Engagement Committee

Agenda

Meeting reference: Engagement 2018 -19/01
Date: Thursday 30 August 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 10 May 2018		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Final Terms of Reference for the Engagement Committee	Secretary	Chair	Paper 2
6	**Student Engagement**			
*6.1	HISA Perth College Update	Student President	Student President	Paper 3
*6.2	Enhanced Student Engagement by HISA	Student President	Student President	Verbal
7	**Performance Monitoring**			
7.1	Balanced Scorecard update	Planning and Programme Manager	Principal	Paper 4
7.2	National Student Survey 2017-18: Key Outcomes	Interim Depute Principal Academic	Interim Depute Principal Academic	Paper 5
7.3	Student Satisfaction and Engagement Survey 2017-18: Key Outcomes	Interim Depute Principal Academic	Interim Depute Principal Academic	Paper 6

8	**External Engagement**			
8.1	External Engagement Update	Vice Principal External	Vice Principal External	Paper 7
*8.2	Development Trust – Revised Structure	Vice Principal External	Vice Principal External	Paper 8
9	**Staff Engagement**			
*9.1	HR Update	Head of Human Resources & Organisational Development	Head of Human Resources & Organisational Development	Paper 9
10	**Board Development**			
*10.1	Board Development	Secretary	Secretary	Paper 10
11	**Committee Minutes**			
11.1	EDIT • 12 June 2018	Head of Human Resources & Organisational Development	Head of Human Resources & Organisational Development	Paper 11
12	**Date and time of next meeting:** • 8 November 2018		Secretary	
*13	Review of meeting (to include check against Terms of Reference to ensure all competent business has been covered)			Paper 12

Engagement Committee

Minutes

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

Members present: Margaret Cook, Lindsey McLeod, Charlie Shentall, Prince Honeysett (Note Margaret Cook had to attend another meeting from 5.45pm and returned at 6.10pm)

Apologies: Sharon Hammell, Ann Irvine, David Littlejohn, Nurina Sharmin

In attendance: Lorenz Cairns Interim Depute Principal (Academic), Veronica Lynch, Vice Principal (External Engagement)
Susan Hunter, Head of Human Resources and Organisational Development

Acting Chair: Charlie Shentall (in place of 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	Include consideration of the Admissions Policies on the Board agenda for its next meeting	Board Secretary	For next Board meeting
*9.1	IiP options paper to be considered by the Board at its meeting on 13 June 2018. Check on the number of other FE Colleges who are Iip accredited	Head of HR and OD Head of HR and OD	For next Board meeting

Minutes

Item	**Action**
1 Welcome and Apologies	

The Chair welcomed everyone to the meeting, in particular Veronica Lynch and Lorenz Cairns who were attending their first meeting of the Committee. The Committee noted the apologies received and that a number of members were delayed at another meeting in the College.

2   Additions

There were no additions to the agenda.

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3 Declaration of Interest in any Agenda Item

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

4 Minutes of Meeting held on 1 February 2018

The minutes were approved as a correct record.

5 Actions Arising from Minutes on 1 February 2018

6.2 PCSA/HISA Student Partnership Agreement

Formal signing of partnership agreement required

Action - complete

10.1 Board Development

Inform the Secretary of possible topics for Board development

Action - complete

6 Student Engagement

*6.1 HISA Perth College Update

The Committee noted the report and the outcomes from the student elections. The Committee noted that Prince Honeysett had been re-elected and that Lennox Francis-Campusano and Michaelangelo Philippides had also been elected to the posts of Vice President (Activity and Welfare) and Vice President (Education and Engagement) respectively. The Principal expressed concern that neither of the newly elected Vice Presidents could attend the next Board meeting on 13 June 2018.

The Committee also noted the election outcomes for the regional HISA positions.

6.2 Admission Policies: Further Education (FE) and Higher Education (HE)

The Principal introduced the paper which included the FE and HE polices. The FE Policy had been considered by the Board at its meeting on 13 March; whilst the Board had endorsed the approach to FE admissions it wanted the Engagement Committee to have sight of the FE and HE policies, so it could have full oversight of both policies.

The Committee noted that the FE policy had been developed as

part of the work ongoing to establish a single policy framework and that it would be implemented from academic year 2019-20. The Committee approved the approach to FE admissions and noted the HE policy, and recommended that the FE policy be approved by the Board at its meeting on 13 June 2018.

Secretary

7 Performance Monitoring

7.1 Corporate Parenting: progress report and update

The Principal introduced the Report which had been prepared by the Head of Student Services. The Committee noted the report and commented positively on the work that had been done in the area of Corporate Parenting. The Head of Student Services had presented to the Board at a recent development evening and this had been well received. There was a further opportunity for the Board to hear more about this subject at its forthcoming development day, with a session from 'Who Cares Scotland'. The Board wished to record its thanks to the Head of Student Services for the recent presentation and report.

8 Stakeholder Engagement

The Committee noted the following various engagement activities ongoing:

- The Principal had attended graduation events in China. The VP Academic had also recently visited China with a Sector Development Director with the aim of building relationships with potential partners and looking at opportunities for extending provision in key areas, including the development of micro campuses. A Chinese delegation was to visit the College in June. A full update would be provided to the Board at its next meeting;

- The Principal continued to attend meetings of Perth and Kinross Chief Officers' Group to build relationships, and continued to engage with Developing Young Workforce initiatives;

- The College had hosted a meeting of the Perth Development Board City of Knowledge and Learning Group which the Principal Chairs;

- The new Vice Principal was now in post and would lead on external facing work and commented that she was looking forward to taking this forward; and

- The Principal and Depute Principal (Academic) were to attend the degree show in the city museum, which provided an opportunity for students to showcase their work.

9   Staff Engagement

9.1   HR Update

The Head of HR and OD provided an update on various HR matters. The Committee noted the paper, in particular, that considerable time had been given over to building the new HR team in terms of their induction and in reviewing existing business process. A new Equality and Diversity Adviser would start on 4 June. A number of focus groups had been held to help identify learning and development priorities and work to determine the values and behaviours was ongoing.

The Committee also discussed a paper on the College's Investors in People (IiP) accreditation and the approach to this going forward, particularly now the framework had changed. The Committee noted 3 options and the cost and risks associated with each.

The Committee discussed the pros and cons of each option and the messaging that would be required in each case. Some concern was expressed that pulling away from IiP altogether might be perceived negatively and that the rationale for this approach would have to be very clear. The Committee recommended that the paper be taken to the Board for consideration and that a check is done on the number of other FE Colleges who are IiP accredited.

Head of HR and OD

10   Board Development

*10.1   Board development Update

The Board noted a paper which outlined development events that had been held as a prompt for thinking about events that might be planned during academic year 2018-19. The Chair suggested that a session on 'innovation' would be useful given that the sector and the College had to find new ways of working, new markets, new teaching methods and the like.

The Committee was encouraged to think of any other topics it may wish to see on its development plan for next year.

11   Committee Minutes

11.1   EDIT 7 December 2017 – noted

12   Date and Time of Next Meeting

- To be confirmed

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: Final Terms of Reference for the Engagement Committee
Author: Board Secretary
Date of paper: 20 August 2018
Date of meeting: 30 August 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 Board approved the attached Terms of Reference for the Engagement Committee at its meeting on 13 June 2018; included for the Engagement Committee to note. The membership of the Committee will reviewed at the next Chairs' Committee meeting in the light of the process to appoint new independent members.

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**   ☑

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Engagement Committee Terms of Reference – Agreed Revised Remit

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 HISA/Perth College

In attendance
Depute Principal Academic
Vice Principal External Engagement
Head of Human Resources and Organisation Development

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 four main aspects of College business: Student Experience and Engagement, External Stakeholder Engagement, Human Resources and Staff Engagement and Board of Management development.

Student Experience and Engagement

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

2. To ensure the Board engages proactively and word collaboratively with HISA having oversight of key HISA developments and governance arrangements.

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

External Stakeholder Engagement

4. To provide direction on strategic external engagement priorities for the College.

5. To contribute to the College awareness of its market position in Perth and Kinross through dialogue with the Board of Management members' own external, government and private and third sector contacts.

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

7. To work with and influence a range of key external stakeholders (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).

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

Human Resources and Staff Engagement

9. To oversee the development and auditing of organisational engagement strategies including monitoring staff survey outcomes.

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

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

12. To receive reports from the Equality, Diversity and Inclusion Team (EDIT) Committee.

Board of Management Development

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

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

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

16. To develop an annual programme for Board Development activities.

Approved by the Board of Management on 13 June 2018

Engagement Committee

Paper for Consideration

Subject: HISA Perth College Update
Author: PC Student President
Date of paper: 20 August 2018
Date of meeting: 30 August 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 highlights some of the work ongoing in the run up to the start of term.

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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

New Term

As we are now into the 2018/19 academic year, there are various training events that the team shall be attending, all to improve our knowledge of being student officers and provide us with a better set of skills to allow us to properly support our students.

- NUS Lead and Change
- That's Quality
- Executive Officer Training
- Residential Training
- The Gathering

New Officers

With the exception of Prince our re-elected student President there are 2 new Vice Presidents. Michaelangelo Philippides, VP Education and Engagement and Lennox Francis, VP Welfare and Activities. Both officers will be starting week beginning 6th of August.

Intern

This year we are looking into recruiting a design intern for HISA Perth. One issue we had last year was that we relied a lot on the Perth UHI marketing department for our poster/flyer designs. We believe that if we are able to source out our own person internally then this will make things easier for us. The intern would not only be responsible for posters and flyers but also our social media posts as well.
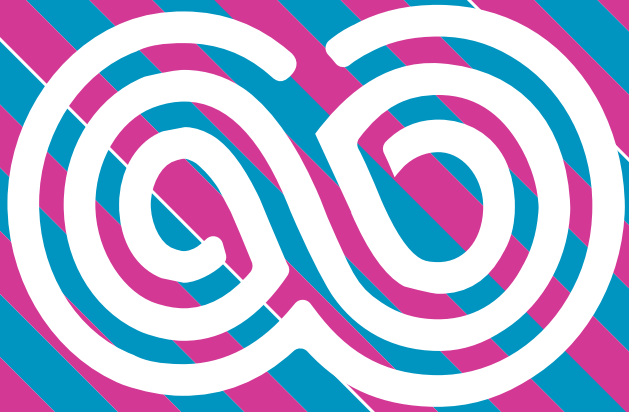
Shop

Our phone shop is an excellent source of income for us and we aim to make a big push on it this year, starting off with promotion at Freshers. We are also introducing the sale of HISA Perth Hoodies.

Freshers

See poster below

Coming to Perth College UHI this September?

Make sure you take part in the HISA Perth Freshers 2018!

The Highlands and Islands Students' Association (HISA) is the representative body for all students at Perth College UHI. We're here to help, speak up for you and to have fun!

You'll find us at the Webster Building and the Academy of Sport and Wellbeing (ASW) during Tuesday 4 – Thursday 6 September.

Check out the programme below and we'll see you there. For more information on the build-up to Freshers 2018, like us on Facebook – just search "HISA Perth"!

Tuesday 4 – Thursday 6 September, 11am – 2pm: Freshers Fayre, ASW Main Hall

We will have loads of events during your induction week to start your time at Perth College UHI the right way. We'll have local clubs, organisations and businesses offering essential info, free food, student deals, information on clubs and societies and give-it-a-go sports!

Tuesday 4 September, Lunchtime Freshers BBQ, Webster Building

Enjoy freshly made BBQ food al fresco while you checking out the Freshers Fayre

Wednesday 5 September, 11am – 2pm: Fresh Fest, Webster Building

All the fun of the fair! Free fairground rides, inflatable challenges and more.

Thursday 6 September, 6pm – 11pm: Freshers Finale, Webster Building

Our end of Freshers party – Thursday nights are student nights! HISA Perth and local club The Green Room present guest and student acts and DJs! Bring in the college year with the HISA Perth Freshers party.

