

Engagement Committee

Agenda

Meeting reference: Engagement 2017 -18/02

Date: Thursday 9 November 2017 at 5.30pm

Location: Room 019

Purpose: Scheduled meeting

*Denotes items for discussion.

Members should contact the Clerk in advance of the meeting if they wish to request an item be starred.

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Interest in any Agenda Item		Chair	
4	Minutes of the Meeting held on 31 August 2017		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Student Engagement			
*6.1	HISA Perth College Update	Student President	Student President	Paper 2
*6.2	Student Partnership Agreement 2017-18	Student President	Student President	Paper 3
7	Performance Monitoring			
7.1	Balanced Scorecard Update	Business Planning Support Officer	Principal	Paper 4
7.2	Student Surveys (National Student Surveys and Student Satisfaction and Engagement Surveys)	Business Planning Support Officer	Principal	Paper 5
8	External Engagement			
8.1	Partnership Engagement		Principal	Verbal

8.2	Draft Perth and Kinross Community Plan (Local Outcomes Improvement Plan)		Principal	Paper 6
9	Staff Engagement			
*9.1	Staff Conference – Friday 17 November 2017		Principal	Verbal
10	Board Development			
10.1	Board Development Day – 23 September 2017 - update	Secretary	Secretary	Paper 7
10.2	Proposed topics for Board Development Day on 20 January 2018	Secretary	Secretary	Paper 8
11	Committee Minutes			
11.1	EDIT <ul style="list-style-type: none"> • 11 October 2017 		Susan Hunter	Paper 9
11.2	Staff Consultation Forum <ul style="list-style-type: none"> • 12th October 		Susan Hunter	Paper 10
12	Date and time of next meeting: 1 February 2018		Secretary	
*13	Review of meeting (to include check against Terms of Reference to ensure all competent business has been covered)			Paper 11

Minutes

Meeting reference: Engagement 2017-18/01
Date and time: Thursday 31 August 2017 at 5.30pm
Location: Room 019

Members present: Margaret Cook, Prince Honeysett, Ann Irvine, Lindsey McLeod, Charlie Shentall

Apologies: David Gourley, Sharon Hammell, Ian Jackson, David Littlejohn, Donald McLean, John McDonald, Nurina Sharmin

In attendance: Pam Wilson, Vice Principal Academic
 Academic
 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
9.1	IIP Staff Report The items arising from the report would be taken forward by the Principal and Senior Management Team.	Principal	Ongoing as part of review of SMT structures
6.2	PCSA/HISA Student Partnership Agreement Projects 2017-18 Develop the student partnership proposals and actions to deliver	HISA President/VP-Academic	
*7.1, 7.2 and 7.3	Balanced Scorecard and Student Surveys Continue with analysis of data arising from surveys and implement resulting actions arising	VP - Academic	

Minutes

Item		Action
1	<p>Welcome and Apologies</p> <p>The Chair, John McDonald, had sent apologies and, in the absence of the Vice-Chair, Charlie Shentall had agreed to Chair the meeting in John's absence. Charlie welcomed everyone to the meeting and noted the apologies.</p>	
2	<p>Additions</p> <p>There were no additions to the agenda.</p>	
3	<p>Declaration of Interest in any Agenda Item</p> <p>There were no declarations of a conflict of interest in any agenda item.</p>	
4	<p>Minutes of Meeting held on 24 November 2016</p> <p>The minutes were approved as a correct record subject to Lindsey McLeod's name being listed only once.</p>	
5	<p>Actions Arising from Minutes on 2 March 2017</p> <p>11.2 The Board Chair had completed 1:1s with all Board members.</p> <p>Action Completed.</p> <p>Actions Arising from Minutes on 11 May 2017</p> <p>2. Noted that the Community, Equality and Diversity Engagement Update had been removed from the minute.</p> <p>*6.3 PCSA/HISA Forward Proposals</p> <p>Action complete: The items raised at the last Audit Committee had been taken into account and considered by F&GP and the Board at their meetings on 31 May and 14 June 2017 respectively and the Board had approved the merger at its meeting in June 2017.</p> <p>7.2 Corporate Parenting Plan</p> <p>Action complete: The position with the ELS funding was noted – the VP for Finance and Estates had clarified that it was difficult to differentiate between HE and FE funding in ELS funding, but that</p>	

an apportionment could be made.

8.1 Partnership Engagement

Action complete: presentations were circulated.

9.1 IIP Staff Report

Action Update: the items arising from the report would be taken forward by the Principal and Senior Management Team.

9.2 Staff Conference

On the agenda for the meeting.

10 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 student activity.

The Committee noted the report. The transition/merger with HISA had concluded and the Student Association was positive about the benefits it had brought. The officers had been well supported during the transition phase and had attended training programmes related to their roles and had built a useful network of contacts through the training programmes. An additional full time administrative member of staff would be appointed who would work and support officers in their day to day roles, running events and activities and class representative structures. The postholder would also line manage the existing part-time member of staff.

The biggest Fresher's event was planned for week commencing 4 September, with many different activities on offer across the campus.

The Committee noted that the Student Vice-President had been working with Equate Scotland to set up a campaign with the aim of helping to improve the gender imbalance in Science, Technology, Engineering and Maths (STEM) subjects. The Committee welcomed this initiative.

The Chair thanked the Student President for the report and commented that the officers were welcome to discuss the structure of the report with the senior management if that was

Principal

helpful, given this was the first report that had been prepared.

6.2 PCSA/HISA Student Partnership Agreement Projects 2017-18

The Committee noted the paper which set out three specific themes to be taken forward following discussions about the priorities for the Student Partnership Agreement between Perth College UHI and HISA Perth. The three themes were:

- The development of a programme of events and clubs/ societies on offer to students to enhance the student experience, raise awareness amongst the student body of HISA Perth and reach out to students from across the College.
- Improvements to the availability of learning resources
- Strengthen the performance of the student representation system.

The Vice-Principal Academic commended the new student officers on their positive attitude and motivation in taking forward the transition arrangements and in identifying the partnership proposals. All of the proposals had featured in the manifestos of the elected officers and were important for students. The next steps would be to work with the Sector Heads and Student Services on developing the themes further and putting in place actions to deliver them.

HISA
President/VP-
Academic

In terms of last year's partnership proposals a student portal incorporating e-safety, was to be developed and would become embedded as part of 'every-day' student life.

7 Performance Monitoring

***7.1, 7.2 and 7.3 Balanced Scorecard**

The Vice-Principal - Academic introduced this item noting that the three items presented to the Committee should be considered in parallel as enclosures 5 and 6 provided evidence against the balanced scorecard.

Enclosure 5 - the National Student Survey - was published in August 2017 and although Perth has its own report, the overall information is collated for all partner UHI Colleges.

Enclosure 6 - the Student Satisfaction and Engagement Survey was an exit survey undertaken in April and collated the views of students undertaking FE to HNC level courses. Ten questions in the survey were set by the Scottish Funding Council and were compared nationally against other Colleges.

The Committee noted a number of key statistics. In relation to

the National Student Survey the response rate was lower this year but still higher than the sector average. Concern was expressed that ongoing participation in surveys is usually linked to confidence that feedback will lead to action. It was acknowledged that there may have been some confusion among the student population related to the transitional arrangements moving to HISA. However, the Student Association had plans to raise its profile amongst the student body locally and, working with the Student Representative Council, to undertake more activities to promote the work of the brand, profile and wider understanding of the work of the Student Association.

The Committee also discussed the overall statistics at UHI level which was a summary of partner colleges' performance. The nature of the dispersed learning community and multi-campus nature of UHI and the challenges that brought to each individual partner college were noted. The Committee noted that partner college was reviewing the statistics and were identifying action plans to address areas of concern.

The Committee noted the data at programme level and areas of success for the College. In addition areas where results had deteriorated were further noted and it was acknowledged that there may be local factors which contributed. Efforts would be made to identify improvements needed for example in course organisation and management or improvements to the network quality. At UHI level, the Principal was leading work to understand the collective challenges in terms of on organisation, management and the learning community. The Dean of Students had good insights into the challenges.

In terms of the Student Satisfaction and Engagement Survey the Committee noted the key statistics and the overall satisfaction rate of 95%. Particular strengths related to the manner in which students felt supported and treated, however learner satisfaction had dropped in a number of areas. One such area was use of PCs where it was recognised that there were network issues last year that may have affected students. Work was ongoing to review the results and understand the lessons and improvements to be put in place.

VP-Academic

8 External Engagement

8.1 Partnership Engagement

The Principal reported that she would be attending partnership Council on 13 September and would meet senior staff as part of an ongoing induction programme. The Principal had also been invited to participate in a short life working group to review additional credits. Although these would not be taken up at Perth

Draft

College, it would, nevertheless, be helpful to engage with other Partnership Council members.

8.1 Draft Perth and Kinross Council Annual Report 2015-16

The Vice Principal Academic introduced the paper. The Report was based on a single outcome agreement that is reported on annually and the plan now included commentary from community planning partners. The College had contributed to the document and the key areas of activity from a College perspective had been highlighted.

The Committee commented positively on the joint working approach that had now been adopted by the Council, and noted the wide ranging contribution by the College to the achievement of objectives and the key role the College plays a wider local area context.

8.2 Perth and Kinross Community Plan Consultation 2017

The Vice Principal Academic introduced the paper which set out how the Council would work towards achieving its vision for improved local outcomes. Five strategic objectives had been identified and the College had a part to play in delivering each of these key outcomes.

The Committee noted the College's response to the Plan and the opportunities for the College to contribute towards achievement of the strategic objectives. The Committee also welcomed the various fora for engagement and consultation.

A further draft of the plan would be prepared and it would be included in the agenda for discussion at the Board Development Day on 23 September 2017.

A query was raised by a Board Member about the opportunity for the financial contribution of the College to the city's economic sustainability to be included in the report. At present the financial contribution made by the College had not been quantified, but given a new Council leader was now in post there would be an opportunity to get insight into his expectations.

9 Staff Engagement

***9.1 Staff Conference – Update**

The Principal provided an update on the recent staff conference held on 29 August 2017. The Principal had addressed staff and had used a text wall for 'Q&A' which had worked well. David Scott from Sparqs presented a session and the Student President

VP-Academic
Secretary

Draft

had also addressed all staff. A series of workshops had been held for staff in the morning and afternoon.

A copy of the Principal's address would be circulated to Board members for information.

Secretary

10 Board Development Day

The Board Secretary circulated the latest iteration of the agenda for the Board Development Day on 3 June. Some changes would be made as a result of the discussion on the Community Plan. A revised agenda would be circulated in due course.

Secretary

11 Committee Minutes

11.1 EDIT 22 June 2017 - noted

11.2 Staff Consultation Forum – 31 May 2017 –noted

12 Date and Time of Next Meeting

- Thursday 9 November 2017

*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.

