rates of our students who have identified as sexual minorities. As a reminder, the average success rate of UHI Perth students is 73% in Further Education and 81% in Higher Education.

Our data shows that we have relatively small attainment gaps of 6% or less for all groups when compared with heterosexual

students in Higher Education.

However, a much greater concern is the large attainment gaps for gay and bisexual students in Further Education. Bisexual students are 16% less likely to succeed compared to heterosexual students studying at the same level, while gay students are 37% less likely to succeed.

STUDENT COURSE COMPLETION BY SEXUAL ORIENTATION

On average, 16% of our Further Education students leave their course before gaining a qualification. This decreases to 6% for our Higher Education students.

When looking at withdrawal rates by sexual orientation, we can see differences between each group:

	BISEXUAL	GAY	HETERO-SEXUAL	OTHER
FE	32%	39%	14%	0%
HE	4%	9%	7%	12%

In Higher Education, these differences are relatively small with bisexual students slightly less likely and gay students slightly more likely to leave their course compared to heterosexual students.

However, in Further Education there are significant differences in retention linked to sexual orientation. Bisexual students withdraw from their courses roughly twice as often as heterosexual students and this increases to almost three times as often for gay students.

SCOTTISH LGBTI+ RAINBOW MARK

In 2024, UHI signed up to the Equality Network’s Rainbow Mark. This is a commitment to:

- Increase positive LGBTI+ visibility
- Provide information and tools to enable better LGBTI+ inclusion
- Reduce isolation and minority stress for LGBTI+ people
- Create more welcoming places in Scotland



Our work to progress with these goals will help us to achieve our National Equality Outcomes for LGBTI+ staff and students.

LIBRARY DISPLAYS

Our library colleagues bring together themed books in creative displays throughout the year to highlight important issues to students and staff.



The team often use this to celebrate varied cultural events and promote allyship with different communities.

Their most recent display was for LGBTQIA+ awareness month, giving library users the chance to engage with academic texts and novels sharing the history and experiences of queer communities from different perspectives.

NATIONAL EQUALITY OUTCOME RECOMMENDATIONS

Our data shows that we have strong representation of Lesbian, Gay, Bisexual and other sexual orientations compared with the local area. Unfortunately, it also shows that these students are currently the least likely to be successful in their studies at Further Education level and are also more to leave college before completing their course.

For this reason, we will adopt **National Equality Outcome 17: Lesbian, Gay and Bisexual staff and students will feel safe being 'out' at UHI Perth.**

To make sure we make a positive difference for the whole LGBT+ community, this will be linked with our work to make sure trans staff and students feel safe as detailed in the Gender Re-assignment section of this report.


EQUALITY FACTORS

This section focuses on groups who can experience disadvantage but are not currently protected under the Equality Act 2010.

CARE EXPERIENCE

The information in this section relates to our previous equality outcome focused

on improving the UHI Perth experience for people who previously been looked after.



Outcome 1
Care experience

Someone is considered ‘care experienced’ if they have been looked after by anyone other than their birth parent(s) before the age of 18. This includes being in the care of their local authority (for example, in a group home or with foster parents) or being looked after by a family member (kinship care).

There is no specific length of time in care needed to access the support available for people with care experience, as even temporary care arrangements can cause significant disruption and introduce long lasting barriers to accessing education.

STAFF PROFILE

We can only provide data on care experience for our students as this is not something we currently ask staff to share with us. We plan to add a question about care experience as part of our upcoming review of our equality monitoring processes.

STUDENT PROFILE

The table below shows how many of our students are care experienced in Further and Higher Education:

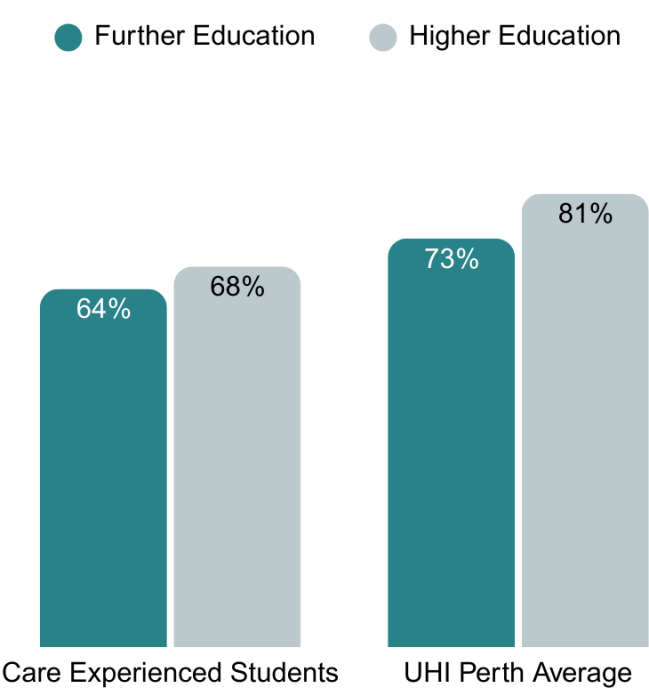
	FURTHER EDUCATION		HIGHER EDUCATION	
	YES	NO	YES	NO
TOTAL	188	2,105	28	1,490
%	9%	91%	2%	98%

This shows that we have roughly four times as many people with care experience

studying on our Further Education courses compared to our Higher Education courses.