For all the news first about Freshers 2018, follow us on Facebook: search HISA Perth and like the page!

HISA
www.hisa.uhi.ac.uk

Highlands and Islands Students' Association
PERTH

Engagement Committee

Paper for Consideration

Subject: Balanced Scorecard Update
Author: Simon Fleming, Project & Planning Manager
Date of paper: 20th August 2018
Date of meeting: 30th August 2018

Action requested of committee:

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

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

Executive Summary:

The attached paper is the Balanced Scorecard, aligned with the aims and measures for the strategic plan Vision 2021. Baseline data has been obtained from data collected for 2015-16. Where this data is only indicative of progress so far and not finalised this has been highlighted in the comments section. Measures are categorised as Red (worsening), Amber (stable) or Green (improving) based on current performance.

The Student Satisfaction and Staff measures are being presented for the attention of the Engagement Committee. Measures that exceeded target included a 5% rise in the National Student Survey (% for the overall University) as well as a significant decrease (4.4%) in staff turnover % (placed in the lower end of the national average).

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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**   ☑

No	Vision 2021 Scorecard Measure	Measure	2015-16 Baseline	2016-17 RAG	2016-17 Trend	2017-18 Target	2017-18 Current RAG	2017-18 Trend	Comments
Students and staff achieving their potential									
3	Staff:	Staff:							
	a)Number of staff days spent on CPD/year	a) Number of staff days spent on CPD/year (average per head)	5.3d	4d	↓	6.5d	4.8d	↑	
	b)Proportion of staff with teaching qualifications	b) % of permanent staff with TFQE or equivalent.	84%	88%	↑	↕	83%	↓	Based on the calculation of teaching staff (excluding fix term/p/t and HP staff) I have a list of 202 staff who are teaching. Of these 34 have no recorded teaching qualification. This means 17% not teacher trained. NB for this exercise we count staff with the HEA fellowship as teacher trained.
	c)Numbers of staff presenting papers at conferences and number of publications	c) Numbers of							
		staff presenting papers at conferences	19	19	↔	↕	5	↓	Values for 2017-18 are indicative of progress and are accurate up to Aug 2018 and based on data received from the current Research Activity Co-ordinator and from HR CPD database.
		number of publications	8	8	↔	↕	14	↑	
Student satisfaction									
4	Track FE and HE student satisfaction through national student surveys:	The proportions of students overall satisfied with college experience in:							
	a) Student Satisfaction and Engagement Survey	a) Student Satisfaction and Engagement Survey	93%	95%	↑	↕	95%	↔	Result for Q1 of SSES questions remained stable from 2017-18 in the percentage of students agreeing that they are overall satisfied with their college experience.
	b) National Student Survey	b) National Student Survey	76%	80%	↑	↕	85%	↑	Overall satisfaction for the University has increased by 6% from 2017 results to 85%. This is 2% above the University's benchmark, and the biggest increase within the Scottish sector. The University's score for Overall Satisfaction is 2% above the Scottish sector meaning that we have achieved the target figure for the Student Satisfaction Critical Performance Indicator (CPI 3a) within the University's Strategic Vision and Plan.
5	Proportion of classes with a student representative or agreed structure	Proportion of classes with a student representative or agreed structure	HE = 52% FE = 34%	HE = 52% FE = 34%	↑	↕	HE = 80% FE = 58%	↑	Based on figures for 2017-18 of 116 Higher Education (HE) classes (containing 5 or more students) and 97 Further Education (FE) classes (containing 5 or more students). We seek to optimise the number of classes that elect Class Reps, and this year achieved 80% of all HE classes and 58% of all FE classes, giving a total of 70% of classes represented by Class Reps (continuing a 4 year upward trend in representation).
6	End of year Student survey outcomes:	Proportions of students that agree or mostly agree with the statements from the End of Year Student Outcomes (SSES) :							
	a) Course/achievement	i)The course was what I expected (prev. I am satisfied with my course)	84%	89%	↑	↕	89%	↔	
		ii) I am achieving what I set out to do	91%	92%	↔		92%	↔	
	b) Destination	i) I am aware what I can do after my course	92%	91%	↔	↕	91%	↔	
		ii) I feel prepared to take my next steps	91%	90%	↔		89%	↔	
	c) College	i) I would recommend the College to a friend	92%	94%	↑	↕	95%	↑	

Sustainability								
11	Staff rates of turnover (a) and sickness absence (b)	Track:						
		a) Staff turnover (%) to be maintained below national average (20.5)	15.4%	20.8%	↑	20.5%	16.1%	↓	Staff turnover for 2017-18 was on the lower end of the national average, it decreased by 4.4% from the previous year.
		b) No days staff absent on sick leave (average sick days per head)	9.2	7.6	↓	↕	5.46	↓	The number of days staff spent on sick leave reduced in 2017-18 by 2.14days compared to the previous year. On average has reduced by 1.84days over the last two years.

Definitions:

Current (R/A/G) = Red, Amber or Green, status at the time of reporting

Expected (R/A/G) = Red, Amber, Green, status expected once final data have been confirmed

Trend = improvement, worsening or no change (↔) in performance compared to previous reporting period

NM = New Measure for 2016-17

pp = percentage points

Engagement Committee

Paper for Consideration

Subject: National Student Survey 2017-18: Key Outcomes
Author: Lorenz Cairns, Interim Depute Principal Academic
Date of paper: 21st August 2018
Date of meeting: 30th August 2018

Action requested of committee:

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

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

Executive Summary:

The summary National Student Survey results were published on 9th August 2018. The full report is attached here for consideration and discussion. The 2018 National Student Survey design facilitates making direct comparisons with preceding years and trend analysis. The summary report does not give programme-specific information for individual colleges, but this information, along with student comments, has been received and included in a separate attachment. This information will be shared with the SDD's. disseminated to the teams for analysis, discussion and where appropriate, action. The comments often provide insight to the reasons for trends up and down.

The key points of the report are:

- **The response rate for Perth College was 80%,** which was slightly lower than that observed overall for UHI (83%) however this still represents an improvement in Perth college response rates from last year – (76%, 2017)

- **Overall satisfaction rates for Perth College rose to 88%,** which is 3% above that for UHI overall (85%). This represents a 3 year upward trend from 2016 (76%), 2017 (80%) and 2018 (88%)

The three areas in which Perth College received highest satisfaction rates were:

- Staff are good at explaining things (92%)
- I have been able to contact staff when I needed to (92%)
- The course is intellectually stimulating (90%)

- The three questions scales that scored the lowest satisfaction overall were:

  - The students' union (association or guild) effectively represents students' academic interests (47%) – 47% in 2017
  - It is clear how students' feedback on the course has been acted on (65%) - 56% in 2017
  - The course is well organised and is running smoothly (69%) – 65%in 2017

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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** ☑

University of the Highlands & Islands

National Student Survey results 2018

1 About the survey

The National Student Survey (NSS) is a UK-wide survey of final year undergraduate students, conducted annually by Ipsos MORI. The core survey consists of 27 multiple-choice items divided into themed 'scales' covering different aspects of the student experience. Students are asked to indicate the extent to which they agree or disagree with various statements using a 5-point Likert scale (Definitely Agree/ Mostly Agree/ Neither/Mostly Disagree/ Definitely Disagree). Except for response rates, where percentages are cited within this report, they refer to the percentage of students selecting 'Definitely Agree' or 'Mostly Agree' for the individual NSS items, or for all items within a scale.

2 Executive summary

- The **response rate** increased by 3% compared to 2017 (80%) with 586 of 706 targeted students responding to the survey **(83%)**.
- % agree responses for **all questions** within the survey have increased in relation to 2017 scores.
- **Overall satisfaction** for the University has **increased by 6%** from 2017 results to 85%. This is 2% above the University's benchmark, and the biggest increase within the Scottish sector.
- The University's score for Overall Satisfaction is **2% above the Scottish sector** meaning that we have achieved the target figure for the Student Satisfaction Critical Performance Indicator (CPI 3a) within the University's Strategic Vision and Plan.
- The university is also performing **above the Scottish sector** for the following question scales: **Teaching on my Course, Learning Opportunities, Assessment & Feedback, Academic Support, Organisation and Management and Student Voice**.

3   Results for item 27, Overall Satisfaction: Scottish HEIs

Institution	2018	2018 Benchmark	2017	2016
University of St Andrews	94	86	94	94
University of Dundee	88	84	90	91
University of Glasgow	88	85	89	89
University of Aberdeen	86	85	87	88
University of the Highlands and Islands	**85**	**83**	**79**	**81**
Robert Gordon University	85	83	86	85
University of the West of Scotland	85	83	83	87
University of Strathclyde	84	84	87	87
University of Stirling	84	84	86	89
Scottish HEI Average	**83**	**n/a**	**85**	**86**
UK HEI Average	**83**	**n/a**	**84**	**86**
Queen Margaret University	82	83	77	86
Heriot-Watt University	81	84	83	89
Glasgow Caledonian University	81	83	81	83
University of Abertay Dundee	79	83	84	88
University of Edinburgh	77	85	83	80
Royal Conservatoire of Scotland	77	81		83
Edinburgh Napier University	74	83	80	84
SRUC	70	84	77	76
Glasgow School of Art	67	80	71	74

Table 1: NSS results by Scottish Higher Education Institution 2018: % agree for question 22/27: overall satisfaction.

4 Results for item 27, Overall Satisfaction: University of the Highlands & Islands

4.1. By academic partner

Figure 1: NSS results by academic partner 2015-2018: % agree for question 22/27: overall satisfaction. Number of respondents for 2018 are shown in brackets *

4.2. By subject network

Figure 2: NSS results by subject network 2015-2018: % agree for question 22/27: overall satisfaction. Number of respondents for 2018 are shown in brackets †

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* 2018 results are not included for Argyll College UHI, Highland Theological College, Shetland College UHI or Sabhal Mòr Ostaig UHI as the number of responses at these partners fell below the ten required for data publication. There were no students at NAFC UHI within the NSS pool for 2018.

† Results for Computing and IT and Science, Technology and the Environment have been combined since 2016 to reflect the realignment across the subject networks. Results from 2015 are also combined to provide an accurate comparison.

