

# Engagement Committee

## Agenda

**Meeting reference:** Engagement 2017 -18/03

**Date:** Thursday 1 February 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.

	<b>Agenda Items</b>	<b>Author</b>	<b>Led by</b>	<b>Paper</b>
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 9 November 2017		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	<b>Student Engagement</b>			
*6.1	HISA Perth College Update	Student President	Student President	Paper 2
*6.2	Student Partnership Agreement: Parts A and B	Student President & Head of Quality	Student President	Paper 3
7	<b>Performance Monitoring</b>			
7.1	Student Surveys: Induction Early Experience Survey	Head of Quality	Principal	Paper 4
8	<b>External Engagement</b>			
8.1	Partnership Engagement		Principal	Verbal
9	<b>Staff Engagement</b>			
*9.1	HR Update	Head of Human Resources & Organisational Development	Head of Human Resources & Organisational	Paper 5

			Development	
10	<b>Board Development</b>			
10.1	Board Development Update	Secretary	Secretary	Paper 6
11	<b>Committee Minutes</b>			
11.1	EDIT <ul style="list-style-type: none"> <li>7 December 2017</li> </ul>	Head of Human Resources & Organisational Development	Head of Human Resources & Organisational Development	Paper 7
12	<b>Date and time of next meeting:</b>  10 May 2018		Secretary	
*13	Review of meeting (to include check against Terms of Reference to ensure all competent business has been covered)			Paper 8

## Draft Minutes

**Meeting reference:** Engagement 2017-18/02  
**Date and time:** Thursday 9 November 2017 at 5.30pm  
**Location:** Room 019

**Members present:** Margaret Cook, Sharon Hammell, Prince Honeysett, Ann Irvine (by video conference from 6.20pm), Donald Maclean, Lindsey McLeod, Charlie Shentall, Nurina Sharmin

**Apologies:** David Littlejohn

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

**Chair:** Charlie Shentall (Acting Chair)  
**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
5	<b>IIP Staff Report</b> Review opportunities for taking forward the issues identified in the report when new senior team is on place	Principal	By June 2018
10.1	<b>Board Development Day – 23 September 2017</b> Progress actions arising from the Board Development Day	Secretary	By 20 January 2018
10.2	<b>Board Development Day – 20 January 2018</b> Finalise agenda for next Board development day on 20 January 2018		By end of calendar year

## Minutes

Item	Action
1	<p><b>Welcome and Apologies</b></p> <p>David Littlejohn had dialled in via audio call but the line was poor so David intimated his apologies. Charlie Shentall agreed to Chair the meeting in David's absence. Anne Irvine joined the</p>

meeting at 6.20 pm by video link – network problems led to a delay in Anne joining the meeting.

The Group noted that John McDonald had resigned from the Board at the end of October.

**2 Additions**

There were no additions to the agenda.

**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 31 August**

The minutes were approved as a correct record.

**5 Actions Arising from Minutes on 11 May 2017**

**IIP Staff Report**

The Principal reported that the new senior team, when appointed, would take forward the actions arising from the IIP Staff Report.

Principal

**PCSA/HISA Student Partnership Projects 2017-18**

Noted that the projects were progressing and were on the agenda for the meeting.

**Staff Conference**

On the agenda for the meeting.

**Board Development Day**

On the agenda for the meeting.

**6 Student Engagement**

**\*6.1 HISA Perth College Update**

The Student President introduced the paper and provided an update on recent activity. The Committee noted the report and in particular the following:

- the Committee noted that William Mohieddeen had started in the role of Student Association Co-ordinator;

- around 60 new student representatives had been appointed and meetings were ongoing to induct them into their role;
- proposed changes to the way that activity grants were allocated to put greater emphasis on opportunities for student fundraising, and a cap on the level of bid funding that could be requested via HISA Perth. This was to encourage students to explore fundraising opportunities to support their bids and to lessen reliance on bid funding, potentially leading to HISA being able to support a wider type/number of bids.

## **6.2 PCSA/HISA Student Partnership Agreement Projects 2017-18**

The Committee noted the projects that formed part of the partnership agreement and progress against each and that the new bid process for activity grants may result in more money for a wider student programme. The Committee also noted work that was ongoing with Quality to engage student representatives. Plans were also being developed to appoint sector-level representatives.

## **7 Performance Monitoring**

### **7.1 Balanced Scorecard Update**

The Committee noted the Balanced Scorecard update and that individual actions arising from the positive and negative trends identified in the scorecard were taken forward as appropriate. The Committee noted that CPD had fallen, but this was thought to be down to a recording anomaly and staff failing to recognise the wide range of activities that could be considered as CPD.

It would also be helpful to identify percentages in the report rather than absolute numbers.

### **7.2 Student Surveys (National Student Survey and Student Satisfaction and Engagement Survey)**

The Committee noted the trends arising from the student surveys and the actions that were taken to address subjects with positive and negative results. The UHI Principal had recognised areas of excellent performance by personally writing to subject leaders in those areas. The Committee noted that the National Student Survey was a sector wide survey whose results were important for positioning especially in terms of international student recruitment. UHI had to work hard to increase its performance in the student surveys.

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The Committee further noted a big rise in the numbers of students wishing to access services to support mental health and that new ways of providing services were emerging.

Work would continue to analyse the feedback to try get to the root causes of areas of concern and ways to address them.

## 8 External Engagement

### 8.1 and 8.2 Partnership Engagement and Draft Perth and Kinross Community Plan (Local Outcomes Improvement Plan)

The Principal reported on ongoing engagement with the Council and the Committee noted the final version of the Community Plan. The Principal would attend a conference on the plan on 15 November 2017. The Board welcomed the final version of the plan, the positive working relationship with the Council that developed during the consultation process and the integrated approach taken to delivering outcomes.

## 9 Staff Engagement

### \*9.1 Staff Conference

The Committee noted plans for the next Staff Conference on 17 November 2017. The Principal would address staff initially, followed by keynote address from Barbara Nelson of Education Scotland who would present on the actions arising Evaluative Report and Enhancement Plan. Three workshops were also planned and staff would sign up to attend two sessions from:

- An introduction to career management skills
- Principles of lean
- Supporting our students to be successful

## 10 Board Development

### 10.1 Board Development Day – 23 September

The Board Secretary circulated the note of the Board Development Day held on 23 September 2017. A number of actions were being taken forward and progress would be reported to the next Development Day on 20 January 2018.

Secretary

### Proposed topics for the Board Development Day on 20 January 2018

### 10.2

The Committee noted the outline agenda for the Board Development Day and were positive about the proposed items. A

Secretary

## Draft

final agenda and precise timing would be circulated in the early new year.

### 11 Committee Minutes

11.1 EDIT 11 October 2017 - noted

11.2 Staff Consultation Forum – 12 October 2017 –noted

### 12 Date and Time of Next Meeting

- Thursday 1 February 2018

### \*13 Review of meeting (to include check against Terms of Reference to ensure all competent business has been covered)

Agreed the meeting met the TOR.

#### Any other business

The Chair wanted to record his thanks and those of the Committee to John McDonald who had recently resigned from the Board of Management and its Committees. John had been a member of the Engagement Committee for a number of years and his contributions had always been well considered and positive. Charlie thanked John for his enthusiasm and commitment over the years.

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.

**Draft**

Do the minutes contain items which may be contentious under the terms of the Data Protection Act 1988?      Yes       No

## Paper for Consideration

**Subject:** HISA Perth College Update

**Author:** PC Student President

**Date of paper:** 24 January 2018

**Date of meeting:** 1 February 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 the HISA Perth College since the last meeting of the Committee.

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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 College Update**

### **Activity Grant Scheme**

Before the Christmas break we had put forwards our proposal for the new HISA Perth activity grant scheme to our class reps and all were in favour of it. The new scheme goes live mid February.

### **Student Events/clubs**

Our engagement with students is very important to us so and we are happy to see students regularly visiting us in our new office and asking for our help to support with their various fundraisers and charity events. Almost all of our noticeboards are filled with posters detailing the different societies we have and events happening on campus. Students are still coming to us as asking to start up new clubs and this is something we are very pleased to see.

### **Partnership Agreement**

We would have liked to have had this completed by the end of the first semester but unfortunately the process to do so had been slightly problematic for us. The change from PCSA to HISA Perth has meant we have had to undergo several changes, some taking longer than others but now the 2<sup>nd</sup> semester is beginning we are making this our top priority and are looking to get it finalised as soon as possible.

### **Regional Council**

This is a two-day event where students across UHI will meet, make new friends and discuss the different achievements we've made on our campuses. There will also be interactive workshops and keynote speakers (including MSPs) attending the event as well. This event is on February 5<sup>th</sup> & 6<sup>th</sup> in Inverness. HISA will be covering the cost of transport and accommodation for the local HISA Perth officers and 4 Students as well, so we have decided to take some of our class reps with us so they can be part of the experience, learn more about what we do as a student association and how their voices can be heard not just locally but also on a regional level.

### **Year of Young People**

This celebration is to raise awareness of the achievements of young people, their contribution to society and create a better perception of them. HISA Perth is currently recruiting students to take part in this event. This is a great chance for students to boast their skills, gain experience that could help them in the future with employment and to show off what Perth UHI students are capable off! We believe our students have a lot to offer and thank Perth UHI for giving us this fantastic opportunity to let them shine.

## Paper for Consideration

**Subject: Student Partnership Agreement**

**Author:** Prince Honeysett and Jess Borley

**Date of paper:** 23 February 2018

**Date of meeting:** 1 February 2018

### Action requested of committee:

(Tick as appropriate) For information only:

For discussion:

**For recommendation/approval:**

### Cost implications:

(Tick as appropriate) Yes:  No:

### Executive Summary:

This paper sets out the draft Student Partnership Agreement to be agreed between Perth College UHI and HISA Perth. The agreement outlines how the College and the Students' Association works in partnership in student engagement, the key priorities for partnership working in 2017-18 and an action plan. Once approval given, the agreement shall be co-signed by the Principal of Perth College UHI and the President of HISA Perth.

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**Status of Papers** Open  Closed  (tick as appropriate)

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

**Student Partnership Agreement**  
**between**  
**HISA Perth**  
**and**  
**Perth College UHI**

**Part A 2017-20**

**Part B 2017-18**



Part A of this agreement outlines the general approaches to student engagement and partnership working between Perth College UHI and the HISA Perth 2017-2020.

Part B of this agreement outlines specific project themes to be jointly undertaken during academic year 2017-18.

## **Introduction**

The purpose of this agreement is to present the work being done to improve the student experience in partnership between Perth College ('the College') and the Highlands and Islands Students' Association ('HISA Perth'), and to show students how they can get involved in that activity. It does not replace other strategic documents, and students are not limited by this document – students are actively encouraged to tell us how we can make your education better in any way. This agreement is complementary to the University of the Highlands and Islands Student Partnership Agreement between UHI and HISA (Highlands and Islands Students' Association) which is an agreement between the University and all students across UHI and its academic partners. The College and HISA Perth will work collectively on understanding and enhancing the student experience of all of its students.

## **Our College Community**

Perth College UHI is very proud of our place within the University of the Highlands and Islands, within the local community of Perth and Kinross, and in all communities nationally and internationally where we have an impact through our business and students. Our success is shaped by the skills and talents of our students and our staff, and our commitment to working in partnership is key to understanding and developing shared aspirations and actions.

The College revised its Strategic Plan in 2016 to cover the period 2016-21 and has partnership, change, success and community at its core.

## ***Vision***

*To be the college of choice and an inspirational partner in economic and social transformation.*

## ***Mission***

*To change lives through education, providing knowledge and skills to succeed at work, in business and in the community.*

Our student body is central to that purpose and vision. Both the College and HISA Perth value the diversity of our student population and work to make sure everyone feels welcome and supported. All staff and students should interact in a way which helps create an inclusive, pleasant and welcoming environment for everyone.

Students at the College are represented by HISA, and represented to the College by HISA Perth. HISA Perth represents the views and interests of all students through its Student Representative Council (SRC), Course Committees Meetings, the College Board of Management and its committees, and works in partnership with the College to secure the best possible student experience through a broad range of individual, collective, formal and informal routes.

HISA Perth also represents students of the College within the wider Highlands and Islands Students' Association. HISA represents all students within the Highlands and Islands region, and HISA Perth officers sit on the HISA executive committee to ensure that collective work takes place with students across the region so that voice of Perth College students influences decisions on a regional and national level.

### **What is partnership?**

The terms 'partner' and 'partnership' are used in a broad sense to indicate joint working between students and staff. Partnership working is based on the values of:

- Openness;
- Trust and honesty;
- Agreed shared goals and values; and
- Regular communication between the partners.

It is not based on the legal conception of equal responsibility and liability; rather, partnership working recognises that all members in the partnership have legitimate, but different, perceptions and experiences. By working together to a common agreed purpose, steps can be taken that lead to enhancements for all concerned. The terms reflect a mature relationship based on mutual respect between students and staff.

## **Part A – Student Partnership and Engagement at the College**

### **Formal Student Representation**

The college is committed to involving students in the decision making process and making sure that they have the best possible experience while studying with us. All students are automatically members of the Highlands and Islands Students' Association. The College and HISA Perth seek to work closely together to ensure that students are represented on all relevant college and Board of Management committees and are supported and trained to fulfil their roles.

Opportunities to become involved in student representation within the College structure include the following:

- Student representatives are present on all relevant college committees, including: Board of Management and Engagement Committee, Academic Affairs Committee, Quality Enhancement Committee, Health and Safety Committee, Equality Diversity and Inclusion Team EDIT.
- Each course should have a course representative who will attend Course Committees Meetings and make student views known on issues related to the learning experience. On-going communication will be encouraged out-with formal meetings.
- Focus groups and consultation events are arranged when major changes to curriculum, resources or wider student services are planned, and students are invited to take part in these groups.

Student representatives are trained and supported in their respective roles. There is also the opportunity to meet with other student reps to support each other.

### **Students' Association**

The Highlands and Islands Students' Association (HISA) represents all students of UHI and its academic partners, and provides a representation structure at Perth College UHI through HISA Perth.

