Engagement Committee

Agenda

Meeting reference: Engagement 2017 -18/04
Date: Thursday 10 May 2018 at 5.30pm
Location: Room 019
Purpose: Scheduled meeting

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

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Interest in any Agenda Item		Chair	
4	Minutes of the meeting held on 1 February 2018		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	**Student Engagement**			
*6.1	HISA Perth College Update including Student Elections	Student President	Student President	Paper 2
*6.2	Admissions Policies: Further Education and Higher Education	Principal	Principal	Paper 3
7	**Performance Monitoring**			
*7.1	Corporate Parenting: progress report and update	Head of Student Services	Principal	Paper 4
8	**External Engagement**			
8.1	Stakeholder Engagement		Principal	Verbal
9	**Staff Engagement**			
*9.1	HR Update	Head of Human Resources & Organisational Development	Head of Human Resources & Organisational Development	Paper 5

10	**Board Development**			
*10.1	Board Development	Secretary	Secretary	Paper 6
11	**Committee Minutes**			
11.1	EDIT • 22 March 2018	Head of Human Resources & Organisational Development	Head of Human Resources & Organisational Development	Paper 7
12	**Date and time of next meeting:** To be confirmed		Secretary	
*13	Review of meeting (to include check against Terms of Reference to ensure all competent business has been covered)			Paper 8

Engagement Committee

Draft Minutes

Meeting reference: Engagement 2017-18/03
Date and time: Thursday 1 February 2018 at 5.30pm
Location: Room 019

Members present: Margaret Cook, Sharon Hammell, Ann Irvine, David Littlejohn, Charlie Shentall, Nurina Sharmin

Apologies: Prince Honeysett, Donald Maclean, Lindsey McLeod

In attendance: David Gourley, Curriculum and Business Engagement Director
Susan Hunter, Head of Human Resources and Organisational Development

Chair: Sharon Hammell
Minute Taker: Maureen Masson, Secretary to the Board of Management
Quorum: 3

Summary of Action Items			
Actions From 11 May			
Ref	**Action**	**Responsibility**	**Time Line**
6.2	**PCSA/HISA Student Partnership Agreement** Formal signing of partnership agreement required	Principal/ President HISA Perth College	Asap after Engagement Committee
10.1	**Board Development** Inform the Secretary of possible topics for Board development	All	By end February

Minutes

Item		Action
1	**Welcome and Apologies** The Chair welcomed everyone to the meeting and the Committee congratulated Sharon Hammell on her appointment as Chair.	
2	**Additions** There were no additions to the agenda.	
3	**Declaration of Interest in any Agenda Item**	

Perth College is a registered Scottish charity, number SC021209.

University of the Highlands and Islands Perth College

There were no declarations of a conflict of interest in any agenda item.

4   Minutes of Meeting held on 9 November 2017

The minutes were approved as a correct record.

5   Actions Arising from Minutes on 9 November 017

IIP Staff Report

An IiP update would be provided in the HR paper.

Board Development Day 23 September and 20 January 2018

Actions were progressing and an update would be provided at the next Board Development Day which was re-scheduled from 20 January 2018 to a new date of 10 March 2018.

6   Student Engagement
*6.1   HISA Perth College Update

In the absence of the Student President, the Vice President introduced the paper which provided an update on recent activity. The Committee noted the report and in particular the following:

- The Activity Grant Scheme was to go live in mid-February
- Positive engagement with students in terms of breadth of choice and participation in clubs and societies;
- The partnership agreement was on the agenda for the Committee and was now in its final version;
- Four students were to attend a regional council event in Inverness; and
- HISA Perth's participation in events to celebrate the 'The Year of Young People'.

The Committee commented favourably on the work being taken forward by the Students' Association.

6.2   PCSA/HISA Student Partnership Agreement

The Committee noted the final Student Partnership Agreement which outlined the approach to College and Students' Association partnership working in student engagement. It also identified key priorities for 2017-18. The Committee welcomed the agreement and noted that it was the first time that a partnership agreement had been drafted with reference to HISA, as this was the first year that the Students Association at Perth was part of the HISA network. The Committee noted that the agreement was similar to

those of other Colleges, but that it had been tailored to reflect the particular circumstances of student priorities at Perth. The Committee approved the draft partnership agreement for formal signing by the Principal and the President of HISA.

<div align="right">Principal/HISA President</div>

7   Performance Monitoring

7.1   Student Surveys: Induction Early Experience Survey

The Committee noted the outcomes from the Induction Early Experience Survey which included outcomes for both HE and FE students. The Committee commented on various aspects of the survey and noted that there were various analytical tools to review results in detail. After that further analysis, action plans for specific areas would be developed. Some of the positive aspects of the survey would be used for marketing purposes

8   External Engagement

The Committee noted the following and commented positively on the various engagement activities ongoing:

- a College Awards ceremony had been held at the end of January to reward staff with 25 years' service, and to recognise, formally, those staff members who had completed qualifications in the recent past;

- A partners and stakeholders event had been held at the end of January with members of the senior team in attendance. This provided an opportunity to showcase the work of the College. The event had been catered by the College's students;

- A Developing Young Workforce/ Careers event was being planned for 1 March and this provided an opportunity to bring potential students onto campus and experience the College environment;

- The Principal had attended the Perth and Kinross Chief Officers' Group meeting which had included an item on innovation in health and social care which had been well received;

- The Employers' Association continued to discuss the strategy for national bargaining;

- The College had won a 2017 Green Gown award for its WEEE centre against some prestigious competition; and

- Interviews for the senior posts of Depute and Vice Principal were to be held week beginning 5 February 2018.

9   Staff Engagement

9.1   HR Update

The Head of HR and OD provided an update on the new HR structure and approach and emerging HR priorities. The Committee noted that there would be two teams supporting CPD and HR IT systems and that each would support across academic and support areas. A new approach to managing CPD and budgets would provide greater autonomy to budget holders and ensure a more strategic approach to priorities aligned to business objectives.

The Committee noted that the people strategy would build on current values expressed in the Strategic Plan and would identify behaviours and key competencies. Line managers would be encouraged to take a more active role in managing staff supported by HR as appropriate.

The Committee noted that IIP had been re-branded. College HR staff would attend a workshop in early February to find out more about the new brand and implications for the College's existing action plan arising from its existing IiP accreditation.

The Committee warmly welcomed the new structure for HR and the various actions moving forward.

10   Board Development

*10.1   Board development Update

The Board noted a paper which outlined the dates for various development events that were planned. The date for the development evening in 2 May was in some doubt because of a clash with Partnership Council. Committee members were invited to let the Secretary have any suggestions for topics for board development within the next 3 weeks or so.

All

11   Committee Minutes

11.1   EDIT 7 December 2017 – noted

The Committee noted some changes that were being made to the staffing structure to support the Equality and Diversity agenda.

12   Date and Time of Next Meeting

- Thursday 10 May 2018

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

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

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

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

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

The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 1988. It is important that fact, rather than opinion, is recorded.
Do the minutes contain items which may be contentious under the terms of the Data Protection Act 1988?   Yes ☐   No ☒

Engagement Committee

Paper for Consideration

Subject: HISA Perth College Update including Student Elections
Author: PC Student President
Date of paper: 3 May 2018
Date of meeting: 3 May 2018

Action requested of committee:

(Tick as appropriate)   For information only:
For discussion: ✓
For recommendation/approval:

Cost implications:
(Tick as appropriate)   Yes: No: ✓

Executive Summary:

The paper provides an update on the work of HISA Perth College since the last meeting of the Committee and an update regarding the recent student elections.

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

Status of Papers   Open ☑   Closed

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988?   **Yes** ☐   **No** ☑

HISA PERTH UPDATE

Sports Day

We travelled to Inverness along with 8 Pert UHI students to compete in the annual HISA Sports Day. I'm happy to announce we dominated every activity and came back to Perth with the 1st place trophy!

It was a fun filled day for all the students that attended and the feedback received overall was very positive. The event is looking to be bigger and better next year.

Diverse CiTay

We have acquired some student volunteers and have set them the task of contacting organisations about their requirements for floats for the event.

A group of students from the college will be playing a special part in the event as well as they have requested to have a float in the event and will be hosting the official Diverse CiTay event. This is an amazing opportunity for Perth UHI students to show

NUS Conference

Prince attended the both the NUS Scotland and National Conferences where he was accompanied by 4 of our class reps. Once again this gave the reps more of an insight in what we do as HISA and how their voices can be heard and make a difference on a national level. The class reps were very engaged with the discussions and based on their thought of the event upon their return to Perth, they enjoyed the whole experience. We are hoping to have Perth students more involved with HISA regional work next year so having them come along to these events with us will allow them to prepare for the opportunities available in the following year.