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

Engagement Committee

Paper 2

Paper for Consideration

Subject: HISA Perth College Update

Author: PC Student President

Date of paper: 1 November 2017

Date of meeting: 9 November 2017

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.

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

Status of Papers **Open** **Closed**

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

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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

Student Association Co-ordinator

William Mohieddeen our new member of staff joined the team on Monday 30th October and has proved he is a key individual for us. William is here to provide us with support during our time in office and be our main link between HISA and Perth UHI. He is assisting us in setting out our operational plan for the year ahead and here to make sure we achieve the goals we set ourselves.

HISA Perth Finance

This year we are looking to change how we usually spend our budget. In the past we believe that students relied too much on the student association to provide them with money to fund their activities and trips. Usually the decisions for activity grants are made at SRC meetings but instead this year we are hoping to create a council that will be making these decisions instead. By forming this council we believe it will influence the students to be more active with their fundraising and will increase the amount that they do.

Clubs & Societies

We believe this is a very essential part of student life, having a collective of peers you share the same interest with on campus is definitely a confidence booster and we aim not to lose that opportunity for students to connect with each other.

We are working with HISA and Scottish Student Sport to allow our sports clubs to compete with other colleges around Scotland, we believe this friendly competition between the colleges will keep the students motivated and increase their participation in extracurricular activities.

Prospective Opportunities

HISA Perth is currently in talks with Equate Scotland to set up a campaign to help improve the gender imbalance in STEM (Science, Technology, Engineering & Maths) subjects. This operation is being led by our Vice President of Education and Engagement, Nurina Sharmin.

Freshers

This years Freshers event was by far the best one yet in the eyes of the Student Association as we received a great response from students signing up to clubs. We currently have 8 sport and recreational clubs up and running with more and more people signing up every week. We received good feedback from the companies that were invited to the Fayre, some of which have asked if they can return to the campus in the future for Perth UHI events.

Our engagement with students on our social media around this time as well increased dramatically on our Facebook page, this proved to us that students were showing a lot on interest in the event.

- Post Engagement increase of 283%
- Page Followers increase of 43%
- Page Views increase of 140%

Events

10th November – Guest speakers from M.E.N.D (Muslim Engagement and Development) and F.O.S.I.S (Federation of Student Islamic Societies) shall have a panel discussion about Islamophobia Awareness.

June 2018 – Summer Ball.

Student Representatives

The first Student Rep Council is scheduled for 6th November where all the reps shall meet for the first time, introductions will be made and our future plans for the students and HISA Perth will be discussed.

Student Partnership Agreement 2017

- 1. To Deliver a program of events for students** – Working alongside each other, HISA Perth and Perth College shall create a programme of events across the campus. These events shall enhance the student experience as well as the recognition of HISA Perth and involve a greater number of students. The majority of this work shall be carried out through liaising with the student officers based in the Union Link as we aim to host most of these events in their building. We believe the Union Link building is the hub for extracurricular activities for students and we aim to give it the profile it deserves on campus.
- 2. Quality Department/ Sector reps** – We will ensure that any issues and concerns that students raise through Student Representative Council are sent to the quality department and dealt with appropriately. We will work with the quality department and assist them with the introduction of Sector Reps to the students. We believe this new structure will provide a more efficient method communication to the reps.
- 3. Improve the accessibility of learning resources** – The College and HISA Perth will work to improve the accessibility and promotion of its learning resources particularly; encouraging more students to use the E-library, extend library opening hours and create a private area open to a few students that wish to study on campus but outside the library.

Paper for Consideration

Subject: Balanced Scorecard Update

Author: Deborah Lally

Date of paper: 1st November 2017

Date of meeting: 9th November 2017

Action requested of committee:

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

Cost implications:

(Tick as appropriate) Yes: No: x

Executive Summary:

The attached paper is the new Balanced Scorecard, aligned with the aims and measures for the new strategic plan Vision 2021, outlining where possible, the final measures for AY 2016-17. The relevant measures that have been updated and are being presented for information have been highlighted in yellow for ease of identification.

Where it has been possible to collect data for 2016-17 this has been entered in the relevant column. This data is only indicative of progress so far and, unless stated otherwise, is not finalised so should not be viewed as an indication of the college's absolute progress towards a particular measure. Measures are categorised as Red (worsening), Amber (stable) or Green (improving) based on current performance.

Baseline data has been obtained from data collected for 2015-16. Several of the measures this year have been reworded or are new measures. New measures have been identified (NM).

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

Status of Papers Open Closed

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

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

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

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

Perth College UHI Balanced Scorecard for Vision 2021: Strategic Plan 2016-21

No	Vision 2021 Scorecard Measure	Measure	Baseline 2015-16	2016-17 Trend	2017-18 Trend	Comments
Students and staff achieving their potential						
1	Students: a) Number of full-time FE learners undertaking programmes with an element of substantial work experience or volunteering opportunity b) Number of apprenticeships c) Vocational qualifications delivered to senior phase pupils	Students: a) Number of FT programmes that offer opportunities for work experience of equivalent to 1 unit or more b) Number of students undertaking apprenticeships (total): i) SDS-funded ii) Non-SDS Funded c) Number of Vocational qualifications delivered to senior phase pupils	20	5 24		In 2015-15 the method for recording this measure changed. In 2015-16 66.7% of programmes offered work experience, of which 69.1% could be classed as substantial (>40h = 1unit). The baseline has therefore been recorded as 46.1% [69.1% of 66.7%] 2017-18 figure indicative only, accurate as at the end of Sept 2017. Overall the number of apprenticeships increased in 2017-18 from the baseline by 7. The number of SDS funded MAs increased by 30, but this was matched by a drop of 23 non-SDS funded apprenticeships. New measure for 2016-17. 2016-17 saw the number of vocational qualifications delivered to senior phase pupils almost double from the baseline, with an increase of 70 (an increase of 93%)
2	Perth College students moving on to positive destinations (including progressors)	Proportions of FT students entering positive destinations (including progressors) in: i) HE ii) FE	93.0% 84.4%			2016-17 data tbc Feb 2018 2016-17 data tbc Feb 2018
3	Staff: a) Number of staff days spent on CPD/year b) Proportion of staff with teaching qualifications c) Numbers of staff presenting papers at conferences and number of publications	Staff: a) Number of staff days spent on CPD/year (average per head) b) % of permanent staff with TFQE or equivalent. c) Numbers of staff presenting papers at conferences number of publications	5.3 84%	4 88%		New measure for 2016-17. based on % of permanent staff with TFQE or equivalent. In 2016-17 4% of staff undertook and completed TQFE compared with 5.3% in the baseline year. The proportion of staff without TQFE or equivalent dropped from 10.6% in 2015-16 to 8% in 2016-17. These figures are draft only and have not been subject to BoM approval. New measure for 2016-17. Final values for 2016-17 are yet to be confirmed, but are not expected to alter significantly from those presented here. Values for 2017-18 are indicative of progress and are accurate up to end Sept 2017 and based on data received from the current Research Activity Co-ordinator and from HR CPD database.
Student satisfaction						
4	Track FE and HE student satisfaction through national student surveys: a) Student Satisfaction and Engagement Survey b) National Student Survey	The proportions of students overall satisfied with college experience in: a) Student Satisfaction and Engagement Survey b) National Student Survey	93% 76%	95.0% 80.0%		

Perth College UHI Balanced Scorecard for Vision 2021: Strategic Plan 2016-21

5	Proportion of classes with a student representative or agreed structure	Proportion of classes with a student representative or agreed structure	HE = 52% FE = 34%	HE = 52% FE = 34%		New measure for 2016-17. There are 128 Higher Education (HE) classes (containing 5 or more students) and 172 Further Education (FE) classes. We seek to optimise the number of classes that elect Class Reps, and this year achieved 52% of all HE classes and 34% of all FE classes, giving a total of 41% of classes represented by 267 Class Reps (continuing a 4 year upward trend in representation)
6	End of year Student survey outcomes:	Proportions of students that agree or mostly agree with the statements from the End of Year Student Outcomes (SSES) :				
	a) Course/achievement	i) The course was what I expected (prev. I am satisfied with my course)	84%	89.0%		Rating baseline: (i) 65, (ii) 73. Satisfaction with course and achievement remained stable from that in 2015-16, with satisfaction in the course increasing by 5 percent points and achievement by 1.
		ii) I am achieving what I set out to do	91%	92.0%		
	b) Destination	i) I am aware what I can do after my course	92%	91.0%		Rating baseline: (i) 78, (ii) 77. Satisfaction in outcomes relating to destination of colleges leavers also remained stable from 2015-16, with both measures showing a decrease of only 1 percent point.
		ii) I feel prepared to take my next steps	91%	90.0%		
	c) College	i) I would recommend the College to a friend	92%	94.0%		Rating baseline: 78. There was a small increase in 2016-17 in the percentage of students agreeing that they would recommend the college to a friend.
Student activity measures						
7	Recruit to published targets for :	Meet published FTE recruitment targets for:				
	a) FE	a) FE	26010	25368		2016-17 Target of 26,067 is broken down as follows: Core target = 23867 and ESIF = 1,200. Core recruitment targets are met but the trend is downward for FE
	b) HE	b) HE	1885.9	2002.6		
8	Track progress towards providing a system of learning that is widely accessible and diverse by analysis of data as follows: age, gender, postcode, protected characteristics and care experienced subject area, numbers from schools with highest rates of negative destinations	Recruitment of learners from the following protected characteristics in FE courses (Enrolments and Credits = Es and Cs):				
		i) SIMD20	Es=347 Cs=3108	Es = 347 Cs = 3108		New measure for 2016-17.
		ii) Care Experienced	Es = 63 Cs = 737	Es = 63 Cs = 690		
		iii) Minority Ethnicity	Es = 441 Cs = 4461	Es = 461 Cs = 4474		
		iv) Disability	Es = 945 Cs = 6536	Es = 1022 Cs = 6545		
		Number of courses with a gender ratio of greater than 3:1 (75/25 split)	33	34		2015-16 Total Enrolments = 946 (33% female). Total FE Credits 5961 (12% female); New measure for 2016-17. New measure for 2016-17
9	Track retention and attainment of all full time and part time funded college programmes	FE RETENTION				
		a) of students in courses over 160h (inc. FT):				
		i) Overall	83.6%	82.11%		New measures for 2016-17. Remained mostly stable for 2016-17 compared to baseline (2015-16), with a drop in retention of FE students from SIMD20 and an increase in care experienced learners. Variances greater than 3pp were coloured red or green accordingly.
		ii) SIMD20	84.7%	76.81%		
		iii) Care Experienced	62.5%	67.35%		
		iv) Minority Ethnicity	89.9%	89.51%		
		v) Disability	82.4%	80.09%		