4.3. By programme

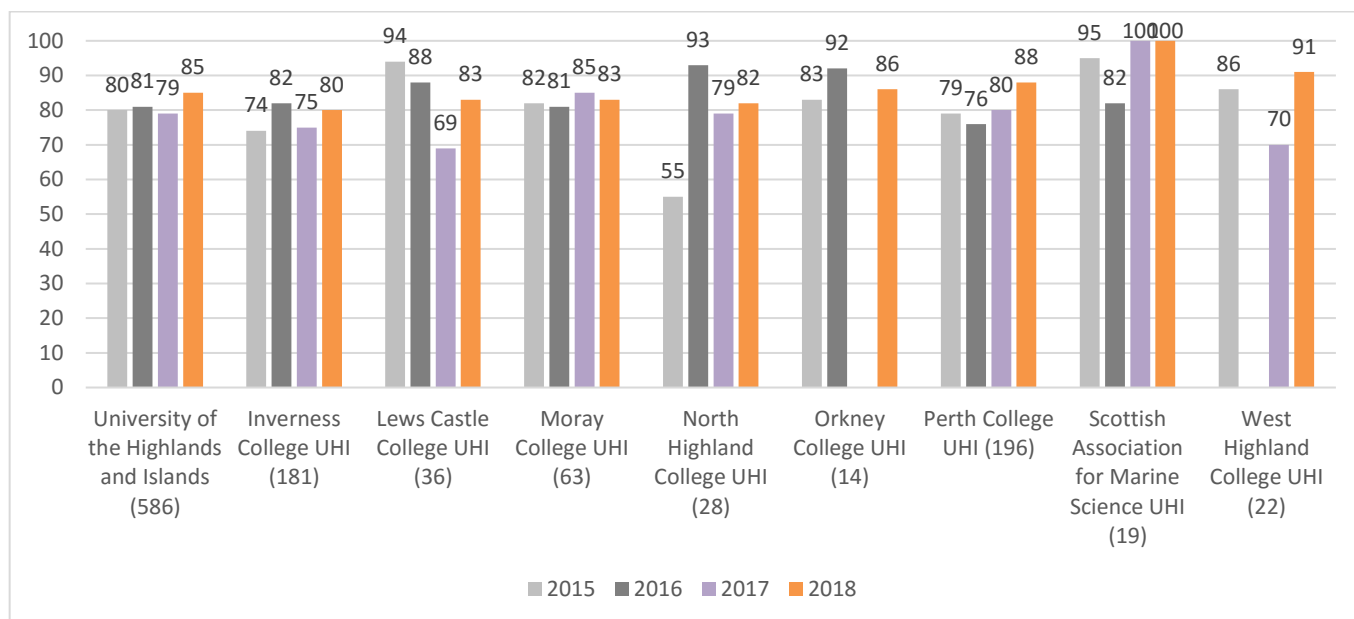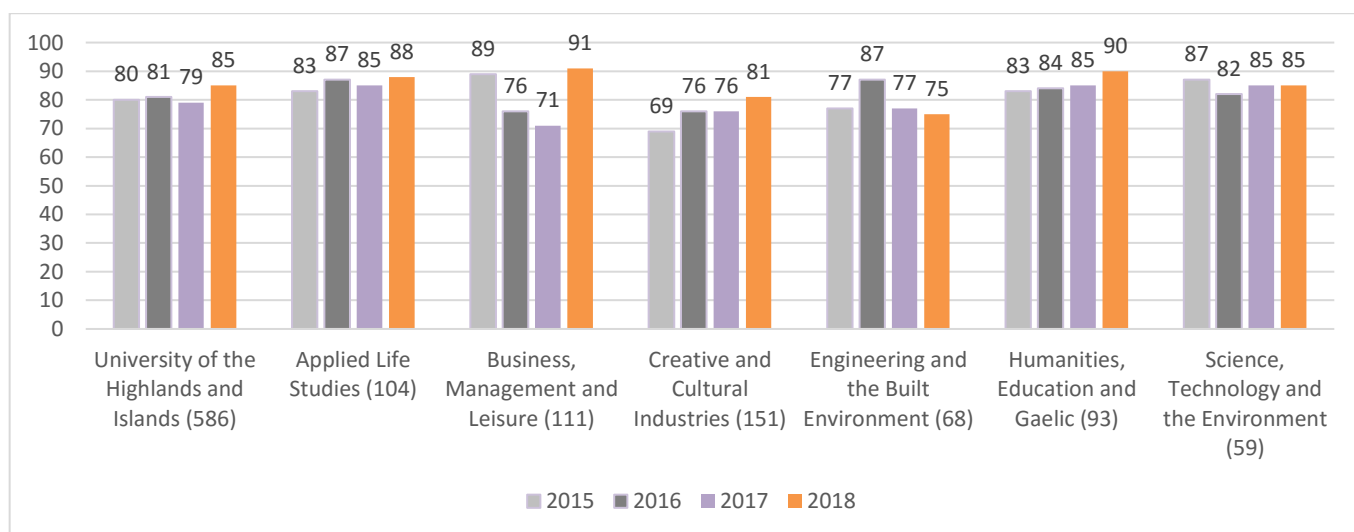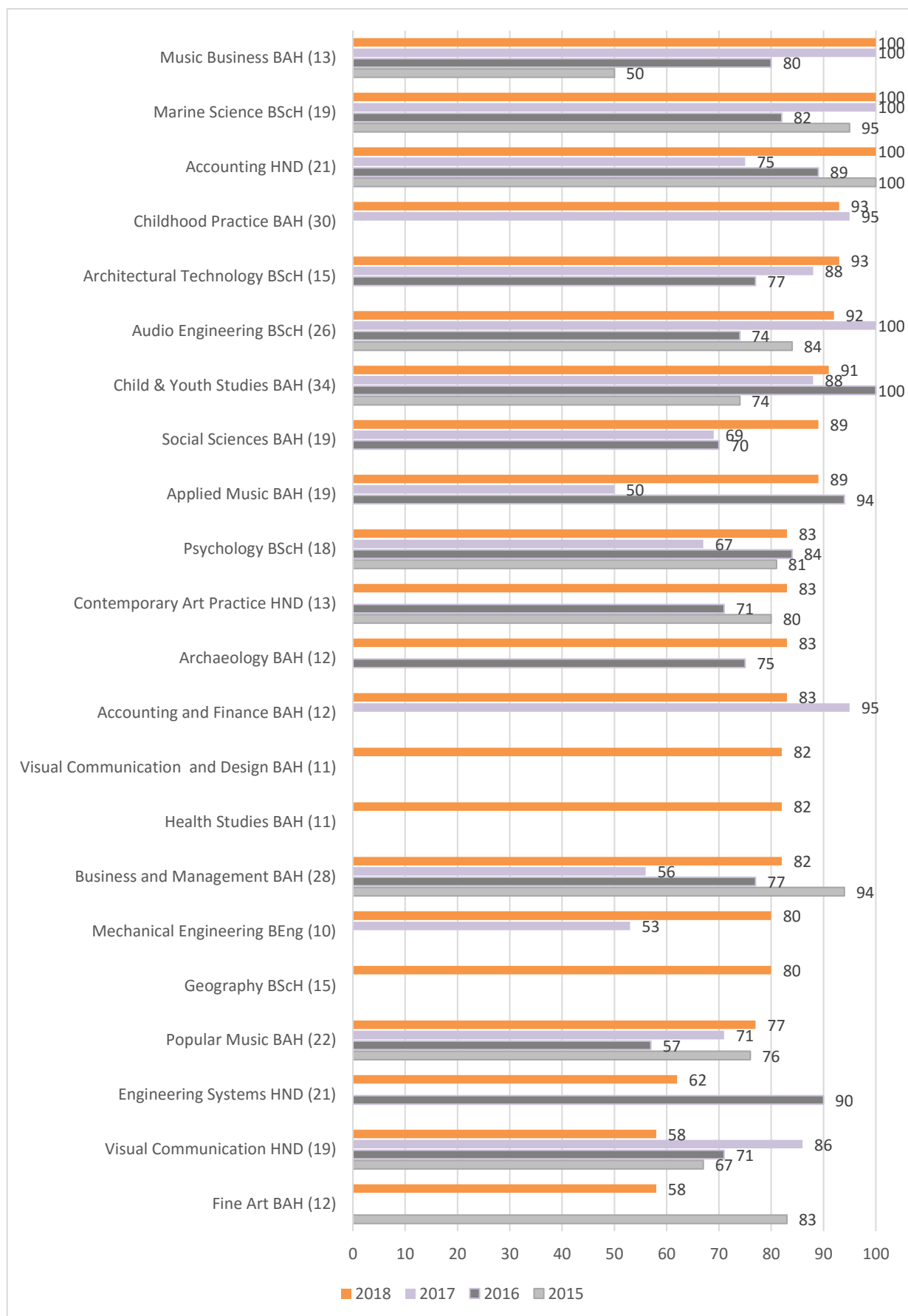**Figure 3: NSS results by programme 2015-2018: % agree for question 22/27: overall satisfaction. Number of respondents for 2018 are shown in brackets. Results are only available for programmes with > 10 respondents.**

5 Results for all items: University of the Highlands & Islands
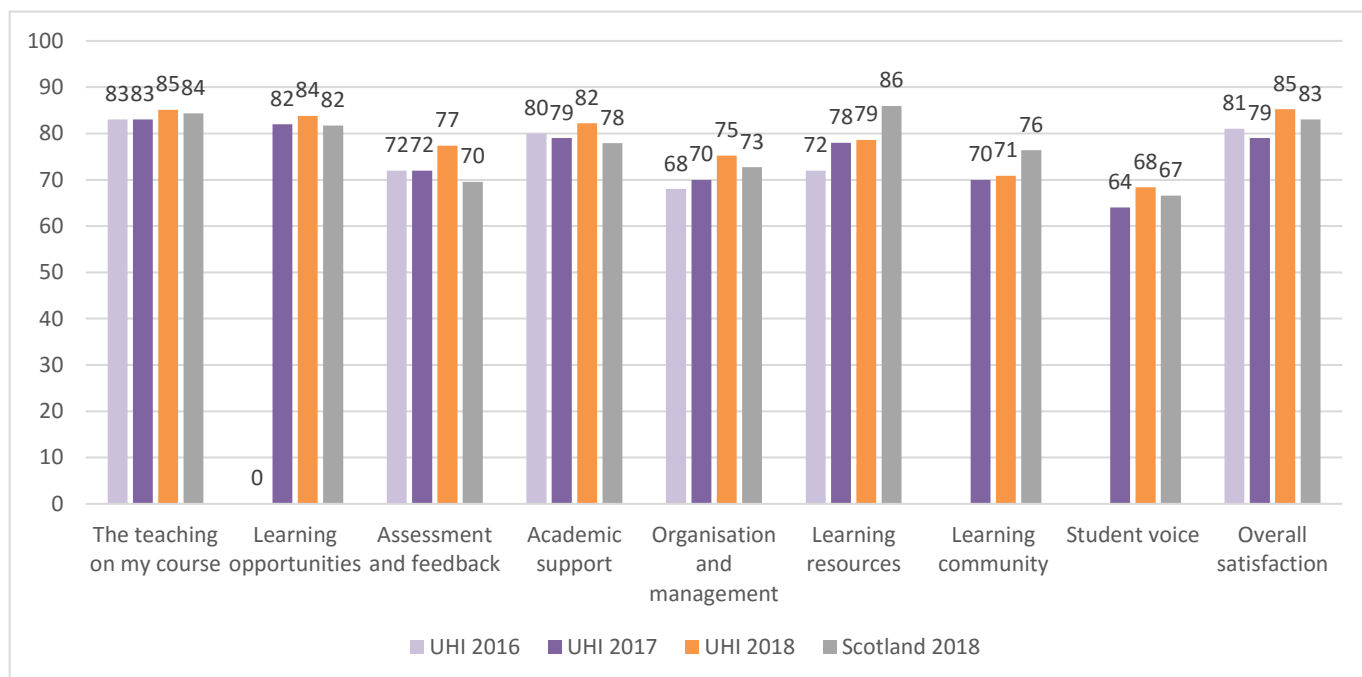
5.1. Results by question scale

Figure 4: NSS results by question scale: % agree for UHI 2016-2018, and Scotland 2018