OBI Awards

Our annual OBI awards is scheduled for **May17th.**

The judging panel met on April 26th to decide the winners of each category. We were unable to go through all the categories in the time that we had so we have set aside another date for the panel to meet and made our decisions for the remaining categories.

Partnership Agreement

Our partnership agreement with Perth UHI has finally been signed by our Student President and Perth UHI Principal, Margaret Cook. We look forward to working alongside Perth UHI staff to achieve the goals that we have set out for the future.

HIGHLANDS AND ISLANDS STUDENTS' ASSOCIATION | HISA PERTH

STUDENT ELECTIONS 2018

1. The Highlands and Islands Students' Association (HISA) conducted its annual executive committee elections during February – March 2018. Students' associations are required by law to hold elections for major office bearers in accordance with the Education Act 1994.

2. On Friday 23 March, voting in the HISA elections concluded and the count took place at the HISA offices in Ness Walk, Inverness for all positions.

3. This paper provides background to the elections, information on how the elections were delivered and the results of the election.

About HISA and HISA Perth

4. The Highlands and Islands Students' Association (HISA) was established in 2015 to represent all further and higher education students in the University of the Highlands and Islands and its academic partners. At the time, Perth College UHI and Inverness College UHI retained their students' associations, so HISA then represented the voice of college students here to UHI regional committees only.

5. In 2017, Perth College UHI students agreed to merge Perth College Students' Association (PCSA) with HISA. HISA Perth represents the voice of Perth College UHI students as part of the HISA framework. 2017-18 is the first year of HISA Perth's establishment.

6. HISA Perth is led by a President which is a full-time, sabbatical officer position. A student elected to this position takes a one-year break from their studies to perform the role. It is also led by two part-time officer roles which must be held by a continuing student. They are the Vice President (Activities and Welfare) and the Vice President (Education and Engagement). The executive committee of HISA Perth are also regarded **local officers**.

7. HISA is led by three, full-time, sabbatical officers (known as **regional officers**) – the President, the Vice President (Further Education) and Vice President (Higher Education). On top of the three HISA Perth positions, there were Perth College UHI students running in each of the HISA regional officer roles alongside students across UHI.

About the election

8. Prior to 2017-18, HISA ran two elections to determine the regional officers before Easter, and the local officers after Easter. Due to the prolonged workload of running elections over the majority of the second semester, HISA ran the election for all officer positions at the same time for this term.

9. This means that Perth College UHI students can nominate themselves for any HISA or HISA Perth officer role and vote for them at the same time.

10. The election is run online at www.hisavote.co.uk on a platform supplied for by Membership Solutions Ltd (MSL). This system is accessed by students using their student ID and password. Any current enrolled student registered on SITS may participate in the election.

11. Students voted in six elections at Perth College UHI – the three regional officer roles, and three HISA Perth local officer roles.

12. Voting in HISA elections uses preferential voting. This means students vote number 1 next to the candidate they want to win, number two for their next preference, a number three for their third, and so on. Students don't have to indicate a preference for every candidate.

13. Re-open nominations (RON) is a candidate in each election. This option indicates that the voter wishes to the election for that position to be re-opened to reject the available candidates.

Delivering the election at Perth College UHI

14. There were two phases of the election delivery once that dates of the election had been publicly announced. The nominations phase – promotion of the election to aim for as high a candidate count as possible, and the voting stage – promotion of the election, and candidate support, to ensure there is as high a voting turnout as possible.

15. During the nomination phase of the election, support from Margaret Cook was obtained to encourage college staff to support the elections. Information was circulated to all teaching and support about ways in which they could promote the election, and details that they could pass on.

16. Marketing material was produced by HISA. This was printed and distributed throughout the Brahan, Goodlyburn, Webster and ASW buildings. HISA Perth staff also approached students in access corridors and visited classes to promote the elections. Information on the election was posted on Perth College UHI website and social media channels and on HISA Perth social media channels. A presentation on the election was delivered at the February meeting of the HISA Perth Student Representative Council (SRC).

17. During the voting stage, all academic partners were encouraged to establish polling stations. As the vote is electronic, polling stations were to include computers where students could log in to the online ballot paper and easily log out for another student to vote, information on the candidates, and information on how to vote. Polling stations were to be supervised by institutional staff.

18. At Perth College UHI, there was a precedent of polling stations used for students' association elections. Elections were conducted by paper ballot and staff of the College supervised polling stations following a procedure for marking on a voter register students that have submitted votes.

19. Following that precedent, Perth College UHI staff were asked to support the voting stage by supervising polling stations. 35 members of Perth College UHI staff volunteered 55 hours on polling stations. For time slots that didn't have any volunteers, HISA staff supervised polling stations.

Election results

20. The highest turnout in a cross-UHI region election was achieved by HISA in 2016. The turnout was 636 in the executive officer elections.

21. 1799 votes were received for the HISA President elections, and 545 votes were received for the HISA Perth President election.

22. The winning candidates for HISA Perth are:
    a. **President**: Prince Honeysett
    b. **Vice President (Activity and Welfare)**: Lennox Francis-Campusano
    c. **Vice President (Education and Engagement)**: Michaelangelo Philippides

23. The President role is a full-time, sabbatical position. The Vice President roles are part-time positions, on a 10-hour per week contract. Prince Honeysett has been re-elected so will continue to a second term beginning on 1 July 2018. Lennox Francis-Campusano and Michaelangelo Philippides will begin their positions on 1 August 2018.

24. The winning candidates for the regional HISA positions are:
    a. **President**: Alan Simpson (Moray College UHI)
    b. **Vice President** (Further Education): Callum Stephen (Perth College UHI)
    c. **Vice President** (Higher Education): Sorcha Kirker (Orkney College UHI)

25. A breakdown of the election results across the partnership is attached as an appendix to this report.

26. HISA will be evaluating the elections over the course of the election in a broad overview of how we engage students and institutional staff. The turnout is a significant improvement on election results previously attained across the partnership and the increases are primarily attributed to how HISA has structured the regional and local officer elections, and how we engage with institutions' student engagement staff.

27. HISA is grateful to all staff that have supported this year's elections which should be highlighted as an example of partnership working.

William Mohieddeen
Student Association Coordinator
Highlands and Islands Students' Association

Local Officer Elections		
Position	Total Votes Cast	% Turnout of Total Student Population
Depute President for Argyll College	90	6%
Depute President for Highland Theological College	31	20%
Inverness College President	440	7.6%
Inverness College Vice President (Education)	409	7%
Inverness College Vice President (Activities & Welfare)	417	7.2%
Depute President for Lews Castle College	94	7.5%
Depute President for Moray College (Activities & Welfare)	330	8.5%
Depute President for Moray College (Education)	258	6.7%
Depute President for North Highland College	150	6.8%
Depute President for Orkney College	108	7.1%
Perth College President	545	8%

Perth College Vice President (Activities & Welfare)	489	7.2%
Perth College Vice President (Education and Engagement)	470	6.9%
Depute President for SAMS	81	41%
Depute President for Shetland Islands	71	3.8%
Depute President for West Highland College	65	3.8%

Regional Officer Elections		
Position	Total Votes cast	
President	1799	6.5%
Vice President (Further Education)	1662	6%
Vice President (Higher Education)	1642	6%

Engagement Committee

Paper for Consideration

Subject: Admissions Policies: Further Education and Higher Education
Author: Margaret Cook
Date of paper: 2 May 2018
Date of meeting: 10 May 2018

Action requested of committee:

(Tick as appropriate)   For information only:
                        For discussion:
                        For recommendation/approval: Yes

Cost implications:
(Tick as appropriate)   Yes: No:

Executive Summary:

The Board considered the final draft Admissions Policy at its meeting on 21 March 2018. This was the output of a short-life working group on FE Admissions as part of the UHI single policy framework for FE. The group proposes that this policy is recommended for approval by each academic partner Board of Management where further education is delivered. It is proposed that this policy be adopted for implementation for the 2019/20 applicants to avoid a mid-cycle policy shift.

The Board endorsed the approach to admissions, but was keen that the Engagement Committee have sight of the UHI HE Admissions Policy in addition to the FE policy, so that it could have full oversight of the approach to admissions. Both policies are attached and the Engagement Committee is asked to consider and approve the policies and to make a recommendation to the Board at its next meeting.

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

Status of Papers   Open ☑   Closed

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988?   **Yes**   ☐   **No**   ☑

Perth College UHI

University of the Highlands and Islands

Admissions Policy: Further Education

Policy Statement

Perth College UHI endeavours to be welcoming and inclusive in its admissions policy and processes, seeking to work in partnership with prospective students to match applicants with courses most appropriate to their aspirations and current level of skills, knowledge and ability.