HISA Perth is led by an executive of committee of three officers

- President (full-time, sabbatical position)
- Vice President Education and Engagement (part-time)
- Vice President Welfare and Activities (part-time)

HISA Perth is the sole recognised representative voice of students at Perth College UHI. It advocates the views and rights of students, organises events and supports clubs & societies and works to influence change within the College and wider society to make the experience of being a student at Perth College better.

There are various ways for students to influence the work of HISA Perth that the students' association provide:

- Standing for election as an executive officer of HISA Perth
- Standing for election as a regional officer of HISA
- Participating in HISA's regional bodies and events
- Becoming a course representative and undertaking training
- Attending the HISA Perth Student Representative Council, to discuss matters affecting the College student body.
- Attending HISA Regional Council. Regional Council is an annual event which offers an opportunity for students from across the Highlands and Islands to influence the work of HISA.
- HISA Perth have roles within its structure for students to become elected in position and lead representation work and ensure the voices of students are heard at a local, regional and national level
- HISA membership also provides opportunities for students to become elected to full-time regional officer roles. Furthermore, HISA provide opportunities to shape their work through Regional Council, and also support students shape student engagement on a national level through work with NUS Scotland, Sparqs, QAA Scotland, Education Scotland and other tertiary-education sector agencies.

### **Student Engagement in the Life of the College**

Student involvement is not restricted to formal representative structures. All students are encouraged to become partners in shaping the life of the college. Opportunities include:

- Participating in HISA Perth events and student-life research activity
- Dropping in to the HISA Perth offices and meeting the elected officers
- Participating in and developing activities and events within the Union Link space
- Participating in volunteering opportunities within and outwith College.
- Giving honest, constructive feedback by taking part in surveys, focus groups and other feedback opportunities.
- Becoming familiar with the Student Take 5 feedback and reflection on learning tool, and using it for students to consider their own learning and how they are taught.
- Sharing opinions with course representatives, or other student reps at SRC.
- Speaking directly with lecturing staff or a Personal Academic Tutor.
- Supporting class activities or activities in the Union Link.
- Developing and taking part in events, societies, clubs and groups.
- Working with other students, staff, Quality, and the Student Engagement Officer to discuss means of enhancing the ways in which we can work

together to broaden the participation of students and staff in collectively progressing the student experience at the college.

College staff will seek to engage with students in both formal and informal structures, and ensure that students are a central part of college decision making and informing of policy and practice. Means of ensuring clear and accessible communication between the wider student community and the college will be continually reviewed jointly to ensure that this is enhanced on an ongoing basis.

### **Student Expectations and Responsibilities**

Communications on the student expectations and responsibilities are highlighted on the student portal 'myday' and in course handbooks.

Student Partnership Agreement

Part A: 2017 - 2019

Signed on behalf of

HISA Perth

Date

President

Perth College UHI

Date

Principal and Chief Executive

## **Part B - Student Partnership Agreement**

### **Context**

As part of the development of a Student Partnership Agreement between Perth College UHI and the HISA Perth discussions were held to inform priorities for 2017-2018.

Feedback from students through student surveys, course committees and college self-evaluation also formed the basis of additional information to inform the three project themes. The HISA Perth Partnership agreement will also be supported through regular representation structures.

It will be taken forward with three specific areas of joint work to be undertaken with relevant Students Association Officers, student representatives, and staff members who have responsibilities which encompass these themes.

### **Joint Project Theme Overviews**

Each of the following three themes will be scoped and a project collectively taken forward by College staff and HISA Perth with agreed actions and feedback. An action plan specifying student representatives and staff membership will be agreed by each theme and reported through QEC.

#### **1. Deliver a programme of events for student**

Working alongside each other, HISA Perth and Perth College UHI shall develop a shared programme of social and wider achievement events across the campus. These events shall enhance the student experience, raise awareness of HISA Perth and involve a wide range of students from different areas of the College.

#### **2. Improve accessibility of learning resources**

The College and HISA Perth will work to improve access to a number of learning resources particularly:

- E Resources – Improve the marketing of the E-library
- VLE – encourage engagement with VLE developments
- VC – Improve VC Feedback
- Library – consult on extension of opening hours during exam periods
- Silent study space – consult on access to alternative study spaces after 5pm

#### **3. Strengthen performance of the student representation system**

HISA Perth and the Quality Department of Perth College UHI shall support student representatives to ensure they are part of the process of addressing issues raised at for example Student Representative Council, Course Committee Meetings, student focus groups, 'YourVoice'. The Students' Association and the College shall consider the development and implementation of sector representatives to enhance the current representation framework.

Student Partnership Agreement

Part B: 2017/18

Signed on behalf of

HISA Perth

Date

President

Perth College UHI

Date

Principal and Chief Executive

**STUDENT PARTNERSHIP AGREEMENT 2017-18 ACTION PLAN**

KEY AREA	ACTIVITY	STRATEGY / INITIATIVE LINK, where relevant	KEY PROPOSED OUTPUT/ BENEFIT	LED BY WHOM	BY WHEN	January 2018 progress update
<b>PROGRAMME OF EVENTS FOR STUDENTS</b>	Health and Wellbeing Week	Student Support	Output:  Benefit: Improve effective learning and better prepare students for successful independent living.	Allie Scott & Rachel Daniel	20 <sup>th</sup> feb -3 <sup>rd</sup> March	Initial meeting took place Friday 19 January to begin forming Healthy Happy You activities at Perth College
	Mental Health Day	Access and Inclusion Strategy	Output: Raise awareness of the different aspects of our wellbeing that affect us every day and where to go if help is required	Allie Scott, Jane Edwards & Rachel Daniel	October 2017	10 <sup>th</sup> October – World Mental Health Day. Students and staff were encouraged to wear something yellow to raise awareness of mental health.  HISA Perth invited a member of the student support team along to a SRC meeting to speak to the reps about mental health.

KEY AREA	ACTIVITY	STRATEGY / INITIATIVE LINK, where relevant	KEY PROPOSED OUTPUT/ BENEFIT	LED BY WHOM	BY WHEN	January 2018 progress update
	Employability Week	DYW agenda	Benefit: Improve the skills of students looking to enter the world.	Jane Edwards, Sam Monie & Rachel Daniel	February	Currently in the planning stage
	Black History Month	Equality and Diversity	Benefit: Promote knowledge of black history and culture.	Nurina Sharmin & Prince Honeysett	October	Students were very engaged with this. Informative posters and flyers were posted around the campus and with help from Sodexo, HISA Perth held a special lunch in the food court for Black History Month
	Islamaphobia	Equality and Diversity	Benefit: Increase Muslim student participation in extracurricular activities and remove fallacy around their religion.	Nurina Sharmin	November 2017	Initial training took place, further activities planned for future

KEY AREA	ACTIVITY	STRATEGY / INITIATIVE LINK, where relevant	KEY PROPOSED OUTPUT/ BENEFIT	LED BY WHOM	BY WHEN	January 2018 progress update
<b>IMPROVING ACCESSIBILITY OF LEARNING RESOURCES</b>	Improve marketing of e-library	<b>e.g. Access &amp; Inclusion Strategy</b>	Output: Increase the awareness of e-resources to staff and students  Benefit: More use of online college resources which will effectively improve students studying skills	John Dare & Prince Honeysett	July 2018	Marketing of e-library is an issue that is affecting the whole of UHI not just Perth UHI. Discussions have begun and a meeting between the UHI librarian, Electronic resources manager and HISA Perth is to be arranged.
	Library – extension of opening hours during exam periods	Estates & Learning Technology/Resources	Benefit: Provide all students with more time to study	John Dare, Nurina Sharmin & Prince Honeysett	July 2018	More information and resources needed to fulfil this aim. HISA Perth is carrying on discussions with the relevant departments within Perth UHI on the matter.
	Silent Study Space	Estates	Output: silent study space allocated  Benefit: students provided with a formal quiet space	John Dare & Prince Honeysett	Completed	Introduced a new study area at the top floor of the library that students can book via the library reception for private study.

KEY AREA	ACTIVITY	STRATEGY / INITIATIVE LINK, where relevant	KEY PROPOSED OUTPUT/ BENEFIT	LED BY WHOM	BY WHEN	January 2018 progress update
			to study in. Will be particularly useful at assessment periods.			
<b>STUDENT REPRESENTATION SYSTEM</b>	Enhance the process for course representation, in particular looking at how courses with none or low representation can be improved	Student Engagement Strategy	Output / Benefit Increase the opportunity for students to have a structured route to feedback comments on their experience to college staff and HISA Perth	Kirsty Campbell, Prince Honeysett	June 2018	Identification of courses with no course rep. HISA Perth will lead on focus groups in these areas.
	Introduce and support a Sector Representation role	Quality	Output - more robust student representation process  Benefit - to improve the gathering of feedback on key college initiatives; act as	Jessica Borley, Nurina Sharmin	May 2018	SMT approved the introduction of this role in September 2017. Further discussions with College Managers has determined a review of the role to see how it can co-exist with existing student

KEY AREA	ACTIVITY	STRATEGY / INITIATIVE LINK, where relevant	KEY PROPOSED OUTPUT/ BENEFIT	LED BY WHOM	BY WHEN	January 2018 progress update
			representatives for the collective sector student voice to college management; support the promotion of college initiatives and events; provide a mentor role for class representatives			ambassador/champion roles.
	Strengthen engagement with student feedback mechanisms (other than class rep)	Student Engagement Strategy	Output: more focused and structured feedback mechanisms for student use  Benefit: provide students with different ways to feedback comments and an opportunity to be directly involved in	Roanna Lawson, Kirsty Campbell, Nurina Sharmin	May 2018	Induction/ Early experience student survey expanded to accommodate additional courses.  Further work will be done on how to engage the student voice from students studying by VC, DL and in work experience i.e. Modern Apprentices.

KEY AREA	ACTIVITY	STRATEGY / INITIATIVE LINK, where relevant	KEY PROPOSED OUTPUT/ BENEFIT	LED BY WHOM	BY WHEN	January 2018 progress update
			college decision making			
	Increase engagement by class reps with HISA Perth	HISA Perth/	<p>Output: more structured mechanism for students to feedback comments on their learning, life and work</p> <p>Benefit: students will have more awareness of and interaction with HISA Perth</p>	Kirsty Campbell, Prince Honeysett	May 2018	This is linked in to the Course Committee meeting structure. Not all course meetings have yet taken place. Once this cycle is completed an audit will be conducted with Sector Managers and course reps to see how feedback can be fed back to HISA Perth.

## Paper for Consideration

**Subject: Student Surveys:** Induction/Early Experience Survey

**Author:** Jessica Borley

**Date of paper:** 23 January 2018

**Date of meeting:** 1 February 2018

### Action requested of committee:

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

### Cost implications:

(Tick as appropriate) Yes: No: n/a

### Executive Summary:

The induction survey conducted in October 2017 had a 68% response rate, which is considered good for this type of survey. Although the response rate decreased from 70% achieved in 2016, the number of students surveyed increased by 542 (from 2826 to 3368), reflecting the increase in number of students available for inclusion in the survey. Response rates can be broken down further to level and mode of delivery:

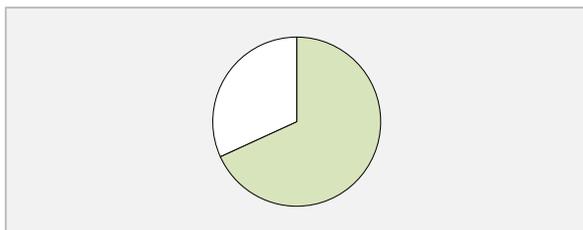
FE / HE Mode of delivery	Target Figure	Response	Percentage
All	3368	2297	68%
FE All	1735	1226	70.7%
FE FT	1216	907	74.6%
FE PT	404	224	60.4%
HE All	1633	1071	65.6%
HE FT	1492	994	66.6%
HE PT	132	75	56.8%

The survey consisted of 44 questions and was amended compared to 2016; with 7 new questions, 5 with modified wording and 20 questions removed. This means that in some cases direct comparisons cannot be drawn from data from previous years. From those learners that responded, 95% agreed with the statement 'I enjoy coming to college' (+1 percentage point from 2016) and 95% also agreed with the statement 'I feel I am on the right course' (no change from 2016). Of the 44 questions, the rating for 9 could not be



## Student Induction and Early Experience Survey - October 2017

This report includes respondents from All Respondents



Perth College UHI surveyed 3,368 learners of whom 2,297 replied. This represents a return rate of **68%** which is good for this type of survey.

### Results Summary

The table below shows a summary of the results of the survey. They are given in terms of an agree percentage, a rating and a distance travelled.

	Agree%	Rating	Distance Travelled
Overall Perception:	87	71	-2
Inspection Framework:			
<i>Teaching, learning and assessment</i>	88	71	-1
<i>Leadership and management</i>	95	79	-2
Feeling Safe:	98	86	+1
Recommend:	95	79	-2
Ofsted "Learner View" Questions:	93	76	-4

### Strengths and Weaknesses

The questions have been selected using the rating score only. The graphs shows the returns received, the number received and the number of learners who agreed with the question. On the right of the graph the benchmark is an external comparison, if applicable, of the college against similar colleges surveyed by QDP.