Perth College UHI Balanced Scorecard for Vision 2021: Strategic Plan 2016-21

		vi) Gender	F: 80.3% M: 86.6%	F: 79.79% M: 84.18%	
		b) of FT FE students	80.1%	79.08%	New measure for 2016-17. The retention of FT FE learners remained stable with only a slight drop of 1.02pp
		FE ATTAINMENT			
		a) Proportion of Day 1 attainers for courses over 160h (inc. FT):			
		i) Overall	72.50%	69.54%	New measures for 2016-17. Proportions of Day 1 attainers (FE only) dropped in all categories except those learners identified as care experienced, which increased by 7.2 percent points (pp) compared to the 2015-16 baseline. The gap between proportions of male and female day 1 attainers widened in 2016-17 (10.7pp difference) compared to 2015-16 baseline (9pp). Categories that varied by less than 3pp from the baseline have been identified as amber/stable. Variances greater than 3pp are coloured red or green accordingly.
		ii) SIMD20	71.40%	65.70%	
		iii) Care Experienced	47.90%	55.10%	
		iv) Minority Ethnicity	86.50%	83.22%	
		v) Disability	69.20%	66.60%	
		vi) Gender	F: 67.8% M: 76.8%	F: 63.95% M: 74.68%	
		b) Proportion of Day 1 attainers for FT FE courses	72.70%	68.54%	New measure for 2016-17. The proportion of Day 1 attainers for FT FE reduced by 4.2pp from the baseline.
Sustainability					
10	Financial:	Record:			
	a) Outturn	Achieve a break-even underlying operating position	-£4,000		Baseline Underlying Operating Position' (2015-16) was a deficit of £-4k, which was negligible in terms of % of total income (0.017%). 2016-17 data not yet available, but will be when the draft set of management accounts are completed.
	b) Gross carbon footprint	Gross carbon footprint	1864 tCO2	1681tCO2	The Climate Change (Scotland) Act 2009 suggests that annual target reduction figures be 3% over the previous year. While a reduction of 3% has not been achieved for 2016-17, there has still been a reduction of 3tCO2 despite the College buildings footprint having increased by over 20% with the completion of ASW in 2016, which will have impacted on the carbon footprint. Removal of portacabins during 2017 will impact on 2017-18
	c) Non-core funding income (to include Knowledge Transfer)	% of income from non-SFC sources (inc. KT)	42%		Non-SFC funding for 2015-16 was 42%. The way the financial statements were prepared in 15-16 changed with the introduction of the new SORP, which will impact on this metric. This will predominantly be the inclusion of any non-government grants which are recognised in full in the year they are received as opposed to deferring over a number of years. 2016-17 data not yet available, but will be when the draft set of management accounts are completed.
11	Staff rates of turnover (a) and sickness absence (b)	Track:			
		a) Staff turnover (%) to be maintained below national average	15.4	20.75	Staff turnover for 2016-17 was comparable to the national average, but increased by 5.4% from the baseline.
		b) No days staff absent on sick leave (average sick days per head)	9.24	7.6	The number of days staff spent on sick leave reduced in 2016-17 by 1.6days compared to the baseline.
12	To maintain a healthy and safe working environment	Number of accidents reported to HSE	3	7	
13	Number of businesses that engage with Perth College UHI	Number of business on Contacts Database recorded as having had an interaction with Perth College UHI	965	965	New measure for 2016-17.

Perth College UHI Balanced Scorecard for Vision 2021: Strategic Plan 2016-21

Definitions:

Trend = Direction of performance compared to previous reporting period indicated by the following:

Improving	Stable	Worsening
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Paper for Consideration

Subject: Student Surveys: Exit Survey/SSES and NSS

Author: Deborah Lally

Date of paper: 1st November 2017

Date of meeting: 9th November 2017

Action requested of committee:

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

Cost implications:

(Tick as appropriate) Yes: No: x

Executive Summary:

The attached paper contains an analysis of the responses given by Perth College UHI students (both FE and HE) to the annual Exit Survey 2016-17. The survey comprised a maximum of 52 questions, the first 10 included as part of the Scottish Funding Council's Student Satisfaction and Engagement Survey. This year's Exit Survey did not include any learners that were surveyed as part of the National Student Survey (NSS).

A total of 3,421 learners from Perth College UHI were surveyed, representing a return rate of 58%. The report highlights how results for 2016-17 compared to the previous two years, with an indication of any trend of direction of travel of responses (**Section 2, Page 2** of the report).

From the survey responses, areas that were identified as those where learners agreed most with the statements were:

- Q43: Supported on course & receive help when I need it
- Q13: My lecturers know their subjects well
- Q15: Staff treat me with respect

Areas that were identified as those where learners had least agreement were:

- Q14: Lecturers use different ways to help me learn
- Q10: Students' Association influences change for better
- Q32: Know can get help with course queries from CAT

These findings will be used to inform the development of a college wide action plan (not attached).

An analysis of free text comments received as part of the survey were also conducted, using a methodology similar to that employed for the NSS i.e. comments were subjectively

identified as positive or negative and grouped in to categories that reflect the NSS themes of: Academic Support, Teaching on my Course (subdivided into three sub themes: Quality, Content and Delivery), Course Organisation & Management, Assessment & Feedback, Facilities & Resources, Personal Development, Student Voice and Wellbeing and Pastoral. Comments that did not fit any of these categories were classed as general.

In total there were 718 comments received, containing 572 positive and 576 negative statements.

Categories that received predominantly positive statements were:

- Academic Support
- Teaching on my Course: Quality

Categories that received the predominantly negative comments were:

- Course Organisation & Management,
- Assessments & Feedback
- Resources & Facilities.

The areas that received the fewest comments overall were:

- Student Voice
- Wellbeing and Pastoral
- Teaching on my Course: Delivery
- Personal Development.

A sample of comments can be found in Appendix 1 (**Page 8**) of the report.

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

Status of Papers **Open** **Closed**

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

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

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

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

Student Survey on Programme/Exit April 2017

Perth College UHI

1. Summary

The survey comprised a maximum of 52 questions, split in to 8 sections covering: College Student Satisfaction and Engagement; Teaching and Learning, Tests & Assessments; Course Organisation; Accommodation and Equipment; Wellbeing & Pastoral Support; Quality Assurance; and Next Steps. There are 3 versions of the questionnaire used, one general survey, one specifically for ESOL students and one for SVS students. Therefore, not all of the questions would have been relevant to, or answered by, all students.

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

A total of 3,421 learners from Perth College UHI were surveyed. From this, responses were received from 1984 learners in total, comprising of 1,138 in Further Education (FE) and 846 in Higher Education (HE). The return rate for each mode of learner is presented in the table below, along with a comparison of the previous to academic years, where this data was available. The overall return rate for Perth College UHI was 58%.

Mode	Level	Return Rate (%)		
		2014-15	2015-16	2016-17
All	FE+HE	67.1	46.6	58
Full Time	FE+HE	*	50.5	64.9
	FE	67.1	56.8	72.6
	HE	*	42.2	58.8
Part Time	FE+HE	*	20.0	44.9
	FE	*	40.2	41.6
	HE	*	10.3	64.7

* No data available

The majority of respondents were aged 16-18 (34.7%), followed by 19-24 year olds (32.5%), then learners over 25yrs old (26.9%). Of the 1,984 respondents, 16.9% identified that they had additional support needs and 9.5% declared that they considered themselves to have a disability. The gender split in respondents was approximately equal, with 50.2% of respondents identifying as being male and 46.1% female. The majority of respondents were of a white ethnicity (65.1% White: English/Welsh/ Scottish/NI/British and 15.9% White: Other). No other ethnicity group represented greater than 1% of respondents.

Not all respondents elected to complete the demographic based questions, hence not all values will add up to 100%.

2. Survey results and trends

The data presented in Table 1 below summarises the number of respondents (return count) and total proportion of respondents that either ‘strongly agreed’ or ‘agreed’ (% agree) for the 2016-17 survey and the previous two academic years. It also includes an indication of the distance travelled (DT) for 2016-17. This an internal measure, expressed in percentage points, that highlights the difference in the 2016-17 outcome compared to that obtained in the student survey conducted in 2015-16.

An indication of the general trend for each question over the three year period has also been included in Table 1. This highlights whether satisfaction has increased (↑), decreased (↓) or remained steady (↔) over the three year period. Where it has not been possible to identify a trend, either due to less than 3-years data or no clear direction of movement, then this has been marked with an asterisk (*). The classification of trend is purely subjective.

Table 1 – Proportion (%) of learners with statements in Student Satisfaction/Exit Survey for 2016-17 and the previous 2 academic years

		% Agree			DT	3yr Trend
		2014-15	2015-16	2016-17		
College Student Satisfaction and Engagement						
1	Overall, I am satisfied with my College experience	94	93	95	2	↔
2	Staff regularly discuss my progress with me	80	88	87	-1	↑
3	Staff enc students to take responsibility for learning	98	97	97	0	↔
4	I am able to influence learning on my course	*	89	90	1	*
5	Receive useful f/back which informs future learning	94	90	90	0	↓
6	The way I am taught helps me learn	91	90	90	0	↔
7	Time helped develop knowledge/skills for workplace	94	92	93	1	↔
8	Believe student suggestions taken seriously	84	84	86	2	↑
9	All students at College treated fairly and equally	90	86	91	5	*
10	Students' Association influences change for better	83	81	80	-1	↓
Teaching and Learning						
11	My classes usually start on time	89	90	91	1	↑
12	The teaching on my course is effective	84	84	87	3	↑
13	My lecturers know their subjects well	90	92	91	-1	↔
14	Lecturers use different ways to help me learn	79	84	82	-2	↑
15	Staff treat me with respect	78	81	82	1	↑
16	Lecturers constantly encourage me do my best	78	77	80	3	↑
17	Expectation I will succeed in my subjects	83	83	84	1	↔
18	Teaching and learning resources support learning	89	90	91	1	↑
19	Reviews and meetings are helpful	84	84	87	3	↑
Tests/Assessments						
20	Deadlines for handing in work clearly stated	89	90	91	1	↑
21	Assessment tasks are made clear to me	84	84	87	3	↑
22	Assessments are spread across the course	90	92	91	-1	↔

23	Receive f/back on assessments in agreed timescale	79	84	82	-2	↑
24	Feedback tells me what am doing well/improve	78	81	82	1	↑
25	I know what to do if I disagree with my marks	78	77	80	3	↑
26	Exams and assessments are well organised	83	83	84	1	↔
Organisation of My Course						
27	Communication throughout course effective	89	90	91	1	↑
28	The course is well organised	84	84	87	3	↑
29	Understand how units link together	90	92	91	-1	↔
30	Staff involve me in scheduling of assessments	79	84	82	-2	↑
31	When lecturer away, alt arrangements made	78	81	82	1	↑
32	Know can get help with course queries from CAT	78	77	80	3	↑
33	Any help received from CAT has been useful	83	83	84	1	↔
Accommodation and Equipment						
34	Rooms used for my course are tidy and clean	90	91	92	1	↑
35	The rooms I use are suitable for my course	90	91	93	2	↑
36	Equipment provided by College for course is suitable	89	91	92	1	↑
37	I have access to a computer when I need one	83	90	92	2	↑
38	Easy for me to use own computer in the College	88	91	89	-2	↓
Wellbeing/Pastoral Support						
39	I know who to ask for any personal problems	90	91	89	-2	↓
40	Students from diff backgrounds work well together	94	94	95	1	↔
41	College make sure all students given opportunities	*	97	97	0	*
42	I feel safe at the College	97	98	98	0	↔
43	Supported on crse & rec help when I need it	*	96	98	2	*
44	Know that I can get help from Student Services	94	93	95	2	↔
45	Feel Student Services helped with problems	88	86	89	3	↑
Quality Assurance						
46	The course was what I expected	*	85	89	4	*
47	I am achieving what I set out to do this year	92	91	92	1	↔
48	I would recommend the College to a friend	94	92	94	2	↔
49	I am encouraged to express my opinion	92	91	93	2	↔
50	My views are taken seriously	*	89	91	2	*
51	I enjoy coming to College	92	91	93	2	↔
My Next Step						
52	I am aware what I can do after my course ends	91	92	91	-1	↔
53	I feel prepared to take my next step	92	91	90	-1	↓

3. Areas where learners were most and least satisfied

While looking at the proportions of respondents that agree with a statement is useful and gives top level information regarding survey outcomes, looking at the strength of the agreement (a measurement known as the rating) can help identify areas where satisfaction is particularly strong or weak, and where improvements in satisfaction have been obtained.