Perth College UHI operates a fair and open admissions process that is free of discrimination and reflects a commitment to widening access and equality of opportunity. The College aims to provide appropriate services to support students with learning support needs or disabilities.

Scope

This Admissions Policy applies to all applicants for further education courses (full-time and part-time), including those classed as commercial.

Applicants for higher education courses (HNC, HND, Degree and Post Graduate programmes) should refer to the University of the Highlands and Islands Admissions Policy to be found on the UHI web-site at https://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/policies/

Legislative frameworks and related policies

This policy is aligned with the following legislative frameworks:

- Equality Act 2010
- Data Protection Act 1998
- Freedom of Information (Scotland) Act 2002
- Scottish Care Leavers Covenant 2015
- Disability Discrimination Act 2005
- General Data Protection Regulation (GDPR) (from May 2018)

Associated policies include:

Perth College UHI

Use of Personal Data

Personal data collected through the 'Academic Partner name' admissions process will be anonymised and used to statistical purposes to monitor applications by age, disability, sex, gender reassignment, pregnancy and maternity status, race, religion and/or belief, sex, sexual orientation, marriage and civil partnership or socio-economic background.

Key Principles

The Perth College UHI will:

- Follow admissions processes that are free of discrimination on the grounds of age, disability, gender and gender reassignment, pregnancy and maternity status, race, religion and/or belief, sex, sexual orientation, marriage and civil partnership or socio-economic background.

- Offer a curriculum aligned to local and regional need and in line with national priorities. Where there is diminished local need or low demand, a course may be amended or withdrawn before it commences. Equally, new courses may be introduced or the number of places on a course increased due to demand;

- Publicise courses through a variety of communication channels and in a variety of formats;

- Be fair, open and transparent in recruitment and selection processes;

- Provide clear and accurate information on available courses, entry requirements and/or selection criteria;

- Proactively encourage candidates to declare any disability or additional support need that may create barriers to their success in learning. This declaration enables Perth College UHI to provide appropriate support during the application stage and throughout a student's course;

- Publish on Perth College UHI web-site, details of the annual admissions cycle including when applications will be processed, when interviews take place and offers of places will be made.

Contextualised Admissions

To further our commitment to improving access to education for people from the widest possible range of backgrounds, Perth College UHI operates a contextualised admissions policy and processes. This commitment enables the College to form a more complete picture of the characteristics of an individual applicant. To this end, Perth College UHI:

- Endeavours to take into account an applicant's background where an application falls short of the standard entry criteria for a course or where there is competition for places;
- Will provide appropriate levels of support to prospective students who require it throughout the admissions process;
- Make provision for assessments of additional support required 'on-course' during the admissions process;
- Make reasonable adjustments wherever this is possible.

Perth College UHI particularly welcomes applications from specific priority groups in line with Government priorities and legislation, including:

- Care experienced and looked after young people;
- Those living in areas of multiple-deprivation as identified by the Scottish Index of Multiple Deprivation as being the 10% most deprived post-code zones in Scotland;
- Those whose parents or carers have not accessed education beyond the compulsory school years;
- Male and female applicants to courses with nationally recognised gender imbalances e.g. males into to care, females in to construction

Perth College UHI guarantees an interview to those with a care experienced background. To support gender equality, the College also operates a guaranteed interview for specific courses that experience a severe gender imbalance and are included in the College's Gender Action Plan.

Perth College UHI records all contextualised admissions, showing the number of applicants identified within priority groups, by course and by outcome of application.

Discretion in making an offer of a place

All offers of places are subject to the College's discretion. The College reserves the right to reject applications or apply further criteria under particular circumstances such as the following:

- Previous disciplinary sanctions under the college or university disciplinary procedures or those of other institutions
- Record of outstanding debt with the College or University
- They do not meet the entry criteria
- Unsuccessful at interview

Perth College UHI will

- Treat every application on its merits and will remove barriers to participation through making reasonable adjustments. However, there may be occasions when reasonable adjustments are not sufficient to enable participation on a particular course.   In these circumstances, Academic Partner name will make every effort to offer an alternative course or an alternative mode of study if appropriate and / or available.)
- Reserve the right to apply additional entry criteria in instances where an applicant has a record of previous enrolments without successful completion. In such cases, due consideration will be given to an individual's circumstances and support needs when reaching a decision.
- Successful applicants to courses will be required to join the Protection of Vulnerable Groups Scheme (PVG) where the studies or placements require interaction with children and/or vulnerable adults. A previous criminal record does not, in the majority of cases, exclude an applicant from being offered a place. However, the College recognises that it has a duty of care to all students and staff and therefore reserves the right not to admit an applicant where there is evidence that they could affect the safety and welfare of students or staff. The College has the right to withdraw an offer of place if new information

becomes available which has not been previously disclosed by the applicant and which could affect the safety and welfare of students and staff.

Fee Status

Every student who enrols of a course incurs a fee. The vast majority of full-time further education students have their fees paid by the Scottish Funding Council, through the fee waiver system. Part-time students may also be eligible for fee waiver.

On application, the College will make an assessment of fee status in order to determine the appropriate level of tuition fees, in line with the relevant regulations and based on the information provided on the application form. The fee status of an individual will be communicated in the offer letter to ensure that individuals are aware if they are liable to pay fees.

The College reserves the right to change an applicant's fee status in exceptional circumstances such as the following:

- If new information becomes available which was not previously disclosed by the applicant and affects the original decision on the fee status;
- If errors are made within the initial fee assessment, either by the College or by the applicant, which affects the original decision on the fee status.

In such cases, the applicant will be notified of any change to their fee status and any consequences of this change.

Applicants assessed and determined to be international fee-payers may be required to pay full course fees prior to enrolment.

Appeals

Any appeals relating to application decisions must be made in writing to 'insert relevant job title'.

Compliance

The responsibility for compliance with the Admissions Policy lies with all staff involved in the process. The Policy will be regularly audited and reports submitted to the Regional Admissions Group.

Monitoring

Reports on the number of applications received and offers made will inform curriculum review and courses offered in subsequent years. Applications will also be monitored by post-code, gender, ethnicity, disability, care experience and carer status to inform equality and diversity action planning.

Review

The Policy will be reviewed on a three-yearly basis, or earlier if legislative change requires it.

Admissions Processes

The Admissions Policy will be implemented through agreed procedures which are detailed in the document 'Admissions Procedures' and which will be followed in all instances. Admissions procedures will be regularly reviewed and assessed to ensure alignment with the College's Admissions Policy and good practice within the sector. Admissions Procedures are published on the college web-site.

University of the Highlands and Islands
Admissions Policy

Contents

ADMISSIONS POLICY

Introduction

Strategic context

The university is a partnership of thirteen independent colleges and research institutions providing formal post-school education throughout our region. Integration of post-school education provides students with flexible progression through further (college) and higher (university) education and provides a single point of access for post-school education and training.

The university is committed to excellence in learning and teaching and to providing opportunities to all who may benefit through:

- Innovative and inclusive approaches to learning and teaching;
- Provision of programmes of study to facilitate entry to higher education for those from traditionally under represented backgrounds, including those who would otherwise be excluded by a combination of geography and personal circumstance;
- Flexibility of entry and certificated and accredited exit points, with students being encouraged to study to the highest level of their abilities.

Scope

This policy covers all admissions to undergraduate and taught postgraduate higher education programmes (ie SCQF levels 7 to 11) from UK/EU and non-EU applicants and will be applied across the university partnership.

Fairness and equality

The University of the Highlands and Islands operates a fair and open admissions process committed to equality of opportunity and non-discrimination. All applications are considered on merit and on the basis of ability to achieve, without discrimination on grounds of age, disability, gender identity, pregnancy and maternity status, race, religion and/or belief, sex, sexual orientation or socio-economic background. The university welcomes applications from all prospective students and aims to provide appropriate services to students with learning support needs or disabilities.

This is facilitated by the provision of:
- General information to prospective students designed to be accessible and socially inclusive with information about facilities and resources, including course information and support services;
- Minimum entrance requirements for taught programmes of study which may include specific subject requirements;
- An approach to admissions whereby the wider context of an applicant's background may be taken into account where an application falls short of the standard entry criteria for a programme, or where there is competition for places on a programme;
- A process whereby lifelong and experiential learning and continuous professional development are appropriately recognised and rewarded in terms of entry requirements and academic credit.

The university will ensure equality of opportunity in recruitment and selection procedures by making available appropriate support during the application process including opportunities for students to visit their intended learning environments and/or discuss their particular needs with staff.

The university's admissions policy, practice and procedures shall be in accordance with relevant UK Code of Practice for Higher Education.

Curriculum for Excellence

The university welcomes Curriculum for Excellence in Scotland and fully supports its aims to ensure that all children and young people develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future. The university recognises that, through Curriculum for Excellence, the ability to succeed may be

demonstrated in variety of ways and will take this into account in applying its entry criteria to applicants who have completed the senior phase of Curriculum for Excellence.