5.2. Results for all items

NSS item	UHI 2018	UHI 2017	UHI 2016	Scotland 2018	UK 2018
The teaching on my course	**85**	**83**	**83**	**84**	**84**
Q1. Staff are good at explaining things	89	86	86	89	89
Q2. Staff have made the subject interesting	85	83	82	83	82
Q3. The course is intellectually stimulating	86	82	81	85	85
Q4. The course has challenged me to achieve my best work	82	81		80	81
Learning opportunities	**84**	**82**		**82**	**83**
Q5. My course has provided me with opportunities to explore ideas or concepts in depth	84	84	NEW FOR 2017	83	84
Q6. My course has provided me with opportunities to bring information and ideas together from different topics	88	85		84	84
Q7. My course has provided me with opportunities to apply what I have learnt	80	77		78	81
Assessment and feedback	**77**	**72**	**72**	**70**	**73**
Q8. The criteria used in marking have been clear in advance	78	69	78	71	73
Q9. Marking and assessment has been fair‡	81	79	81	73	73
Q10. Feedback on my work has been timely*	72	64	62	64	73
Q11. I have received helpful comments on my work*	79	75	71	69	74
Academic support	**82**	**79**	**80**	**78**	**80**
Q12. I have been able to contact staff when I needed to	87	83	84	87	86
Q13. I have received sufficient advice and guidance in relation to my course*	81	80	80	76	78
Q14. Good advice was available when I needed to make study choices on my course*	78	73	76	70	75
Organisation and management	**75**	**70**	**68**	**73**	**75**
Q15. The course is well organised and is running smoothly	65	61	60	64	69
Q16. The timetable works efficiently for me*	83	78	75	79	78
Q17. Any changes in the course or teaching have been communicated effectively	77	69	69	75	76
Learning resources	**79**	**78**	**68**	**86**	**85**
Q18. The IT resources and facilities provided have supported my learning well*	78	76	80	83	83
Q19. The library resources (e.g. books, online services and learning spaces) have supported my learning well*	78	78	69	87	87
Q20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to*	80	81	65	88	87
Learning community	**71**	**70**		**76**	**77**
Q21. I feel part of a community of staff and students	67	66		67	69
Q22. I have had the right opportunities to work with other students as part of my course	76	75		86	84
Student voice	**68**	**64**	NEW FOR 2017	**67**	**69**
Q23. I have had the right opportunities to provide feedback on my course	86	81		86	84
Q24. Staff value students' views and opinions about the course	77	77		74	75
Q25. It is clear how students' feedback on the course has been acted on	61	53		55	61
Q26. The students' union or guild effectively represents students' academic interests*	47	41	40	51	56
Q27. Overall I am satisfied with the quality of this course	**85**	**79**	**81**	**83**	**83**

Table 2: 2018 NSS results. % agree by individual item

‡Items marked with an asterisk were rewarded for NSS 2017

Response rates

	UHI 2018	PC 2018	PC 2017	PC 2016	PC 2015	PC 2014
Sample size	706	246	282	242	214	213
No. of respondents	586	196	215	196	155	141
Response rate	**83%**	**80%**	**76%**	**81%**	**72%**	**66%**

Results by question scale

	UHI 2018	PC 2018	PC 2017	PC 2016	PC 2015	PC 2014
The teaching on my course	85	88	84	80	81	87
Learning opportunities	84	84	81			
Assessment and feedback	77	78	71	72	70	81
Academic support	82	86	82	79	82	84
Organisation and management	75	80	71	71	76	76
Learning resources	79	77	76	68	73	72
Learning community	71	77	76			
Student voice	68	71	66			
Overall Satisfaction	**85**	**88**	**80**	**76**	**79**	**83**
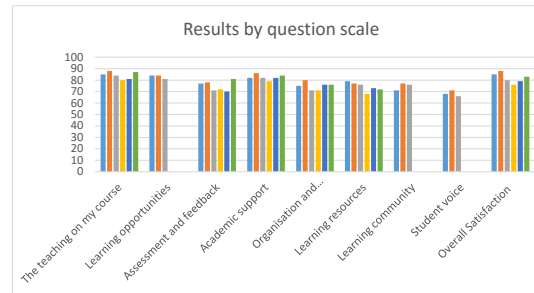
Results by question scale

NSS Trends
Perth College UHI

Legend: PC UHI 2017, PC UHI 2018, UHI 2018

Categories:
The teaching on my course
1. Staff are good at explaining things
2. Staff have made the subject interesting
3. The course is intellectually stimulating
4. My course has challenged me to achieve my...
Learning opportunities
5. My course has provided me with opportunities...
6. My course has provided me with opportunities...
7. My course has provided me with opportunities...
Assessment and feedback
8. The criteria used in marking have been clear in...
9. Marking and assessment has been fair
10. Feedback on my work has been timely
11. I have received helpful comments on my work
Academic support
12. I have been able to contact staff when I...
13. I have received sufficient advice and guidance...
14. Good advice was available when I needed to...
Organisation and management
15. The course is well organised and is running...
16. The timetable works efficiently for me
17. Any changes in the course or teaching have...
Learning resources
18. The IT resources and facilities have supported...
19. The library resources (e.g. books, online...
20. I have been able to access course-specific...
Learning community
21. I feel part of a community of staff and students.
22. I have had the right opportunities to work...
Student voice
23. I have had the right opportunities to provide...
24 Staff value students' views and opinions about...
25. It is clear how students' feedback on the...
26. The students' union (association or guild)...
Overall Satisfaction

NSS results 2018: Perth College UHI

Item/scale	UHI 2018	PC UHI 2018	Audio Engineering BScH PC UHI	Child and Youth Studies BAH PC UHI	Childhood Practice BAH PC UHI	Music Business BAH PC UHI	Popular Music BAH PC UHI	Social Sciences BAH PC UHI
The teaching on my course	**85**	**88**	**94**	**91**	**90**	**96**	**78**	**90**
1. Staff are good at explaining things	89	91	96	91	100	100	82	83
2. Staff have made the subject interesting	85	88	88	82	73	92	82	83
3. The course is intellectually stimulating	86	90	100	100	92	100	82	100
4. My course has challenged me to achieve my best work	82	84	92	91	92	92	68	92
Learning opportunities	**84**	**84**	**94**	**85**	**87**	**97**	**74**	**89**
5. My course has provided me with opportunities to explore idea	84	84	92	91	92	100	73	100
6. My course has provided me with opportunities to bring inform	88	86	96	82	85	100	77	100
7. My course has provided me with opportunities to apply what	80	82	92	82	85	92	73	67
Assessment and feedback	**77**	**78**	**83**	**89**	**81**	**94**	**73**	**69**
8. The criteria used in marking have been clear in advance	78	80	85	91	77	100	73	83
9. Marking and assessment has been fair	81	77	85	82	85	100	64	58
10. Feedback on my work has been timely	72	76	85	100	77	92	77	75
11. I have received helpful comments on my work	79	79	77	82	85	85	77	58
Academic support	**82**	**86**	**87**	**76**	**97**	**100**	**79**	**92**
12. I have been able to contact staff when I needed to	87	92	92	82	100	100	91	100
13. I have received sufficient advice and guidance in relation to r	81	84	81	64	100	100	68	92
14. Good advice was available when I needed to make study cho	78	83	88	80	92	100	77	83
Organisation and management	**75**	**80**	**83**	**90**	**92**	**97**	**70**	**83**
15. The course is well organised and is running smoothly	65	69	77	90	92	100	45	75
16. The timetable works efficiently for me	83	86	81	100	85	100	86	92
17. Any changes in the course or teaching have been communica	77	85	92	78	100	92	77	83
Learning resources	**79**	**77**	**95**	**97**	**79**	**82**	**71**	**64**
18. The IT resources and facilities have supported my learning w	78	79	92	100	92	69	73	75
19. The library resources (e.g. books, online services and learning	78	77	92	100	77	92	76	50
20. I have been able to access course-specific resources (e.g. equ	80	76	100	90	67	92	64	67
Learning community	**71**	**77**	**90**	**59**	**73**	**77**	**68**	**83**
21. I feel part of a community of staff and students.	67	74	88	55	69	69	55	83
22. I have had the right opportunities to work with other studen	76	81	92	70	77	85	82	83
Student voice	**68**	**71**	**88**	**78**	**74**	**83**	**59**	**71**
23. I have had the right opportunities to provide feedback on my	86	87	92	91	92	92	77	92
24 Staff value students' views and opinions about the course	77	81	96	91	64	100	77	92
25. It is clear how students' feedback on the course has been act	61	65	88	73	55	85	50	36
26. The students' union (association or guild) effectively represe	47	47	73	50	71	58	32	55
Overall Satisfaction	**85**	**88**	**92**	**91**	**100**	**100**	**77**	**91**
Number of respondents	586	196	26	11	13	13	22	12

NSS results 2017: Perth College UHI

Item/scale	PC UHI 2017	Aircraft Engineering BEngH PC UHI	Audio Engineering BScH PC UHI	Music Business BAH PC UHI	Popular Music BAH PC UHI	Social Sciences BAH PC UHI
The teaching on my course	**84**	**79**	**100**	**95**	**76**	**92**
1. Staff are good at explaining things	85	83	100	100	87	83
2. Staff have made the subject interesting	84	78	100	100	82	83
3. The course is intellectually stimulating	83	83	100	91	63	100
4. My course has challenged me to achieve my best work	83	72	100	91	71	100
Learning opportunities	**81**	**76**	**100**	**97**	**68**	**92**
5. My course has provided me with opportunities to explore ideas or concepts in de	81	72	100	100	66	92
6. My course has provided me with opportunities to bring information and ideas tog	85	83	100	91	71	100
7. My course has provided me with opportunities to apply what I have learnt	77	72	100	100	68	83
Assessment and feedback	**71**	**47**	**98**	**91**	**64**	**73**
8. The criteria used in marking have been clear in advance	67	61	100	82	50	75
9. Marking and assessment has been fair	76	67	100	91	71	75
10. Feedback on my work has been timely	68	28	93	100	58	75
11. I have received helpful comments on my work	73	33	100	91	79	67
Academic support	**82**	**87**	**100**	**100**	**77**	**81**
12. I have been able to contact staff when I needed to	86	89	100	100	82	92
13. I have received sufficient advice and guidance in relation to my course	83	83	100	100	74	83
14. Good advice was available when I needed to make study choices on my course	77	89	100	100	76	67
Organisation and management	**71**	**49**	**98**	**91**	**68**	**75**
15. The course is well organised and is running smoothly	65	39	93	91	53	75
16. The timetable works efficiently for me	79	72	100	91	82	83
17. Any changes in the course or teaching have been communicated effectively	69	35	100	90	68	73
Learning resources	**76**	**69**	**100**	**85**	**64**	**79**
18. The IT resources and facilities have supported my learning well	74	67	100	73	56	82
19. The library resources (e.g. books, online services and learning spaces) have supp	75	72	100	82	61	82
20. I have been able to access course-specific resources (e.g. equipment, facilities, s	81	67	100	100	76	73
Learning community	**76**	**78**	**97**	**95**	**71**	**71**
21. I feel part of a community of staff and students.	70	72	93	91	66	58
22. I have had the right opportunities to work with other students as part of my cou	82	83	100	100	76	83
Student voice	**66**	**57**	**98**	**86**	**59**	**63**
23. I have had the right opportunities to provide feedback on my course	84	67	100	100	82	75
24 Staff value students' views and opinions about the course	76	78	100	100	71	75
25. It is clear how students' feedback on the course has been acted on	56	33	93	91	50	50
26. The students' union (association or guild) effectively represents students' acade	47	50	100	50	32	55
Overall Satisfaction	**80**	**78**	**100**	**100**	**71**	**83**
Number of respondents	215	18	15	11	38	12

Optional questions

	UHI 2018	PC 2018	PC 2017	PC 2016	PC 2015
B5 Course delivery	**80**	**79**	**80**	**76**	**78**
Learning materials made available on my course have enhanced my learning.	86	82	86	81	82
The range and balance of approaches to teaching has helped me to learn*	78	78	76	76	80
The delivery of my course has been stimulating*	78	78	76	68	75
My learning has benefited from modules that are informed by current research.	82	85	80	79	78
Practical activities on my course have helped me to learn.	74	72	79	76	74
B2. Students' Union (Association or Guild)	**28**	**35**	**26**		
The Students' Union (Association or Guild) has had a positive impact on my sense of belonging to the university or college.	30	40	29		
The Students' Union (Association or Guild) has had a positive impact on the local community.	30	37	26		
The Students' Union (Association or Guild) has helped me develop useful life skills.	21	27	23		
B3. Careers	**73**	**71**	**73**		**71**
As a result of my course, I believe that I have improved my career prospects.	87	86	84		79
Good advice is available for making career choices.	63	62	65		70
Good advice is available on further study opportunities.	68	65	69		66

* The results for these two questions are showing as identical for all levels of data aggregation. We have lodged a query with Ipsos Mori about this and are awaiting their response. Please treat these results with caution until we update you. (Heather Fotheringham, 30 July 2018)

Engagement Committee

Paper for Consideration

Subject: Student Satisfaction and Engagement Survey 2017-18: Key Outcomes
Author; Lorenz Cairns
Date of paper: 21 August 2018
Date of meeting: 30 August 2018

Action requested of committee:

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

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

Executive Summary:

Paper is a summary of the findings of the Student Engagement and Satisfaction/Exit Survey for 20117/18 This is a brief overview of the main results and findings. A more in depth analysis of the results, including student comments will be available at a later date. Please contact the Board Secretary if you wish to access this further information.