Based on the rating only, the following areas that were identified as those where learners agreed most with the statements were:

- Q43: Supported on course & receive help when I need it (Rating: 92)
- Q13: My lecturers know their subjects well (Rating: 86)
- Q15: Staff treat me with respect (Rating: 85)

Based on the rating only, the following areas that were identified as those where learners had least agreement were:

- Q14: Lecturers use different ways to help me learn (Rating: 58)
- Q10: Students' Association influences change for better (Rating: 58)
- Q32: Know can get help with course queries from CAT (Rating: 60)

Compared to the responses given in the Exit Survey for 2015-16, the following three areas showed the greatest increase in rating value, demonstrating that the strength of agreement of with the statement was improving most in these areas:

- Q43: Supported on course & receive help when I need it (+10)
- Q46: The course was what I expected (+5)
- Q9: All students at College treated equally & fairly (+4)

4. Areas potentially requiring development

While our student satisfaction overall across all areas is relatively high with none less than 78% agreement, we will always look to establish how we can improve and develop in all areas. It is possible for areas to have a high percentage of agreement, but also have a low rating value, meaning that the strength of that agreement is low. By looking at both overall agree and the rating in combination, a picture can be drawn of areas that could be followed up further to understand potential improvement. It is also useful to consider the directional trend of agreement levels and the distance travelled (DT) over a period of time.

Table 2 below highlights areas from the survey where the proportion of respondents in agreement with the statements are less than 90% and/or have a rating value of less than 70, regardless of whether improvements have been made during the last three years or not. For example, Q14:Lecturers use different ways to help me learn and Q32: Know can get help with course queries from CAT, both show improvements compared to previous years, but are the two lowest scoring questions in the survey in terms of both % agree and rating.

Table 2 – Areas potentially requiring development

		% Agree			Rating		
		%	DT	3yr Trend	Value	DT	3yr Trend
College Student Satisfaction & Engagement							
2	Staff regularly discuss my progress with me	87	-1	↑	67	-1	↑
4	I am able to influence learning on my course	90	1	*	68	1	↔
5	Receive useful f/back which informs future learning	90	0	↓	71	0	↓
8	Believe student suggestions taken seriously	86	2	↑	65	2	↑
10	Students' Association influences change for better	80	-1	↓	58	-2	↓
Teaching and Learning							
14	Lecturers use different ways to help me learn	78	3	↑	58	2	↑
Tests/Assessments							
23	Receive f/back on assessments in agreed timescale	88	-1	↔	70	-1	↔
25	I know what to do if I disagree with my marks	82	-2	↑	64	-2	↔
26	Exams and assessments are well organised	87	-2	↔	68	-2	↔
Organisation of My Course							
28	The course is well organised	87	3	↑	69	4	↑
30	Staff involve me in scheduling of assessments	82	-2	↑	62	-2	↑
31	When lecturer away, alt arrangements made	82	1	↑	64	1	↑
32	Know can get help with course queries from CAT	80	3	↑	60	2	↔
33	Any help received from CAT has been useful	84	1	↔	64	1	↔
Accommodation and Equipment							
38	Easy for me to use own computer in the College	89	-2	↓	74	-3	↔
Wellbeing/Pastoral Support							
39	I know who to ask for any personal problems	89	-2	↓	73	-3	↓
My Next Step							
52	I am aware what I can do after my course ends	90	-1	↔	76	-2	↓
53	I feel prepared to take my next step	91	-1	↓	73	-4	↓
	Area requiring most development						

5. Areas showing particular strengths of the college

As with identifying areas of potential development, looking at a combination of the measurements (% Agree, rating and distance travelled) can give us an overview of areas that are particular strengths of the college. For the purposes of this report any areas where the % Agree was greater than 95%, coupled with a rating greater than 70 were identified as strengths. Where the % Agree was between 90% and 95%, an area was also included as a strength, if the rating was greater than 70 and it had been showing an improvement compared to previous years. These are summarised in Table 3 below.

Table 3 – Areas identified as strengths

		% Agree			Rating		
		%	DT	3yr Trend	Value	DT	3yr Trend
College Student Satisfaction & Engagement							
1	Overall, I am satisfied with my College experience	95	2	↔	75	1	↔
3	Staff enc students to take responsibility for learning	97	0	↔	80	1	↓
9	All students at College treated fairly and equally	91	5	↔	75	4	↔
Teaching and Learning							
11	My classes usually start on time	93	1	↔	77	3	↑
13	My lecturers know their subjects well	97	1	↔	86	2	↔
15	Staff treat me with respect	98	2	↔	85	2	↔
16	Lecturers constantly encourage me do my best	96	0	↔	81	1	↔
17	Expectation I will succeed in my subjects	97	2	↔	79	1	↔
18	Teaching and learning resources support learning	95	1	↑	76	1	↑
Tests/Assessments							
21	Assessment tasks are made clear to me	91	1	↑	74	2	↑
22	Assessments are spread across the course	90	4	↑	72	3	↑
Organisation of My Course							
27	Communication throughout course effective	91	1	↑	2	↑	2
Accommodation and Equipment							
34	Rooms used for my course are tidy and clean	92	1	↑	75	2	↑
35	The rooms I use are suitable for my course	93	2	↑	77	2	↑
37	I have access to a computer when I need one	92	2	↑	77	1	↑
Wellbeing/Pastoral Support							
42	I feel safe at the College	98	0	↔	84	-1	↔
43	Supported on crse & rec help when I need it	98	2	↑	92	10	↑
45	Feel Student Services helped with problems	89	3	↑	72	4	↑
42	I feel safe at the College	98	0	↔	84	-1	↔
Quality Assurance							
46	The course was what I expected	89	4	↑	70	5	↑
50	My views are taken seriously	91	2	↑	73	3	↑
	Area of greatest strength						

6. Free text analysis

A basic analysis of respondents' comments was also carried out. A methodology similar to that used as part of the National Student Survey (NSS) was employed. Comments were assigned to into categories that reflect the NSS themes of: Academic Support, Teaching on my Course (subdivided into three sub themes: Quality, Content and Delivery), Course Organisation & Management, Assessment & Feedback, Facilities & Resources, Personal Development, Student Voice and Wellbeing and Pastoral.

Comments were then identified as either being positive or negative in nature. It was possible for a single comment to be categorised across multiple categories and contain both negative and positive references depending on content. Where a comment did not easily fit into the NSS themes it was categorised as general. It should be noted that the assignment of comments to categories was a matter of judgement.

In total there were 718 comments received. From these, it was deemed that there were 572 positive and 576 negative references made across the full range categories. Categories that received predominantly **positive** comments were Academic Support, Teaching on my Course: Quality and General. Categories that received the predominantly **negative** comments were Course Organisation & Management, Assessments & Feedback and Resources & Facilities. The areas that received the fewest comments overall were Student Voice, Wellbeing and Pastoral, Teaching on my Course: Delivery and Personal Development.

The summary of positive and negative references to each category, from 718 comments, are summarised below in Table 4. An example of comments from each category can be found in Appendix 1.

Table 4 – Assignment of positive and negative references made by respondents in free text comments

Category	Positive Reference	Negative Reference	total
Academic support	101	27	128
Teaching on my Course: Quality	130	18	148
Teaching on my Course: Content	26	59	85
Teaching on my Course: Delivery	25	30	55
Course Organisation & Management	35	123	158
Assessments & Feedback	9	61	70
Resources & Facilities	22	160	182
Personal Development	50	19	69
Student Voice	5	11	16
Wellbeing & Pastoral	18	17	35
General	151	51	202
Total	572	576	1148

7. Sector specific results

Survey responses are available for each individual sector, which have already been made available to Sector Development Directors and Sector Managers. The sector responses can be drilled down to course level and will be used to support the development of sector action plans.