#### Learners felt most satisfied with the following:

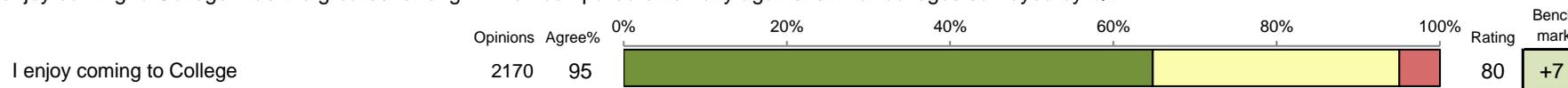


## Student Induction and Early Experience Survey - October 2017



This report includes respondents from All Respondents

'I enjoy coming to College' was the greatest strength when compared externally against similar colleges surveyed by QDP:



Learners felt least satisfied with the following:



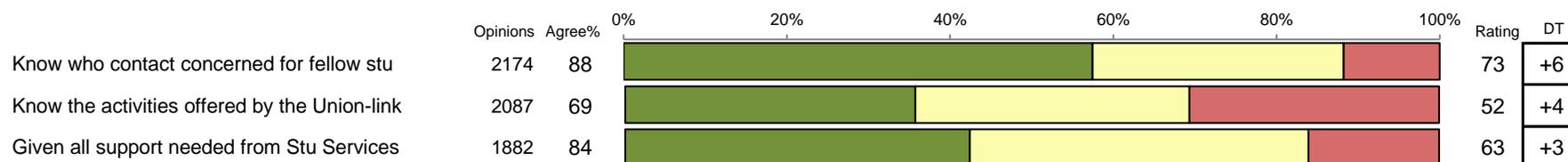
'Know of non-academic support I can get' was the greatest weakness when compared externally against similar colleges surveyed by QDP:



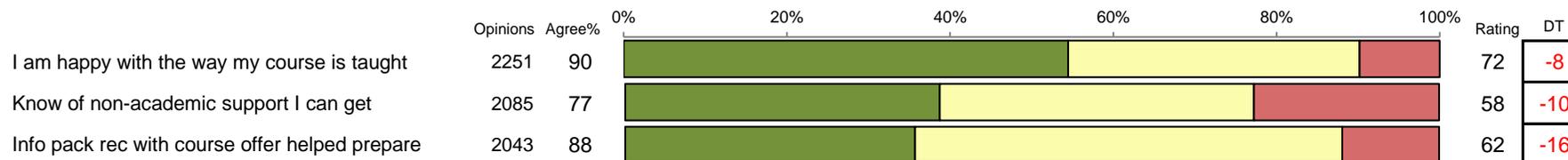
### Improvements and Concerns

The comparisons in this section are made using the rating score and are against Student Induction and Early Experience Survey - October 2016.

Learners felt most improvements were made in the following areas:



Learner satisfaction had dropped in the following areas:



This report includes respondents from All Respondents

**Frequently asked questions:**

1. What is a Respondent?
2. What does a Return Rate of good mean?
3. How is Agree% calculated?
4. How is the Rating calculated?
5. How is the Distance Travelled calculated?
6. What does the colour coding for Agree% and Rating mean?
7. Which questions are included within each section of the Inspection Framework?
8. Which questions are included in the 'Feeling Safe' score?
9. Which questions are included in the 'Recommend' score?
10. Which questions are included in the 'Ofsted "Learner View" Questions' score?
11. How have the Strengths and Weaknesses been chosen?
12. What does the QDP Benchmark figure mean?
13. How have the Improvements and Concerns been chosen?

**1. What is a Respondent?**

A respondent is someone who has expressed an opinion. In other words, for example, they have answered Agree Completely, Agree Mostly, Disagree Mostly or Disagree Completely. If they have not answered a question or have chosen n/a they will be excluded from that part of the analysis.

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**2. What does a Return Rate of good mean?**

The return rate of this survey has been compared against 92 colleges across the UK. The return rate of good is best described as follows:

very poor	poor	average	good	very good
is in the bottom fifth of return rates	is in the fourth fifth of return rates	is in the middle fifth of return rates	is in the second fifth of return rates	is in the top fifth of return rates
you are in the lowest 20% of return rates achieved	60% of colleges achieved a better return but, 20% of colleges achieved a worse return	40% of colleges achieved a better return but, 40% of colleges achieved a worse return	20% of colleges achieved a better return but, 60% of colleges achieved a worse return	you are in the top 20% of return rates achieved

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**3. How is Agree% calculated?**

Using the answers to question 'Fresher's activs opp mix with other students' as an example, the Agree% calculation can be demonstrated as follows:

Answer	No. learners	Score	..which equals..	..an Agree% of..
Strongly Agree	550	1	550	<b>74%</b> ..calculated by.. $(1214/1651) * 100$
Agree	664	0.5	664	
Disagree	318	0	0	
Strongly Disagree	119	0	0	
<b>TOTALS</b>	<b>1651</b>	<b>-</b>	<b>1214</b>	



This report includes respondents from All Respondents

Expected standards of work made clear to me  
I know when my assessments are due  
Know of non-academic support I can get  
Know how get extra support to help me learn  
All students at College treated equally & fairly  
I am aware of the Complaints Procedure  
Know who contact concerned for fellow stu  
Know the activities offered by the Union-link

Developed action plan setting out goals & aims  
I feel I am on the right course  
I know I can get help from Student Services  
I feel that staff treat me with respect  
Aware where find Coll Policies & Procedures  
Aware who contact if harassed or bullied  
Know about support Stu Association offers

*Leadership and management*

I am encouraged to express my opinion  
I would recommend the College to a friend

I feel safe at the College  
I enjoy coming to College

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**8. Which questions are included in the 'Feeling Safe' score?**

I feel safe at the College

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**9. Which questions are included in the 'Recommend' score?**

I would recommend the College to a friend

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**10. Which questions are included in the 'Ofsted "Learner View" Questions' score?**

I am happy with the way my course is taught

I would recommend the College to a friend

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**11. How have the Strengths and Weaknesses been chosen?**

The 3 questions with the highest Rating score are selected as the strengths within the questionnaire. Similarly the 3 questions with the lowest Rating score are chosen as the weaknesses. In the unlikely event of a tie the first within the questionnaire is chosen. If applicable and in addition to the above questions, which are chosen using the scores within the questionnaire, a single strength and a single weakness are also selected using the difference from QDP Benchmark.

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**12. What does the QDP Benchmark figure mean?**

The QDP Benchmark figure is the average score for each individual question across the 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark. The colour coding is applied as described above.

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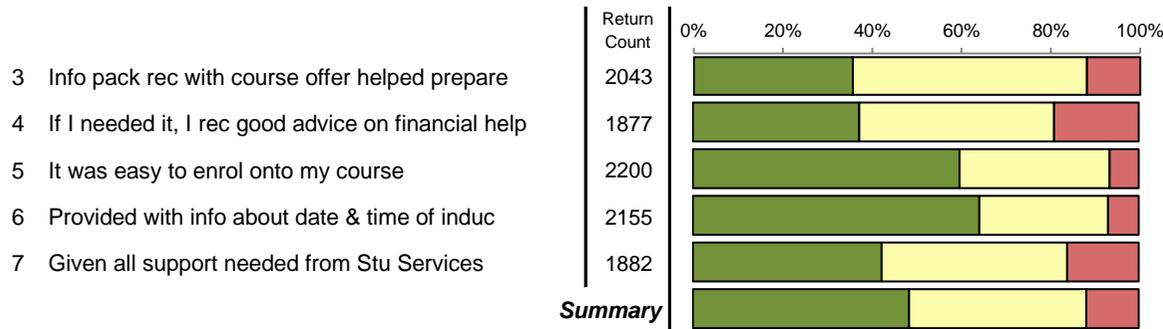
**13. How have the Improvements and Concerns been chosen?**

The Improvements are chosen using the difference in the Rating score between this survey and Student Induction and Early Experience Survey - October 2016. The top 3 positive differences are selected. The difference must be positive and therefore there may not be 3 chosen. In the case of a tie the first within the questionnaire is used. Similarly for the Concerns which are the 3 lowest differences and in this case they must be negative scores.

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Difference from: All Respondents  
 Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.  
 Report style: Combined Graphical, Rated, Questionnaire order  
 Filtered by: All Respondents  
 Respondents: 2,297

**Before You Started on this Course**



Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered
728 31.7%	1072 46.7%	209 9.1%	34 1.5%	254 11.1%
701 30.5%	820 35.7%	260 11.3%	96 4.2%	420 18.3%
1316 57.3%	740 32.2%	121 5.3%	23 1.0%	97 4.2%
1384 60.3%	622 27.1%	113 4.9%	36 1.6%	142 6.2%
797 34.7%	783 34.1%	241 10.5%	61 2.7%	415 18.1%
4926 42.9%	4037 35.2%	944 8.2%	250 2.2%	1328 11.6%

Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
62		88	-16	D	-14
59		81	-6	D	-3
77		93	=	C	+2
79		93		B	+3
63		84	+3	D	-5
68		88	-2	C	-4

**Induction and My First Days at College**



Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered
1561 68.0%	599 26.1%	40 1.7%	8 0.3%	89 3.9%

Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
84		98	+1	B	+4

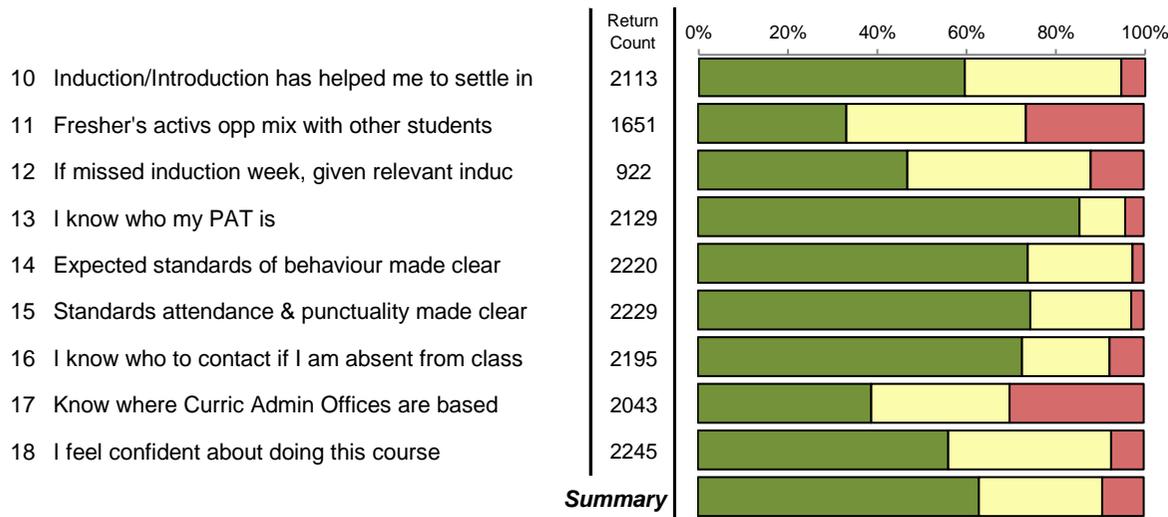
Survey: Student Induction and Early Experience Survey - October 2017

Report By: All Respondents

Difference from: All Respondents  
 Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.  
 Report style: Combined Graphical, Rated, Questionnaire order  
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 Respondents: 2,297



**Induction and My First Days at College**



Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered
1260	741	100	12	184
54.9%	32.3%	4.4%	0.5%	8.0%
550	664	318	119	646
23.9%	28.9%	13.8%	5.2%	28.1%
433	379	91	19	1375
18.9%	16.5%	4.0%	0.8%	59.9%
1822	218	56	33	168
79.3%	9.5%	2.4%	1.4%	7.3%
1642	522	43	13	77
71.5%	22.7%	1.9%	0.6%	3.4%
1662	504	47	16	68
72.4%	21.9%	2.0%	0.7%	3.0%
1595	432	117	51	102
69.4%	18.8%	5.1%	2.2%	4.4%
795	633	397	218	254
34.6%	27.6%	17.3%	9.5%	11.1%
1260	820	138	27	52
54.9%	35.7%	6.0%	1.2%	2.3%
12580	5512	1347	516	3015
54.8%	24.0%	5.9%	2.2%	13.1%

Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
77		95	=	B	+4
53		74			
68		88			
91		96			
86		97	+3	C	=
86		97	+3	B	=
83		92	+3	B	+2
54		70			
74		93	=	C	-6
77		91	-3	B	+1

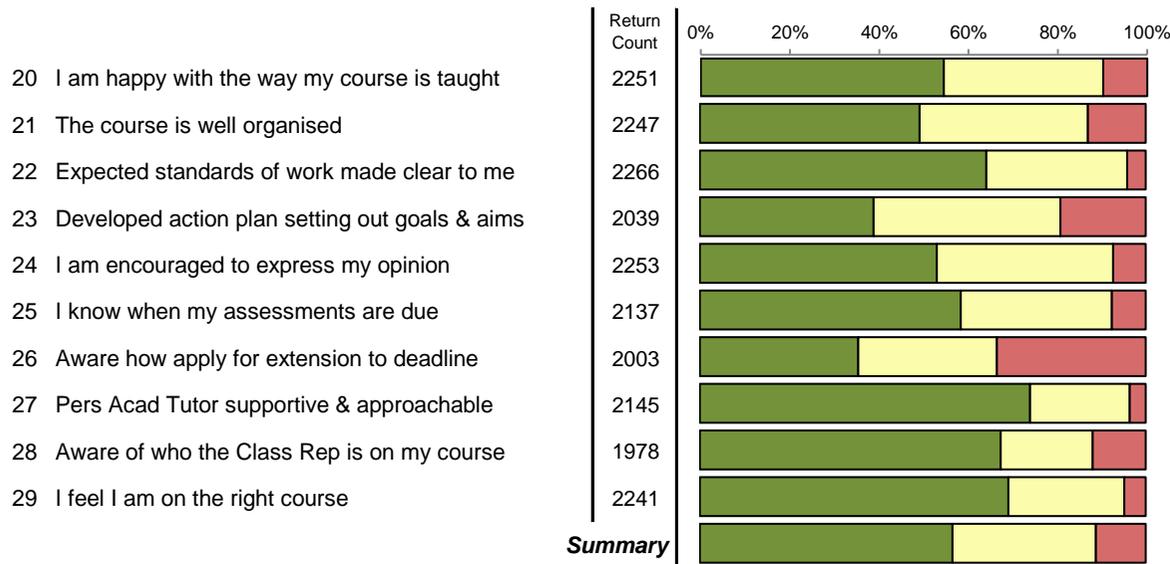
Survey: Student Induction and Early Experience Survey - October 2017

Report By: All Respondents



Difference from: All Respondents  
 Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.  
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**Learning and Teaching on My Course**