We know that care experience can make it more difficult for people to engage with school, so it is not surprising that most of our care experienced students are studying on our FE courses which have lower entry requirements than HE.

STUDENT OUTCOMES BY CARE EXPERIENCE



The chart to the left shows the percentage of our care experienced students who achieve successful outcomes in their studies, compared with the UHI Perth Average.

Our data shows that we currently have a 9% attainment gap for care experienced students in Further Education, increasing to a 13% gap in Higher Education.

This 9% gap in FE is the same as the data shared in our Integrated Progress Report 2023, however, it is important to note that this has remained consistent alongside improvements in successful outcomes of around 8% for all learners. It is encouraging to see that, while this recent progress has not narrowed the gap, it has equally not widened during this time.

STUDENT COURSE COMPLETION BY CARE EXPERIENCE

On average, 16% of our Further Education students leave their course before gaining a qualification. This decreases to 6% for our Higher Education students.

We can only share the data for Further Education in this section, as the number

of care experienced students withdrawing from Higher Education is too small to comment on.

In Further Education, 39 out of 188 students who told us they were care experienced left their course before the end of the programme. This is a withdrawal rate of 21%, 5% greater than the average UHI Perth student in Further Education.

This is a reduction of 2% from the withdrawal rate for care experienced students which was reported in our Integrated Progress Report 2023, however the overall UHI Perth withdrawal rate reduced by 6% during this time. This suggests that, while care experienced students have benefited from the overall increase in retention, this has been more effective for non-care experienced students.

STUDENT SATISFACTION BY CARE EXPERIENCE

Our Early Student Experience Survey results over the past three years have shown positive responses from our care experienced students remaining 1% behind other students.

Both groups have also experienced a 1% year-on-year decline in satisfied responses, from a high of 97% for care experienced students and 98% for all other students.

While this is a small decrease, it is important to acknowledge that results remain very positive and there are no signs of significant differences in satisfaction between the two groups.

EQUALITY OUTCOME RECOMMENDATIONS

There are no specific National Equality Outcomes related to care experience, as it is not a protected characteristic.

However, we recognise that students who have been looked after often benefit from additional support to help them succeed in their studies. We have been

working towards this as part of our 2021 - 2024 outcomes and intend to continue with the good practice we have introduced during this time.

We will also continue to monitor the experiences of students in this group as part of our ongoing mainstreaming efforts and may adopt an additional equality outcome in the future if the data suggests this will be beneficial.

CARING RESPONSIBILITIES

Someone has caring responsibilities when they have to look after another person because they have a disability, physical or mental illness, or addiction.

Caring responsibilities are not the same as parenting responsibilities, so someone is not automatically considered a carer when looking after their own child.

However, someone can have both types of responsibility at the same time - for example, if they care for a child with a disability or support an elderly relative on top of their day-to-day parenting.

STAFF PROFILE

We can only provide data on caring responsibilities for our students as this is not something we currently ask staff to share with us. We plan to add a question about caring responsibilities as part of our upcoming review of our equality monitoring processes.

STUDENT PROFILE

The table on the next page shows how many of our students are balancing their studies with caring responsibilities in Further and Higher Education:

	FURTHER EDUCATION		HIGHER EDUCATION	
	YES	NO	YES	NO
TOTAL	197	2,096	143	1,375
%	9%	91%	9%	91%

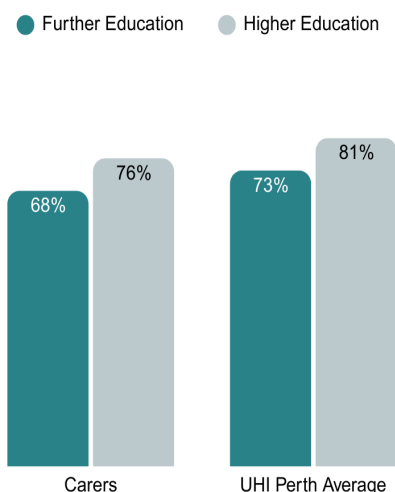
This shows that we have the same percentage of people with caring responsibilities studying at both Further and Higher Education levels.

This may reflect that most people are likely to take on caring responsibilities later in their lives. This means they are less likely to have experienced barriers in their school education, enabling them to meet the entry requirements to access courses at various levels.

However, it is important to highlight that this is not true for young carers who are defined as having caring responsibilities while they are under the age of 18). Young carers have often had to balance their school and care commitments which can have an impact on attainment.

This is supported by our data, which shows that young carers make up 47% of carers in our Further Education courses, while they are just 3% of Higher Education carers. In contrast, a large majority of carers in HE (66%) are over the age of 25.

STUDENT OUTCOMES BY CARING RESPONSIBILITIES



The chart to the left shows the success rates of students with caring responsibilities compared with the UHI Perth average.

This shows that there is a consistent 5% attainment gap for carers in both Further and Higher Education.

While this clearly shows that we have work to do to

close this gap, it is encouraging to see that, unlike other areas, it is not wider in Further Education despite the extra challenges faced by young carers.

STUDENT COURSE COMPLETION BY CARING RESPONSIBILITIES

On average, 16% of our Further Education students leave their course before gaining a qualification. This decreases to 6% for our Higher Education students.