Appendix 1 – Qualitative sample of statements from free text comments made during the Student Survey/Exit Survey 2016-17

1.1 Academic Support

Positive	Negative
<p>“My PAT has provided excellent support and I couldn't have asked for a better PAT.”</p>	<p>“.. it's difficult to get a response when I email lecturers.”</p>
<p>“All staff and tutors are really friendly and helpful. I feel comfortable when asking questions and enjoy attending lessons”</p>	<p>“Some lecturers push lower level students (HNC) aside to focus on the higher level students (Degree)”</p>
<p>“Always got support when I needed from all the lectures.”</p>	<p>“...lecturer is not very encouraging or approachable”</p>
<p>“...lecturers were really supportive, 'no stupid question' type atmosphere is helpful for queries”</p>	<p>“Personally I feel more time for 1 to 1 interviews where I can discuss my progress with my PAT should be available”</p>
<p>“My lecturer has given me encouragement and support throughout my time at the College with my work when needed.”</p>	<p>“When in class I feel let down with help with writing and keep a good record of my work”</p>

1.2 Teaching on my Course: Quality

Positive	Negative
<p>“The lecturers are the best for the topics they teach. They are what have made my course enjoyable, exciting and progress to my end goal. They are the reason I have stayed...”</p>	<p>“Some teachers are not trained to a high level in the subject they are overseeing.”</p>
<p>“Most of the lecturers are helpful, knowledgeable, friendly and treat students with respect.”</p>	<p>“Some tutors are very disorganised.”</p>
<p>“Some lecturers knowledge base is very impressive”</p>	<p>“...some modules are taught better than others”</p>
<p>“The lecturers are encouraging, helpful and knowledgeable....”</p>	<p>“Some staff come across as unprofessional at times”</p>
<p>“I thought that all the staff at Perth College were professional, friendly and all good at supporting me and help me learn.”</p>	<p>“Teachers should be stricter when students disturb the others”</p>

1.3 Teaching on my Course: Content

Positive	Negative
<p>“The course is set out and taught well.”</p>	<p>“We need more practical.”</p>
<p>“Overall, I am having a good time at College and I am enjoying the balance between practical and theory work.”</p>	<p>“Lecturers need to be a bit more realistic about the amount of reading they expect. ... Maybe they could make it more targeted.”</p>
<p>“Most enjoyable year to date at College. Modules have been mostly interesting and informative....”</p>	<p>“.. More face to face could be better when preparing for assessments. Help to gain work experience would make the course more interesting.”</p>
<p>“The course was suitable and has set me up well for next year's potential course.”</p>	<p>“I feel that the course has been OK but there is a definite need to look at the course content and its relevance to the industry.”</p>
<p>“I have enjoyed this course a lot more than I had expected. I love how each module links to others, and many of the learning outcomes encourage to pull information and knowledge from other modules.”</p>	<p>“I felt that even though the learning was lighter in semester two it was heavily assessments which it would have been nice to have more practice at in semester 1...”</p>

1.4 Teaching on my Course: Delivery

Positive	Negative
<p>“I thoroughly enjoyed the method of teaching and being more experimental with my own learning.”</p>	<p>“Increase practical to provide students with the skills for employment.”</p>
<p>“I enjoyed all the practical work in my course, and I enjoy being there because we can have a laugh but still get on and work.”</p>	<p>“...If something were to be improved I'd say maybe more options of learning new things, instead of just power points and handouts”</p>
<p>“I enjoy all aspects of the course as the teaching techniques make it easy to understand and retain information.”</p>	<p>“I feel that some classes are repetitive”</p>
<p>“...both use different methods to keep us engaged with learning. They are both willing to talk one to one if you feel unsure about something and try and explain it in a different way. They are fantastic!”</p>	<p>“The lecturers could speak slower and clear in order to help people/students from other countries”</p>
<p>“The course has been delivered brilliantly by the staff at Perth College “</p>	<p>“I have enjoyed learning through UC and face to face but not by online internet tutorial”</p>

1.5 Organisation and Management

Positive	Negative
"I feel that the course was run well with really good lecturers."	"many last minute changes to timetables and there were too many students in the days at the beginning of the year."
"Great communication between lecturers and students."	"I think that the organisation of the class could be improved. Multiple times we have been left with no lecturer/no instructions."
"I feel the lecturers are always well organised and helpful."	"sometimes when lecturers are not present, travel to College is not necessary as work could be completed else where so would be nice to have pre-warning when possible."
"I am happy at College, it's well organised and I am learning a lot of interesting stuff, that will be useful for the future. All my classes are good."	".. days where classes are cancelled and there is only one class that can be attended is sometimes frustrating."
"The course has been laid out and sorted out effectively allowing pressure to meet deadline low"	"I feel that the course is way too rushed and everything gets thrown at us all at one time"

1.6 Assessments and Feedback

Positive	Negative
<p>“Good, quick feedback on assessments.”</p>	<p>“when it comes to knowing what assessments are needed to be done there is a lack of communication and information provided.”</p>
<p>“The ability for assessment deadlines to be focused around other assessments is extremely helpful.”</p>	<p>“The turnaround for marking was long but then we were told to turn around remediation in just days. Some of us work/have children!”</p>
<p>“Great tutor, very inclusive. Provides good structure and feedback. Excellent.”</p>	<p>“I don't think the assessment deadlines are discussed between lecturers to ensure quality and timekeeping.</p>
<p>“There is good communication between me and PAT/lecturers. I know fully what's expected and my deadlines.”</p>	<p>“The workload on top of assessments has been very full on. I feel that staff should have considered the practicality of having so many assessments due at the same time because I think this affects the quality of our work...”.</p>
<p>“I am generally satisfied from teaching and assessment at the Perth College. I don't have any negative opinions because everything is well.”</p>	<p>Getting feedback is extremely important to students (while I understand that sometimes there are circumstances we cannot for see) I think waiting time is longer that it should be...”</p>

1.7 Learning Resources and Facilities

Positive	Negative
“Equipment and teaching is very good. Blackboard is very useful for revision”	“Having to share rooms with other classes isn't ideal.”
“The facilities are excellent this year and it has been really good to be in the one building for theory and practical classes.”	“the rooms offered and resources provided are usually good but have sometimes been unavailable or unsuitable which has been frustrating.”
“The facilities and equipment is fantastic and a lovely place to study.”	“...lecturers need to be more aware and savvy when it comes to blackboard. Blackboard is the only way we have to view what work needs done and when and it's not organised as well as it could be.”
“Classes are always very well prepared. PAT meetings and support is very welcoming.... Resources are excellent.”	“..the rooms are sometimes not very clean and tidy, this could be improved to be more hygienic.”
“Deadlines for nearly all assessments are very clearly stated on Blackboard at the start of the year and this is great because students can plan accordingly.”	“Ongoing problems with computers and printers which has a negative effect on timekeeping and productivity.”

1.8 Personal Development

Positive	Negative
<p>“Tutor respect was appreciated very much. ... This encouraged my confidence enormously as there was no immediate pressure, allowing me to be myself.”</p>	<p>“Some sort of scheme to help graduates find apprenticeships/employment would be very helpful”</p>
<p>“I like how the course helped me communicating with others through tasks and events.”</p>	<p>“I didn't feel I learned enough in that specific class.”</p>
<p>“My own self awareness and learning has enhanced greatly.”</p>	<p>“Help to gain work experience would make the course more interesting.”</p>
<p>“The work experience unit is very useful for gaining future employment and contacts within the industry....”</p>	<p>“There should be more support for students that do not know what to do after we finish this course.</p>

1.9 Student Voice

Positive	Negative
<p>“I love coming to College ... Our views are taken more seriously and the lecturers really care about our well being.”</p>	<p>“Students Association needs to be more involved and engaged with students”</p>
<p>“It was really helpful to have [***] and [***] in the class as they brought a point of view from a students' perspective and could advise on how they felt.”</p>	<p>“I feel some students don't get treated all the same by some lecturers.”</p>
<p>“Generally I enjoy my time at Perth College and feel like I'm taken seriously as a student.”</p>	<p>“students could be more involved in planning the next lesson, ideas and activities from students.”</p>

1.10 Wellbeing & Pastoral

Positive	Negative
“Staff are always supportive and friendly in my department. Staff encourage me.”	“Mental health isn't taken seriously. Apart from that the course is great.”
“...The College has a great support system for people with additional support needs.”	“I would like the option of a gender neutral bathroom at the College .”
“I was very nervous about coming to College because my School experience was very negative. However the College made me feel very comfortable and had lots of support,”	“I think bullying should be taken more seriously and lecturers should listen more. “
“I find this College very good. I feel supported - every aspect and I feel that everyone understands me.”	“I feel that the College does not consider our lives outside College. Jobs are hard to attend to and my social life is often non-existent. “

1.11 General

Positive	Negative
“In my opinion, everything is exactly as it should be. I really enjoy coming to College.”	“Fruit tubs cost more than hot food, that's terrible they should be free or cheap to encourage healthy eating. “
“I've really enjoyed my College experience and get on well with all my lecturers and look forward to returning to do another course in September. “	“Food could be improved could offer healthier options. “
“There is now clubs on during lunch, something to do during a long lunch break. “	“wifi could be improved “
“College is class. Loving life.”	“ I feel like suggestions regarding the food doesn't get taken seriously. “

Paper for Consideration: Perth and Kinross Community Plan Consultation 2017
Subject: Draft Perth and Kinross Community Plan (Local Outcomes Improvement Plan)
Author: Board Secretary (for cover paper)
Date of paper: 1 November 2017
Date of meeting: 9 November 2017

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 outlines the final draft Perth and Kinross Community Plan (Local Outcomes Improvement Plan) which the College provided input to. P&K officers have confirmed it is a final version, but it is currently with the Council’s design team to make it more user friendly, but is it correct in content in terms of final copy.

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

Status of Papers Open Closed

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

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

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

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



Perth and Kinross Community Plan

(Local Outcomes Improvement Plan)



2017-2027

DRAFT COPY

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Foreword

Foreword by Councillor Ian Campbell, Chair of the Community Planning Partnership Board.



Since we published our last Community Plan in 2013 the landscape for local public services has transformed radically. In a climate of continuing and global economic uncertainty the need to make sure we are delivering excellent public services at the right time, in the right way, and to the right people and communities, has never been greater.

Every pound of public money must go further. And so must our Community Planning Partnership in our determination to identify and drive out stubborn and persistent inequalities across Perth and Kinross. That is the Partnership's new statutory role, a duty which rests on each and every one of the partners.

Perth and Kinross is a big place with a varied geography, it's the fifth largest Community Planning area in Scotland and with a widely dispersed population. It spans the most remote and spectacular Highland landscapes anywhere in the country, as well as urban centres including Perth city itself, and over 100 towns, villages and hamlets. We could talk endlessly about what we mean by 'local' or what defines a community. What matters is that every public service delivered in our area is delivered locally, to individuals, families and neighbourhoods.

The context for public services is both exciting and challenging. New rights for communities via the Community Empowerment (Scotland) Act 2015 have changed the relationship between public service organisations and the people they serve. Active participation by communities in designing, delivering and improving the impact of services is already underway, via our Local Action Partnerships established in 2016.

Over the lifetime of this Community Plan, we will be instrumental in changing this relationship with communities. This will be achieved by putting more resources, responsibility, accountability and decision making under the control of communities, through our Local Action Partnerships and through initiatives like participatory budgeting, as well as building on our strong and extensive community networks. The social capital of Perth and Kinross is tremendous: over 30% of residents actively volunteer in our communities and their skills, knowledge and talent are what makes our area the best place in Scotland to live, work and visit.

During 2017 the Community Planning Partnership carried out extensive consultation with the public, with wider partners and with frontline staff who deliver public services of all kinds, every day. This Plan is shaped by their views about what matters most for our area. I am proud to lead the Community Planning Partnership as it embarks on delivering our vision of a confident, ambitious and fair Perth and Kinross for everyone.

October 2017

Our Context

Who We Are

Welcome to the 2017-2027 Community Plan / Local Outcomes Improvement Plan for Perth and Kinross. This is our Plan for positive outcomes for everyone in the area and in particular to tackle stubborn and persistent inequalities which can reduce life chances and opportunities for people. We can only achieve our collective vision by working alongside local people and communities. The Plan is about improving the lives and experiences of everyone who lives, works and visits here. Its development and delivery is overseen by the [Community Planning Partnership](#) comprising public, private and 3rd Sector bodies.