	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered
20 I am happy with the way my course is taught	1226 53.4%	804 35.0%	187 8.1%	34 1.5%	46 2.0%
21 The course is well organised	1108 48.2%	847 36.9%	246 10.7%	46 2.0%	50 2.2%
22 Expected standards of work made clear to me	1456 63.4%	716 31.2%	85 3.7%	9 0.4%	31 1.3%
23 Developed action plan setting out goals & aims	795 34.6%	853 37.1%	309 13.5%	82 3.6%	258 11.2%
24 I am encouraged to express my opinion	1198 52.2%	890 38.7%	144 6.3%	21 0.9%	44 1.9%
25 I know when my assessments are due	1251 54.5%	723 31.5%	134 5.8%	29 1.3%	160 7.0%
26 Aware how apply for extension to deadline	712 31.0%	622 27.1%	439 19.1%	230 10.0%	294 12.8%
27 Pers Acad Tutor supportive & approachable	1588 69.1%	479 20.9%	62 2.7%	16 0.7%	152 6.6%
28 Aware of who the Class Rep is on my course	1334 58.1%	409 17.8%	135 5.9%	100 4.4%	319 13.9%
29 I feel I am on the right course	1550 67.5%	583 25.4%	90 3.9%	18 0.8%	56 2.4%
<b>Summary</b>	12218 53.2%	6926 30.2%	1831 8.0%	585 2.5%	1410 6.1%

Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
72		90	-8	D	-5
68		87	-3	C	-2
80		96	+1	B	+1
60		81	-3	D	-12
73		93	-5	B	+6
75		92	-4	C	-4
51		67			
85		96	+1		
78		88			
82		95	+1	C	+1
73		89	-4	C	-2

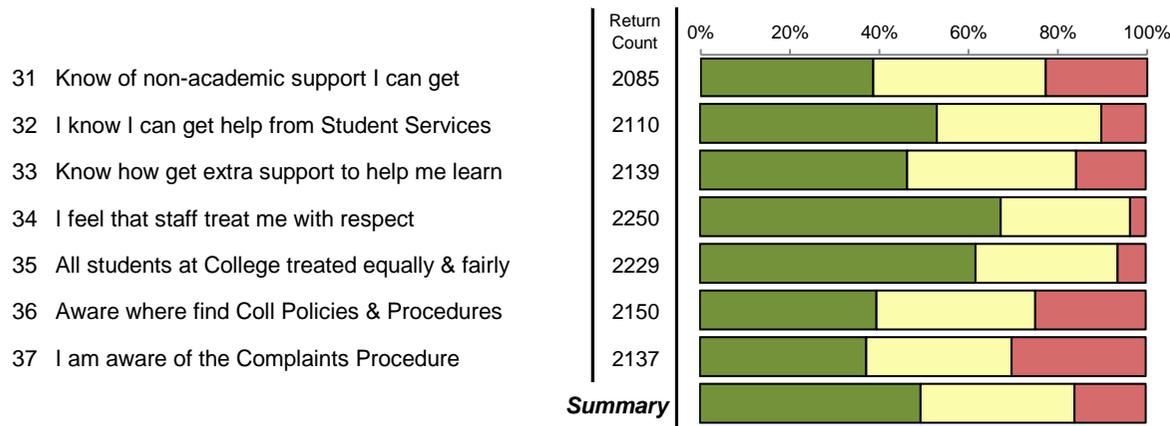
Survey: Student Induction and Early Experience Survey - October 2017

Report By: All Respondents

Difference from: All Respondents  
 Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.  
 Report style: Combined Graphical, Rated, Questionnaire order  
 Filtered by: All Respondents  
 Respondents: 2,297



**Student Support**



Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered
806	805	354	120	212
1122	777	168	43	187
995	810	263	71	158
1518	653	65	14	47
1378	710	117	24	68
852	765	413	120	147
798	696	449	194	160
7469	5216	1829	586	979

Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
58		77	-10	D	-20
72		90	-3	C	-1
65		84	-5	C	-10
82		96	-2	C	=
78		94	-2	C	-1
57		75	+3	D	-20
54		70	+1	D	-12
67		84	-2	D	-9

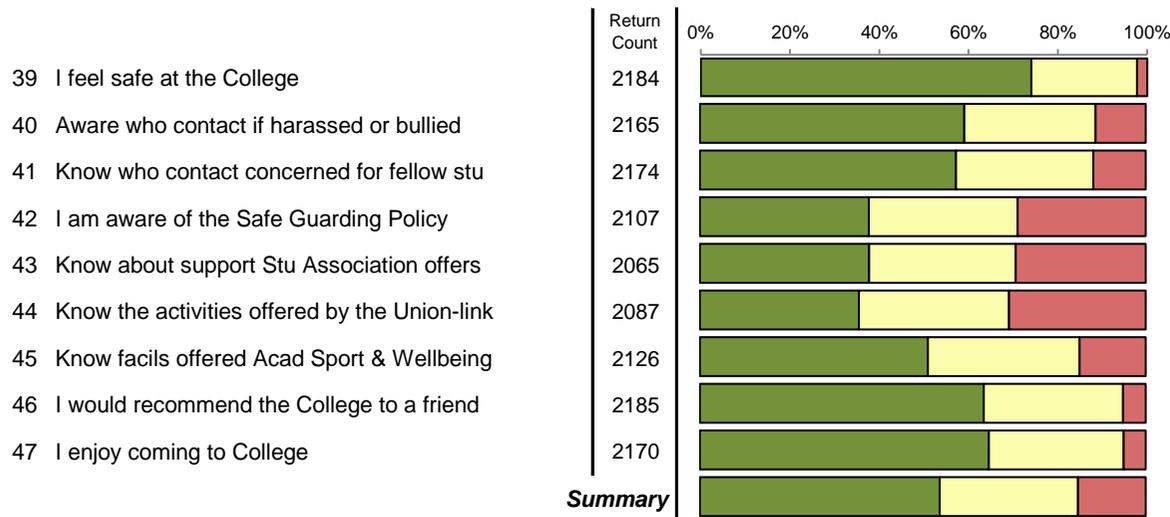
Survey: Student Induction and Early Experience Survey - October 2017

Report By: All Respondents

Difference from: All Respondents  
 Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.  
 Report style: Combined Graphical, Rated, Questionnaire order  
 Filtered by: All Respondents  
 Respondents: 2,297



**Health and Wellbeing**



Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered
1617 70.4%	517 22.5%	40 1.7%	10 0.4%	113 4.9%
1284 55.9%	637 27.7%	188 8.2%	56 2.4%	132 5.7%
1249 54.4%	669 29.1%	194 8.4%	62 2.7%	123 5.4%
798 34.7%	703 30.6%	408 17.8%	198 8.6%	190 8.3%
784 34.1%	679 29.6%	422 18.4%	180 7.8%	232 10.1%
744 32.4%	703 30.6%	449 19.5%	191 8.3%	210 9.1%
1087 47.3%	723 31.5%	233 10.1%	83 3.6%	171 7.4%
1391 60.6%	683 29.7%	85 3.7%	26 1.1%	112 4.9%
1407 61.3%	655 28.5%	93 4.0%	15 0.7%	127 5.5%
10361 50.1%	5969 28.9%	2112 10.2%	821 4.0%	1410 6.8%

Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
86		98	+1	B	+5
74		89	+2	C	-3
73		88	+6	C	-1
55		71			
54		71	-3	B	+3
52		69	+4	C	-4
68		85			
79		95	-2	B	+5
80		95	=	B	+7
69		85	-1	B	+2

Survey: Student Induction and Early Experience Survey - October 2017

Report By: All Respondents



Difference from: All Respondents  
 Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.  
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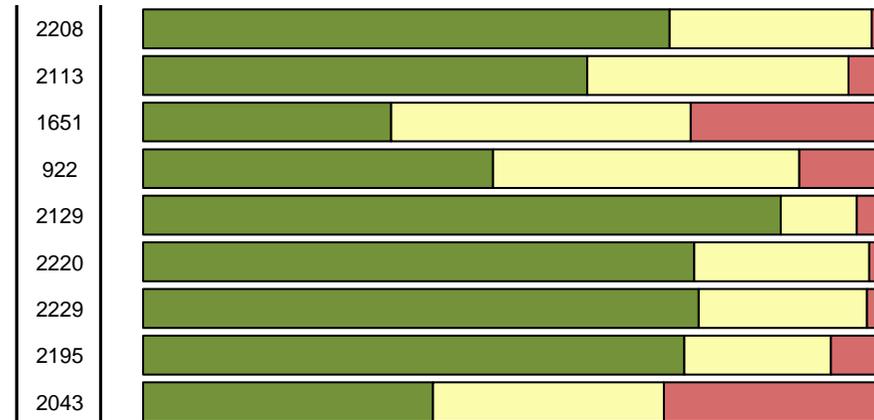
**Before You Started on this Course**

- 3 Info pack rec with course offer helped prepare
- 4 If I needed it, I rec good advice on financial help
- 5 It was easy to enrol onto my course
- 6 Provided with info about date & time of induc
- 7 Given all support needed from Stu Services



**Induction and My First Days at College**

- 9 I felt welcome on my first day at College
- 10 Induction/Introduction has helped me to settle in
- 11 Fresher's activs opp mix with other students
- 12 If missed induction week, given relevant induc
- 13 I know who my PAT is
- 14 Expected standards of behaviour made clear
- 15 Standards attendance & punctuality made clear
- 16 I know who to contact if I am absent from class
- 17 Know where Curric Admin Offices are based

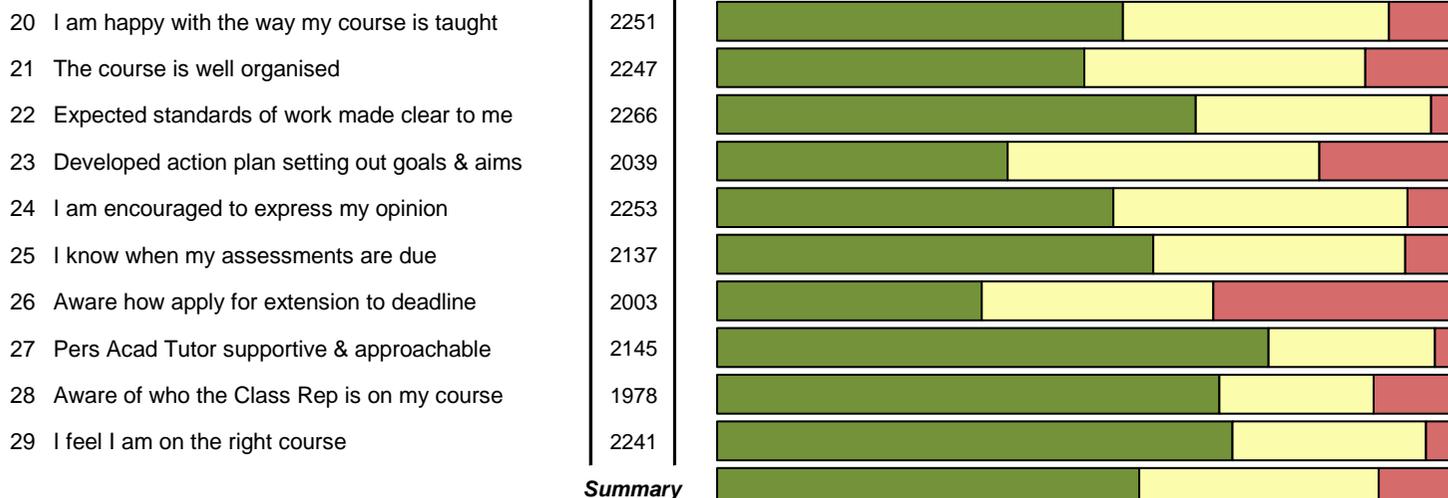


Rating	Difference	Agree%	Distance Travelled	Quartile	External Benchmark
62		88	-16	D	-14
59		81	-6	D	-3
77		93	=	C	+2
79		93	-	B	+3
63		84	+3	D	-5
68		88	-2	C	-4
84		98	+1	B	+4
77		95	=	B	+4
53		74	-		
68		88	-		
91		96	-		
86		97	+3	C	=
86		97	+3	B	=
83		92	+3	B	+2
54		70	-		

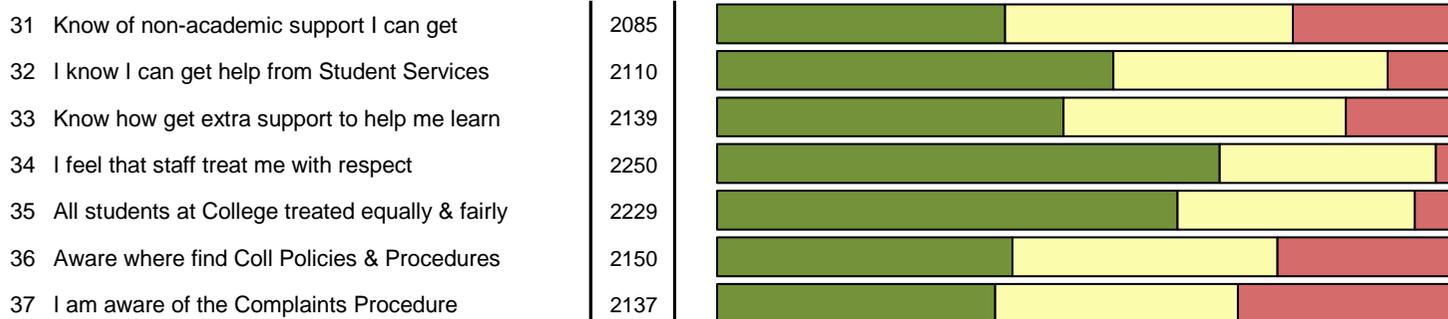
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 Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.  
 Report style: Combined Graphical, Rated, Questionnaire order  
 Filtered by: All Respondents  
 Respondents: 2,297



Learning and Teaching on My Course



Student Support



74		93	=	C	-6
77		91	-3	B	+1
72		90	-8	D	-5
68		87	-3	C	-2
80		96	+1	B	+1
60		81	-3	D	-12
73		93	-5	B	+6
75		92	-4	C	-4
51		67	-		
85		96	+1		
78		88	-		
82		95	+1	C	+1
73		89	-4	C	-2
58		77	-10	D	-20
72		90	-3	C	-1
65		84	-5	C	-10
82		96	-2	C	=
78		94	-2	C	-1
57		75	+3	D	-20
54		70	+1	D	-12

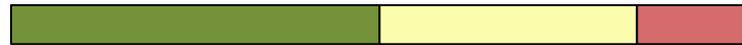
Survey: Student Induction and Early Experience Survey - October 2017