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 ☑**

Student Survey on Programme/Exit April 2018

Perth College UHI

1. Summary

The survey comprised a maximum of 55 questions, split in to 8 sections covering: College Student Satisfaction and Engagement; Teaching and Learning, Tests & Assessments; Course Organisation; Accommodation and Equipment; Wellbeing & Pastoral Support; Quality Assurance; and Next Steps.

Four versions of the paper questionnaire were used, one general survey, one specifically for ESOL students, one for SVS students and one for School students. A revised version of the general survey was sent electronically to Distance Learning students, Online students and VC students.

Of the questions that formed the survey, the first 10 were part of the Scottish Funding Council (SFC) Student Satisfaction and Engagement Survey (SSES). This year's Exit Survey did not include any learners that were surveyed as part of the National Student Survey (NSS).

A total of 3,952 learners from Perth College UHI were surveyed. From this, responses were received from 2,114 learners in total, comprising of 1,161 in Further Education (FE), 873 in Higher Education (HE), 40 in VC Delivery, and 20 each for Distance Learning and Wholly Online Delivery. The overall response rate for Perth College UHI was 53.5%.

The response rate for each mode of learner is presented in Table 1 below along with a comparison of the previous to academic years, where this data was available. Response rates have increased across the board from the previous year.

Table 1 Response Rate (%) by year and mode of study

Mode	Level	Response Rate (%)			
		2014-15	2015-16	2016-17	2017-18
All	**Combined FE+HE**	**67.1**	**46.6**	**58**	**53.5**
Full Time	**Combined FE+HE**	*	**50.5**	**64.9**	**59.6**
	FE	67.1	56.8	72.6	72.2
	HE	*	42.2	58.8	51.1
Part Time	**Combined FE+HE**	*	**20.0**	**44.9**	**41.4**
	FE	*	40.2	41.6	46.1
	HE	*	10.3	64.7	31.8

* No data available

2. Survey results and trends

The data presented in Table 1 below summarises the number of respondents (**return count**) and total proportion of respondents that either 'strongly agreed' or 'agreed' (**% Agree**) for the 2017-18 survey.

The table also includes data for previous two academic years and includes an indication of the distance travelled (**DT**) for 2017-18. Expressed in percentage points (pp), this an internal measure that highlights the difference in the 2017-18 % Agree value compared to that obtained in the student survey conducted in 2016-17 and 2015-16.

An indication of the general trend for each question over the three year period has also been included in Table 2. This highlights whether satisfaction has increased (↑), decreased (↓) or remained steady (↔) over the three year period. Where it has not been possible to identify a trend, either due to less than 3-years data or no clear direction of movement, then this has been marked with an asterisk (*). The classification of trend was carried out subjectively.

Table 2 – Proportion (%) of learners in agreement with statements in Student Satisfaction/Exit Survey for 2017-18 and the previous 2 academic years

		% Agree				3yr Trend
		2015-16	2016-17	2017-18	DT	
College Student Satisfaction and Engagement						
1	Overall, I am satisfied with my College experience	93	95	95	0	↑
2	Staff regularly discuss my progress with me	88	87	86	-1	↓
3	Staff encourage students to take responsibility for learning	97	97	96	-1	↓
4	I am able to influence learning on my course	89	90	88	-2	↔
5	Receive useful f/back which informs future learning	90	90	90	0	↔
6	The way I am taught helps me learn	90	90	87	-3	↓
7	Time helped develop knowledge/skills for workplace	92	93	92	-1	↔
8	Believe student suggestions taken seriously	84	86	84	-2	↔
9	All students at College treated fairly and equally	86	91	90	-1	↑
10	Students' Association influences change for better	81	80	78	-2	↓
11	My classes usually start on time	92	93	94	1	↑
12	The teaching on my course is effective	93	93	95	2	↑
13	My lecturers know their subjects well	96	97	96	-1	↔
14	Lecturers use different ways to help me learn	75	78	76	-2	↔
15	Staff treat me with respect	96	98	97	-1	↔
16	Lecturers constantly encourage me do my best	96	96	95	-1	↓
17	Expectation I will succeed in my subjects	95	97	96	-1	↔
18	Teaching and learning resources support learning	94	95	93	-2	↔

19	Reviews and meetings are helpful	90	90	90	0	↔
20	Deadlines for handing in work clearly stated	93	93	93	0	↔
21	Assessment tasks are made clear to me	90	91	92	1	↑
22	Assessments are spread across the course	86	90	82	-8	↓
23	Receive f/back on assessments in agreed timescale	89	88	84	-4	↓
24	Feedback tells me what am doing well/improve	93	93	92	-1	↓
25	I know what to do if I disagree with my marks	84	82	85	3	↑
26	Exams and assessments are well organised	89	87	89	2	↑
27	The tutors make effective use of the VLE for all of your learning needs			90	*	*
28	Communication throughout course effective	90	91	92	1	↑
29	The course is well organised	84	87	88	1	↑
30	Understand how units link together	92	91	92	1	↑
31	Staff involve me in scheduling of assessments	84	82	82	0	↓
32	When lecturer away, alt arrangements made	81	82	84	2	↑
33	Know can get help with course queries from Curriculum Administration Team (CAT)	77	80	80	0	↑
34	Any help received from CAT has been useful	83	84	86	2	↑
35	Rooms used for my course are tidy and clean	91	92	92	0	↑
36	The rooms I use are suitable for my course	91	93	93	0	↑
37	Equipment provided by College for course is suitable	91	92	90	-2	↔
38	I have access to a computer when I need one	90	92	91	-1	↔
39	Easy for me to use own computer in the College	91	89	91	2	↑
40	I know who to ask for any personal problems	91	89	90	1	↔
41	Students from diff backgrounds work well together	94	95	95	0	↑
42	College make sure all students given opportunities	97	97	98	1	↑
43	I feel safe at the College	98	98	98	0	↔
44	Supported on course & receive help when I need it	96	98	92	-6	↓
45	Know that I can get help from Student Services	93	95	94	-1	↔
46	Feel Student Services helped with problems	86	89	88	-1	↔
47	The course was what I expected	85	89	89	0	↑
48	I am achieving what I set out to do this year	91	92	92	0	↑
49	I would recommend the College to a friend	92	94	95	1	↑
50	I am encouraged to express my opinion	91	93	93	0	↑
51	My views are taken seriously	89	91	91	0	↑
52	I enjoy coming to College	91	93	92	-1	↔
53	I am aware what I can do after my course ends	92	91	91	0	↓

54	I feel prepared to take my next step	91	90	89	**-1**	↓
55	I have used careers information and materials in College			83	*	*

3. Areas where learners were most and least satisfied

By applying a weighted average score of the percentage of respondents that agreed or strongly agreed to a question (**Rating**), we can identify areas where satisfaction is highest and lowest and areas where the greatest or least improvements in satisfaction have been obtained. These areas are highlighted in the following tables.

The distance travelled from the previous year is based on the rating only but the % Agree result is also included for information purposes:

Table 3 – Areas Learners were most satisfied with

	Rating %	DT (Rating)	Agree %
Supported on course & receive help when I need it	91	**-1**	92
I feel safe at the College	87	**3**	98
Staff treat me with respect	86	**1**	97

Table 4 – Areas Learners were least satisfied with

	Rating %	DT (Rating)	Agree %
The College Students' Association influences change for the better	56	**-2**	78
My lecturers use different ways to help me learn	58	**0**	76
I know I can get help with course queries from the Curriculum Administration Team (The Office)	59	**-1**	80

Table 5 - Areas showing the most improvement in satisfaction (compared to previous year)

	Rating %	DT (Rating)	Agree %
I feel safe at the College	87	**+3**	98
I know what to do if I disagree with my marks	66	**+2**	85
The course was what I expected	72	**+2**	89

Table 6 - Areas where satisfaction had dropped the most (compared to previous year)

	Rating %	DT (Rating)	Agree %
Assessments are spread across the course	65	**-7**	82
Receive f/back on assessments in agreed timescale	67	**-3**	84
The way I am taught helps me learn	68	**-2**	87

4. Areas showing particular strengths of the college

An analysis of the all measurements in combination (% Agree, rating, DT and trend over 3yrs) was carried to give a more detailed overview of areas that are particular strengths of the college.

Any areas where that had a % Agree ≥ 95% and a rating ≥80, and over three years the trend in satisfaction levels had remained steady or improved over three years, were identified as strengths and are summarised in Table 7 below.

Table 7 – Areas identified as strengths

		% Agree			Rating		
		%	DT	3yr Trend	Value	DT	3yr Trend
Teaching and Learning							
13	My lecturers know their subjects well	96	**-1**	↔	85	**-1**	↔
15	Staff treat me with respect	97	**-1**	↑	86	**1**	↑
Wellbeing/Pastoral Support							
42	College make sure all students given opportunities	98	**1**	↑	83	**1**	↔
43	I feel safe at the College	98	**0**	↔	87	**3**	↑
Quality Assurance							
49	I would recommend the College to a friend	95	**1**	↑	81	**2**	↑
	Area of greatest strength						

5. Areas potentially requiring development or further improvement

Similarly, an analysis of the all measurements in combination (% Agree, rating, DT and trend over 3yrs) was carried to give a more detailed overview of areas that could benefit from development.

Areas where the % Agree was ≤ 90% and the Rating was ≤75, where the three year trend in satisfaction had been showing a downward trend or no change over three years, were identified as areas that may benefit from development action.

Where an area had been showing an increasing trend in satisfaction over three years, but the % Agree and Rating were still considered low (≤85% and ≤65 respectively), then this area was considered to be an area that could potentially benefit from further improvement.

These are outlined below in Table 8. The five areas identified as being considered as those potentially requiring the most development or improvement are highlighted in red in the table.

Table 8 – Areas potentially requiring development or further improvement

		% Agree			Rating		
		%	DT	3yr Trend	Value	DT	3yr Trend
College Student Satisfaction & Engagement							
2	Staff regularly discuss my progress with me	86	-1	↓	67	0	↓
4	I am able to influence learning on my course	88	-2	↔	67	-1	↔
5	Receive useful feedback which informs future learning	90	0	↔	71	0	↔
6	The way I am taught helps me learn	87	-3	↓	68	-2	↔
8	Believe student suggestions taken seriously	84	-2	↑	63	-2	↑
10	Students' Association influences change for better	78	-2	↓	56	-2	↓
Teaching and Learning							
14	Lecturers use different ways to help me learn	76	-2	↑	58	0	↑
19	Reviews and meetings are helpful	90	0	↔	74	1	↔
Tests/Assessments							
22	Assessments are spread across the course	82	-8	↔	65	-7	↓
23	Receive f/back on assessments in agreed timescale	84	-4	↓	67	-3	↓
25	I know what to do if I disagree with my marks	85	3	↓	66	2	↓
26	Exams and assessments are well organised	89	2	↓	69	1	↔
Organisation of My Course							
30	Staff involve me in scheduling of assessments	82	0	↓	63	1	↔
32	Know can get help with course queries from Curriculum Administration Team	80	0	↑	59	-1	↔
Wellbeing/Pastoral Support							

39	I know who to ask for any personal problems	90	1	↓	74	1	↓
My Next Step							
53	I feel prepared to take my next step	89	-1	↓	73	0	↓
	Areas requiring most development						

6. (Draft) Action plan

Those areas identified as where learner satisfaction was lowest and where satisfaction had dropped the most from previous year have been used to develop a plan of action to enable areas of concern to be addressed (Appendix 1). Also included in the table are additional areas that could benefit from development action or further improvement, as identified in Table 8 as one of the 3 areas that most require development, which have that have not already been captured elsewhere.