For carers on our Further Education courses, the withdrawal rate increases to 20%. In Higher Education, it increases to 8%.

This shows that students with caring responsibilities are more likely to withdraw from courses at all levels, with a slightly higher risk for those studying in Further Education.

STUDENT SATISFACTION BY CARING RESPONSIBILITIES

Our Early Student Satisfaction Survey shows that positive responses from students with caring responsibilities are consistently within 1% of students without caring responsibilities.

There has been a small drop in satisfied responses over the past year of 2% for students with caring responsibilities and 1% for students without caring responsibilities. However, as satisfaction remains high at 95% in the most recent survey for 2024/25, this is not a cause for concern.

EQUALITY OUTCOME RECOMMENDATIONS

There are no National Equality Outcomes specific to caring responsibilities, as this is not a protected characteristic in its own right. However, it can often be protected by the Equality Act 2010 through association. This is because caring responsibilities are strongly linked with some protected characteristics more than others.

For example, women are more likely to have caring responsibilities so it can

often be protected on the basis of avoiding sex discrimination; or if someone is looking after a disabled or elderly person, caring can be protected on the basis of avoiding disability or age discrimination.

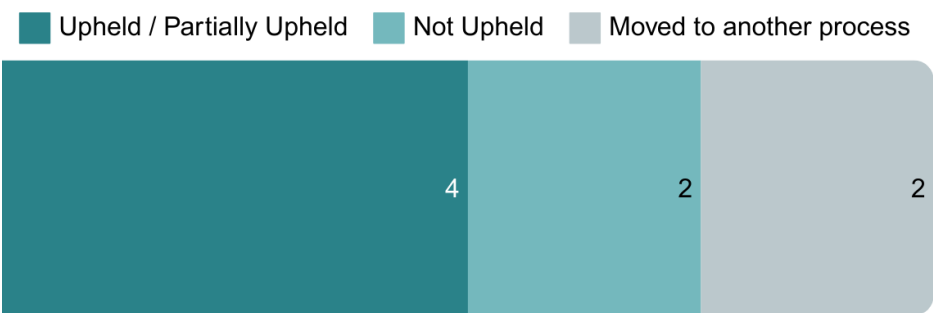
We will not be creating a specific outcome related to caring responsibilities but will aim to make progress in this area through other, related, outcomes. For example, we will consider the needs of young carers while working towards **National Equality Outcome 2: A higher number of younger college students (aged 18 and under) will achieve successful results.**

OTHER DATA

EQUALITY COMPLAINTS AND GRIEVANCES

STUDENT COMPLAINTS

In the 2023/24 Academic Year, we received 8 student complaints which related to equality issues. 50% of these were held or partially upheld, 25% were not upheld, and 25% were moved to different college processes.



As we have no way to break this down further, it is hard to say at this stage whether this supports the National Equality Outcomes about people from different communities feeling safe to report issues. The small number of complaints could mean that most UHI Perth students are having a positive experience and do not have complaints, or it could suggest that we have an issue with under-reporting.

We will be looking at how we can capture more detailed information to help us evaluate this in future. If further evidence reveals that we need to offer more support to make sure students from all communities are comfortable using our complaints and grievance procedures, we will do so as part of our ongoing equality mainstreaming efforts.

STAFF GRIEVANCES

In the 2023/24 Academic Year, our Human Resources team supported 12 Employee Relations cases which included 6 grievances.

At this time, we did not track whether any of these were related to equality issues. This is something that we are now tracking, so that we can provide more detailed information in future years and identify whether any communities are experiencing barriers to reporting.

NATIONAL EQUALITY OUTCOME RECOMMENDATION

Once we have a better understanding of whether we have any barriers preventing staff and students sharing equality concerns with us, we will consider whether to adopt the three NEOs that directly relate to complaints and reporting:

- **National Equality Outcome 8: Staff and students will feel confident that complaints of racism are handled fairly, leading to positive and effective outcomes**
- **National Equality Outcome 12: Students and staff will feel confident and supported when reporting any concerns related to their religion or beliefs**
- **National Equality Outcome 13: Staff and students will feel able to access support about violence, harassment, and abuse and know that they can safely report their experience**

As we review and update our reporting processes to remove potential barriers, we expect to make positive progress towards these outcomes before making a final decision on whether to formally adopt them as part of our four-year mainstreaming plan.



PAY GAP INFORMATION

We have included some of the high-level information shared in our [Pay Gap Report 2025](#) as part of this Equality Mainstreaming 2025 report. If you would like to find out in more detail about our current pay gaps, please access the full report on our website.

OUR PAY GAPS

The table below shows our pay gap data in six areas - we have calculated mean and median pay gaps for disability, ethnicity and gender, along with median pay gaps only for intersectional groups.

To make our areas for improvement clearer visually, we have shown our actual pay gaps (positive percentages) in bold.

		
	MEAN	MEDIAN
DISABILITY	1.56%	-4.5%
ETHNICITY	-7.2%	-1.0%
GENDER	8.6%	12.2%
DISABILITY-GENDER	-	34.15%
ETHNICITY-GENDER	-	3%

LOOKING TO THE FUTURE

FOCUSING ON AREAS FOR IMPROVEMENT

FIRST STEPS

While creating this report, it became clear that there are a number of areas where we can improve our Equality, Diversity and Inclusion practice in ways that will benefit the whole UHI Perth community.