Report By: **All Respondents**



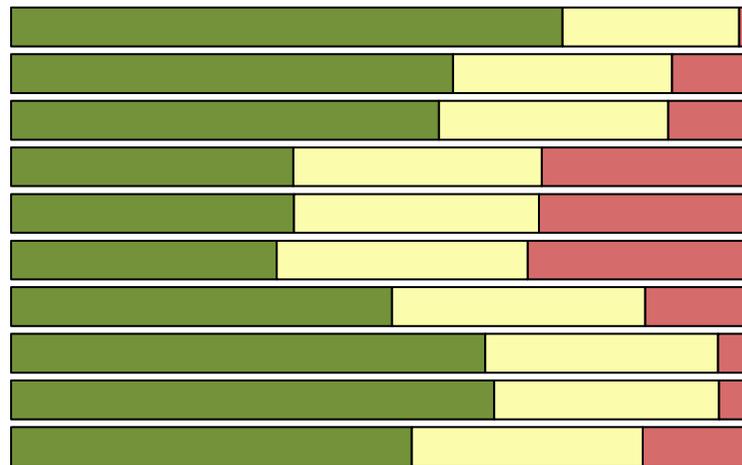
Difference from: All Respondents  
 Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.  
 Report style: Combined Graphical, Rated, Questionnaire order  
 Filtered by: All Respondents  
 Respondents: 2,297

**Summary**



Health and Wellbeing

39	I feel safe at the College	2184
40	Aware who contact if harassed or bullied	2165
41	Know who contact concerned for fellow stu	2174
42	I am aware of the Safe Guarding Policy	2107
43	Know about support Stu Association offers	2065
44	Know the activities offered by the Union-link	2087
45	Know facils offered Acad Sport & Wellbeing	2126
46	I would recommend the College to a friend	2185
47	I enjoy coming to College	2170



**Summary**

67		84	-2	D	-9
86		98	+1	B	+5
74		89	+2	C	-3
73		88	+6	C	-1
55		71	-		
54		71	-3	B	+3
52		69	+4	C	-4
68		85	-		
79		95	-2	B	+5
80		95	=	B	+7
69		85	-1	B	+2

Survey: Student Induction and Early Experience Survey - October 2017

Report By: **All Respondents**

Difference from: All Respondents  
Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.  
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Respondents: 2,297



<b>Gender</b>		
Male (including Trans Male)	985	42.9%
Female (including Trans Female)	1143	49.8%
Other	14	0.6%
Prefer not to say	39	1.7%

<b>Age</b>		
16 - 18	807	35.1%
19 - 24	634	27.6%
25+	648	28.2%

<b>Ethnicity</b>		
Prefer not to answer	79	3.4%
Black African	16	0.7%
Black Caribbean	6	0.3%
Black other	7	0.3%
Bangladeshi	5	0.2%
Chinese	13	0.6%
Indian	6	0.3%
Pakistani	10	0.4%
White	1912	83.2%

<b>Ethnicity</b>		
Other	89	3.9%

<b>Do you have an additional support need?</b>		
Yes	389	16.9%
No	1762	76.7%

<b>Do you consider that you have a Disability?</b>		
Yes	204	8.9%
No	1938	84.4%

Survey: Student Induction and Early Experience Survey - October 2017

Report By: **All Respondents**

Difference from: All Respondents

Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.

Report style: Combined Graphical, Rated, Questionnaire order

Filtered by: All Respondents

Respondents: 2,297



<b>How did you find out about the College</b>		
Guidance Teacher	351	15.3%
Careers Adviser	124	5.4%
Employer	65	2.8%
Prospectus	148	6.4%
Website	480	20.9%
Family/friends	602	26.2%
Advert	24	1.0%
Open Day	74	3.2%
Other	369	16.1%

<b>What made you decide to study at this College</b>		
I wanted to leave school	275	12.0%
My friends come to this College	162	7.1%
It offered the right course for me	1353	58.9%
It has a good reputation	322	14.0%
Good childcare facilities	26	1.1%
It was recommended to me	455	19.8%
It is easy to get to	373	16.2%
Other	288	12.5%

Survey: Student Induction and Early Experience Survey - October 2017

Report By: All Respondents

Difference from: All Respondents  
 Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.  
 Report style: Combined Graphical, Rated, Questionnaire order  
 Filtered by: All Respondents  
 Respondents: 2,297



**Before You Started on this Course**

	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Mean Score	Reverse Mean Score	Agree%
3 Info pack rec with course offer helped prepare	2043	728	1072	209	34	254	1.8	3.2	88
4 If I needed it, I rec good advice on financial help	1877	701	820	260	96	420	1.9	3.1	81
5 It was easy to enrol onto my course	2200	1316	740	121	23	97	1.5	3.5	93
6 Provided with info about date & time of induc	2155	1384	622	113	36	142	1.4	3.6	93
7 Given all support needed from Stu Services	1882	797	783	241	61	415	1.8	3.2	84

**Induction and My First Days at College**

	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Mean Score	Reverse Mean Score	Agree%
9 I felt welcome on my first day at College	2208	1561	599	40	8	89	1.3	3.7	98
10 Induction/Introduction has helped me to settle in	2113	1260	741	100	12	184	1.5	3.5	95
11 Fresher's activs opp mix with other students	1651	550	664	318	119	646	2.0	3.0	74
12 If missed induction week, given relevant induc	922	433	379	91	19	1375	1.7	3.3	88
13 I know who my PAT is	2129	1822	218	56	33	168	1.2	3.8	96
14 Expected standards of behaviour made clear	2220	1642	522	43	13	77	1.3	3.7	97
15 Standards attendance & punctuality made clear	2229	1662	504	47	16	68	1.3	3.7	97
16 I know who to contact if I am absent from class	2195	1595	432	117	51	102	1.4	3.6	92
17 Know where Curric Admin Offices are based	2043	795	633	397	218	254	2.0	3.0	70
18 I feel confident about doing this course	2245	1260	820	138	27	52	1.5	3.5	93

**Learning and Teaching on My Course**

	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Mean Score	Reverse Mean Score	Agree%
20 I am happy with the way my course is taught	2251	1226	804	187	34	46	1.6	3.4	90
21 The course is well organised	2247	1108	847	246	46	50	1.7	3.3	87

Survey: Student Induction and Early Experience Survey - October 2017

Report By: All Respondents

Difference from: All Respondents  
 Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.  
 Report style: Combined Graphical, Rated, Questionnaire order  
 Filtered by: All Respondents  
 Respondents: 2,297



**Learning and Teaching on My Course**

	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Mean Score	Reverse Mean Score	Agree%
22 Expected standards of work made clear to me	2266	1456	716	85	9	31	1.4	3.6	96
23 Developed action plan setting out goals & aims	2039	795	853	309	82	258	1.8	3.2	81
24 I am encouraged to express my opinion	2253	1198	890	144	21	44	1.6	3.4	93
25 I know when my assessments are due	2137	1251	723	134	29	160	1.5	3.5	92
26 Aware how apply for extension to deadline	2003	712	622	439	230	294	2.1	2.9	67
27 Pers Acad Tutor supportive & approachable	2145	1588	479	62	16	152	1.3	3.7	96
28 Aware of who the Class Rep is on my course	1978	1334	409	135	100	319	1.5	3.5	88
29 I feel I am on the right course	2241	1550	583	90	18	56	1.4	3.6	95

**Student Support**

	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Mean Score	Reverse Mean Score	Agree%
31 Know of non-academic support I can get	2085	806	805	354	120	212	1.9	3.1	77
32 I know I can get help from Student Services	2110	1122	777	168	43	187	1.6	3.4	90
33 Know how get extra support to help me learn	2139	995	810	263	71	158	1.7	3.3	84
34 I feel that staff treat me with respect	2250	1518	653	65	14	47	1.4	3.6	96
35 All students at College treated equally & fairly	2229	1378	710	117	24	68	1.5	3.5	94
36 Aware where find Coll Policies & Procedures	2150	852	765	413	120	147	1.9	3.1	75
37 I am aware of the Complaints Procedure	2137	798	696	449	194	160	2.0	3.0	70

**Health and Wellbeing**

	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Mean Score	Reverse Mean Score	Agree%
39 I feel safe at the College	2184	1617	517	40	10	113	1.3	3.7	98
40 Aware who contact if harassed or bullied	2165	1284	637	188	56	132	1.5	3.5	89

Survey: Student Induction and Early Experience Survey - October 2017

Report By: **All Respondents**

Difference from: All Respondents

Ext. Benchmark: 499,930 learners from 92 colleges within the 'All Data' QDP national benchmark.

Report style: Combined Graphical, Rated, Questionnaire order

Filtered by: All Respondents

Respondents: 2,297



### Health and Wellbeing

	Return Count	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered	Mean Score	Reverse Mean Score	Agree%
41 Know who contact concerned for fellow stu	2174	1249	669	194	62	123	1.6	3.4	88
42 I am aware of the Safe Guarding Policy	2107	798	703	408	198	190	2.0	3.0	71
43 Know about support Stu Association offers	2065	784	679	422	180	232	2.0	3.0	71
44 Know the activities offered by the Union-link	2087	744	703	449	191	210	2.0	3.0	69
45 Know facils offered Acad Sport & Wellbeing	2126	1087	723	233	83	171	1.7	3.3	85
46 I would recommend the College to a friend	2185	1391	683	85	26	112	1.4	3.6	95
47 I enjoy coming to College	2170	1407	655	93	15	127	1.4	3.6	95

Survey: Student Induction and Early Experience Survey - October 2017

Report By: All Respondents



Report style: Distance Travelled, Rated, Questionnaire order

Filtered by: All Respondents

### Surveys Used

- 2013/2014: Student Feedback - Induction - September 2013
- 2014/2015: Student Feedback - Induction - October 2014
- 2015/2016: Student Feedback - Induction - October 2015
- 2016/2017: Student Induction and Early Experience Survey - October 2016
- 2017/2018: Student Induction and Early Experience Survey - October 2017

	2013/2014	2014/2015		2015/2016		2016/2017		2017/2018		Overall Dist. Travelled
No. of respondents	1,542	1,603		1,606		1,977		2,297		
	Rating	Rating	Dist.	Rating	Dist.	Rating	Dist.	Rating	Dist.	
<b>Before You Started on this Course</b>										
3 Info pack rec with course offer helped prepare	-	-	-	-	-	78	-	62	-16	-16
4 If I needed it, I rec good advice on financial help	60	57	-3	60	+3	65	+5	59	-6	-1
5 It was easy to enrol onto my course	79	76	-3	77	+1	77	=	77	=	-2
6 Provided with info about date & time of induc	-	-	-	-	-	-	-	79	-	-
7 Given all support needed from Stu Services	-	-	-	-	-	60	-	63	+3	+3
<b>Summary</b>	<b>70</b>	<b>67</b>	<b>-3</b>	<b>69</b>	<b>+2</b>	<b>70</b>	<b>+1</b>	<b>68</b>	<b>-2</b>	<b>-2</b>
<b>Induction and My First Days at College</b>										
9 I felt welcome on my first day at College	83	85	+2	86	+1	83	-3	84	+1	+1
10 Induction/Introduction has helped me to settle in	77	79	+2	78	-1	77	-1	77	=	=
11 Fresher's activs opp mix with other students	-	-	-	-	-	-	-	53	-	-
12 If missed induction week, given relevant induc	-	-	-	73	-	72	-1	68	-4	-5
13 I know who my PAT is	-	-	-	-	-	-	-	91	-	-
14 Expected standards of behaviour made clear	83	85	+2	86	+1	83	-3	86	+3	+3
15 Standards attendance & punctuality made clear	84	86	+2	87	+1	83	-4	86	+3	+2
16 I know who to contact if I am absent from class	72	79	+7	79	=	80	+1	83	+3	+11
17 Know where Curric Admin Offices are based	-	-	-	-	-	-	-	54	-	-
18 I feel confident about doing this course	-	-	-	-	-	74	-	74	=	=

Survey: Student Induction and Early Experience Survey - October 2017

Report By: All Respondents

Report style: Distance Travelled, Rated, Questionnaire order

Filtered by: All Respondents



### Surveys Used

- 2013/2014: Student Feedback - Induction - September 2013
- 2014/2015: Student Feedback - Induction - October 2014
- 2015/2016: Student Feedback - Induction - October 2015
- 2016/2017: Student Induction and Early Experience Survey - October 2016
- 2017/2018: Student Induction and Early Experience Survey - October 2017

	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		Overall Dist. Travelled
No. of respondents	1,542		1,603		1,606		1,977		2,297		
	Rating		Rating	Dist.	Rating	Dist.	Rating	Dist.	Rating	Dist.	
<b>Induction and My First Days at College</b>											
<b>Summary</b>	<b>80</b>		<b>83</b>	<b>+3</b>	<b>82</b>	<b>-1</b>	<b>79</b>	<b>-3</b>	<b>77</b>	<b>-2</b>	<b>-3</b>
<b>Learning and Teaching on My Course</b>											
20 I am happy with the way my course is taught	80		83	+3	81	-2	80	-1	72	-8	-8
21 The course is well organised	71		75	+4	74	-1	71	-3	68	-3	-3
22 Expected standards of work made clear to me	78		80	+2	80	=	79	-1	80	+1	+2
23 Developed action plan setting out goals & aims	60		65	+5	63	-2	63	=	60	-3	=
24 I am encouraged to express my opinion	-		-	-	-	-	78	-	73	-5	-5
25 I know when my assessments are due	-		-	-	-	-	79	-	75	-4	-4
26 Aware how apply for extension to deadline	-		-	-	-	-	52	-	51	-1	-1
27 Pers Acad Tutor supportive & approachable	-		-	-	-	-	84	-	85	+1	+1
28 Aware of who the Class Rep is on my course	-		-	-	-	-	-	-	78	-	-
29 I feel I am on the right course	83		85	+2	83	-2	81	-2	82	+1	-1
<b>Summary</b>	<b>74</b>		<b>78</b>	<b>+4</b>	<b>76</b>	<b>-2</b>	<b>74</b>	<b>-2</b>	<b>73</b>	<b>-1</b>	<b>-1</b>