No.	Survey question	% Agree			Rating (R)			Action	By Whom
		%	DT	Trend	R	DT	Trend		
In 2017-18 Learners felt least satisfied with the following:									
10	Students' Association influences change for better	78	-2	↓	56	-2	↓	HISA Perth to hold awareness-raising sessions in either Webster or all buildings after October break (S1) and prior to Easter break (S2). Format to be agreed.	SA Quality
14	Lecturers use different ways to help me learn	76	-2	↓	58	0	↔	Learning & Teaching Leaders to attend Course Committee Meetings and listen to the student voice to then provide guidance on alternative teaching methods to delivering staff.	L&T Leaders
32	Know can get help with course queries from Curriculum Administration Team	80	0	↔	59	-1	↓	Curriculum Admin Team to take part in induction sessions to raise knowledge of their services. It would be a valuable activity at the beginning of each semester, particularly semester 2 for January starts.	PATs CAT
In 2017-18 Learner satisfaction dropped in the following areas:									
24	Assessments are spread across the course	82	-8	↓	65	-7	↓	PATs to ensure that assessment schedules and feedback timescales are clarified at induction and PDP sessions. Encourage students to feedback concerns through their Class Rep at Course Committee Meetings.	PATs SMs
25	Receive f/back on assessments in agreed timescale	84	-4	↓	67	-3	↓		
6	The way I am taught helps me learn	87	-3	↓	68	-2	↓		

	Additional areas of potential development and/or further improvement:								
8	Believe student suggestions taken seriously	84	-2	↓	63	-2	↓	Ensuring feedback from Course Committee Meetings are disseminated in a timely manner e.g. you said, we did. It would be useful to agree a timeframe for feedback between staff and students following a Course Committee Meeting.	PATs SMs
49	Supported on course & receive help when I need it	92	-6	↓	81	-11	↓	PATs to continue being proactive in their role and provide early interventions where necessary.	PATs SMs

Actions are subject to change

Appendix 1 – Perth College UHI Student Survey: On-Programme/Exit April 2017-18 Action Plan

The Student Survey conducted in April 2018 with full-time FE and full-time HE On-Programme/Exit students, revealed the following areas where learner satisfaction was the lowest and where satisfaction had dropped the most. Using the proportion of students who agreed with a statement in combination with the strength of feeling of response and an analysis of the trend of satisfaction over three years, additional areas of potential development were identified.

The accompanying action plan has been produced in response and will be used to enable good practice to be disseminated and for areas of concern to be addressed.

No.	Survey question	% Agree			Rating (R)			Action	By Whom
		%	DT	Trend	R	DT	Trend		
In 2017-18 Learners felt least satisfied with the following:									
10	Students' Association influences change for better	78	-2	↓	56	-2	↓	HISA Perth to hold awareness-raising sessions in either Webster or all buildings after October break (S1) and prior to Easter break (S2). Format to be agreed.	SA Quality
14	Lecturers use different ways to help me learn	76	-2	↓	58	0	↔	Learning & Teaching Leaders to attend Course Committee Meetings and listen to the student voice to then provide guidance on alternative teaching methods to delivering staff.	L&T Leaders
32	Know can get help with course queries from Curriculum Administration Team	80	0	↔	59	-1	↓	Curriculum Admin Team to take part in induction sessions to raise knowledge of their services. It would be a valuable exercise at the beginning of each semester, particularly semester 2 for January starts.	PATs CAT
In 2017-18 Learner satisfaction dropped in the following areas:									
24	Assessments are spread across the course	82	-8	↓	65	-7	↓	PATs to ensure that assessment schedules and feedback timescales are clarified at induction and PDP sessions. Encourage students to feedback concerns through their Class Rep at Course Committee Meetings.	PATs SMs
25	Receive f/back on assessments in agreed timescale	84	-4	↓	67	-3	↓		
6	The way I am taught helps me learn	87	-3	↓	68	-2	↓		

	Additional areas of potential development and/or further improvement:								
8	Believe student suggestions taken seriously	84	-2	↓	63	-2	↓	Ensuring feedback from Course Committee Meetings are disseminated in a timely manner e.g. you said, we did. It would be useful to agree a timeframe for feedback between staff and students following a Course Committee Meeting.	PATs SMs
49	Supported on course & receive help when I need it	92	-6	↓	81	-11	↓	PATs to continue being proactive in their role and provide early interventions where necessary.	PATs SMs

Appendix 2 – Perth College UHI Student Survey: On-Programme/Exit April 2017-18 Breakdown and Analysis

The accompanying tables have bene produced to highlight a further breakdown in the survey feedback through Mode of Learning, Learning Delivery, Curriculum Area and Curriculum Sector. Each illustrate the satisfaction % (total proportion of respondents that either 'strongly agreed' or 'agreed' (% Agree)) through using a weighted average.

Those highlighted in light orange are to signify where a satisfaction % fell under the UHI 80% target, and those with a darker orange are to highlight where a satisfaction % has fallen under the Perth College target of 70%.

Appendix 2.1 – Perth College UHI Student Survey: On-Programme/Exit April 2017-18 Mode of Learning Analysis

Perth College Overall Satisfaction %		FE			HE		
	All respondents Overall	Full Time	Part Time	Evening	Full Time	Part Time	Evening
Overall Perception (Satisfaction) %	90%	92%	95%	93%	87%	91%	99%
College Student Satisfaction & Engagement*	89%	95%	91%	91%	85%	87%	100%
Teaching and Learning	93%	96%	95%	95%	90%	93%	98%
Tests/Assessments	88%	95%	94%	94%	83%	89%	100%
Organisation of My Course	87%	92%	89%	89%	82%	88%	97%
Accommodation and Equipment	91%	96%	95%	95%	88%	90%	97%
Wellbeing/Pastoral Support	94%	95%	92%	92%	94%	92%	100%
Quality Assurance	92%	96%	95%	95%	89%	92%	100%
My Next Step	88%	93%	93%	93%	83%	87%	100%

Appendix 2.2 – Perth College UHI Student Survey: On-Programme/Exit April 2017-18 Learning Delivery Analysis

Perth College Overall Satisfaction %	Distance Learning		VC & Online	
	FE Part Time	HE Part Time	HE Full Time	HE Part Time
Overall Perception (Satisfaction) %	77%	94%	77%	81%
College Student Satisfaction & Engagement*	73%	97%	68%	69%
Teaching and Learning	77%	97%	82%	87%
Tests/Assessments	91%	96%	77%	82%
Organisation of My Course	71%	93%	77%	89%
Accommodation and Equipment	N/A	N/A	84%	88%
Wellbeing/Pastoral Support	58%	100%	86%	77%
Quality Assurance	78%	92%	75%	86%
My Next Step	77%	71%	62%	74%

Appendix 2.3 – Perth College UHI Student Survey: On-Programme/Exit April 2017-18 Curriculum Area Analysis

Curriculum Area Satisfaction	ALS	BMCL	STEM	CCI
Overall Perception (Satisfaction) %	89%	93%	88%	90%
College Student Satisfaction & Engagement	87%	93%	86%	89%
Teaching and Learning	92%	95%	90%	93%
Tests/Assessments	86%	93%	87%	88%
Organisation of My Course	86%	92%	81%	86%
Accommodation and Equipment	92%	93%	91%	89%
Wellbeing/Pastoral Support	94%	96%	92%	94%
Quality Assurance	90%	93%	90%	94%
My Next Step	89%	91%	85%	86%

Appendix 2.4 – Perth College UHI Student Survey: On-Programme/Exit April 2017-18 Curriculum Sector Analysis

CCI Sector Area Satisfaction	Art & Creative Tech	Audio Engineering & Theatre	Music	Language School
Overall Perception (Satisfaction) %	94%	90%	86%	93%
College Student Satisfaction & Engagement	94%	89%	85%	90%
Teaching and Learning	96%	92%	90%	94%
Tests/Assessments	92%	87%	81%	95%
Organisation of My Course	90%	87%	79%	94%
Accommodation and Equipment	92%	87%	85%	93%
Wellbeing/Pastoral Support	95%	97%	93%	94%
Quality Assurance	98%	94%	91%	93%
My Next Step	87%	85%	84%	88%

BMCL Sector Area Satisfaction	Business & Accounting	Computing	Hospitality	Management	Sport
Overall Perception (Satisfaction) %	93%	96%	93%	97%	92%
College Student Satisfaction & Engagement	92%	97%	91%	95%	92%
Teaching and Learning	94%	98%	96%	97%	94%
Tests/Assessments	93%	96%	94%	95%	91%
Organisation of My Course	91%	96%	92%	96%	89%
Accommodation and Equipment	89%	90%	95%	98%	97%
Wellbeing/Pastoral Support	95%	98%	95%	100%	96%
Quality Assurance	94%	96%	92%	100%	92%
My Next Step	92%	93%	92%	100%	86%

STEM Sector Area Satisfaction	Aircraft Engineering	Automotive	Built Environment	Engineering	Science
Overall Perception (Satisfaction) %	82%	95%	95%	82%	84%
College Student Satisfaction & Engagement	79%	95%	95%	80%	81%
Teaching and Learning	85%	96%	96%	86%	84%
Tests/Assessments	83%	91%	96%	81%	81%
Organisation of My Course	73%	92%	93%	67%	80%
Accommodation and Equipment	90%	94%	96%	86%	89%
Wellbeing/Pastoral Support	89%	96%	97%	90%	90%
Quality Assurance	86%	97%	97%	84%	88%
My Next Step	69%	94%	92%	79%	83%

ALS Sector Area Satisfaction	Beauty	EECC	Hairdressing	Health & Social Care	Social Sciences	New Ops	SVS
Overall Perception (Satisfaction) %	91%	89%	96%	89%	79%	94%	94%
College Student Satisfaction & Engagement	90%	87%	95%	87%	72%	94%	92%
Teaching and Learning	93%	93%	98%	92%	82%	96%	95%
Tests/Assessments	89%	83%	97%	83%	75%	94%	92%
Organisation of My Course	91%	86%	95%	84%	70%	90%	96%
Accommodation and Equipment	91%	93%	94%	93%	93%	88%	95%
Wellbeing/Pastoral Support	96%	92%	97%	95%	88%	98%	98%
Quality Assurance	89%	92%	96%	94%	80%	93%	95%
My Next Step	88%	88%	95%	92%	85%	97%	87%

Engagement Committee

Paper for Consideration

Subject: External Engagement Update
Author: Vice Principal External
Date of paper: 22 August 2018
Date of meeting: 30 August 2018

Action requested of committee:

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

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

Executive Summary:

This paper provides an overview of the External Engagement activities for the period from May to August 2018.

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 x   Closed ☐ (tick as appropriate)

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   **x** (tick as appropriate)

ENGAGEMENT COMMITTEE   **PAPER FOR INFORMATION**

EXTERNAL ENGAGEMENT UPDATE   **30 AUGUST 2018**

INTRODUCTION

This paper provides an overview of the External Engagement activities for the period from May to August 2018.

EXTERNAL ENGAGEMENT STRUCTURE

A recruitment process is underway to appoint a Head of Business Development and a Head of Marketing and International. These appointments will enable the structures within these teams to be finalised.

Staff feedback has identified an opportunity for closer collaboration between the Curriculum and the External Engagement Teams. Mechanisms for joint planning, customer relationship management and project development and delivery will be created across the teams through a revised Curriculum and Business Planning Group due to start in September.