Admission and selection

Application process

Applications to full-time undergraduate degree programmes and all applications by school leavers should be made through UCAS (the University and College Application System). Applicants are encouraged to provide as much information as possible to assist in decision making.

Admissions decisions will be made as quickly as possible. In cases where selection interviews, auditions or portfolio reviews are required it may take longer for decisions to be reached. For some programmes, especially those with large volumes of applicants, applications from suitably qualified candidates may be held to a cut-off date to ensure equal consideration. Applicants are advised of the process and timescale of decisions on acknowledgement of application and through [information provided on the university website](#).

Equal consideration will be given to all undergraduate applications received by the UCAS 'on-time' application deadline of 15 January in each year.

A record of the application including all evidence supporting a decision to admit or reject a student will be retained and kept securely by the university, in accordance with the university's information retention policy.

Interviews, portfolios and auditions

In the case of some programmes a selection interview, audition or portfolio review may be part of the selection process. A selection interview may also be required where entry qualifications were obtained more than six years previously. Where a selection interview, audition or portfolio review is required, the assessment criteria, required standards and assessment methodology will be clearly communicated to applicants in advance and support in undertaking the assessment will be available to students who may have additional support needs.

In the case of other programmes, applicants may be invited to attend one of the university's locations, or to a telephone or on-line meeting to learn more about the university, the programme, the intended location of study, and the study experience. Such meetings will not be part of the selection process but may include important information and guidance which may influence the applicant's choice of programme, location and mode of study and applicants are encouraged to take part in such meetings.

Offers

Minimum entry requirements including level of qualification, subject and grade are published for each programme of study. Offers made on individual applications will be based on these minimum criteria, but may include higher or further requirements, depending on a variety of factors including the level of competition for the programme.

Where the applicant's credentials are not in English, the applicant must provide notarised translations so that the necessary equivalency checks can be made.

Recognition of prior learning

Non-certificated learning
For applicants without standard entry qualifications, consideration will be given to relevant experience gained as well as professional qualifications and other forms of learning as an alternative to standard entry requirements.

Certificated learning – credit transfer
The university supports the Scottish Credit and Qualifications Framework. Prospective students are encouraged to apply for recognition of previous formal learning as credit towards the achievement of qualifications, either through partial exemption or for direct entry to later years, where under pinning academic study can be demonstrated.

More information is available in the university's Recognition of Prior Learning Policy.

Access

The university has entered into access agreements with colleges and other institutions whereby specific awards, including higher national certificates and higher national diplomas, will be recognised as qualifications for direct entry to later years of study.

More information on access is available on the university's website

Deferred entry

The university accepts deferred entry to the majority of its courses; where this is not possible it is noted in the course information on UCAS course search.

International applicants (non UK/EU)

The University of the Highlands and Islands is a sponsor under the United Kingdom Visas and Immigration (UKVI) Tier 4 points based system.

International students must provide copies of their academic qualifications and, where relevant, evidence of English language competence (to the level stated in the academic regulations). Applicants will be made aware of and, if admitted, must abide by the requirements as stated in the university's International Student Agreement.

General information

Course change or cancellation

In situations where any of the university's courses have been subject to significant change, or discontinuation, applicants will be informed at the earliest opportunity. Where possible, applicants will be assisted to find alternative provision.

Feedback to unsuccessful applicants

The university is committed to providing feedback, when requested, to any applicant whose application was unsuccessful.

Appeals and complaints

If an applicant is dissatisfied with the outcome of an application for admission they should discuss the matter with the relevant programme leader for degree programmes and the academic partner applied to for non-degree programmes. If they are still dissatisfied they should follow the UHI student complaints policy and procedure.

Monitoring and Review

Academic Council has overall responsibility for the university's admissions policy, and for monitoring and reviewing its application. The policy was last reviewed and approved by Academic Council in September 2014.

The admissions policy will be implemented through agreed procedures which are detailed in a separate handbook for staff and which will be followed in all instances. The content of the admissions handbook will be reviewed and assessed regularly to ensure alignment with the University's admissions policy and good practice within the sector.

Paper for Consideration

Subject: Corporate Parenting: progress report and update
Author: Head of Student Services
Date of paper: 3 May 2018
Date of meeting: 10 May 2018

Action requested of committee:

(Tick as appropriate)   For information only:
                         For discussion: √
                         For recommendation/approval:

Cost implications:
(Tick as appropriate)   Yes: No:√

Executive Summary: This paper provides a progress report and update on corporate parenting in the College.

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

Status of Papers   Open √   Closed

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 and papers about living individuals, under the terms of the Data Protection Act 1988.

Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988?   **Yes   ☐   No**√

Corporate Parenting: Perth College Progress Report and summary: May 2018.

This report is a distilled version of a larger, more comprehensive and, formal report will is required for the Scottish Government and Scottish Funding Council. The full report when completed will also be published on our website as part of our ongoing reporting duties and legal responsibilities as Corporate Parents.

The Perth College Corporate Parenting Strategic Plan (2017-2021) was approved by the College Management Committee in June 2017. The plan highlights the context, key aims, work and focus for Perth College in this area. This document can be found and accessed on the college website.

 The actual template and structure used to compile the Corporate Parenting Strategic Plan is one adopted by all Academic Partners across the UHI. It is anticipated this will assist with wider reporting of Corporate Parenting work and will be of benefit for the ROAs. PKC also adopted a similar template and structure as part of a local multi-agency approach and reporting model.

The Government's Children and Young Person's Bill 2014: set out the six key duties for all Corporate Parents, This is detailed in Section 9 of the bill.

They are:

1. **To be alert to matters** which, or which might, adversely affect the wellbeing of young people and care leavers.

2. **To assess the needs** of Care Experienced young people for the services and support it
Provides.

3. **To promote the interests** of those children and young people

4. To **provide opportunities** for Care Experienced young people to participate in activities designed to promote their wellbeing

5. To **take appropriate action** to help Care Experienced young people:

    (i) **Access** the opportunities it provides and

    (ii) Also to make use of the services, and **access** the support, which it provides

6. To **take any other action** that it considers appropriate for the purpose of **Improving** as a corporate parent.

(There is also an additional duty on corporate parents to collaborate with each other when exercising their corporate parenting responsibilities: especially with the Local Authorities)

The Perth College Corporate Parenting Plan 2017-21 involves develop aims in each of the following areas:

- Management and delivery of plan outcomes.
- Raising aspirations and pre-entry outreach
- Identification of those that are Care Experienced
- Application
- Pre-entry
- On-course support
- Monitoring of plan/outcomes

Brief summary of our position to date: Perth College achieved the 'Buttle Trust Quality Mark' in July 2014 for its processes and approaches with Care Experienced applicants and students at that time. This was a voluntary award and undertaking and was around 2 years in preparation and work prior to submission.

The framework for achieving this quality mark award was very robust and comprehensive so achieving the award was a significant achievement. Shortly after that time the Buttle Trust communicated that they were to cease offering the quality award.

It was during that time the Scottish Government were drafting and finalising the new Children's and YP Bill 2014. As part of that legislation they introduced Corporate Parenting (CP) as a legal responsibility for lots of publicly funding bodies, including colleges & universities. The legislation made colleges & universities legal Corporate Parents. The government produced guidance to organisations on what their responsibilities were as Corporate Parents: new frameworks were disseminated and this also included the production of a strategic plan for corporate parting work and formal reporting lines for all CPs.

So Perth UHI now has legal responsibilities to those from Care Experienced backgrounds. Our CP Strategic plan is used to develop and progress our own CP work but it is also used to demonstrate how we are meeting the 6 duties associated with CE young people and set out our future ambitions as well as measure our progress and commitment. The plan forms the basis of our formal reporting to demonstrate how we are meeting our obligations.

Update on the Perth College Strategic Corporate Parenting Plan: progress on the key aims in the strategic plan:

The plan has 7 areas that we use to set our aims and ambitions. Highlighted below are development and progress within each of these areas and how we are progressing our CP overall.

<u>Management and delivery of the outcomes:</u>

A new UHI admissions policy for FE has Care Experienced as a named key group- for contextualised criteria and fairer comparisons/decisions.

This Policy has now been approved at higher UHI/SMT level. The Short Life Working Group (SLWG) is now working on establishing shared practice in the selection and decision making criteria used and recorded across all UHI Aps.

The CP Plan is reviewed and reported on May/June each year for Perth UHI purposes. This is the first progress report. The larger more formal reports for Scottish Government and Funding Council are scheduled on a three year cycle. This first of these will be completed by end of May 2018. (Again it is the first).