Survey: Student Induction and Early Experience Survey - October 2017

Report By: All Respondents



Report style: Distance Travelled, Rated, Questionnaire order

Filtered by: All Respondents

### Surveys Used

- 2013/2014: Student Feedback - Induction - September 2013
- 2014/2015: Student Feedback - Induction - October 2014
- 2015/2016: Student Feedback - Induction - October 2015
- 2016/2017: Student Induction and Early Experience Survey - October 2016
- 2017/2018: Student Induction and Early Experience Survey - October 2017

	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		Overall Dist. Travelled
No. of respondents	1,542		1,603		1,606		1,977		2,297		
	Rating		Rating	Dist.	Rating	Dist.	Rating	Dist.	Rating	Dist.	
<b>Student Support</b>											
31 Know of non-academic support I can get	-		-	-	-	-	68	-	58	-10	-10
32 I know I can get help from Student Services	-		-	-	-	-	75	-	72	-3	-3
33 Know how get extra support to help me learn	59		63	+4	66	+3	70	+4	65	-5	+6
34 I feel that staff treat me with respect	-		-	-	-	-	84	-	82	-2	-2
35 All students at College treated equally & fairly	-		-	-	85	-	80	-5	78	-2	-7
36 Aware where find Coll Policies & Procedures	-		-	-	-	-	54	-	57	+3	+3
37 I am aware of the Complaints Procedure	51		56	+5	55	-1	53	-2	54	+1	+3
<b>Summary</b>	<b>55</b>		<b>60</b>	<b>+5</b>	<b>69</b>	<b>+9</b>	<b>69</b>	<b>=</b>	<b>67</b>	<b>-2</b>	<b>+12</b>
<b>Health and Wellbeing</b>											
39 I feel safe at the College	83		87	+4	87	=	85	-2	86	+1	+3
40 Aware who contact if harassed or bullied	70		74	+4	73	-1	72	-1	74	+2	+4
41 Know who contact concerned for fellow stu	64		68	+4	68	=	67	-1	73	+6	+9
42 I am aware of the Safe Guarding Policy	-		-	-	-	-	-	-	55	-	-
43 Know about support Stu Association offers	52		58	+6	64	+6	57	-7	54	-3	+2
44 Know the activities offered by the Union-link	52		56	+4	63	+7	48	-15	52	+4	=
45 Know facils offered Acad Sport & Wellbeing	-		-	-	-	-	-	-	68	-	-
46 I would recommend the College to a friend	83		85	+2	86	+1	81	-5	79	-2	-4

Survey: Student Induction and Early Experience Survey - October 2017

Report By: All Respondents

Report style: Distance Travelled, Rated, Questionnaire order

Filtered by: All Respondents



**Surveys Used**

- 2013/2014: Student Feedback - Induction - September 2013
- 2014/2015: Student Feedback - Induction - October 2014
- 2015/2016: Student Feedback - Induction - October 2015
- 2016/2017: Student Induction and Early Experience Survey - October 2016
- 2017/2018: Student Induction and Early Experience Survey - October 2017

	2013/2014	2014/2015		2015/2016		2016/2017		2017/2018		Overall Dist. Travelled
No. of respondents	1,542	1,603		1,606		1,977		2,297		
	Rating	Rating	Dist.	Rating	Dist.	Rating	Dist.	Rating	Dist.	
47 I enjoy coming to College	81	83	+2	82	-1	80	-2	80	=	-1
<b>Summary</b>	<b>69</b>	<b>73</b>	<b>+4</b>	<b>75</b>	<b>+2</b>	<b>70</b>	<b>-5</b>	<b>69</b>	<b>-1</b>	<b>=</b>

## Paper for Consideration

**Subject:** HR Update

**Author:** Susan Hunter, Head of Human Resources and Organisational Development

**Date of paper:** 23 January 2018

**Date of meeting:** 1 February 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 the new HR structure and strategy which will impact on the way HR engages with staff and managers across the College

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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

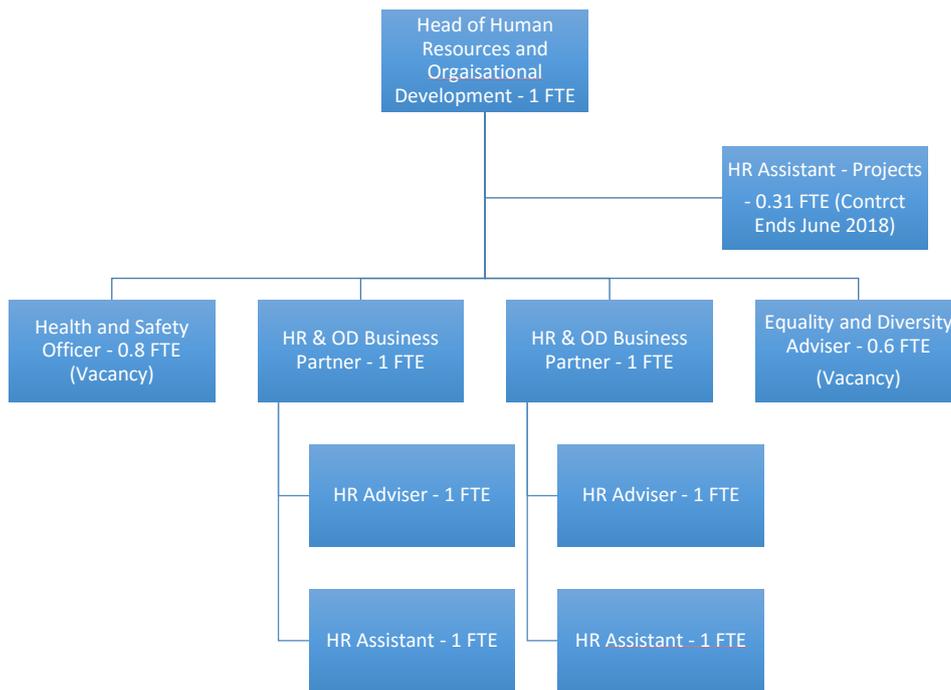
**Date:** 22 January 2017

### **HR Structure**

HR is moving from a reactive service to a proactive HR Business Partner model that is focussed on the customer, ensuring that a great staff experience leads to an excellent student experience. HR is currently providing a contract, pay and reactive case work service. This structure is frustrating for both HR and their customers as HR did not have time to spend with managers or staff resolving issues informally or planning and did not have time to develop policies or training programmes.

The structure detailed below adds 2 FTE into the HR team and has allowed me to restructure the existing team into the business partner model. HR Business Partnering is when HR professionals work closely with the business leaders and line managers to achieve organisational objectives, and develop hr systems that support strategy. Due to natural wastage, this has allowed to appoint 1 x HR Adviser and 2 x HR&OD Business Partners.

This model will have two teams aligned to different areas of the college. The new structure will be launched with a communication, once all new staff are in post (February 2018) and an HR roadshow will take place where staff will have the opportunity to drop in and meet the team supporting their area and understand what each of their team does. This new team will also foster engagement with the college community by holding HR clinics and meeting with managers regularly, which will allow HR to represent the need of stakeholders when making decisions, in our operational planning and people strategy and in the development of new policies and procedures.



## Organisational Leads

The HR&OD Business Partners are each an organisational lead for CPD and HR IT systems and processes. HR IT systems and processes will be streamlined using lean methodology to ensure these are pain free for HR and stakeholders, electronic and are fit for purpose. Lean workshops will involve key stakeholders to ensure these processes work for all.

CPD strategy will be overhauled to ensure all qualifications are supporting a business need and will add value to the organisation, approval will be sought via an annual application process. Line managers will have autonomy over their own CPD budgets to ensure their strategic priorities are addressed annually and we will deliver an annual calendar of organisational development events, defined by HR strategy and training needs analysis identified through the appraisal processes.

## People Strategy

The first step is to work with CMT, then staff to define the values and establish how this translates into value led behaviours. This will be undertaken through a series of workshops open to all staff lasting 60-120 minutes, to collect data.

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

## Approach to Culture Change

The approach to all the change that will be undertaken will be a consultative and transparent one. I plan to fully engage with unions and staff in all of these processes. The first example being a review of the contractual framework we work under, this

will include academic, support, union, HR and payroll representatives to review and streamline the contract process.

### **IIP – Investors in People**

IIP has been rebranded Re:markable, this has an impact on our action plan. The new HR team are not experienced in IIP so I am attending session for those new to Re:markable on 7 February and we shall take actions from there.



**Board Development Update: Matrix for events scheduled in the remaining weeks of Academic Year 2017-18**

The table provides an update on the various events planned in the coming weeks. Some dates have to be finalised but this will be done asap.

<b>Development Days</b>	<b>Topics to be covered</b>
Rescheduled January date (date yet to be agreed)	<ul style="list-style-type: none"> <li>• College funding streams, distribution of funding and opportunities for enhanced fund raising</li> <li>• General Data Protection Regulations (GDPR)</li> <li>• Progress in implementing actions arising from last Development Day</li> <li>• Tay Cities Deal</li> </ul>
2 June 2017	<p><b>Possible of topics of interest:</b></p> <ul style="list-style-type: none"> <li>• Integration</li> <li>• Tay Cities Deal</li> <li>• New College structure and priorities going forward</li> </ul>

<b>Development Evenings</b>	<b>Topics to be covered</b>
2 May 2018  (Provisionally held for a discussion on international and external priorities)	<ul style="list-style-type: none"> <li>• Our contribution to international – the Perth context</li> <li>• Professor Stuart Gibb, UHI Vice-Principal International and External Engagement</li> </ul>

<b>Local Induction – for new Board members</b>	<b>Topics to be covered</b>
Date to be agreed	<ul style="list-style-type: none"> <li>• Meeting with Chair and Principal</li> <li>• Overview of Perth College UHI Board of Management and Committees:               <ul style="list-style-type: none"> <li>- structure, organisation, operation of committees</li> <li>- introduction to key information (Governance Manual, Financial Regulations/Financial Memorandum, Board Member guides etc)</li> </ul> </li> <li>• Discussions with the Principal and Senior Management Team for overview of their areas of business and Q&amp;A</li> <li>• Tour of campus</li> </ul>

## Equality Diversity and Inclusion Team (EDIT)

Note of meeting held on Thursday 7 December 2017

09.30am, Room 033, Brahan

**Present:** Susan Hunter, Head of HR & OD (Chair)  
 Kathleen Connor, Equality & Diversity Adviser  
 Allie Scott, Student Support Counselling Team Leader  
 Catherine Etri, Sector Development Director  
 David Snowden, Exams Manager, AST  
 Declan Gaughan, EIS-FELA Representative  
 Gerald McLaughlin, Additional Support Team Leader  
 Gilbert Valentine, Head of Estates  
 Jane Edwards, UNISON Representative  
 Prince Honeysett, Student Association President  
 Rhona Munro, Head of Learning Resources

**Apologies:** Richard Ogston, Head of Student Services  
 Sara O'Hagan, EIS-FELA Representative  
 Winston Flynn, Unison Representative

**Note Taker:** Carolyn Sweeney-Wilson

### Summary of Action Items

Ref	Action	Responsibility	Timeline
4.	<b>Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting</b>		
a)	<b>Feedback on Gender Action Plan:</b> KC to arrange to meet with SDDs to discuss the GAP.	Kathleen Connor	22/03/18
b)	<b>Update on Radio-aid Neckloop Receiver for Hearing Aid Wearers</b> SH to investigate whether or not a loop system was hired for the Netball event in December 2017 and whether a system was going to be hired for the event in January 2018.	Susan Hunter	Immediately
c)	<b>Equality Impact Assessment Review Group</b>	Kathleen Connor	ASAP

## Summary of Action Items

Ref	Action	Responsibility	Timeline
	KC to circulate the new design EIA online form to EDIT members, for comment, before it is circulated elsewhere.		
	<b>d) Automatic Door Openers in ASW</b> SH and KC to review the list of doors which would require to be changed to automatic openers, so that the list could be included in the budget planning process in 2018.	Susan Hunter, Kathleen Connor	22/03/18
	AS to speak with her line manager, RO, to discuss her idea for room/office layout and automatic door openers for her area.	Allie Scott	22/03/18
	<b>e) Non-Accessible Cash Machines</b> KC to meet with Ian Martin, Head of Finance, to discuss the e-pay option, in terms of accessibility, as well as discussing cash machine provision in relation to RBS, the College's new banker.	Susan Hunter, Kathleen Connor	22/03/18
<b>5.</b>	<b>Equality &amp; Diversity Champions - Update</b>		
	<ul style="list-style-type: none"> <li>KC to follow up regarding a champion for the Creative Industries curriculum area.</li> <li>KC to circulate the list of E&amp;D Champions to SDDs, once the Creative Industries rep is confirmed.</li> <li>The list of champions to be placed on PerthNet, once complete.</li> </ul>	Kathleen Connor	22/03/18
<b>8.</b>	<b>New Signage for Lifts</b>		
	Prince to raise the issue of signs for the lifts at the next SRC, so that this could be discussed with the students.	Prince Honeysett	22/03/18
<b>10.</b>	<b>Equality &amp; Diversity Adviser – Update</b>		
	<b>Women's Week:</b> CE to speak with Ian Gibb regarding rebranding the 'Ladies Who Lunch' event.	Catherine Etri	ASAP
<b>12.</b>	<b>AOCB</b>		
	<b>Disability Confident Scheme:</b>	Susan Hunter	ASAP

## Summary of Action Items

Ref	Action	Responsibility	Timeline
	SH to check how long the College has for phasing out the Disability Confident symbol, before it has to replace the headed paper.		