MARKETING

A campaign based approach for student recruitment to support the curriculum and student experience teams has been undertaken across multiple channels including social media, bus and radio advertising, press, attendance at events and city centre locations as well as hosting open days and drop in sessions. The introduction of nurture marketing has provided a new dimension to the campaigns. These campaigns have worked well with recruitment numbers largely maintained within a very competitive marketplace.

A revised 2018/19 prospectus will be available for early October.

The College is working closely with UHI Marketing colleagues to undertake some further development work of the UHI brand aimed at raising its profile

INTERNATIONAL

A review of existing international markets and partnerships is being undertaken in order to inform our International Strategy. Alongside this, partnerships in China and India are continuing to be developed.

A successful visit to China took place in August 2018 where several potential new partners were visited.   Fees were renegotiated with the Henan University of Urban Construction where a new 5 year MOU has just been signed for the period to 2023.

The opening of the UHI Micro-Campus within Hunan Institute of Engineering is scheduled to open on 4 November 2018. Professor Clive Mulholland and Dr Margaret Cook will attend the opening and will undertake the Graduation ceremony for our Mechanical and Electrical Engineering students on the same day.

The College hosted visits from Zhoukhou Normal University and Nanchang Institute of Technology in June and August respectively.

The College successfully retained our UKVI Tier 4 license for 2018/19 and we are delivering a cross UHI shared service approach on behalf of other Academic Partners.

A review of our Tier 4 student experiences takes place in September 2018. A successful review will enable Education Scotland to issue our Statement of Assurance for this activity.

BUSINESS ENGAGEMENT

The Scottish Government will support a further year of Flexible Workforce Development Fund for Levy Payers across Scotland. The updated criteria increases the previous cap from £10k to £15k and enables Levy Payers to include their supply chain and smaller businesses within their training. Colleges remain the delivery partner for the fund. Perth College will target an increased drawdown of 2017/18 level of £100k.

An Education Scotland Report was received following a review of Hospitality Modern Apprenticeship delivery. An action plan has been created to address improvements across all MA Frameworks.

A programme of events targeting businesses is being developed. Work is being done in partnership with Marketing to update the College website with Increased visibility of the range of services to business. A review of the potential for including additional functionality such as Book and Pay online within the site is also being explored.

A review of our existing customer relationships and our opportunities to deepen these relationships is being undertaken. This includes a focus on increased commercial opportunities as well as increasing business engagement to inform our future curriculum and support our students to gain valuable work experiences. This also includes a review of the College's Development Trust which is the subject of a separate paper for discussion at this committee.

The use of the UHI CRM system is under review with increased functionality being sought.

ACADEMY FOR SPORT AND WELLBEING

During its first full year of trading, ASW has generated £287k and grown gym membership to 800. The Climbing Wall and Summer Camps continue to perform well. In the last quarter, this venue has hosted the Scottish Women's Netball Championships, the College Prizegiving, the Staff Conference and the Big Bang Scotland STEM event which saw in excess of 3,000 external visitors. The Provost's Barbeque will be hosted in September

STAKEHOLDER ENGAGEMENT

Relationships with regional Tay Cities Deal partners continue with decisions delayed until after the parliament Summer recess.

The College is leading on the Socio Economic Challenge Theme within the Perth CPP Executive Officers Group. Progress will be reported to this committee as the project develops.

Engagement Committee

Paper for Consideration

Subject: Development Trust - Revised Structure
Author: Vice Principal External
Date of paper: 22 August 2018
Date of meeting: 30 August 2018

Action requested of committee:

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

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

Executive Summary:

This paper outlines the recommendations on the revised structure of the College's Development Trust and Campaign Board to enable a strategic approach towards fundraising and alumni development.

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 X   Closed ☐ (tick as appropriate)

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.

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The College may also be asked for information contained in minutes and papers about living individuals, under the terms of the Data Protection Act 1988.

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

INTRODUCTION

This paper outlines the recommendations on the revised structure of the College's Development Trust and Campaign Board to enable a strategic approach towards fundraising and alumni development.

BACKGROUND

The current structure of the College's Development Trust is an arms-length body independent from the College. There is a Campaign Board which sits underneath the Trust with a focus on targeting individuals of high net worth and organising events to attract funds to the College. Since its inception in 2004, £8m has been raised in partnership with the College.

The existing Trust Deed does not comply with current charities legislation and as a result, the former Trust Chair wished to rescope the focus and articles of the Trust. The Trust must operate independently of the College. With the recent ONS reclassification of the College as a public body, this would require the Trust to become financially self-sufficient which would not be viable. In parallel with this, the last remaining independent member of the Trust has opted to retire leaving the College Board Chair and Principal as the only remaining members of the Trust. This has provided an opportunity to restructure the Trust and the Campaign Board structure into one that complies with charities legislation.

FEEDBACK TO INFORM THE REVISED STRUCTURE

Feedback was obtained from staff and Campaign Board members to inform the revised structure. Campaign Board members have provided many years of support to the College for fundraising activities and two of the members have indicated that they will retire at this point although still remain supportive of the College and its aims. The majority felt a two tier structure was still required although the new structure should be as administratively straightforward as possible, each with a clear remit and objectives. All respondents felt that new members should be sought to join the revised organization.

REVISED STRUCTURE

Taking this feedback on board, the following approach is proposed:

- Revise the Development Trust deeds to remove the Veto. At least two new members should be appointed as Trustees alongside the College Chair and Principal. The remit and objectives of the Perth College Development Trust (PCDT) are included at Appendix 1.
- A Perth College Development Committee (PCDC) should replace the Campaign Board. The remit and objectives of this new organization are included at Appendix 2.
- Existing Campaign Board members wishing to join the Development Committee will be given the opportunity to do so. Early indications are that at least 2 of the existing Campaign Board members are choosing to step down. This will result in a further 3-4 new members required for the new Committee. Other members may be co-opted at other times for particular fundraising campaigns.
- Alumni relations will remain the responsibility of Perth College UHI in compliance with GDPR guidelines.

FINANCIAL IMPLICATIONS

The updating of the Development Trust deeds will incur £1,000 in legal fees.

RECOMMENDATION

It is recommended that the Engagement Committee endorse this revised approach.

APPENDIX 1

PERTH COLLEGE DEVELOPMENT TRUST

Purpose

Perth College Development Trust (PCDT) supports Perth College UHI to deliver its strategic objectives and an enhanced student experience by ensuring the governance of the Development Trust complies with OSCR legislation.

Ethos and Values

Ambition, Integrity, Respect

Structure

PCDT is an arms-length organization to Perth College UHI which is registered as a charitable organization. Annual updates on PCDT activities, progress and achievements will be provided to Perth College Board.

PCDT will provide a governance structure to support the management of all funds generated by Perth College and the Perth College Development Committee (PCDC). All funds generated will be re-invested for the benefit of Perth College UHI student experience as detailed in the revised Trust Deed.

PCDT Remit

- Undertake the governance of the PCDT and any associated funds held within the Trust.
- Act as an ambassador of Perth College UHI, raising the profile of the work of the College

Meetings

Meetings will take place bi-annually and will be coordinated by the Chief Operating Officer and the Vice Principal External.

Membership

Membership will comprise the College's Board Chair, the College Principal and 2 independent individuals who have an interest in supporting the strategic priorities and an enhanced student experience of Perth College UHI.

Members should be willing to attend a minimum of 2 x 2hr meetings per annum, as well as support at least one additional College and/or external events throughout the year.

Strategic Fundraising Priorities of PCDT 2018-19

Identify and attract funders to enhance the student experience at Perth College UHI, particularly relating to:

- Research, project development, direct funding awards, peer support initiatives, equipment and facilities
- Target audiences - care experienced, vulnerable, disadvantaged and disengaged individuals to increase their opportunities
- Target interventions - learning, skills development, work experience, innovation, enterprise, health and wellbeing

APPENDIX 2

PERTH COLLEGE DEVELOPMENT COMMITTEE

Purpose

Perth College Development Committee (PCDC) through Perth College Development Trust (PCDT) supports Perth College UHI to deliver its strategic objectives and an enhanced student experience by generating increased external fundraising activities.

Ethos and Values

Ambition, Integrity, Respect

Structure

PCDC is a sub committee of PCDT which is arms-length organization to Perth College UHI which is registered as a charitable organization. All funds generated by PCDC will be re-invested for the benefit of Perth College UHI student experience.

Remit

PCDC remit will be:

- Act as an ambassador of Perth College UHI, raising the profile of the work of the College
- Identify potential funders/ donors to support Perth College UHI strategic objectives
- Enable introductions to Perth College UHI of new prospects and individuals of high net worth
- Provide advice and support to enable regular gift donations to Perth College UHI
- Identify and assist with the delivery of fundraising projects and activities
-

Meetings

Meetings will take place quarterly and will be co-ordinated by the Development and Alumni Manager

Membership

Membership will comprise 6-8 individuals who have an interest in supporting the strategic and priorities and an enhanced student experience of Perth College UHI. Membership will include the Vice Principal External and the Chief Operating Officer.

Members should be willing to attend a minimum of 3 x 2hr meetings per annum, as well as support at least one additional College and/or external events throughout the year.

Strategic Priorities 2018-19

Identify and attract funders to enhance the student experience at Perth College UHI, particularly relating to:

- Research, project development, direct funding awards, peer support initiatives, equipment and facilities
- Target audiences - care experienced, vulnerable, disadvantaged and disengaged individuals to increase their opportunities
- Target interventions - learning, skills development, work experience, innovation, enterprise, health and wellbeing

Paper for Consideration

Subject: HR Update
Author: Susan Hunter, Head of Human Resources and Organisational Development
Date of paper: 17 August 2018
Date of meeting: 30 August 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 and an update on HR matters.

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)

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   ☐✓ (tick as appropriate)

Engagement Committee HR Update

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

Date: 17 August 2018

HR Structure

The Health, Safety and Wellbeing Adviser started on 16 April 2018 and has already made a significant impact by undertaking a gap analysis and providing a 3 year plan to engender a health and safety culture. He has also met with all teams, undertaken training and is reviewing documentation.

The Equality, Diversity and Inclusion Adviser commenced employment on 4 June 2018 and has created a new Equality Impact Assessment tool for discussion at the next EDIT meeting.

We are currently advertising for a replacement HR Adviser, following a resignation, and maternity cover backfill for one of the HR&OD Business Partners.

Organisational Leads

<u>HR Systems</u>

A project plan for lean reviews of the employee life cycle has been developed, this has started with recruitment where 16 steps were removed from the process. The next stage is to review these changes with stakeholders with newly drafted documentation.

<u>Learning and Development</u>

A staff survey was undertaken to establish what training staff would like to have, this was supplemented with meetings with line managers to understand their requirements.

These results directly fed into the programme for start of the new academic year and will also be used to develop an annual workshop programme for staff. Specific government initiatives training is also being built in to ensure that Education Scotland's requirements are met. The programme for the new academic year covers essential topics like copyright, GDPR, supporting students with mental health and learning needs and quality processes. The programme also provides introductory sessions for new appointments.

The Head of Learning and Teaching Enhancement and I are currently working on a suite of training to support Career Long Professional Development in line with our Enhancement Plan. As an organisation we identified general skills gaps by speaking

with CMT e.g. digital skills and diversification and these will form part of the Enhancement Plan.

People Strategy

The first step was to work with staff to define the values and establish how this translates into value led behaviours. A formal suite of statements has now been agreed and I will work with marketing to develop a communication and launch strategy.

Staff Conference Day

June 2018

The theme of this conference was to celebrate the successes of the academic year and share best practise. We also had a presentation from James Nock, UHI Data Protection Officer about best practice under GDPR and an afternoon of workshops with staff sharing best practise.