We have identified formal measurements to help identify some of our aims, and progress. Using comparative data, (non CE group) to help us evaluate our progress, identify key aims, help with planning and improve our CP work.

We will be measuring ratios and percentages of Care Experienced against non-experienced groups in key college areas: Including: Applications to Enrolment conversion rates, Retention, Course completion rates and % successfully gaining the full qualification.

E.g. Those who have disclosed a Care Experienced background on their Application Form has risen each year: 91 disclosures in AY 2014/15, to 267 in the current AY 2017/18.

Some data will not be available until later in the AY or until summer. Positive Destinations is another comparative statistic we will also analyse in future.

Internally, we are joining up our systems to enhance our interventions and monitoring processes; For Example; CE is one of the new visual symbols we will use within the BRAG system, highlighting to staff if someone is from a CE background.

Support Staff are very active locally and work with LA and related agencies to benefit CE YP. Staff attend localised training led by PKC as part of wider multi-agency partnership.

We also are key members and partners within the local strategic groups: CP Parenting regional Strategic committee, & sub- committee, UHI CP practitioners group.

Active members of both the Children and YP and Adult Protection Committees.

We have excellent link and partnership with through care and after care agencies and youth services, schools re transitions into college for CE applicants.

Raising Aspirations and pre-entry outreach:

We have excellent links with local stakeholders, agencies and professionals who work in partnership with us to enable us to offer the best provision and experience for CE YP.

We have set up a dedicated web-page for Care Experienced Applicants, or those working or supporting them: with bespoke information, provision, benefits and contacts.

We offer 'Enhanced' transition arrangements for all CE applicants. All CE students are get or are offered a support plan.

We are part of a local multi agency partnership for corporate parenting work- with shared aims and close working operational links.

We have affective links with CE students and groups to gather the student voice and improve what we do.

Fun Young Individuals group: a group set up and run by CE YP. Our support team have excellent links here, work closely with Youth Services, contributed to their bucket list etc.

Identification of those that are Care Experienced

See above for excellent links. We also work closely with local schools to identify those with CE backgrounds, and have excellent working relationships with other key practitioners.

Partnership with Youth services. Recently the FYI group made a promotional film to raise awareness of CE YP. Perth College hosted the film launch as part of our excellent reputation for being good CPs.

Disclosure improving – year on year see stats. Less stigma and fear, more benefits and support.

Application

UHI wide policy for FE applicants will improve consistency across UHI APs. Contextualised practices being built into both FE and HE selection and decision making.

Staff have mandatory training on CE to improve their Self-–Awareness of this group and what it means when it appears on the application form or on the BRAG system.

CE applicants can get extra help to attend interview and to prepare for selection and assessment methods we use if they need it.

Disclosure is encouraged and benefits explained.

Our partners and external stakeholders are aware of what we offer to support CE.

Pre-entry

Enhanced Transition arrangements are put in place to ensure a positive journey/experience

Get Ready for College program: (GRFC) input, pre-induction.

Bespoke arrangements visits and specific program to suit CE group.

Student Funding- new development to help with evidence required for CE groups and assistance with applications forms and entitlements.

Help ensuring they have in all entitlements, funding, PLSPs. Support plans or assistance with Mental Health or emotional need and overall well-being if need be, prior to the start of their course and on-going.

A number of Flats in college residences are held for CE applicants.

Priority places at Nursery.

Support at interview stage (pre-interview help) and process of selection recruitment explained.

On-course support

Regular links and meetings with named support worker, if they need it.

All CE students are offered a Careers Interview: to ensure they know their options, help plan out their future options and career idea, and to help develop their employability.

Formal recording of the % of CE that access student support.

Extra hardship payments being costed, a one off financial payment at Xmas to those staying in residences, changes to funding forms to make it easier for CE to apply.

Improved partnership working with other cross college teams re internal and external referrals, signposting and over all support.

Support teams and residence warden- work in partnership for CE in Flats as part of wrap around care.

Monitoring of plan/outcomes

On-going review of aims, operational practices, measurement of successes through use of comparative data.

Feedback collected from CE students at end of year by phone survey/text, with set questions.

Some new ideas to develop us further: mentors, using CE students who have been successful at college to speak and help those who are new.

Shared plan layout and structure across the UHI, for an overall report. Contributing to the ROA aims and targets.

The CE group are key in our college Access & Inclusion Strategy

Formal comparative related to our key aims data will be included in full report for the SFC/Government and this report will be published on our website.

Work closer with Perth HISA to raise awareness and work in partnership to benefit CE students. Training to raise awareness etc.

Below are examples of recent operational developments and successes as part of our work as Corporate Parents at Perth:

- Changes made to internal funding applications (to prioritise those from CE backgrounds for processing and assessing as priority)
- Priority places at the Nursery
- Specific Get Ready for College (GRFC) pre-entry program,
- Letters to all offering PLSP- all get a support plan, even if not a PLSP.
- On-going support & named college person in Student Support Team
- A small number of flats in our residences are held for CE applicants only - until specific times they are not filled.
- We have created a bespoke webpage- (on our website) for CE applicants (with bespoke information, support benefits of disclosure, only relevant for CE etc.)
- Partnerships with External groups- FYI, Corporate Parenting Strategic Group (LA multi-agency) sub group of this, UHI CP practitioners group, through care after care, youth services
- Climbing wall/recording studio, made promotional movie- premiered in PCLT (March 18)
- Help with funding evidence/applications- hardship etc. - more to develop here.
- All CE are offered a VGI
- Links between support & residence staff and warden to monitor and assist.
- same with PATS
- feedback groups to help plan etc. links to FYI website
- Some recent interest and initial discussions related to introducing a Scholarship for CE applicants.

Richard Ogston

Head of Student Services

Perth College UHI

May 2018

Paper for Consideration

Subject: HR Update
Author: Susan Hunter, Head of Human Resources and Organisational Development
Date of paper: 30 April 2018
Date of meeting: 10 May 2018

Action requested of committee:

(Tick as appropriate)   For information only:
                           For discussion: ✓
                           For recommendation/approval:

Cost implications:
(Tick as appropriate)   Yes: No: ✓

Executive Summary: The paper provides an update on HR matters and includes an option appraisal in relation to IIP moving forward. The Committee is asked to consider the options and advise on a way forward.

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

Status of Papers   Open ☐✓   Closed ☐ (tick as appropriate)

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988?   Yes   ☐   No   ☐✓ (tick as appropriate)

Engagement Committee HR Update

Prepared by: Susan Hunter, Head of Human Resources and Organisational Development

Date: 24 April 2018

HR Structure

The new HR&OD structure is in place as of 5 March 2018. HR is currently focussing the team on their knowledge transfer plans and working on processes to streamline the workload to create capacity. Key items in this change also include a move to a customer focussed service, which we are working on formally through scheduled sessions, but also coaching sessions as work comes in.

Both teams have now met with all line managers in their areas, to discuss their issues and to start building those relationships to establish the business partner model.

The Health, Safety and Wellbeing Adviser started on 16 April 2018 and has already met with the whole of CMT and is now working his way through the first line managers. His focus is on engaging with managers to establish the state of play in each area to inform a college action plan and strategy.

The Equality, Diversity and Inclusion Adviser will commence employment on 4 June 2018. His induction will have the same focus as that of the Health, Safety and Wellbeing Adviser, meetings with CMT and HISA followed by first line managers.

Organisational Leads

HR Systems

The first lean session, to review recruitment processes, is scheduled for 16 May. Lean workshops will involve key stakeholders to ensure these processes work for all.

Learning and Development

Focus group sessions are in the process of being developed, to speak to staff about what they require in terms of learning and development, this will be paired with sessions with management to determine what staff need, so that an appropriate workshop annual plan is developed. Meetings are also scheduled with Barbara Nelson from HMIe.

The learning and development policy is almost complete (still to be consulted upon at JNC and SCF) and gives managers autonomy over their own CPD budgets to ensure their strategic priorities are addressed annually.

People Strategy

The first step was to work with staff to define the values and establish how this translates into value led behaviours. Five workshops took place to gather statements and at the CMT meeting of 25 April 2018, these were reviewed, a formal suite of statements will be pulled together week commencing 7 May 2018.

The People Strategy 2018-2021, is still to be completed, but will support the Perth College UHI strategy and will focus on compliance, culture and capabilities.

IIP – Investors in People

I have met with our IIP consultant and the change in leadership and focus of the organisation presents us with options in relation to how we manage IIP moving forwards. An options appraisal is included.

This was discussed at CMT on 25 April 2015 and the view of CMT was to move to a replacement of IIP with our own values led programme.

Staff Conference Day

Discussions are currently under way as to the format of the next day, we will not be repeating the previous formal of a review of the last year. This will either be in June with a focus on excellence or in August with a launch of the new values and associated strategy, discussions are ongoing.