## MINUTES:

Item	Action
<p><b>1. Welcome &amp; Apologies</b></p> <p>Susan Hunter (SH) welcomed all present to the EDIT meeting.</p> <p>Apologies were noted.</p>	
<p><b>2. Addition to the Agenda for AOCB</b></p> <p>SH – Disability Confident Symbol. SH - UHI E&amp;D Policy. AS – Corporate Parenting.</p>	
<p><b>3. Minutes of previous meeting</b></p> <p>The minutes of the EDIT meeting held on 11 October 2017 had been previously circulated and were approved as an accurate reflection of the discussions that had taken place.</p>	
<p><b>4. Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting</b></p> <p><b>a) Feedback on Gender Action Plan:</b> KC said she was hoping to meet with SDDs before the February meeting and will give a fuller update to EDIT at the next meeting.</p> <p>KC advised that Lesley Conaghan’s work with ‘Men into Childcare’, run by Perth and Kinross Council, had won an award through The Scottish Public Services Awards (supported by Holyrood magazine and The Scottish Government) 2017 for ‘Innovation and Partnership Working’. This category was for ‘an initiative that removes barriers and improves the work experience and engagement levels of employees, demonstrating excellence in the delivery of services to all genders’. This initiative was commended for innovation and partnership working.</p> <p>JE asked if KC was planning on working with external partners on the Gender Action Plan (GAP) and if so, which providers. KC said</p>	

Item	Action
<p>she was currently working with LGBT Scotland and PKAVS, she had also done some work with Stonewall, but this was mainly UHI-led, rather than Perth. The College was also working with schools. AS said that the College was doing some work around STEM areas and working with men, in particular organisations that work with males; this was following the 'it's good to talk' theme. KC asked AS if the 'Champion' from her area (Claire) could report on this through the new area set up on Yammer for E&amp;D.</p> <p>SH said there was a need for a separate Operational Plan and Strategy for E&amp;D. It was hoped that by the next meeting some work would be done on these plans so that they were tied together.</p> <p><b>Action:</b> KC to arrange to meet with SDDs to discuss the GAP.</p> <p><b>b) Update on Radio-aid Neckloop Receiver for Hearing Aid Wearers</b></p> <p>KC advised that GV had provided her with the costs for this. GM and KC would be conducting an audit of all the current equipment on the campus.</p> <p>SH said that on Staff Induction Day loops had to be hired and she would appreciate any feedback on this. It was noted that there was a big range of loops to purchase from and not all were compatible with every type of hearing aid. GM felt that it was unfortunate that a loop system hadn't been built into the ASW at the time of construction, which while expensive at the time, when considering the costs of each hire, it would have soon been matched.</p> <p>SH said she had looked into this and there had been audit conducted of ASW at the time, which had looked at the terms of reasonableness for purchasing such a system. Netball Scotland had also been consulted and both Netball Scotland and the audit had indicated that such a system was not required and was expensive. CE pointed out that what was being referred to was an under the floor system, which wasn't a legal requirement, but there was still a legislative requirement to have some loop facilities.</p> <p>On the back of her enquiries, SH had been back to Thorntons' Solicitors to check if the previous advice still applied and this was the case. SH said that the problem with an underfloor system was maintenance; in order to service the system would require lifting the floor, which would be a problem. CE asked if a loop system had been hired for the Netball Tournament at the beginning of December? SH said she wasn't aware whether or not a system had been hired for this event. GM and RM reiterated that there would be a legislative requirement to provide some system. CE said there was another Netball tournament taking place in January 2018 and a system will need to be hired for that event.</p>	<p><b>KC</b></p>

Item	Action
<p><b>Action:</b> SH to investigate whether or not a loop system was hired for the Netball event in December 2017 and whether a system was going to be hired for the event in January 2018.</p> <p>KC said that while the induction loops currently held around the College were not being used, this did not mean the College wasn't required to have them. The Loops were held at the Receptions, but the Receptionists didn't know how to use them, so they would require some training. GM also said that the equipment was 12 years old, so the likelihood of them working now was slim. GM said that this now needed to be looked at urgently. GM had arranged for iHear to come into the College in January to audit the College's loop facilities. RM asked that the Learning Centres be included in this audit. KC and GM confirmed they were included. They had completed a scoping exercise to determine what was required to review the status and the Learning Centres were at top of list.</p> <p>KC also noted that the College didn't have Induction Loop signs posted around the College.</p> <p><b>c) Equality Impact Assessment Review Group</b>  KC advised that this Short Life Working Group (SLWG) had met for its first meeting. They agreed that the process for completing an EIA was not easy to follow and staff were not using it well. KC indicated that a list of all completed EIAs needed to be shown on the College website. At the meeting a new online form was designed to be more intuitive, but it was not yet ready to circulate. The SLWG's next meeting was on 19<sup>th</sup> December. SH asked KC to circulate the revised EIA form around EDIT first, for comment, before it was circulated elsewhere.</p>	<p><b>SH</b></p>
<p><b>Action:</b> KC to circulate the new design EIA online form to EDIT members, for comment, before it is circulated elsewhere.</p> <p><b>d) Automatic Door Openers in ASW</b>  Further to the last meeting, where Pam Wilson had suggested that GV update the previous list from 3 years ago, GV had done this and enclosure 2, circulated with the meeting papers, was that updated list. GV advised that it would cost approximately £3500 per door to change over to automatic door openers. This would, therefore, bring the costs to do the ASW, to £39K. GV had added this to the list. GV had also prioritised the items on the list either medium or high in order to prioritise areas which required more immediate attention.</p> <p>RM noted that there was no mention of the Learning Centres on this list. GV advised that the list was from 3 years ago and GV was tasked with just updating it with doors for ASW, hence why there was no mention of the Learning Centres.</p>	<p><b>KC</b></p>

Item	Action
<p>JE said that the list should include all campuses and buildings.</p> <p>SH said she had checked for compliance in terms of the doors and, while there was a list of doors we'd like change, the College is currently compliant with the legislation. Enclosure 2 was not a list of areas the College was not compliant with, this was a list of items the College would like to make changes to. However, SH noted that the Learning Centres should be added in and once that was done, the list could go forward as part of the budget planning process.</p> <p>GM said he would like to have an accessible door for his office area, as he was regularly meeting with wheelchair bound students.</p> <p>JE pointed out that access to the disabled toilet in the Webster Building would also needs to be included, as there were several doors people need to get through in order to access the toilet and none of the doors have automatic door openers. KC said that the toilet in the Library had the same problems.</p> <p>SH said that she and KC would need to review this list so bids could be made in the budget planning process.</p>	
<p><b>Action:</b> SH, GB and KC to review the list of doors which would require to be changed to automatic openers, so that the list could be included in the budget planning process in 2018.</p>	<p>SH, KC</p>
<p>AS suggested, that for her team, it might be a better idea to have one meeting room that could be used by wheelchair users and induction loop users and those meeting with these students work around this room. This would entail making only one office accessible, rather than all the offices. SH asked AS to mention this to RO, as Jackie Mackenzie, Chief Operating Officer, was meeting with all Heads of Departments about rooms/offices.</p>	
<p><b>Action:</b> AS to speak with her line manager, RO, to discuss her idea for room/office layout and automatic door openers for her area.</p>	<p>AS</p>
<p><b>e) Non-Accessible Cash Machines</b>            KC indicated she had discussed this with DH, who had then contacted the companies that provide the cash machines. DH was advised that there was not enough footfall to the machines to warrant these companies providing the College with accessible cash machines. KC said she had looked at a reasonable adjustment for this and had arranged for students using the Food Court and Costa to ask for cash back at the counter. This facility would only be for students who couldn't reach the machines – staff, other students and visitors wouldn't be able to use the cash back facility. There was concern expressed amongst EDIT members about this. JE said that this facility could create more trouble than</p>	

Item	Action
<p>expected, particularly as staff would have to make a judgement, on seeing the student, as to whether or not they could get cash back. KC said that staff would not be expected to quiz students. KC pointed out that there was an additional cost to have this facility, so it was not financial feasible to make this option available to everyone. JE said that she felt it was not acceptable for staff to make a judgement on who has a disability or not, by looking at them. SH said this was a temporary measure, however, she agreed with JE and that the facility would need to be made available to everyone, until a more permanent resolution is in place.</p> <p>RM said that this would have implications for Sodexo, particularly in regard to the amount of cash they would have to hold on the premises in order to have cash available for the cash back facility.</p> <p>GM queried how disabled people were going to be notified that cash back was available.</p> <p>As we are moving towards cashless, GV raised the question as to why there was a continuing need for cash machines. CE said that not all College facilities have card machines and so cash was still required to pay for certain items on campus. SH said that the College also doesn't have e-payment facilities. KC noted that some UHI colleges have e-pay facilities for library fines, but Perth doesn't. Students at Goodlyburn were also only able to pay for their printing credits at Brahan.</p> <p>SH said that there was also an issue for next year in regard to cheques, as the Scottish Government will be phasing out cheque facilities in 2018 and so the College won't be able to take cheques then.</p> <p>AS advised that there was also a daily limit to cash back, so a cash machine was still required.</p> <p>RM indicated that the cash machines currently on campus were from a private provider, not from a bank. The College is in the process of moving corporate banking to RBS, the Scottish Government's bank, and perhaps, as part of that move, a discussion could be had to get note machines from RBS.</p> <p><b>Action:</b> SH and KC to meet with Ian Martin, Head of Finance, to discuss the e-pay option, in terms of accessibility, as well as discussing cash machine provision in relation to RBS, the College's new banker.</p>	<p><b>SH, KC</b></p>
<p><b>5. Equality &amp; Diversity Champions - Update</b></p> <p>KC indicated that this group had held its first meeting and 20 staff attended. The remit and name of group were discussed.</p>	

Item	Action
<p>KC advised that GM had also offered to provide training for champions and that KC was aiming for champions to complete a 'Digital Badge' training, which was available through Marshalls ACM online training.</p> <p>A new area on Yammer had also now been created for champions to use. There had been a discussion about whether or not updates for the group should be done through email, but everyone felt that emails would get lost, so updates for the group would now be done through Yammer instead.</p> <p>Also discussed was whether or not everyone would each be a champion for one of the protected characteristics. However, everyone was happy to champion all characteristics, rather than be a champion for one.</p> <p>KC said the group intended to meet 4 times a year and the next meeting would be in January.</p> <p>JE asked how this group would feed into EDIT. KC said she would write up a report from the champion group meetings and this would then be brought to EDIT.</p> <p>SH said she also would go to the start of the group meetings to update them and then KC would feedback at EDIT.</p> <p>CE asked if there were reps from curriculum areas, as she felt it would be valuable if information from the group meetings was circulated to SDDs and also so they would know who the champions were. KC said that Pam Wilson wrote to line managers originally, as line managers had to agree to a member of their team taking on this role, however, KC said she would email a list of the champions out to SDDs once all areas were represented; KC said that she was just waiting on someone from Creative Industries area. CE said it would also be helpful to let students know who the champions were.</p> <p>There was a discussion regarding where, centrally, would be best to site this list and it was felt that this could be added to PerthNet. There is already an E&amp;D page under HR on PerthNet.</p>	
<p><b>Action:</b></p>	
<ul style="list-style-type: none"> <li>• KC to follow up regarding a champion for the Creative Industries curriculum area.</li> </ul>	<p>KC</p>
<ul style="list-style-type: none"> <li>• KC to circulate the list of E&amp;D Champions to SDDs, once the Creative Industries rep is confirmed.</li> </ul>	<p>KC</p>
<ul style="list-style-type: none"> <li>• The list of champions to be placed on PerthNet, once complete.</li> </ul>	<p>KC</p>

Item	Action
<p><b>6. LGBT Charter of Rights - Update</b></p> <p>KC said she had met with Martin Innes from LGBT to discuss the Charter of Rights. The College has already begun the process towards the bronze award. A number of staff had been trained but many were no longer with the College. This means that it was likely the process would have to be started again. SH advised that 3 SMT members would also need to be trained and SMT were not yet at full complement. KC indicated that 70% of all staff would also need to be trained. SH said that going through the process for the bronze award would need to wait until SMT have a full complement before going any further.</p> <p>KC advised that there was a great deal of work required to undertake the bronze award and, unfortunately, most of what had already been done has now disappeared with the staff who have left the College. KC had asked Martin Innes if the College could carry on from where it left off, or if it would need to start again and Martin will be back in touch with KC to advise on this.</p>	
<p><b>7. British Sign Language - Update</b></p> <p>KC advised that the College's plan would need to be written by 2018. KC has met with Alison Hendry of Deaf Action and it was confirmed that there would be one plan covering all the academic partners, rather than each partner having to write an individual plan. Alison was also endeavouring to get funding in order to provide training workshops for UHI staff, to be held at various of the partner colleges.</p> <p>GM said that a couple of members of his staff had expressed interest in this training which would go towards meeting the College's requirements.</p>	
<p><b>8. New Signage for Lifts</b></p> <p>KC said that this item came out of an email asking for new signage for the lifts. The query was whether the sign indicating students required a lift pass to use the lift was still relevant. SH said she was also not comfortable with the wheelchair on the sign; plus, it would not be appropriate to challenge someone based on viewing their physical state as to whether or not they need to use the lift.</p> <p>AS said that at Abertay they use interesting information on the stairs and walls to make using the stairs an interesting experience eg stair count information etc.</p> <p>KC said that the sign currently seems excluding. She had emailed Gareth McKenna to discuss how they could work together to encourage healthier working lives and encourage people to use the stairs. AS requested that she be kept in the loop regarding any</p>	

Item	Action
<p>activities as she could use this information in her Health and Wellbeing Group.</p> <p>GV said he would have a concern about the volume of people using lift if the signs were removed. This could potentially mean that the people who really needed to use the lifts would have a long wait.</p> <p>CE said it would be a better idea to have signs asking people to be courteous to essential lift users. She also said that staff would need to be advised about the removal of the signs so they don't challenge students.</p> <p>Prince said he would raise the issue of the signs at the next SRC, so that this could be discussed with the students.</p> <p>RM said that elsewhere on the campus signs advised: "please give priority for those who need to use lift" and suggested this was a good signage. However, it appeared that the Brahan lift was the only one that still had the 'lift pass' signage.</p>	
<p><b>Action:</b> Prince to raise the issue of signs for the lifts at the next SRC, so that this could be discussed with the students.</p>	<p><b>PH</b></p>
<p><b>9. Mental Health Group</b></p> <p>AS advised that this group was due to have its next meeting on 13<sup>th</sup> December.</p> <p>Predominantly this group was focussing on 'Healthy Body Healthy Mind' and the group had now produced a plan of action for the following year. The group were starting to put plans into action for hitting the 'HBHM' criteria.</p> <p>AS said she was intending to change the name of the group to Health and Wellbeing Group, as the group felt this title better covered their remit.</p>	
<p><b>10. Equality &amp; Diversity Adviser Update</b></p> <p><b>Training undertaken</b></p> <p><b>24/10/17</b> ECU Attracting Diversity series of 4 workshops</p> <p><b>8/11/17</b> Brexit training</p> <p><b>4/12/17</b> SFC Gender National Conference: Gender Action Plan 'a year on'</p> <p><b>College engagement</b></p> <p><b>22/10/17</b> First meeting of EDI Champions</p>	