While this work will not be an Equality Outcome in its own right, due to being for the benefit of all UHI Perth staff, students, and stakeholders, we believe our ongoing work on the NEOs will be more impactful if we take the time to build this stronger foundation first.

This work will include:

- Reviewing our current data capturing processes
- Updating our approach to Equality Impact Assessments

NATIONAL EQUALITY OUTCOMES

We have identified three potential statuses for the NEOs, **Adopting**, **Reviewing**, and **Monitoring**, and have shared descriptions of these below. The number in brackets after each definition is the number of NEOs we currently have at this stage.



Adopting: this means that we have taken on the outcome in full and will be actively working to improve in this area this during the 2025 - 2029 mainstreaming period (8)
















Reviewing: this means that we need to gather more data to make an informed decision about whether to work towards the outcome during the 2025 - 2029 mainstreaming period (7)







Monitoring: this means that our current data suggests we are already successful in this area, so we will not actively work to improve further during the 2025 - 2029 mainstreaming period (2)

The table on the next page shows each National Equality Outcome with its status in our current mainstreaming plans.

1	A higher number of mature university students (aged 25 and over) will complete their degree programmes.	 MONITORING
2	A higher number of younger college students (aged 18 and under) will achieve successful results.	 ADOPTING
3	More students who share that they have a mental health condition will complete their programmes successfully.	 REVIEWING
4	Disabled students will feel positive about the support and reasonable adjustments offered, including from teaching staff, while on their course.	 ADOPTING
5	Disabled staff and students will feel safe at UHI Perth.	 ADOPTING

6	Representation of disabled staff and Board Members will be similar to the local area.	 REVIEWING
7	Trans staff and students will feel safe to be themselves at UHI Perth.	 ADOPTING
8	Staff and students will feel confident that complaints of racism are handled fairly, leading to positive and effective outcomes.	 REVIEWING
9	Students from all racial backgrounds will have equal chances of success and learn from course content which is diverse and anti-racist.	 ADOPTING
10	Representation of ethnic minority Board Members will be similar to the local area.	 REVIEWING
11	Representation of ethnic minority staff will be similar to the local area.	 MONITORING
12	Students and staff will feel confident and supported when reporting any concerns related to their religion or beliefs.	 REVIEWING
13	Staff and students will feel able to access support about violence, harassment, and abuse and know that they can safely report their experience.	 REVIEWING

14	UHI Perth will actively work to prevent and respond to violence, harassment, and abuse.	 REVIEWING
15	Male staff and students will know how to access mental health support.	 ADOPTING
16	UHI Perth will actively work to reduce significant gender imbalances on courses.	 ADOPTING
17	Lesbian, Gay and Bisexual staff and students will feel safe being 'out' at UHI Perth.	 ADOPTING

ESSENTIAL ACTION: IMPROVING OUR EDI DATA

As the table above shows, we need to review how we capture Equality, Diversity and Inclusion data as there are a number of areas where our current progress and possible development needs are unclear.

We are committed to working to close these data gaps in the near future, so that any relevant NEOs can be adopted and worked on during the 2025 - 2029 mainstreaming period.

In order to fully review our adoption of National Equality Outcomes over the next four years, we need to:

- Refresh our Equality Monitoring questions and encourage all staff to share and/or update their information
- Introduce more in-depth Equality Monitoring processes for our Board

Members

- Improve survey responses available to students to allow for a more detailed breakdown in certain areas (e.g. capturing outcomes specific to mental health, instead of overall disability)
- Review our complaints and grievance processes to make sure we are capturing data on equality concerns effectively
- Identify and address any barriers to reporting equality issues

KEY AREAS TO PROGRESS

We recognise that all of the National Equality Outcomes (NEOs) can make a valuable difference to the Further and Higher Education sector across Scotland. However, to focus our efforts, we have identified five key areas where we feel our continued equality work will have the biggest impact locally.

The eight NEOs we have chosen to actively adopt at this time will be shared amongst these key areas of work. These priorities were chosen by combining what our data tells us about where we have the most opportunity to improve with effective consultation. We surveyed the UHI Perth community to find out what is important to our staff and students and used this feedback to help balance our choices.

The key areas for targeted action that we have identified are designed to:

- Support younger students to succeed on Further Education courses
(1 linked NEO)
- Make disabled staff and students feel safe at UHI Perth, with access to the right support
(3 linked NEOs)
- Reduce attainment gaps for ethnic minority students and make sure

course content represents people from all backgrounds

(1 linked NEO)

- Improve gender balance for courses, particularly Early Years and Built Environment

(1 linked NEO)

- Increase feelings of safety for LGBT+ people working and studying at UHI Perth

(2 linked NEOs)

You will find an initial outline of our ideas for achieving these outcomes below - these are also known as ‘outputs’. However, it is important to note that the outputs listed here are not final. We have started by identifying 2-3 outputs for each NEO adopted and expect to develop our strategy further as we make progress on improving our broader EDI processes.

We also know that our approach may change because of the UHI Transformation project. This work will define the future of the UHI partnership and, while we do not know the final outcome yet, we know the options being discussed are likely to change how we deliver our services.

We look forward to working more closely with our academic partners. However, we also have to recognise the potential impact that changing our approach may have on our current equality mainstreaming plans.