Our Vision

Our vision for the next decade is simple, and has been developed in dialogue with people who live in Perth and Kinross:

Creating a confident, ambitious and fairer Perth and Kinross, for all who live and work here.

We have five strategic objectives to deliver our vision:

[Giving every child the best start in life](#)

[Developing educated, responsible and informed citizens](#)

[Promoting a prosperous, inclusive and sustainable economy](#)

[Supporting people to lead independent, healthy and active lives](#)

[Creating a safe and sustainable place for future generations](#)

A Changing World

We have seen significant changes both nationally and globally since our last Community Plan in 2013. Economic uncertainty means public finances continue to be tight and long term financial trends are hard to predict. Technology is radically changing society with automation and artificial intelligence developing at speed. Demographic change is significant, as people live longer, and mass migration continues worldwide. These issues are particularly relevant in Perth and Kinross.

A Changing Perth and Kinross

We are at the heart of Scotland's history and we have significant economic and social assets. But we also face major challenges. Dependency on tourism, agriculture and hospitality means low wages – our levels are 9% below the Scottish average. Our 2017 Fairness Commission uncovered significant in-work poverty and rural poverty across the area. Social isolation in rural areas means transport and digital connectivity are vital. Our population is ageing, but alongside this we have welcomed 6,000 migrants from Eastern Europe and further afield in the last decade. Our overall population is set to increase by 10% over the next 20 years, and we require to build 6,000 new households by 2027.

Our Context

Changing Ways of Working

In the last five years the pace and scale of public service reform has accelerated rapidly with new legislation driving better integrated local services in health, social care and community justice. Education reform is underway with the dual aims of better collaboration at regional level, alongside devolved decision making to schools and Head Teachers, who can determine priorities at the most local level.

What binds all this legislative change is the principle of community empowerment, set out in the Community Empowerment (Scotland) Act 2015. Communities have new rights to request participation in public service planning, and for local assets to be transferred to community ownership.

New requirements place a statutory duty on our Community Planning Partnerships to consider the social and economic impact of our decisions and actions, in order to tackle inequalities where they exist amongst our communities. This strengthening of local democracy in Scotland means all public service organisations must be fully transparent in their planning and decision-making. In an increasingly complex delivery landscape - where services may be directly delivered, commissioned or provided by local communities and social enterprises - public services are moving from a position of control, to a greater reliance on influencing and joint working, to achieve our collective ambitions for the area. During the last five years the CPP has been placing an increasing emphasis on early intervention and prevention. We will continue to do this going forward.

Achieving our Vision

This Community Plan is about three things: positive outcomes for everyone in Perth and Kinross; prioritising preventive approaches; and tackling stubborn inequalities where they exist.

Individuals and families across both our urban and rural communities are affected by inequalities in income, health and employment opportunities. Our large geography, with a relatively low and widely dispersed population, makes inequalities sometimes difficult to identify and address. Inequalities are not just experienced by geographic communities; they apply to communities of interest and at individual household or family level. It is the inter-connected nature of inequalities that make them so difficult to address, requiring complex support to be applied by partners.

The 2017 [Fairness Commission](#) is our compass for tackling inequality, with a set of key recommendations from the independent Commissioners, which Community Planning partners will now take forward. Its recommendations are reflected in this Plan and our five Local Action Plans. These have been developed by our Local Action Partnerships (Highland and Strathay, Eastern Perthshire, Perth City, Strathearn and Strathallan and Kinross-shire, Almond and Earn). They are the building blocks of this Community Plan / Local Outcomes Improvement Plan. Together, we will make Perth and Kinross a confident, ambitious and fairer place for everyone.

Our Area

Population

Perth and Kinross is home to 150,680 residents. Our population is projected to grow approximately 10% by 2039 which is greater than the predicted growth of Scotland overall (7%). This predicted growth is mainly due to migration and the increase in the number of older people living or settling in the area. Currently people aged 65 and over account for 23% of the total population. By 2039 this proportion is set to increase to 30%. Whilst growth provides opportunities, it brings new challenges in terms of providing high quality services that meet peoples` needs.

Geography

Perth and Kinross is located in the heart of Scotland and covers an area of 5,300 square kilometres. The majority of the area is rural, with Perth City being the administrative, economic and cultural heart and home to a growing and diverse population, currently of around 50,000. Our area encompasses 12 towns over a 100 smaller settlements of all sizes, and some of the UK's wildest and most stunning landscapes. The diversity of our landscape and our urban/rural mix can bring challenges as well as opportunities to redesign services to meet the changing needs of our population, for example, ensuring the right support is provided in the right way to those living in our most rural and remote areas. There are a number of community led projects to reduce social isolation, which affects members of our rural and urban

communities, however we need to continue to work with communities to do more to make life better for the people of Perth and Kinross.

Households

We have 67,676 households in Perth and Kinross and it is predicted that there will be 73,101 households by 2027. Affordable housing continues to be a priority for this area. Since 2011/12 over 500 affordable houses have been built by Registered Social Landlords and the Council. The Council is planning to build at least 80 new Council houses across Perth and Kinross each year over the next five years.

Economy

Within Perth and Kinross, unemployment is generally low at 1.3%. Low wage sectors such as tourism, hospitality and agriculture are important locally. This contributes to the fact that earnings from jobs in the area have been around 9% less than Scottish averages over the last decade. Resident earnings have also grown more slowly than Scotland during the same time. Around one in every nine working-age households are reliant on some form of (non-universal) state benefit.

Work is underway to expand on the economic and physical regeneration through investment in Perth City and our main towns, focussing on economic growth, tackling inequalities and increasing employment opportunities to meet future demand. We continue to take a proactive approach in attracting people to the area; increasing local spend and promoting our local businesses to thrive.

Our Area

Children and Young People

The Community Planning Partnership has sustained a clear and ambitious vision for the citizens of Perth and Kinross. This shared vision benefits from unanimous political support and aligns the strategic direction across the partnership. This has created a culture of high aspirations for all our children, young people and families.

Through the Children, Young People and Families Partnership, partners have collaborated successfully to realign resources towards prevention and early intervention to prevent poor outcomes occurring, recognising that most, however not all, children and young people exist as part of a family unit.

Eighty percent of children are reaching their expected developmental milestones at their 27-30 month review. Support to parents continues to be a priority with a 30% increase in those attending a range of parenting programmes and family learning opportunities over the last year.

Sixteen percent of our population are children, and local authority education is provided to around 18,000 school pupils. There are 10 secondary schools including 6 community campuses, 73 primary schools, and one additional support needs school. High quality early learning and childcare is available through a range of settings across Perth and Kinross. We have one pre-school centre and 47 nursery classes within primary schools, and 36 partner providers of publicly funded childcare.

Attainment at Perth and Kinross schools continues to build on already high levels of performance. At first, second and third levels of Curriculum for Excellence, there are long term improvements in pupils making very good progress across the key areas of reading, writing, mathematics and numeracy and listening/talking. Our young people achieve high standards in national examinations and achievement measures, with 93% of school leavers going on to a positive destination. These figures compare very favourably with other local authority areas. However we need to continue to collectively work to close the gaps in attainment and achievement where they exist.

Health and wellbeing

Residents in Perth and Kinross continue to have a higher life expectancy compared to the national average. Since 2011 the number of people aged 65 and over has increased by 14%. Over the same time period, the population of those aged under 65 has remained stable. The population of over 65s is projected to continue to increase, and against this backdrop, we are successfully supporting people to remain in their own home for longer. In 2015/16, 98% of people aged 65 and over lived at home. Within the same time period 720 people aged 65 and over were using Technology Enabled Care (excluding community alarms). This is a 60% increase since 2013/14 and developments in this area will be a key focus in the future.

Our Area

Safer Communities

Perth and Kinross remains a safe place to live. Over the last five years the number of crimes committed has continued to decline, and crime is at its lowest ever level. Over the last year there has been a reduction of nearly 400 crimes, with 150 fewer common assaults. The number of fire-related injuries shows a decline. Supporting our most vulnerable people in our communities remains a priority and our move to targeted home safety visits supports our proactive approach to reducing unintentional harm in the home. As a result there is a decrease in the number of hospital admissions of over 65s from unintentional harm in the home. We are committed to making a positive difference to people's wellbeing, and providing a sense of security. The Community Planning Partnership recognises the need to work with all communities to develop high levels of community resilience and confidence, especially in a time of reducing public sector finance.

Sustainable environment

The Community Planning Partnership is committed to making a positive difference to people's wellbeing through creating and maintaining healthy public spaces that encourage community cohesion and connection. This approach is strengthened when communities are empowered to look after nature and landscapes and are involved in the decisions that affect them.

Across Perth and Kinross this performance is very strong with 52.9% of the area's waste being recycled/ composted. There is potential to grow the area's renewable energy sector in terms of wind, hydro and biomass and clean technology.

Tenants are being empowered to identify and prioritise environmental improvements that will benefit the wider community. Over 50 projects were identified and delivered including: additional parking areas, clearing pathways to improve pathways and installation of security lighting.

Equalities

In Perth and Kinross we actively promote equality and diversity and we are committed to equality of opportunity as public service providers and as employers. We have made important improvements in providing equality of access to key services, such as early years and family support. We value the diversity of the communities in our area and continue to work towards providing services that are inclusive and accessible. We work closely with our partners on a number of initiatives to support our diverse communities to integrate and feel fully included. Initiatives include our multi-cultural events, community lunch clubs, and the Show Racism the Red Card initiative, to deliver anti-racism educational workshops to our schools. By working in partnership to promote equality we believe that we will make better use of all available public and community resources.

Our Area

We recognise our responsibility for promoting equality through the nine protected characteristics (age, disability, gender reassignment, pregnancy and maternity, marriage/civil partnership, race, religion or belief, sex, sexual orientation). We also recognise that we must go beyond the protected characteristics and consider issues such as health, income, gender identity, employment status and housing circumstances and how they can impact on people's life chances.

Inequalities

One in seven of our households are classified as being amongst the most socially and financially challenged in the UK. Perth and Kinross has 186 data zones, 11 of these are classed by the Scottish Index of Multiple Deprivation (SIMD) as being within the 20% most deprived in Scotland. These 11 data zones are home to approximately 8,200 people.

Households that are experiencing the consequences of poverty are found in both our rural and urban areas, which provides a significant challenge in terms of how to best meet everyone's needs.

Within Perth and Kinross, 2% of the population live in households where there is no central heating and 7% the population live in households which are overcrowded. 8% of the population are classed as income deprived compared to 12.3% in Scotland. The most deprived areas are concentrated in Perth (City Centre and North Perth) and Rattray. Overall around 1 in 5 children are estimated to be living in relative poverty after housing costs are considered.

One of the key challenges for those living in rural areas is fuel poverty. In the 2015 Local House Condition Survey 22.3% of all households in Perth and Kinross are in fuel poverty and spend more than 10% of their income on household fuel.