August 2018

The theme of this day is excellence, and as such Keith Smyth, Professor of Pedagogy at UHI will present on the learning and teaching strategy and will also run a workshop with colleagues from the Learning and Teaching Academy on mentoring, professional development and scholarship programmes. Veronica Lynch, Vice Principal External will present on her vision. In addition, sessions will also run on utilising the library resources and interactive sessions on getting the most out of our student database. These sessions will all help our staff deliver an excellent student experience.

National Bargaining

Lecturers

We have worked closely with the JNC to implement the new terms and conditions for unpromoted lecturers which include; 23 hours of contact time, plus one recording of sick pay and internal verification and 62 days annual leave and we have issued new contracts to all lecturing staff. The next project is the permanisation of lecturers after 2 years, due for completion by 1 April 2019, we await implementation guidance.

The promoted lecturers matching exercise has been concluded and the payments have been made for TQFE and for year 2 of the three year pay model.

Support

We have worked with the JNC to agree the implementation of the new holiday year for support staff. Communications are due to go out this week.

National Job Evaluation has an implementation date of 1 September 2018, however, as per the last update received, the contract has not been signed, as such HR reporting has been developed to ensure we will be in the best position to deliver this when the implementation model is agreed.

Engagement Committee

Paper for Consideration

Subject: Board Development
Author: Board Secretary
Date of paper: 20 August 2018
Date of meeting: 30 August 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 dates in the diary for development activities during 2018-19 and topics planned to date.

The Engagement Committee is invited to consider relevant topics for the coming months.

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)

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   ☐✓ (tick as appropriate)

Perth College UHI – Board of Management Development Plan
Academic Year 2018-19

Strategy/Development Days

Date	Topics	Participants
6 October 2018	Scenario Planning	All Board members plus Senior Management Team
30 March 2019	Topic to be agreed	All Board members plus Senior Management Team

Development Evenings

Date	Topics	Participants
22 November 2018	Who Cares Scotland on corporate parenting Further topic to be agreed	All Board members plus Senior Management Team
8 May 2019	Topic to be agreed	All Board members plus Senior Management Team

Local Induction for new Board Members

Date	Topics	Participants
Date to be agreed following new members appointments **September 2018**	Agenda with a focus on the Perth College structure, local context, committee organisation and operation, and governance aspects	Three new independent Board members, new staff and student members Senior Management Team, Chair and Secretary

PERTH COLLEGE UHI

EDIT

Note of Meeting held on Tuesday 12th June 2018
9.30am, Room 019, Brahan

Present:	Susan Hunter (Chair), Head of HR & OD (SH)
	Jane Edwards - Unison Representative (JE)
	Winston Flynn - Unison Representative (WF)
	Sara O' Hagan - EIS Representative (SOH)
	Gilbert Valentine - Head of Estate (GV)
	Ian Bow - Health, Safety & Wellbeing Advisor (IB)
	Charlie Collie – SL, Social & Vocational Studies (CC)
	Rhona Munro – Head of Learning Resources (RM)
	Allie Scott – Student Support Team Leader (AS)
	Catherine Etri – Sector Development Manager BMCL (CE)
	Prince Honeysett – Student President (PH)
Absent:	Stuart Hall – Equality & Diversity Advisor (SHa)
	Gerald McLaughlin – Additional Support Team Leader (GM)
	Declan Gaughan – Lecturer Engineering & Science (DG)
	Richard Ogston – Head of Student Services (RO)
	David Snowden – AST Exam Manager (DS)
Note Taker:	Aishling Fagan

Summary of Action Items

Ref	Action	Responsibility	Timeline
3.	**Corrections to last meeting minutes** • Page 3 1st paragraph – rag not trag • Page 3 3rd paragraph – no requirement	Susan Hunter	ASAP
4.	**(C) External Partnership Working** SHa to be advised of any extra external contact he should be aware of.	ALL	ASAP

Summary of Action Items

Ref	Action	Responsibility	Timeline
10.	**(A) Lift Signage** To be put back on the agenda	Susan Hunter	Next Meeting
	(F) Sport England Guidance SH to send JE a copy	Susan Hunter	ASAP
	(I) Menopause Policy To be put back on the agenda	Susan Hunter	Next Meeting
	(M) Mental Health To be a standing agenda item	Susan Hunter	Next Meeting

Minutes

Item		ACTION
1.	**Welcome and Apologies** Susan Hunter (SH) welcomed all to the EDIT meeting. There were 5 apologies: Stuart Hall, Gerald McLaughlin, Declan Gaughan, Richard Ogston, David Snowden	
2.	**Additions to the Agenda for AOCB** There were no additions	
3.	**Minutes of last meeting held on March 22ⁿᵈ 2018** RM identified a number of typos on page 3 of the meeting minutes. SH to correct. Meeting minutes agreed **Action:** SH to correct.	SH
4.	**Matter arising not included elsewhere on the previous agenda:** **(A) Accessibility** SH advised that she had spoken to SHa with regards to this matter and that he would work on a an up-date for the next meeting **(B) Commemoration of E&D Days** SH advised the going forward the college would work with the EDIT committee and students groups to ensure E&D days are commemorated **(C) External Partnership Working**	

Item		ACTION
	SH advised that she had spoken to Kathleen Connor the previous Equality & Diversity Advisor and got a list of all her external contacts. SHa is to make contact with external contacts.	
	SH asked if anyone was aware of any extra external contacts that SHa should be aware of could they please let him know?	
	Action: SHa to be advised of any extra external contacts he should be aware of.	
5.	**UHI Equality, Diversity and Inclusiveness Policy update** SH advised that she was concerned that the policy did not mention the Public Sector Equality Duty and our obligations and duties under it. Progress on this halted when Kathleen Connor left the role as she was the UHI Representative. SHa will now take this matter forward and will be attending a meeting to discuss this within the next few weeks.	
6.	**Internal Audit** SH advised that the college received a copy of the Internal Audit Report. The report is sitting with the board to be signed off. SH also advised that one of the comments from the audit was that there needs to be an over-arching document explaining how all the different documents fit together. SH also advised that the audit identified that the lots of documents do not evidence an inclusive culture. SH has spoken to SHa about this and he has said he has a number of ideas on this matter and will work with staff and student groups to take this forward. JE asked if the report would be shared with the committee. SH responded that they receive a copy of the outcome in the form of an action plan JE asked if the committee would be responsible for taking the action plan forward. SH assured JE that the committee would be responsible for taking the action plan forward.	
7.	**British Sign Language – update** SH advised that there was no real movement on this matter. SHa is to meet with RO. The deadline for this project is the 28th October 2018 so SHa will be working towards this.	

Item		ACTION
8.	**Equality & Diversity Advisor replacement – update**	
	SH advised that Stuart Hall (SHa) started in post on the 4th June 2018. SH outlined a short history of SHa's background. She explained that he held a similar role at Exeter University. She further advised that SHa had met with all of CMT and the Unions and that he would be meeting with sector managers etc. over the coming weeks.	
9.	**EDIT Members Updates**	
	SH recapped on the updates she had given throughout the meeting.	
	JE pointed out that there were a lot of items on the minutes from the last meeting that had not been up-dated and request that they were addressed in the AOCB section of the meeting. SH agreed with JE's request.	
	PH advised that the Student Union were now involved in the consultations about the One-Stop-Shop. He also advised that they now had an Access Officer in place for next year which would mean more people available to help.	
	AS advised that she had been involved in the writing of a paper on Mental Health Provision which is to be published by the end of the year, she also advised that the authors would be linking up with HISA to discuss how to move Mental Health Provision forward.	
	CE recommended that the committee consider the Scottish Government Intensification Strategy and identify a clear mandate for dealing with it. She also advised that it should be a priority for the EDIT committee to monitor that the college was meeting its obligations.	
	RM advised that the preparation for the European People Event was going very well. She outline that the aim of the event was to celebrate equality and diversity, that there would be a sport and wellbeing village and that the Youth Entrepreneur Market had unexpectedly sold out which was a wonderful result.	
	GV advised that the boxes used to hold sanitary products where vending machines were not available had disappeared.	
	IB had no up-date	
	CC advised that he was in talks about up-grading the bed in the Goodlyburn building.	
	SOH advised that she had been co-opted to the EIS-FELA Executive Committee for 2018-2019 and that she would be attending the first meeting Friday	

Item		ACTION
	SH advised that SMT had requested that all committee members have a deputy who would be available to attend meetings should the member not be available	
10.	**AOCB**	
	Minutes review	
	(A) Lift Signage SH advised that this was an item that SHa would be picking up going forward	
	RM pointed out that the new signs that have been put up are not in line with what was agreed	
	SH agreed that there was a need for consistent signage	
	GV advised that there was not a final agreement on the signage	
	JE asked for this point to be put back on the Agenda for next meeting	
	<u>**Action:**</u> Lift Signage to be put back on the agenda	
	(B) Disability Scheme SH advised that the college had not renewed its membership as it did not meet the criteria. She advised that a meeting regarding this was being rescheduled and the SHa would attend.	SH
	(C) LGBT Charter Rights SH advised that SMT need to be trained to a certain level and this would be arranged.	
	(D) Cross College Hearing equipment SH advised that the college had received a quote from iHear and that they needed to get two more quotes. She also advised that there was a concern that the portable loops might not be compatible with the colleges existing equipment. She pointed out that there had never been a problem with the loops the college had hired and the college should look into what make they are.	
	(E) Accessibility Doors SH advised that a staff and student committee was to be set up and it would look at the wider issue of accessibility throughout the college	
	(F) Sport England Guidance JE asked for a copy of the Sport England Guidance.	

Item		ACTION
	SH advised that Carolyn Sweeney-Wilson had distributed a copy but that SH would ensure JE got a copy. **Action:** SH to send JE a copy **(G) Cash Machines** SH advised that there was no up-date **(H) Wow Festival** JE suggest that it might be a good idea for SHa to get involved SOH confirmed that the festival was keen to work with the college **(I) Menopause Policy** SH advised that there was no up-date. JE requested that to have it added to the agenda for the next meeting **Action:** Menopause policy to be put back on the agenda **(J) Suicide Training** AS advised that there were 11 places available to the college on this training? SH asked how often was it possible to run this training course. AS advised that if the college trained a trainer it would be possible to run the course as often as required. She also volunteered to do the training **(K) Equality Impact Assessment** SH advised that an assessment was to be carried out to identify any gaps JE asked if it would be in a different format SH advised yes it was likely and that SHa would be following up on it. She said that she understood that the form was complicated and that it was not user friendly **(L) Length of EDIT Meeting** JE said that she felt a half hour of a meeting was not sufficient to cover EDIT agenda items properly and that the meetings should be at least an hour. SH agreed **(M) Mental Health** AS pointed out that mental health was not on the agenda SH agreed that Mental Health should be a standing item	

Item		ACTION
	Action: Mental Health to be a standing agenda item	
11.	**Date and time of next meeting:** To be confirmed for next academic session	

Engagement Committee Terms of Reference

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 HISA/Perth College

In attendance
Depute Principal Academic
Vice Principal External Engagement
Head of Human Resources and Organisation Development

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 four main aspects of College business: Student Experience and Engagement, External Stakeholder Engagement, Human Resources and Staff Engagement and Board of Management development.

Student Experience and Engagement

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

2. To ensure the Board engages proactively and word collaboratively with HISA having oversight of key HISA developments and governance arrangements.

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

External Stakeholder Engagement

4. To provide direction on strategic external engagement priorities for the College.

5. To contribute to the College awareness of its market position in Perth and Kinross through dialogue with the Board of Management members' own external, government and private and third sector contacts.

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

University of the
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7. To work with and influence a range of key external stakeholders (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).

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

Human Resources and Staff Engagement

9. To oversee the development and auditing of organisational engagement strategies including monitoring staff survey outcomes.

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

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

12. To receive reports from the Equality, Diversity and Inclusion Team (EDIT) Committee.

Board of Management Development

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

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

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

16. To develop an annual programme for Board Development activities.

Approved by the Board of Management on 13 June 2018