This means that, depending on the decisions made through the UHI Transformation project, our independent outcomes and plans to achieve them may change during the 2025 - 2029 reporting period.

We will produce a more detailed action plan after the release of this



mainstreaming report, noting that this may need to change when the future of UHI is clearer.

KEY AREA 1: SUPPORT YOUNGER STUDENTS TO SUCCEED ON FURTHER EDUCATION COURSES

Ideas we are exploring to achieve this equality outcome:

- Identify any specific barriers contributing to our age-related attainment gap so that these can be addressed
- Creating peer mentorship opportunities so younger students can learn from more experienced students further into their educational journeys
- Increasing promotion of our support services across all FE courses

How we will measure success:

- Do we have a clear explanation for our age-related attainment gap?
- Has the attainment gap for younger students (<18) in Further Education reduced?
- Are younger students accessing our support services more often?

Doing this work will help us to **advance equality of opportunity** and **foster good relations**.

KEY AREA 2: MAKE DISABLED STAFF AND STUDENTS FEEL SAFE AT UHI PERTH, WITH ACCESS TO THE RIGHT SUPPORT

Ideas we are exploring to achieve this equality outcome:

- Supporting more FE students to make a Personalised Learning Support Plan (PLSP)
- Increasing the number of male students accessing support with their mental health, through our counsellors or other appropriate services

- Encouraging colleagues to share information about any disabilities or long-term health conditions with us, supported by ‘myth-busting’ what this data is used for
- Raising awareness of our Reasonable Adjustment Passport scheme, highlighting this to all colleagues and training more line managers
- Revisiting the staff disability review conducted in 23/24 and introducing a ‘Feeling safe at UHI Perth’ survey to allow us to monitor improvements in feelings of safety for disabled staff and students
- Introducing new EDI training, including ‘bystander intervention’ training to help staff effectively challenge any disability discrimination (also called ableism) that they see or hear

How we will measure success:

- Is there an increase in Further Education students using PLSPs?
- Is the counselling service being used by more of our male students?
- Are more colleagues sharing their disabilities or long-term health conditions with us?
- Are more Reasonable Adjustment Passports being used to improve individual experiences of work at UHI Perth?
- Do disabled staff and students report feeling safer at UHI Perth?
- Do staff report feeling more confident challenging any ableism they encounter at UHI Perth?

Doing this work will help us to **eliminate discrimination** and **advance equality of opportunity**.

KEY AREA 3: REDUCE ATTAINMENT GAPS FOR ETHNIC MINORITY STUDENTS AND MAKE SURE COURSE CONTENT REPRESENTS PEOPLE FROM ALL BACKGROUNDS

Ideas we are exploring to achieve this equality outcome:

- Identify any specific barriers contributing to our race-related attainment gaps so that these can be addressed
- Continue decolonising the curriculum, supporting all subject areas to use and/or develop teaching materials that represent diverse perspectives
- Introducing new EDI training, including 'bystander intervention' training to help staff effectively challenge any racism that they see or hear

How we will measure success:

- Do we have a clear explanation for our race-related attainment gaps?
- How many of our subject areas are supported by a diverse range of teaching materials which include anti-racist perspectives?
- Do colleagues report feeling more confident challenging any racism that they come across at UHI Perth?

Doing this work will help us to **eliminate discrimination** and **advance equality of opportunity**.

KEY AREA 4: IMPROVE GENDER BALANCE FOR COURSES, PARTICULARLY EARLY YEARS AND BUILT ENVIRONMENT

Ideas we are exploring to achieve this equality outcome:

- Support departments with specific gender imbalances to introduce or update their EDI action plans
- Continue highlighting the achievements of students breaking gender stereotypes

- Introducing new EDI training, including ‘bystander intervention’ training to help staff effectively challenge any sexism that they see or hear

How we will measure success:

- Is gender balance more equal on our Early Years and Built Environment courses?
- Has there been an increase in underrepresented students applying to courses and are they successful?
- Do colleagues report feeling more confident challenging any sexism they come across at UHI Perth?

Doing this work will help us to **eliminate discrimination** and **advance equality of opportunity**.

KEY AREA 5: INCREASE FEELINGS OF SAFETY FOR LGBT+ PEOPLE WORKING AND STUDYING AT UHI PERTH

Ideas we are exploring to achieve this equality outcome:

- Creating more opportunities for LGBT+ staff and students to celebrate their identities, by promoting existing networks and attending local pride events
- Introducing a ‘Feeling safe at UHI Perth’ survey to allow us to monitor improvements in feelings of safety for LGBT+ staff and students
- Introducing new EDI training, including ‘bystander intervention’ training to help staff effectively challenge any homophobia, biphobia, or transphobia they see or hear

How we will measure success:

- Do LGBT+ staff and students report feeling safer at UHI Perth?

- Have attainment gaps for groups of students under the LGBT+ umbrella reduced?
- Do colleagues feel more confident challenging anti-LGBT+ discrimination they come across at UHI Perth?

Doing this work will help us to **eliminate discrimination, advance equality of opportunity** and **foster good relations**.

FINAL THOUGHTS

We are proud of the progress we have made over the past four years, while also recognising that we have more work to do to advance equality for everyone - including continuing with some of the goals we set in 2021.