The Community Planning Partnership is committed to tackling persistent inequalities across the area. In addition, there will be a new [Socio Economic Duty](#) for public authorities at the end of 2017 to make sure our strategic decisions are carefully thought through, so they are as effective as they can be in tackling socio economic disadvantage and reducing inequalities.

This is a brief summary of the area. To find out more information on Perth and Kinross see [Stories of Place](#).

Our Area

Fairness Commission

In 2016, Perth and Kinross Community Planning Partnership established a Fairness Commission to learn more about how people living in the area experience poverty and inequality in their everyday lives, and the circumstances which prevent people from reaching their full potential. The Commission was made up of 11 independent Commissioners with a broad range of experiences and expertise.

After listening to the professional and personal experiences and observations of as many people as possible within the area the Fairer Futures report was launched. The report offers recommendations to the Community Planning Partnership, and everyone else within Perth and Kinross, which will help to address the challenges that people are facing within our communities. The report also highlighted areas of good practice that are helping people, and should be more widely implemented across the area.

The following themes emerged within the Commissioners findings:

- ❖ A Fairer Perth and Kinross: People, Place and Equality.
- ❖ A Strong Start: An Equal Footing for Life – Chances, Choices and Confidence.
- ❖ Fairer Working Lives: Opportunity, Security and Respect.
- ❖ A Thriving Third Age: Living Well, Belonging and Contributing.
- ❖ Better Connected: Services, Transport and Digital Lives.

The Commission's recommendations can be found at the [Fairer Futures website](#).

A Place-Based Approach

Within Perth and Kinross we have five Local Action Partnerships which cover the following localities. They are:

[Highland and Strathtay](#)
[Kinross-shire, Almond and Earn](#)
[Perth City](#)
[Strathearn and Strathallan](#)
[Eastern Perthshire](#)

They consist of representatives from the local community, local elected members, and staff from Community Planning Partners. The Local Action Partnerships work together to identify the priorities for their area, particularly relating to inequalities and the actions they will take to address these priorities.

The [Stories of Place](#) website contains data on each locality that brings together statistical and community information, to help build a picture of what it is like to live in the city, towns and villages that make up Perth and Kinross. Local services and communities are encouraged to add information about their locality to the site. Using the Stories of Place, combined with community intelligence, the five Local Action Partnerships have produced Local Action Plans, which encompass shared priorities and solutions to issues affecting our communities.

Giving every child the best start in life

Our Ambition

Our children and young people have the best start in life and Perth and Kinross is the best place in Scotland to grow up.

Our Context

- ❖ The percentage of women who smoke during pregnancy (17.6%) is similar to the Scottish average (17.3%).
- ❖ The rate of stillbirths locally is 3.9 per 1,000 total births. This is higher than the Scottish average of 2.7 per 1,000 total births.
- ❖ In 2016, 17% of births were to non-UK born mothers, the same as the Scottish average.
- ❖ Children and young people aged 0-14 account for 15% of our population.
- ❖ The majority of children, 80%, meet all their developmental milestones at their 27-30 month assessment. The minority of children who do not meet all their developmental milestones are mainly from disadvantaged backgrounds.
- ❖ 600 hours of early learning and childcare is available to all.
- ❖ In 2015/16, 77.6% of children in primary 1 (P1) were a healthy weight. For those children who were not a healthy weight, 21.9% were at risk of being overweight and obese and 0.5% were at risk of being underweight.
- ❖ In 2015, the majority (73%) of children in P1, were considered 'low risk' with 'No obvious tooth decay experience'; in primary

7 (P7) this percentage reduces to 72%. Both of these figures are better than the Scottish average.

- ❖ In 2016/17, the majority of P1, P4 and P7 pupils were making very good progress in reading, writing, maths, listening and talking.
- ❖ Estimates of children in poverty, after housing costs, vary across the area from almost 1 in 4 children in Perth City, to around 1 in 8 across more rural areas. Overall for Perth and Kinross the figure is 1 in 5 children. Around 1 in every 10 working-age households is in receipt of some form of (non-universal) state benefit.
- ❖ The number of Looked After Children (LAC) in Perth and Kinross has grown steadily over the last six years.
- ❖ 95% of young people leave school to go to an initial positive destination.
- ❖ The poverty-related attainment gap widens as children progress through school.

Giving every child the best start in life

The Challenges

To ensure that every child has the best start in life we will need to:

- ❖ Tackle inequalities; work to eradicate the consequences of poverty and close the gap in attainment and achievement between those who are most deprived and least deprived.
- ❖ Strengthen families and build resilient communities; work with parents to support a healthy pregnancy and the earliest years of a child's life. This will help make sure early interventions have the greatest impact.
- ❖ Meet the needs of our most vulnerable children, young people and families; work to identify, at an earlier stage, those who would benefit most from personalised and intensive support to increase their resilience and build their own independent support network.

What we are doing

The Community Planning Partnership reaffirms our shared and longstanding commitment to Getting It Right for Every Child (GIRFEC), which ensures that our children and young people are offered the right help at the right time from the right people.

We continue to strive to improve the life chances and choices for our children and young people.

We ensure our work reflects national legislation, strategies and policies such as all relevant parts of The Children and Young People (Scotland) Act 2014.

We continue to promote family-friendly working practices, to ensure that people with children can access and sustain employment, study or training. We recognise the need to make sure we provide high-quality, flexible and affordable childcare (particularly for parents on low incomes and/or living in rural areas) allowing parents to work if they wish and which will also improve children's pre-school development. This will include increasing the entitled amount of early learning and childcare from 600 hours to 1,140 hours.

At the core of helping us to achieve our vision is the [Tayside Plan for Children, Young People and Families 2017-2020](#), the first joint plan to be produced by the three Community Planning areas of Angus, Dundee and Perth and Kinross. The plan reflects our shared priorities for children, young people and families. It outlines the evidence and research which has helped form our priorities within this Community Plan. It has also shaped our actions. i.e. the work that needs to be continued to achieve our short, medium and long term goals.

To help us achieve our ambition it is important that we are commissioning the right services and support, which will have the greatest impact on our children, young people and the families and communities which they are a part of. The Council's Education and Children's Services Commissioning Strategy 2017-2020 sets out the approach to commissioning services for children, young

Giving every child the best start in life

people and families whilst providing a firm foundation for generating joint approaches to the strategic commissioning of services with Council partners.

Whilst the health of expectant mothers across Perth and Kinross is similar to the Scottish average there are communities which experience much higher rates of smoking and using drugs throughout pregnancy. It is these differences in pregnancy and early years that our Health Visiting Pathway and Family Nurse Partnership Programme aim to reduce.

To help reduce the number of children who are at risk of obesity, nurseries and schools are being encouraged to participate in The Daily Mile, a simple initiative which motivates children to run or walk for 15 minutes every day. Additionally, we have been piloting Food, Families and Fun programmes in targeted areas to help tackle childhood obesity.

In recent years the number of child concern reports has been increasing which reflects the work [The Child Protection Committee](#) has been undertaking to ensure that everyone is aware that keeping children safe is everyone's responsibility.

The Child Protection Committee (CPC) continues to be dedicated to the protection of children and young people in Perth and Kinross. One of the ways the CPC safeguards and promotes the wellbeing of

children is through its work promoting the development of staff from all partners. Learning and development sessions are offered across a wide range of subjects such as Child Sexual Exploitation and Working with Children and Families affected by Parental Substance use.

Our commitment to ensuring our children and young people who are looked after or are care-experienced have the same outcomes as those who are not, is set out within the Corporate Parenting Plan 2017-2020.

Under The Children and Young People (Scotland) Act 2014, [provision](#) has been made to support young people, up to the age of 26, who have been in care. This provides a bridge from the protected status of a looked after child into adult independence.

Giving every child the best start in life

What next and what difference will it make?

As a partnership we have identified the following priorities to make sure every child is given the best start in life. These are:-

1. **Ensure our children will have the best start in life; they will be cared for and supported to learn in nurturing environments.**

We will work alongside families to improve children's wellbeing and encourage early social and emotional development. In partnership with parents and carers, we will support children in their early years to make sure all children and young people in Perth and Kinross are given the best start in life. Children belong in families therefore ensuring parents are supported in developing the skills they need as parents has been a focus of the work of the partnership.

By 2020/2021 there will be:-

- ❖ Improved outcomes for maternity and births (such as stillbirth and smoking during pregnancy).
- ❖ At least 85% of children within each Scottish Index of Multiple Deprivation (SIMD) quintile reaching all of their developmental milestones at the time of their child health reviews.
- ❖ At least 85% of children within each SIMD quintile successfully achieving early level literacy, numeracy and progressing in health and wellbeing.

2. **Ensure our children and young people are physically, mentally and emotionally healthy.**

We will improve the mental health, wellbeing and resilience of children and young people through early advice, support and education. Our services will equip young people to make healthy lifestyle choices and reduce their involvement in risk taking or harmful behaviours such as substance use, unsafe sex, poor diet and lack of exercise.

By 2018/2019 there will be:-

- ❖ An increase in the percentage of primary 1 (P1) children in SIMD Quintiles 1 and 2 who are free from dentine disease.
- ❖ Full implementation of the Tayside Mental Health Strategy for Children and Young People.
- ❖ An increase in the number of distinct participants involved in physical activity and competitive sports.

By 2020/2021 there will be:-

- ❖ A reduction in the percentage of primary 1 (P1) children whose Body Mass Index (BMI) is within the top 5%.
- ❖ An increase in the number of young people being supported to develop their resilience and coping skills.
- ❖ More young people, parents/carers and practitioners being empowered to support other young people to have positive wellbeing, and managing minor mental health issues.

Giving every child the best start in life

3. Ensure our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.

We will focus resources on groups of children and young people that are more likely to experience inequalities and poor outcomes in health, wellbeing, education and post-school destinations. We commit to closing the various “gaps”, increasing accessibility and broadening opportunities.

By 2018/2019 there will be:-

- ❖ An increased number of care leavers aged 16-18 achieving equal outcomes to their peers, in educational attainment.

By 2020/2021 there will be:-

- ❖ A reduced percentage of young carers being assessed at the highest level of support need.
- ❖ A reduction in the number of young people requiring residential care.

4. Ensure our children and young people will be safe and protected from harm at home, school and in the community.

Our approaches to protecting vulnerable children and young people will be integrated and focused on early identification, and immediate and effective intervention to remove and reduce the risk of significant harm.

By 2020/2021 there will be:-

- ❖ Better support through our GIRFEC pre-birth approach for vulnerable pregnant women. This will be evidenced using an outcome focused measurement tool.
- ❖ Fewer children admitted to hospital due to an unintentional injury.
- ❖ A smaller percentage of children and young people re-registered on the Child Protection Register.