IIP Status – Option Appraisal

Susan Hunter, Head of Human Resources and Organisational Development

1. Purpose of Option Appraisal

The purpose of this option appraisal is to provide SMT with a clear understanding of the status of our accreditation and options moving forwards.

2. Rationale for Option Appraisal

This Option Appraisal is required because we are at a critical point in the accreditation cycle. IIP has implemented a new framework, and an action plan was agreed to support that framework in March 2017. However, significant change in both executive leadership and HR, has changed priorities, the people strategy and identified work to be undertaken culturally that make this 2017 action plan irrelevant.

Perth College UHI currently holds the lowest level award, now known as "Developed" and AST hold the Gold award, now known as "Advanced". Given that we are moving AST across to Perth College UHI practices, it would make sense to consider a single accreditation, in my view.

I have attended sessions on the new framework and think that Perth College UHI is currently sitting at the correct level, but cannot see AST maintaining the gold award given ongoing issues and people practices and policies. Examples of benchmarks, I do not see AST achieving to sustain the award are;
- Leaders ensure there is a consistent level of trust across the organisation
- People have confidence in the leadership and management capabilities within the organisation
- Leaders create a culture of openness where people behave in line with the organisational values
- Line managers are highly effective and consistent at supporting high performance and addressing underperformance through effective, constructive and open dialogue
- Policies and practices are aligned to help people take individual ownership and act quickly and effectively
- The organisation uses succession planning to ensure critical roles are filled and people can progress

The cost of accreditation and maintenance is based on staff numbers and award level. As such, this is can be estimated but is an unknown quantity, until assessment outcomes are confirmed.

My personal view is that the organisation should not be driven by criteria on a badge, but should instead be driven by what is right for the organisation. If this happens to result in a badge then that is a happy coincidence.

3. Options

The following options are assessed in this document;

Option 1
Continuing with the current action plan implementation, with an amendment to the current action plan.

Option 2
Commence the assessment from scratch, taking account of the current priorities and drivers for success. This would mean running the IIP questionnaire and focus groups again to develop a new action plan.

Option 3
Decide to no longer be IIP accredited. This means we could no longer display the badge on the buildings, paperwork and websites.

4. Costs

Option 1
The cost implications of option 1 are detailed below:

Annual cost of 3 year review	£4,000
Resource required for reviewing and updating action plan with CMT, communications and monitoring delivery	

Option 2

The cost implications of option 2 are detailed below:

Cost of new review	£12,500 over new 3 year cycle
Lost payment for 2017	£4000
Resource required for communications, attending of focus groups and CMT pulling together an action plan.	

Option 3

I have been unable to ascertain thus far as to whether there is a cancellation fee, I will investigate this further. Published terms and conditions require 30 days' notice, but make no mention of a fee, I am awaiting confirmation of this.

5. Benefits

Option 1
The benefit of adjusting the plan is that it allows Perth College UHI to move forward with the existing plan, tailoring it to our needs without the additional cost of undertaking a new assessment.

Option 2
This option allows us to start from scratch and design an approach tailored to the new leadership agenda and involve CMT as part of their joint responsibility as college managers.

Option 3
This option allows us to focus our attention on the needs and priorities of Perth College UHI and not be driven by the generic criteria set out by an external body. This allows a saving of £4000 per annum to be redirected to implementing initiatives that are focussed on our priorities. I am also not persuaded of the organisational benefit of having the accreditation, in that there is no evidence it is a driver for recruitment or retention. Given our current situation, I am also not persuaded that the level of accreditation that Perth College UHI hold is a symbol of quality.

6. Risks

Option 1
The risks around this option are that the existing plan is based on the survey and focus group data from 2017 and the landscape has changed since then. In addition, little work has been taken forward, due to the significant changes at Perth College UHI. Amending the existing plan would mean that the action plan would not relate to the data collected.

Option 2
The risk around option 2 would be time and expense. Staff invested a significant amount of time into the process last year, by completing questionnaires and attending focus groups. As such, we risk staff being disengaged with the process and this affecting the response rate and therefore the significance of the data collected. We would also lose the £4000 invested into the assessment last year.

There is a risk that AST's accreditation would lower and in that case we would need to be prepared to manage that message.

Option 3
The risks around this option are that staff may perceive this negatively. We have already removed the Disability Confident scheme, due to the onerous criteria and removal of the IIP accreditation may be perceived as the removal of something else that ensures our people practices and treatment of staff are positive. This could be mitigated by clear messaging on rationale and how the investment will be repurposed to benefit staff. The Board of Management may take a view on this, as Engagement Committee have been very interested in IIP thus far and may have some of the concerns listed above.

Engagement Committee

Paper for Consideration

Subject: Board Development
Author: Board Secretary
Date of paper: 1 May 2018
Date of meeting: 10 May 2018

Action requested of committee:

(Tick as appropriate)   For information only:
                          For discussion: ✓
                          For recommendation/approval:

Cost implications:
(Tick as appropriate)   Yes: No: ✓

Executive Summary: The paper summarises the development activities the Board has undertaken during 2017-18 as a prompt to thinking about what topics might be relevant for the next academic year.

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Status of Papers   Open ☐✓   Closed ☐ (tick as appropriate)

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Do the papers contain items which may be contentious under the terms of the Data Protection Act 1988?   Yes   ☐   No   ☐✓ (tick as appropriate)

Perth College UHI – Board of Management Development Plan Academic Year 2017-18

Development Days

Date	Topics	Participants
23 September 2017	• Conclusions and actions arising from the Board Effectiveness Review • Revised UHI structures • Board visibility and engagement • Balanced Scorecard Update • Perth and Kinross Community Plan • Ensuring a fit-for-purpose campus – Estate Strategy	All Board members invited plus Senior Management Team
13 March 2018	• College funding environment • Operational Planning – vision and approach • Outcomes from the Principal's marketing review • GDPR	All Board members invited plus Senior Management Team
2 June 2018	• Topics to be agreed	All Board members invited plus Senior Management Team

Development Evenings

Date	Topics	Participants
3 May 2018	• Internationalisation and the Perth Context • Corporate parenting	UHI Vice Principal, International and External Engagement Head of Student Services, Perth College All Board members invited plus Senior Management Team

Local Induction

Date	Topics	Participants
16 April 2018	Agenda with a focus on the Perth College structure, local context, committee organisation and operation, and governance aspects	Three new Board members, Chair and Secretary and Senior Management Team

Other ad hoc events sector events
- New Board members have or are to attend the CDN facilitated sessions
- At least four Board members to attend the Board Members' Conference in May 2018
- Two Board Members to attend the Public Body Board members' Finance Workshop on 23 April 2018

Board Secretary, Perth College UHI

Perth College UHI

Equality Diversity and Inclusion Team (EDIT)

Note of meeting held on Thursday 7 December 2017
09.30am, Room 033, Brahan

Present:	Susan Hunter, Head of HR & OD (Chair)
	David Snowden, Exams Manager, AST
	Declan Gaughan, EIS-FELA Representative
	Gerald McLaughlin, Additional Support Team Leader
	Gilbert Valentine, Head of Estates
	Jane Edwards, UNISON Representative
	Sharon McGuire, Sector Manager, Sport & Fitness (attending on behalf of Catherine Etri)
Apologies:	Allie Scott, Student Support Counselling Team Leader
	Charlie Collie, Subject Leader, SVS
	Rhona Munro, Head of Learning Resources
	Sara O'Hagan, EIS-FELA Representative
	Winston Flynn, Unison Representative
	Richard Ogston, Head of Student Services

Note Taker: Carolyn Sweeney-Wilson

Summary of Action Items

Ref	Action	Responsibility	Timeline
4.	**Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting**		
	c) **Automatic Door Openers in ASW – update:** • Access – update' to remain on the Agenda. • Sharon McGuire to provide the Good Guidance document from Sport England and circulate it to EDIT members.	Carolyn Sweeney-Wilson Sharon McGuire	Ongoing 17/05/18
9.	**Unison items:**		
	b) **Commemoration of E&D days**: SH to ask the new E&D Adviser, when in post, to re-introduce the 'Commemoration of E&D Days' calendar and share it across the College.	Susan Hunter	17/05/18

Summary of Action Items

Ref	Action	Responsibility	Timeline
	c) External Partnership Working on E&D: The list of organisations/people with whom partnership working is done, to be made available centrally eg on PerthNet. SH to ask the new E&D Adviser, when in post, to take this forward.	Susan Hunter	17/05/18

MINUTES:

Item		Action
1.	**Welcome & Apologies**	
	Susan Hunter (SH) welcomed all present to the EDIT meeting.	
	Apologies were noted.	
2.	**Addition to the Agenda for AOCB**	
	None.	
3.	**Minutes of previous meeting**	
	The minutes of the EDIT meeting held on 7 December 2017 had been previously circulated and were approved as an accurate reflection of the discussions that had taken place.	
4.	**Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting**	
	a) Feedback on Gender Action Plan - update: SH said that since KC had stepped down from role of E&D Adviser, there had not been any further movement on this. SH said the new appointee will take this forward.	
	b) Equality Impact Assessment Review Group – update: SH indicated that this group consisted of KC, DM & SH. A draft document had been produced and sent to the ECU and SH was awaiting feedback from them.	
	c) Automatic Door Openers in ASW – update: SH reiterated the details of this item. It referred to the 2 heavy doors in ASW that had no auto pressing button. SH said she had	

Item	Action

checked and the College was currently legally compliant in this matter. SH said that Jackie Mackenzie, COO, had committed to reviewing any doors, as part of the annual BRAG process.