This report shares what our UHI Perth community has come together to achieve during extremely challenging times for the Further and Higher Education sector and we want to finish by sharing our gratitude to the people who made this possible.

Thank you to our students, staff, and stakeholders. We look forward to continuing our work to make a positive difference with you over the next four years.

Committee Cover Sheet

Paper No.17

Name of Committee	Board of Management
Subject	Amendments to Scottish Charity Law
Date of Committee meeting	05/06/2025
Author	Ian McCartney, Clerk to the Board
Date paper prepared	28/05/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	<p>Paper provides detail around new provisions under Scottish Charity Law.</p> <p>Board are asked to note the following:</p> <ul style="list-style-type: none">• That UHI Perth accounts will now be published in full on the OSCR website• That the names of UHI Perth Trustees (ie the Board of Management) will now appear on the OSCR website;• That measures around automatic disqualification have been widened, and will now also include people undertaking a senior management function – this may be interpreted as beyond an SLT role (eg Director of Finance)
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: 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>n/a</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

Changes to Charity Law in Scotland



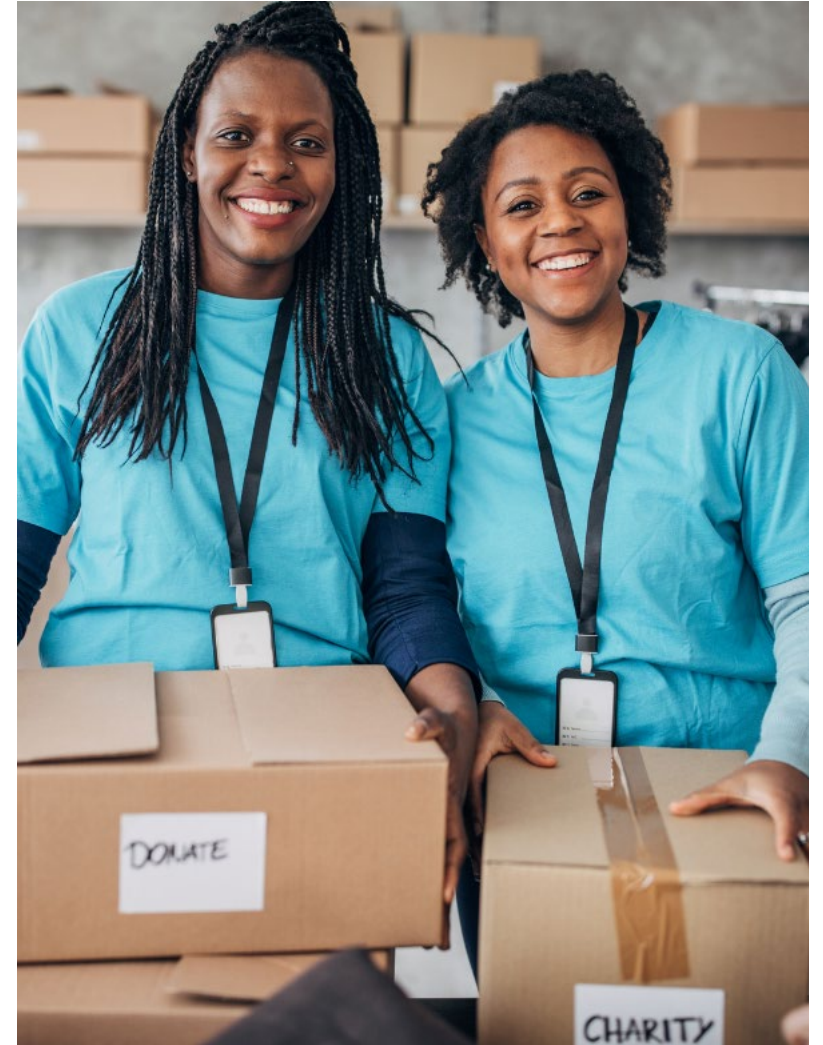


Publishing charity accounts

- New duty on OSCR to make accounts available to the public
- Unredacted accounts for all charities will be published as submitted
- Accounts received from the end of this year will be published
- Accounts format and deadline for submission **will not change**
- Onus on charities to ensure accounts are 'publication ready'

Information about charity trustees

- OSCR to hold a schedule (database) of all charity trustees for **internal use only**
- Name, date of birth, date of appointment as a trustee, and home address of trustees entered through the OSCR Online portal to verify identity and enable OSCR to exercise its regulatory functions
- Charities will be able to provide trustee information from summer 2025
- Charity trustee **names only** will be published on Register from the end of 2025
- Dispensation available where there is a risk to personal safety or security of premises



Automatic Disqualification

- A key part of the 2005 Act in relation to trustees
- Number of criteria have been expanded
- Measure has been widened to include people undertaking a senior management function
- Relevant individuals will be automatically disqualified from undertaking a senior management function
- There will be a waiver process for individuals with very specific circumstances



Automatic disqualification criteria

CURRENT

Conviction for offence involving dishonesty

Disqualified as a company director

Undischarged bankruptcy

Protected trust deed

Removed as trustee by the Court

Removed as trustee by Charity Commission

NEW

Conviction under bribery legislation

Conviction under proceeds of crime legislation

Conviction for perverting the course of justice

Terrorism or association with proscribed terrorist group

Misconduct or negligence as a public official

Disobedience with an order of Court

Sexual offences subject to notification

Extension of automatic disqualification

- Disqualification rules extended to include individuals holding **office or employment** with senior management functions or those who **volunteer** with senior management functions
- An example of **senior management function**:



- OSCR discretion to **waive disqualification** in exceptional circumstances

Implementation: timing

The 2023 Act is expected to be commenced in three phases. Phase one changes came into force on 1 April 2024. These changes are summarised on the OSCR website.