Item	Action
<p><b>25/10/17</b> Discuss Enabling Plans and Strategies with Quality/Business and Student Support</p>	
<p>Meeting with SDDs - tbc</p>	
<p>Regular meetings with Students Association VP Education Nurina Sharmin</p>	
<p><b>6/11/17</b> Dyslexia Awareness week launch of Dyslexia Toolkits in Library</p>	
<p>GM advised that he had held a couple of sessions for staff to see how the access to Dyslexia software works.</p>	
<p><b>15/11/17</b> Healthy Working Lives Assessor Visit</p>	
<p><b>27/11/17</b> School/College Partnership Operational Group meeting</p>	
<p><b>5/12/17</b> EDI Policy writing with HR and Head of student services</p>	
<p><b>Community engagement</b></p>	
<p><b>12/10/17</b> meeting with Martin Innes from LGBTYS to discuss the Charter of Rights</p>	
<p><b>27/11/17</b> Meeting with Paul Graham CEO PKAVS to discuss how we can support one another</p>	
<p><b>27/11/17</b> Forms submitted to Be Yourself for the PKC Women's Week in March 2017</p>	
<p><b>25/10/17</b> DeafAction – Alison Hendry visited the college to discuss how we progress with the BSL National Plan</p>	
<p><b>20/10/17</b> Amina MWRC – Lori Hughes visited the college to discuss how we can support Muslim women in education and in to employment</p>	
<p><b>Sector engagement</b></p>	
<p><b>10/11/17</b> UHI SLWG formed to discuss anticipatory reasonable adjustments</p>	
<p><b>14/11/17</b> ECU – Attracting Diversity workshop: developing a positive action initiative</p>	
<p><b>16/11/17</b> UHI Meeting to discuss the need to get staff more engaged with EIA process</p>	
<p><b>20/10/17</b> Mary Doherty from UHI to plan Athena SWAN actions KC going for Bronze Award again, rather than Silver and this will be done next year.</p>	
<p><b>23/10/17</b> Meeting with Equality and Diversity Manager at City of Glasgow College to discuss E&amp;D</p>	

Item	Action
<p>21/11/17 UHI Equality Practitioners Network meeting</p> <p>31/10/17 ECU Scottish Race Equality Network</p> <p>30 /11/17 E&amp;D Partnership meeting</p> <p>30/11/17 Stonewall Allies Partnership meeting</p> <p>JE referred to one of the items listed on the programme for Women’s Week – the ‘Ladies who Lunch’ event. JE said that she didn’t feel this was an appropriate event for this week as it was supposed to be about women’s achievement and the history of achievement etc, not ladies who lunch. CE suggest it would be better to rebrand the event, give it a different name. JE suggested that top women chefs could be invited to attend or speak, or other things relating to food, but the current title gives the impression it’s for ladies of leisure.</p> <p><b>Action:</b> CE to speak with Ian Gibb regarding rebranding the ‘Ladies Who Lunch’ event, part of ‘Women’s Week’.</p>	<p>CE</p>
<p><b>11. EDIT Members Updates</b></p> <p><b>Catherine Etri, SDD BMCL:</b></p> <ul style="list-style-type: none"> <li>• CE advised that the Sports Curriculum area had been holding discussions regarding ‘Paths for All’ to encourage more healthy activities while at work. In relation to that, there is the workplace step count challenge which, some years ago, was done within College and staff were all issued with step counters.</li> <li>• A member of staff, through the Ramblers Association, was keen to identify meadow routes around the College campus. The campus was already set up for Orienteering routes, but this had fallen by wayside, but this could be reviewed with a view to re-engaging this.</li> <li>• All curriculum areas have Gender Action Plans in place and one area that had been identified where the gender balance could be improved was computing. There was very definite gender stereotypes within computing and there was an event taking place on 14<sup>th</sup> December to encourage more participating in this subject by females. At the event CE said she expected up to 100 female school students to attend. All the presenters at the event were female.</li> <li>• The sport team have identified 5 Sports Ambassadors. The team had been negotiating with Disability Sport with a view to having a Disability Ambassador and they have now agreed to sponsor this role. This role will be a volunteering opportunity for a student and the team will work with Disability Sport re identifying sports for this.</li> </ul> <p><b>Jane Edwards, Unison Rep:</b></p> <ul style="list-style-type: none"> <li>• JE advised that there had been a display in the Union Link by Amnesty UK and there was now an Amnesty student society.</li> </ul>	

Item	Action
<p>There had also been a talk from one of the Glasgow girls and this had been well attended. JE said this was an amazing talk.</p> <ul style="list-style-type: none"> <li>• JE said she had received some resources for the Holocaust Memorial Day in January and she would put up a display for this.</li> <li>• There was currently a display for World Aids Day.</li> <li>• JE said she would be attending a Women's Conference next year.</li> <li>• JE attended a meeting in Inverness for all UHI Unison reps. Further to this, Perth College reps were now able to access free training sessions.</li> <li>• JE advised that Unison had now recruited a new Unison Learning Rep.</li> </ul> <p><b>David Snowden, AST:</b></p> <ul style="list-style-type: none"> <li>• DS advised that two AST scholarship students visit Skills Scotland and the feedback received was that they were encouraging female students to enter engineering courses.</li> <li>• DS said he was going to look at LiveScribe with GM, as they have a student who has been recommended to use this.</li> </ul> <p><b>Allie Scott, Student Support and Counselling Team Leader:</b></p> <ul style="list-style-type: none"> <li>• AS advised that there had been a huge increase in the number and severity of students with mental health issues. There were unprecedented numbers last week who were suicidal and had to be referred to external agencies. As a result, AS had now restarted the 'Complex Case Discussion Group' so that all those staff involved in these cases can discuss the issues relating to the students.</li> <li>• KC and AS had met to discuss a clothing bank at this time of year. As a result, they were going to have an area in The Hub where students could get clothing if they need it.</li> <li>• Many donations had been received for the Reverse Advent Calendar. These donations will also be available from The Hub for students who need it.</li> <li>• The Online Counselling Services were now up and running for Perth, SMO, Argyle and Lews Castle. There was a cost involved in providing this service and some partners were, therefore, not buying into this.</li> <li>• SH said that there was going to be students in the Halls of Residence over Christmas this year and there were plans in place for this and AS' team and others would be involved in ensuring the welfare of these students over the holiday period.</li> </ul> <p><b>Gerarld McLaughlin, Additional Support Team:</b></p> <ul style="list-style-type: none"> <li>• GM said that his team had published their annual report and this had highlighted some interesting statistics. It showed that they were not capturing all the funding money that they could. Last year they made referrals up to £30K of support, which wasn't captured. GM said that his team was working with Karen</li> </ul>	

Item	Action
<p>Downs etc to see how much more of this funding could be secured.</p> <ul style="list-style-type: none"> <li>• The team had completed Needs Assessments for students and this had brought in just over £19K for students. His team now do 50% more Needs Assessments than the whole of the rest of the UHI partnership.</li> <li>• GM has received unofficial word that he will be an Associate Member of Dyslexia Association and this would allow GM to provide the assessing (currently costing the College over £12K in costs last year for an external assessor). SH congratulated GM and said that this was quite an achievement.</li> </ul> <p><b>Prince Honeysett, HISA Perth President:</b></p> <ul style="list-style-type: none"> <li>• Prince said he had discussed the work of AS' team and Vanessa Robb and Alex Weir would now be attending the next SRC meeting to speak on the support they provide for students who have mental health issues.</li> <li>• Students have been complaining about Wifi and Prince said he had discussed this with Douglas Young in IT, who advised that the Wifi system will be changed, but not until summer 2018.</li> <li>• IT were also looking to add more software to Library PCs, as students were not always able to get access to the correct software they needed for studying/course work. The SRC would be surveying students on this, in particular, to find out what software students require and this information would then be fed back to IT.</li> <li>• Since the last SRC, Prince has received requests from some students who were happy to volunteer their help. Some students have asked if they could attend committees with the HISA officers.</li> <li>• Scottish Student Sport have been helping the Student Association with funding for sports, allowing teams to take part in matches in various locations around Scotland.</li> </ul> <p><b>Susan Hunter, Head of HR and OD:</b></p> <ul style="list-style-type: none"> <li>• SH advised that she had arranged for Thorntons' Solicitors to come into College to speak to EEA staff in advance of Brexit and what this would mean for them and their families.</li> <li>• CMT and Unions had received an email from SH regarding the new HR structure.</li> <li>• SH will be setting up a contract review group to look at the contractual framework with the aim of making it easier to understand and also to remove some of the current equal pay issues.</li> </ul> <p><b>Gilbert Valentine, Head of Estates:</b></p> <ul style="list-style-type: none"> <li>• GV advised that he would be requesting in the next budget for funding to redesign the steps leading from Goodlyburn to Brahan. The plan was to create 2 flights of steps, with a wider landing step between the two steps.</li> </ul>	

Item	Action
<ul style="list-style-type: none"> <li>• GV had received a request for the sanitary products in the female toilets to be free vend. GV has discussed this with Coan hopes that this will be in place for January.</li> <li>• Plans of the College’s facilities (toilets, changing facilities etc) have been completed and now be forwarded to KC. The intention was for these plans to be loaded onto PerthNet.</li> <li>• Ron Aitken, the Champion for, updated the Estates team meeting on E&amp;D matters.</li> </ul>	
<p><b>12. AOCB</b></p> <p><b>Disability Confident Scheme:</b>            SH said that the College was due to renew its membership of this scheme on 30 November. However, the criteria for this scheme has changed significantly and the College no longer meets the criteria. SH said that rather than go through the process of re-applying for the scheme, and potentially being refused, she had discussed this with SMT and they have decided not to go forward with renewing membership. KC advised that she was in the process of ensuring that the Disability Confident symbol was removed from all College paperwork and media etc. RM flagged up that that College currently has a very large stock of headed paper and there would, therefore, be a significant cost to re-stocking if the symbol had to be removed. SH said that she thought the College didn’t have to remove the symbol immediately, there was still a period of time for it to be phased out, however, SH said she would check this and confirm with RH.</p> <p><b>Action:</b> SH to check how long the College has for phasing out the Disability Confident symbol, before it has to replace the headed paper.</p> <p><b>UHI:</b>            The Equality, Diversity and Inclusiveness Policy was written by the University and has been offered to each AP. Amendments were required so KC, SH and RO would be meeting to make amendments and the policy would then be circulated to the group prior to the next meeting.</p> <p><b>Corporate Parenting:</b>            AS said she had met with Sheena Devlin, Head of Education Services at Perth and Kinross Council (PKC), and she had commended the College on its Corporate Parenting Group. AS said that the Council were “singing the College’s praises” and couldn’t speak highly enough about what the College were doing. On 17 January 2018, PKC will be launching its film and the launch will be held at the College. PKC have asked for some raffle prizes and AS said this would be a good event.</p>	<p><b>SH</b></p>

Item	Action
<p><b>13. Dates and times of future meeting:</b></p> <ul style="list-style-type: none"><li>• 22nd March</li><li>• 21st June</li></ul> <p>All meetings are on Thursdays, 9.30-11.30, Rm 019.</p>	

DRAFT

### Membership

Chair of Academic Affairs Committee (ex officio)

No fewer than 3 other Board of Management members, to include one staff member.

2 student members nominated by the Perth College HISA

### In attendance

Vice Principal, Academic

Vice Principal, Human Resources and Communications

Business Engagement Director

### Quorum

The quorum shall be 3 members

### Frequency of Meetings

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

### Terms of Reference

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

### Student Engagement

1. To ensure the Board is working proactively to ensure effective Board engagement with the student experience
2. To oversee the HISA Advisory Committee as a Sub Committee of the Engagement Committee and have oversight of key HISA developments and governance arrangements, making recommendations to the Board of Management on HISA governance and other agreed matters
3. To ensure effective management of the HISA President
4. To receive regular reports from the Student Representative Council and monitor the College response to student concerns
5. To receive regular reports from Management and Students on progress with student engagement in the operation of the College.

### External Stakeholder Engagement

6. Provide direction on the strategic priorities in relation to external engagement across the College
7. Contribute to the College awareness of its market position in Perth and Kinross through dialogue with the Board of Management members' own external, governmental, private and third sector contacts.

8. Review the College's external environment and interpretation of relevant information with the purpose of providing leadership on the currency of the strategic direction.
9. To be aware of and input on behalf of the College to the range of external business engagement groups and initiatives the College is involved with (e.g., the Perth and Kinross Young Work Force Group, the Perth and Kinross Community Planning Partnership, Perth City Development Trust, the Outcome Delivery Group).
10. To represent the College with peers across the UHI Academic Partners.

#### **Human Resources and Staff Engagement**

11. To oversee the development and auditing of organisational engagement strategies.
12. To monitor the staff survey and organisational development and engagement perspective of the Balanced Scorecard
13. To monitor Progress of our general and specific duties under the Equalities Act through review of reports and action plans.
14. To ensure the Board is taking an active and planned approach to its responsibility to staff.

#### **Board Development**

15. To develop procedures for the induction and ongoing training and development of Board members
16. To ensure Board members are able to operate effectively and to develop into the roles of Chair of Committee and Vice Chair as appropriate.
17. To ensure effective self evaluation of the Board and its Standing Committees
18. To develop the programme for an annual Board Development day.

**Approved by Chairs' Committee 8 December 2015**

**Approved by Perth College UHI Board of Management 16 December 2015**

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

## **Engagement Committee membership August 2017**

John McDonald (Chair)  
David Littlejohn (Vice Chair)  
Lindsey McLeod  
Donald Maclean  
Ian Jackson  
Sharon Hammell  
Anne Irvine  
Charlie Shentall  
Prince Honeysett (Student member)  
Nurina Sharmin (Student Member)  
Principal (Chair of Academic Affairs, ex officio)