JE asked SH who she had contacted regarding the legal checks. SH said that she had checked with the College lawyers and with the ECU. JE said she was not sure that it was correct to say that we were legally compliant, as the College had not yet received a complaint - the legal status had not yet been tested. SH said that this is not how legal compliance is tested and if so, this would be the case for all employment law – the status sits until it's tested. JE said that employers could not sit and do nothing, while waiting to see if a complaint is made. As a service provider, the College should be assessing its status and making efforts to improve this. SH said that, as a provider, the College had provided access to corridors that were wide enough. Further than that, an assessment was based on reasonableness. SH said that she hadn't taken advice on this and it was agreed that people in wheelchairs would manage to have the door opened for them by anyone accompanying them and this was considered a reasonable alternative to having automatic door openers.

GV referred to the installation of the 'Changing Places' units and advised that there had been requirement, at that time, to install automatic doors. It was deemed that people using these facilities would have someone accompanying them, who would be able to open the door for them.

GV said that the doors meet current building regulations and this was discussed at the planning stage prior to the ASW being constructed, so the College was legally compliant in those terms. If a challenge were to come up, GV said this would be reviewed on its merits.

JE said it concerns her that the College was only meeting the bare minimum requirements and she thought that the College should be striving to achieve more than that. Sharon McGuire (SM) said that under the Equality Act the College needed to provide equal provision. There were guidelines available from various sports associations, which provide recommendations about this and SM said she would be happy to share this with EDIT members. SM said she didn't think having an accompanying person would be classed as providing an equivalent service.

SH referred members back to the question that was originally asked of her, from where this item originated, which was, were the doors legally compliant. Having taken legal advice on this issue, SH reiterated that the College was legally compliant. The legislation allows for reasonableness, in terms of cost, and the College was allowed to have a priority list of works, should budget allow for any upgrading.

Item	Action
JE said that it would not be legally compliant if someone said they could not get through the doors unaided. SH reiterated that the College has provided what was legally required and if a complaint was received then this would be dealt with on an individual case by case basis. All the advice necessary, that could be taken to-date, has been sought and the College is compliant both legally and within legislation.	
JE said it was one of the College's duties to further equality and she felt this was not being done. SH said that the cost of implementing automatic door openers for every door across the College was prohibitive.	
GM queried how the priority list would work with upgrading the doors across the College. GV said that Helen Duncan had met with Heads of each area, and discussed what was required, from which the priority list was drawn up. This was then costed out and at the time the costs came to £88K. However, implementation of items on the list not been progressed.	
GM asked if there were any plans to progress the priority list. GV said there were plans to remodel the Brahan entrance which would make it more accessible and do away with many doors. If these plans were actioned, then this would action some items on the priority list. SH said that the Principal, Dr Cook, had spoken openly about her plans to open up Brahan and this would resolve a lot of the corridor issues in that area.	
In terms of 'going above and beyond' for the whole organisation, SH said that accessibility was often where reasonableness came into effect because of the expense involved. So discussions would be required in various areas and access would include looking at more than just doors.	
JE queried if this item could remain on the Agenda for regular updates, as she felt the College was not anywhere near where it should be in meeting its duties.	
SM said she was happy to provide the good guidance document from Sport England and it could be produced into some kind of checklist against the current status within the College. If there was a checklist this would provide something to match against and track progress. SH thought that would be helpful. However, this item had been on the Agenda since after her first EDIT meeting, when SH had been asked to check the legal status. On reporting back, SH was then challenged on those answers and SH had checked further and provided those legal answers. SH said she didn't want to keep having the same conversation about being legally compliant and to keep checking the College's status legally and with legislation. SH said she was happy to have this item on the	

Item	Action

agenda for access updates, but not for constant checking of the legal status. JE said she was happy to have it on the Agenda on that basis, although she still didn't think the College was legally compliant.

GM, in summary of this discussion, said that it seemed everyone was indicating a plan was required, that was financially sustainable to the College, which moves, incrementally, towards implanting the priority list and the installation of automatic doors. GV said that Estates were currently working towards this and that this sort of installation was imbedded into normal practice - things were not thought of in isolation. JE said that a list would focus attention. GV agreed, but felt to be constantly focussing on the legal compliance issue was not the best use of everyone's time. JE said focus needed to be directed more towards the College's ambitions with regard to this. JE queried if anyone had checked with a disability user group to see if the doors were compliant. SH reiterated that the original question to her was a legal compliance question. GV advised that when the ASW was built there were many people and groups consulted. JE queried if any mobility/wheelchair users were consulted. GV said he was not aware if this was done this. SH said that the College had consulted with a representative body.

SM said she didn't see any harm in asking students to test the doors. SH said she would rather have input about the entire College, rather than just about these doors.

SH said this was a project that the new E&D Adviser could take on-board. GM said he could help facilitate this.

Actions:
- Access – update' to remain on the Agenda. **CSW**
- Sharon McGuire to provide the Good Guidance document from Sport England and circulate it to EDIT members. **SM**

d)   Non-Accessible Cash Machines – update:
SH said that the provider of the cash machines had advised that they were currently unable to provide the College with anything else because of lack of usage. SH said, moving forward, the College would need to review the contract for the cash machines, but also look at other ways of being able to dispense cash eg cashback. SH reminded EDIT that they had been uncomfortable with the previous proposal by KC, of only allowing cashback for disabled staff and students, as this inferred visual confirmation would be required. This will be for the new E&D Adviser to take forward.

e)   Equality & Diversity Champions – update:
SH said that she would meet this group when the new E&D Adviser starts. Some enhanced training would need to be identified for the Champions, in order to give them a better knowledge of what the

Item		Action

role required and to enable them to start discussions on how they would like to move things forward.

f)   New Signage for Lifts – update:
SH indicated this item referred to the lift pass. GV said this was mainly to ensure standardisation on all the lift signs across the College. SH said this would be taken forward by Marketing.

g)   Women's Week – rebrand of lunch event – update:
SH said that CE had feedback to Ian Gibb regarding the language branding this event and that EDIT members had felt it wasn't appropriate. The event was re-branded and went ahead under the heading 'Ladies who Lunch'.

h)   Disability Confident Scheme phasing out – update:
SH said the College had been due to renew this scheme, but when SH reviewed the criteria it was clear that the College would not meet it. Therefore, SMT approved the withdrawal from the scheme and SH said it may be revisited in the future. However, there would be a great deal of very specific work that would need to be completed in order to meet the criteria.

SH said that the College would continue to maintain the good practice of this scheme.

SH said she would be meeting with the Disability Confident Scheme representative next month.

5.   UHI Equality, Diversity and Inclusiveness Policy – update

SH said it had been agreed there would be a generic UHI policy that Colleges would then tailor to suit themselves. RO, CE and SH had met and looked at the UHI policy, but were concerned that it made no mention of the public sector equality duty. SH said she would ask the new E&D Adviser to look at this and move it forward.

6.   LGBT Charter of Rights - Update

SH advised that there was considerable work that needed to be done on this. A requirement of the Charter meant that certain training had to be carried out with SMT, to ensure there was commitment at a senior level of the organisation. Due to 2 members of SMT not yet appointed, this training would need to wait until these new members were in post. The aim would be to move this forward in the new academic year.

JE queried why the College were happy to sign up to this Charter, but not to the Disability Confident Scheme (DCS). SH said that the College couldn't meet the criteria for the DCS. JE said that the College could meet it, but that staff would just need to do the work to do so. SH agreed, but said that when the renewal notice had

Item		Action

been received, she had only been in post a short time and then only had a period of 3 weeks to complete all the work to make the application. SH said that it just wasn't possible to deliver the application in that timescale. JE queried if the College would be looking at signing up to the DCS in the future. SH said that she hoped this would be the case, but as part of a broader scheme for the College. The criteria had changed and the College no longer meets this new criteria and the work to get the College to meet the criteria was significant.