The remaining parts of the 2023 Act are planned to come into force as follows:

- **Summer 2025:** the new **record of charity mergers** and **updates to the trustee disqualification criteria**. Provision of trustee details to populate OSCR internal database.
- **End of 2025:** inclusion of the **names of charity trustees** and **publication of all charity accounts** on the Scottish Charity Register.

What can charities do to prepare?



Ensure that you know who all your trustees are and collect up to date information on them



Update your charity governance materials (eg. induction packs, trustee declarations, due diligence on trustee and senior management function appointments)



Ensure that your annual accounts are prepared to a style and standard that you would be content to be published



Keep a watch for new OSCR guidance and news updates



Identify early any charity trustees or people who might be affected by the new disqualification rules

Keep up to date

OSCR Reporter Newsletter

 @ScotCharityReg

 ScottishCharityRegulator

 Scottish Charity Regulator

 Scottish Charity Regulator

Board of Management – Standing Committee Summary

Paper No: 18a

[illegible]

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Board of Management – Standing Committee Summary

Paper No: 18b

<p>Name of Committee: Chairs Committee</p>	<p>Date of Committee: 19 May 2025</p>
<p>Key Issues discussed:</p> <p><u>Board Reset</u> Committee were briefed on Terms of Reference and provided an overview of their relevant experience to Committee.</p> <p><u>UHI Perth VS Scheme</u> Committee received a paper detailing history and background of current VS Scheme, including a timeline of amendments to the Scheme and legal advice provided, and a paper providing comparative analysis of VS against CR.</p> <p>Following a lengthy discussion on the issue, including the impact of Pension Strain, Committee agreed that the VS Scheme needs to be further reviewed, including the potential for use of Pension Scheme as a factor in VS decisions, and requested that the matter be brought back to the Board in June.</p> <p><u>Committee Action Log</u> Committee received a paper summarising current Actions across all Committees arising from Board Cycle 3.</p> <p><u>Board Member Training</u> Committee received an update on outstanding Mandatory Training requiring to be undertaken by Board Members.</p> <p>Committee requested that individualised reports be issued to Board Members with a target date for completion.</p> <p><u>Draft Calendar of Meetings 2025/26</u> Committee provided feedback to on the draft Calendar</p>	<p>Actions agreed:</p> <p>Director of HR to seek legal guidance around Pension Strain and liaise with Interim Principal with a view to bring the matter to Board in June.</p> <p>Clerk to issue individual training requirements with appropriate links, and monitor completion.</p> <p>Clerk to amend draft for inclusion in June Board papers</p>

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<p><u>Other Business</u></p> <p>Committee also received verbal updates and discussed the Draft Budget, Recovery Plan, UHI Transitions Project and Board Development Sessions</p>	<p>Director of HR to source Director Duty Training.</p> <p>Clerk to organise summer social event for Board Members, to link in with induction for new Board Members.</p>
<p>Committee Chaired by: Alistair Wylie</p>	<p>Date of next meeting: tbc</p>

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Board of Management – Standing Committee Summary

Paper No: 18c

Name of Committee: Finance & Resources	Date of Committee: 21 May 2025
Key Issues discussed: <u>Board Reset</u> Committee were briefed on Terms of Reference and members provided an overview of their relevant experience to Committee. <u>Finance Updates</u> Committee were briefed on the current position re the Internal Audit on budgeting processes, and on the current position re the External Audit Plan for year to 31 July 2025. Committee were updated on the Section 22 notice advised by Audit Scotland, noting that the scope for this notice had not yet been agreed with the Auditor General therefore timescales were not known. <u>Management Accounts</u> Committee were advised that the Management Accounts to April 2025 were not available due to finance team focusing on Budget and Recovery Plan. UHI have been advised and are providing resource support. <u>Mid-Year Review:</u> Committee received and noted the MYR, which had been submitted to SFC at the end of March. The forecast loss for AST was included in this figure as it is required within the FFR. <u>UHI Perth Draft Budget & Recovery Plan:</u> Committee received and discussed the current draft of the Budget, which was scheduled for further review prior to being presented to Board. Committee noted work done to progress the Budget, while expressing concern over predicted budget deficits and challenges presented without investment.	Actions agreed:

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Committee noted that the Budget was the starting point for the Recovery Plan, and that the Interim Principal's key priorities will include income generation and cost reduction,

Committee were advised that the consultant supporting the work on the Recovery Plan was using data for the last 3 years and modelled for the next 3 years to allow work on ratios to provide flags in key areas. Data will be closely analysed before looking at options to ensure there is a narrative provided with a clear strategic objective and gap analysis.

Consultant warned that the current trends were not positive, and that sustainability is not yet clear, however progress is being made on identifying the key areas to address. Consultant advised that the approach being taken is one that builds strong foundations rather than set unrealistic ambitions, however there will need to be a significant cost realignment and a need to identify all sources of income.

Consultant advised that the Plan will be supported by cashflow projections that run scenarios with associated management actions, however this model is not quite ready yet.

Chair noted the likely requirement to call an additional round of F&R and Board meetings in June.

Staff & Student Financial Information:

Committee received a summary of staff and student financial information to end April 2025. Consultant advised that the ratios provided looked out of step with the sector and these therefore need to be looked at within the Recovery Plan.

Board Member queried the level of backfill indicated by the numbers shown, and the impact of this on VFM for the scheme. Director of HR advised that the College has a higher level of long-term sick than experienced before, therefore it is harder to flex contracts, and extra staff are needed to provide cover.

Board Members noted it would be useful to receive additional data around different fee status by sector. Committee were advised that funding isn't provided based on that methodology, rather UHI provide an averaged amount per student/credit; SFC are currently looking at that model. Chair

Director of HR to provide Organogram to assist understanding of staffing issues.

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<p>advised that this issue be taken forward via the Transitions Project.</p> <p><u>Estates Planning SLWG</u> Committee received an update paper from the SLWG on Estates Planning. It was noted that the paper was issued late at short notice due to key data being received at short notice, therefore the SLWG had not yet reviewed the paper in full.</p> <p>Committee accepted the recommendations noted on the Cover Paper on the proviso that these remain draft recommendations until the report can be reviewed by the SLWG before being brought before the Board.</p> <p><u>Student Consultation on F&B on Campus</u> Committee received a report of a student consultation exercise on food and beverage provision on campus.</p> <p>Committee was advised that the contract for catering was due to be brought before Board for approval, which may impact on how many of these recommendations can be taken forward.</p> <p>Chair suggested that the recommendation for this paper be for SLT to take account of the implications of the report; this approach was agreed.</p> <p><u>Standard Reporting Items:</u> Committee received and discussed updates on Estates, HR and Digital Transformation, and noted minutes from JNC Committees and Perth Staff Group. Committee also approved amendments to Terms of Reference for EDIT Committee.</p>	<p>Depute Principal (Operations) to liaise with Director of Estates to take forward.</p>
<p>Committee Chaired by: Elaine Piggot</p>	<p>Date of next meeting: tbc</p>

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Board of Management – Standing Committee Summary

Paper No:18d

Name of Committee: Audit	Date of Committee: 28 May 2025
<p>Key Issues discussed:</p> <p>Additions to the Agenda Depute Principal (Operations) provided an overview of the Section 22 report being instigated by Auditor General. At this time, the scope/timeline of the S22 report is unknown.</p> <p>Enterprise Risk Management Report & Strategic Risk Register Depute Principal (Operations) presented the updated report - the complexity/usefulness of the ERM was discussed and it was suggested that the Risk Register matrix be aligned with the process followed by UHI.</p> <p>Risk Appetite Review Regular review of risk appetite in accordance with good governance. In light of current circumstances, it was recommended that the review be tabled at the full Board meeting given the importance/sensitivities of the matter. Review of the People category was specifically highlighted.</p> <p>Health & Safety Committee – Terms of Reference The reviewed ToR were approved by the Committee.</p> <p>Internal Audit Progress Report May 2025 The financial sustainability review is on hold pending the outcome of the review of the financial function in the college as requested by the Finance Committee.</p>	<p>Further consideration to be given to how this can be achieved</p> <p>To be included in the next full Board meeting agenda.</p>

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<p>Internal Audit report 2025/05 – Student Engagement A positive report was provided. Internal Auditor commended the college for having an active Student Board Rep on Audit Committee as most do not take up the opportunity. Internal Auditor noted that the recommendations on a whole were straightforward fixes.</p> <p>Internal Audit report 2025/06 – Publicity & Comms A less positive report was provided, noting several opportunities for improvement, including the creation of a Marketing and Comms Strategy. Director of HROD provided an update in her new role as Marketing Team Leader. It was discussed that the college would benefit from aligning with the UHI strategy, in line with the 'one institution' mentality.</p> <p>Verbal Update from External Auditor The draft audit plan was not made timeously available for consideration of this meeting. The college audit work has been passed to an Aberdeen-based Audit Manager. There appears to be some confusion over missing information and miscommunication, which was flagged as an issue previously and steps to mitigate should be put in place. The External Auditor committed to have the draft plan exhibited by 18th July for approval.</p> <p>FOI & Data Protection Update and Tracker The reports were taken as read. The Clerk presented the ICO Accountability Tracker and explained its purpose and the progress made to date, with 234 matters fully meeting expectations out of a possible 338.</p>	<p>Director of HROD to consider the recommendations and the UHI processes.</p> <p>External Auditor to provide draft plan on time, committee to review and approve, likely by email, but an extraordinary meeting would be convened if necessary.</p>
<p>Committee Chaired by: Debbie McIlwraith Cameron</p>	<p>Date of next meeting: TBC</p>

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BOARD OF MANAGEMENT

Paper 19

Membership

All Independent Members appointed by the Regional Strategic Body;

The Principal & Chief Executive 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;

Two persons appointed by being nominated by the recognised Trade Unions of the College

In attendance

Depute Principal (Academic)

Depute Principal (Operations)

Other appropriate staff members of the College by invitation

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.

Reviewed October 2024