SM queried what the sector standard was. SH said she had not worked with any organisation that had a DCS, so couldn't comment on that. JE indicated that there were plenty of organisations, in the education sector, who had signed up to this scheme. She looked up the DCS web pages and read out some of the names of the organisations listed as having signed up to the scheme.

7. British Sign Language - Update

SH said that she and RO had been planning to look at this, but with RO out of office at the moment, it had been delayed until RO returns.

GM gave a brief update and advised that the Government were expecting organisations to have a 25 point plan in place by 18 October 2018. It's not a requirement to meet these points by that date, but that we should be working towards it. GM said he was moving this forward and targeting certain areas in the College. GM advised that he had also been in touch with Deaf Connections to move this forward and costs things out.

8. Equality & Diversity Adviser replacement - Update

SH indicated that this post had been advertised and interviews were scheduled for April. SH said she hoped to have someone in post by May.

9. Unison items:

a) Period poverty
JE updated the meeting and advised that all vending machines in the College were now free. GV confirmed that from 16 January all sanitary products had been made free vend.

b) Commemoration of E&D days
JE indicated that Helen Duncan used to produce a calendar, showing events, across all the protected characteristics. JE said this was very helpful and reminded everyone about events, so whatever staff were doing could be imbedded in day to today work. JE queried if the new E&D Adviser could reintroduce this calendar

Item		Action
	and make it widely available across the College. SH said this was a good idea.	
	Action: SH to ask the new E&D Adviser, when in post, to re-introduce the 'Commemoration of E&D Days' calendar and share it across the College.	**SH**
	c) **External Partnership Working on E&D** JE said that staff work with many external partners and queried if this could be actively encouraged across the college. SH said that KC had left her with a list of organisations/people that she had been working with. JE queried if this could be made available centrally on PerthNet. SH said she would ask the new E&D Adviser to do this.	
	Action: The list of organisations/people with whom partnership working is done, to be made available centrally eg on PerthNet. SH to ask the new E&D Adviser, when in post, to take this forward.	**SH**
10.	**Hearing Equipment**	
	a) **Audit of Radio-aid Neckloop Receiver for Hearing Aid Wearers – update** **and** **b)** **Cost of cross-College hearing equipment – update**	
	SH explained that this audit had been undertaken because the College receivers had disappeared. It was also hoped the audit would provide options for potential purchase of kit that could be used for events. GM and KC had conducted this audit.	
	GM confirmed that he and KC had conducted an audit of what was available across the college (GM distributed a copy of the report from iHear). iHear had been invited into the College to review what facilities were currently available in College and to provide options for purchasing equipment that may be needed. GM said he was surprised that the general costs were not too expensive. However, ASW would be significantly more expensive to provide for. GM suggested that it might be more appropriate to convene a SLWG to determine the way forward for ASW.	
	However, due to 'One stop shop' review within Student Services, GM said this may need to be held back until any changes that may be made have been implemented.	
	GM said he had not looked at the Learning Centres yet, but would be keen to do so and iHear have indicated they would be happy to come back and audit the centres.	
	SH agreed that any implementation of facilities would need to be delayed for the Reception areas, in light of the 'One Stop Shop'	

Item		Action

review, but mobile aids would definitely need to be reviewed for events.

11.   EDIT Members Updates

Declan Gaughan, EIS-FELA: Advised that 'Andy's Man Club' had been invited into College to speak with the trade students. They spoke about suicide in young men and their aim was to raise awareness of this. This group would be returning to College on 19th March, to ensure they had spoken with both groups of students.

Jane Edwards, Unison Rep: Hoping to look at Menopause policy for the College, as there currently wasn't one. JE had sent an email out to staff to see if anyone would be interested in researching this. SH said that some other staff attended a 'menopause café' held by Rowan and this could be investigated to see if this was something that could be taken forward in the College.

Gilbert Valentine, Head of Estates: Re-confirmed that all the toilet vending machines in the College were now free vend. The 'Changing Places' rooms didn't have vending machines, so machines would be installed soon.

David Snowden, AST: Celebrated International Women's Day on 8th March. Put some tweets out with some of AST alumni, particularly those working in industry. Their next course, '262' would be starting in May and already many multi-racial and multi-cultural students had signed up to start the course.

Gerald McLaughlin, Additional Support Team: Preparing for next academic year and, in particular, looking at assessment arrangements for some of students. Needing to be compliant and Craig focussing on this for anyone requiring alternative assessing arrangements. Conscious it's getting towards disabled allowance deadline and SAAS have said students won't get equipment this year. This impacts on students and the College then has to loan out equipment. GM indicated he had started his diagnostic assessments and these are income bearing for the College.

Sharon McGuire: Changed curriculum to include 2 modules on inclusive sport. They now teach students to manage people with certain disabilities and equipment had been purchased for this. Working with LEAP Sport Scotland in regard to how the measures of norms don't fit with the demographics/gender identification in sport. LEAP had invited SM to sit on a group to look at this.

Susan Hunter, Head of HR and OD: SH met with Rowan last week and discussed their annual report. SH got permission from Rowan to work with Marketing to advertise their health services for

Item		Action
	staff alongside the student service across campus. SH said this was a positive step in promoting Mental Health services across campus.	
	SM said that, in her experience, they were receiving even more students onto courses with very wide ranging issues and this was taking up a considerable amount of staff time in processing and supporting these students. However, no consideration was being given to this in terms of staff workload. SM said it now took a member of the academic staff considerably longer to organise and facilitate the students and, as a result, staff were over-worked and stressed regarding this. GM said that RO had previously submitted a bid to UHI to set up a UHI Assessment Centre to help negate the requirement for staff having to do this themselves within their own workload, but this bid had not been successful. GM said that without investment in his area, he didn't necessarily see how this could be taken forward - it needs investment in staff.	
	SH said that the Lean sessions, as part of Staff Conference Day in February, fed back to SMT that there was a requirement for investment in technology and one of the first jobs for the new Project Manager would be to pull together projects, such as this, and a great deal of that would likely be technology focussed. SMT had recognised there was a need for this and they would be ensuring the resources were in place for project managing and prioritising this.	
12.	**AOCB**	
	None.	
13.	**Dates and times of future meeting:**	
	• 17 May 2018	
	All meetings are on Thursdays, 9.30-11.30, Rm 019.	

Membership

Chair of Academic Affairs Committee (ex officio)
No fewer than 3 other Board of Management members, to include one staff member.
2 student members nominated by the Perth College HISA

In attendance
Vice Principal, Academic
Vice Principal, Human Resources and Communications
Business Engagement Director

Quorum
The quorum shall be 3 members

Frequency of Meetings
The Committee shall meet no less than three times per year.

Terms of Reference

This committee is responsible for Board development and engagement with staff, students and external stakeholders.

Student Engagement

1.   To ensure the Board is working proactively to ensure effective Board engagement with the student experience

2.   To oversee the HISA Advisory Committee as a Sub Committee of the Engagement Committee and have oversight of key HISA developments and governance arrangements, making recommendations to the Board of Management on HISA governance and other agreed matters

3.   To ensure effective management of the HISA President

4.   To receive regular reports from the Student Representative Council and monitor the College response to student concerns

5.   To receive regular reports from Management and Students on progress with student engagement in the operation of the College.

External Stakeholder Engagement

6.   Provide direction on the strategic priorities in relation to external engagement across the College

7.   Contribute to the College awareness of its market position in Perth and Kinross through dialogue with the Board of Management members' own external, governmental, private and third sector contacts.

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8. Review the College's external environment and interpretation of relevant information with the purpose of providing leadership on the currency of the strategic direction.

9. To be aware of and input on behalf of the College to the range of external business engagement groups and initiatives the College is involved with (e.g., the Perth and Kinross Young Work Force Group, the Perth and Kinross Community Planning Partnership, Perth City Development Trust, the Outcome Delivery Group).

10. To represent the College with peers across the UHI Academic Partners.

Human Resources and Staff Engagement

11. To oversee the development and auditing of organisational engagement strategies.

12. To monitor the staff survey and organisational development and engagement perspective of the Balanced Scorecard

13. To monitor Progress of our general and specific duties under the Equalities Act through review of reports and action plans.

14. To ensure the Board is taking an active and planned approach to its responsibility to staff.

Board Development

15. To develop procedures for the induction and ongoing training and development of Board members

16. To ensure Board members are able to operate effectively and to develop into the roles of Chair of Committee and Vice Chair as appropriate.

17. To ensure effective self evaluation of the Board and its Standing Committees

18. To develop the programme for an annual Board Development day.

Approved by Chairs' Committee 8 December 2015
Approved by Perth College UHI Board of Management 16 December 2015

(Note: updated January 2017 to reflect HISA instead of PCSA)