Giving every child the best start in life

Additional Information

Outcome Delivery Group

Children, Young People & Families Partnership

Supporting Strategies

Tayside Plan for Children, Young People and Families
Parenting Strategy
Play Strategy for Scotland
Corporate Parenting Plan 2017-2020
Emotional Wellbeing Collaborative

Useful Links

Child Protection Committee
Getting it right for every child (GIRFEC)
Early Learning and Childcare

3rd Sector Forum

Children, Family and Young People's Forum

Performance / Data

CPC Standards and Quality Report 2015/2016

Developing educated, responsible and informed citizens

Our Ambition

Everyone in Perth and Kinross has a stake in creating a confident, ambitious and fairer place to live, learn, work and visit. We will support children, young people, adults and communities to develop their skills and active participation in their communities.

Our Context

- ❖ Attainment at Perth and Kinross schools continues to build on already high levels of performance. At First, Second and third levels of Curriculum for Excellence there are long term improvements in pupils making very good progress across the key areas of reading, writing, mathematics and numeracy and listening/talking.
- ❖ Our young people achieve high standards in National Examinations and achievement measures.
- ❖ School attainment amongst looked after young people is lower than the wider pupil population.
- ❖ A higher number of pupils are identified as having Additional Support Needs when compared to the Scottish average.
- ❖ The numbers of 16-19 year olds in employment, education or training was 93.1% in 2017, which is higher than the Scottish average.
- ❖ Youth Services and Secondary Schools offer the Duke of Edinburgh Awards Scheme to young people. The uptake of this is amongst the highest in Scotland.

- ❖ We have 75 Young Heritage Ambassadors involved in intergenerational projects celebrating local history.
- ❖ Approximately 230 young people are volunteer sports coaches.
- ❖ On average people living in Perth and Kinross hold more qualifications than the average person in Scotland.
- ❖ In Perth City and Eastern Perthshire we have welcomed nearly 6,000 migrants from Eastern Europe and across the world in the past 10 years.
- ❖ In 2016/17 the Adult Literacy Partnership delivered 2,846 literacies sessions in English for Speakers of Other Languages.
- ❖ Digital learning and connectivity are particularly important for us because of the large geography and areas of low population density in Perth and Kinross.
- ❖ There are currently 170 social enterprises operating in the area and we intend to grow this number through initiatives including Creative Exchange Perth.
- ❖ Volunteering in Perth and Kinross is above the national average at 31% - around 39,000 people.
- ❖ We have growing levels of participation in local democracy including 7,000 participants in Participatory Budgeting in 2017.

Developing educated, responsible and informed citizens

The Challenges

To develop educated, responsible and informed citizens we will need to:-

- ❖ Maintain high standards of attainment and achievement for all children and young people.
- ❖ Ensure that young people leaving school continue to have positive destinations and enter employment, further education or training.
- ❖ Ensuring there are appropriate employment opportunities for our young people who may currently leave the area to find high quality jobs in the creative and cultural sector.
- ❖ Close the attainment gap between young people living in our most and least deprived communities.
- ❖ Continue to provide appropriate support for young people with Additional Support Needs which allows them to reach their potential.
- ❖ Provide English for Speakers of Other Languages training to migrants moving to Perth and Kinross, with a focus on delivery in communities.
- ❖ Close the digital divide and ensure people have the skills and confidence to embrace digital learning and connectivity to expand their employment and life skills opportunities.
- ❖ Re-shape services at a local level to support those furthest from the job market back into education, training or employment.

- ❖ Increase the number of volunteers and community groups, to build community capacity and cohesion.
- ❖ Increase the numbers of young people and adults speaking Gaelic.

What we are doing

At CPP level we have a number of key plans and strategies in place or under development to achieve these strategic objectives, with a strong emphasis on local and regional collaboration, and joint resourcing.

The new Tayside Plan for Children, Young People and Families 2017-2020 will support every child in Tayside to fulfil their potential by meeting their specific needs, including additional and complex needs, through effective integrated working across all relevant public services.

The National Improvement Framework (NIF) for Scottish Education is a key driver for our work, focusing on raising attainment for all children and young people and addressing inequalities which prevent our most disadvantaged youngsters from achieving their full potential. The Raising Attainment Strategy (RAS) 2016-19 sets out how we will achieve this and will also address the recommendations of our Fairer Futures report, including equal access to participation in a range of activities, including sport and culture.

Developing educated, responsible and informed citizens

The Career Education Scotland Standard 3-18 sets out a range of entitlements for all children and young people aged three to 18, designed to better prepare young people for the world of work.

Developing Scotland's Young Workforce initiative sets out to reduce youth unemployment, and develop the workforce by providing young people with learning, which is directly relevant to getting a job. This benefits individuals, and improves the economy through increased youth employment.

The Scottish Government Statement of Ambition for adult and community learning sets out three core principles: learning should be lifelong, adult learning should be life-wide and learning should be learner-centred. In Perth and Kinross we provide a wide range of community based learning opportunities for adults and families.

The Community Learning and Development Plan 2015-18 sets out the range of learning opportunities we provide to young people, families, adults and communities across Perth and Kinross.

Perth and Kinross is home to Perth College University of Highlands and Islands, which has its main Campus in Perth City, and Learning Centres across the area. The role of Perth College/UHI as a key partner in delivering economic and social transformation in Perth and Kinross is described in its Vision 2021 Strategic Plan, which sets out to work with employers, within secondary and primary schools to enhance vocational education pathways.

We recognise Gaelic as an integral part of our heritage, local identity and cultural life, and we have a Gaelic Language Plan for 2018-2022 which sets out our ambition to grow Gaelic. Gaelic language opportunities are available for early years to adult in community, school and workplace settings across the area.

Support to help people into work is provided by a wide range of Community Planning Partners, including Skills Development Scotland, Department for Work for Pensions, Perth and Kinross Council and Perth College University of Highlands and Islands, as well as 3rd Sector organisations.

Communities are additionally supported and empowered through our Local Action Partnerships and participatory budgeting initiatives, where residents decide how public money will be spent. Our track record of engaging communities in major initiatives such as the bid for Perth to be UK City of Culture 2021 is equally strong.

What's next and what difference will it make?

As a partnership we have identified the following priorities to develop educated responsible and informed citizens. These are:-

1. High quality learning.

Our children, young people and their families will be meaningfully engaged with learning, and combined with high quality learning experiences, all children and young people will extend their potential.

Developing educated, responsible and informed citizens

By 2018/19 there will be:-

- ❖ An improvement in children and young people's attainment in literacy and numeracy and the gaps between the most and least deprived areas will have reduced.
- ❖ Improved information, services and targeted support for children and families as a result of our Parenting Strategy.
- ❖ A commitment to developing the learning experience for children and young people accessing Gaelic Medium Education.
- ❖ A Health and Wellbeing Strategy, contributed to by children and families, leading to improved health and wellbeing outcomes.
- ❖ A strengthened the partnership with schools and Skills Development Scotland to embed the Career Education Standard in the curriculum.

By 2020/2021 there will be:-

- ❖ At least 96% of young people progressing to a positive destination on leaving school.
- ❖ Targeted use of the Pupil Equity Funding (PEF) to help deliver better outcomes for children and young people in literacy, numeracy and health and wellbeing.
- ❖ A review of Inclusion Services providing a more effective and efficient delivery model for all children and young people.
- ❖ The Strengthening Families Programme embedded in localities with an increase in the number of groups.

2. Finding and sustaining employment.

Ensuring young people and adults develop the skills they need, to find and sustain employment, as the best means of avoiding poverty and the best route out of poverty.

By 2018/19 there will be:-

- ❖ More employers offering work based activities to young people experiencing barriers to employment or at risk of a negative destination.
- ❖ More employers supporting work related learning – Foundation Apprenticeships, Modern Apprenticeships and Graduate Level Apprenticeships.
- ❖ A range of accredited achievement awards delivered to young people with a focus on those experiencing inequalities.

By 2020/2021 there will be:-

- ❖ Mentoring by small business owners to help young people at risk of a negative destination become work ready.
- ❖ A continued rise in the numbers of young people entering work with access to high quality training and qualifications, directly from school.
- ❖ An increase in the number of Social Enterprises across Perth and Kinross.
- ❖ Re-designed services at a local level supporting more people into employment, education or training, particularly those adults experiencing significant inequalities.
- ❖ New approaches to adult learning using digital technology.

Developing educated, responsible and informed citizens

By 2027/2028 there will be:-

- ❖ More young people and their influencers who understand the local economy and what skills employers expect; and they can access this information digitally.

3. Community participation.

Ensuring communities can participate in local democratic decision making and local asset transfer so that local public services are designed, delivered and monitored with full community engagement and involvement.

By 2018/19 there will be:-

- ❖ Increased community participation in decision making and community capacity at a local level, with support from Local Action Partnerships and Stronger Communities Team.
- ❖ A new Perth and Kinross wide Volunteering Strategy to support participation, active citizenship and community cohesion.

By 2020/2021 there will be:-

- ❖ An increase in local people actively involved in communities and local decision making.
- ❖ An increase in the number of community groups owning or leasing physical assets currently owned by public services.

By 2027/2028 there will be:-

- ❖ A sustainable network of vibrant community groups across Perth and Kinross.

Developing educated, responsible and informed citizens

Additional Information

Outcome Delivery Group

Children, Young People & Families
Partnership
Economy and Lifelong Learning Group

Supporting Strategies

Perth and Kinross Council Community Asset Policy
National Improvement Framework for Scottish
Education
Scottish Government Statement of Ambition for
Adult Learning
Curriculum for Excellence
Developing our Young Workforce
Perth College UHI Vision 2021
Raising Attainment Strategy
Community Learning and Development Plan
2015-2018
Perth and Kinross Council Gaelic Language Plan
2012-2017

Useful Links

Perth College UHI
Adult and Family Learning in Perth and Kinross
Gaelic in Perth and Kinross
Schools and Learning in Perth and Kinross
Skills Development Scotland
Skills Development Scotland Corporate Plan 2015 -
2020

Performance / Data

Attainment in Perth and Kinross
Schools 2016
School Leaver Destinations
Standards and Quality Report
Skills Development Scotland (SDS)

Promoting a prosperous, inclusive and sustainable economy

Our Ambition

We live in fairer Perth & Kinross which promotes inclusive economic growth and a thriving economy.

Our Context

- ❖ We have one of the lowest unemployment rates in Scotland at 1.3%.
- ❖ We have one of the highest rates of self-employment at 46% in Scotland.
- ❖ On any given day, around 3,300 people commute to better paid jobs in neighbouring areas.
- ❖ There has been an increase in the proportion of young people entering positive destinations (further education or employment).
- ❖ Almost 25% of workers are paid less than the voluntary higher Living Wage.
- ❖ Within our area, earnings are around 9% less than the Scottish average.
- ❖ 1 in 9 working-age households are reliant on some form of benefit.
- ❖ 14% of our households are classified as being amongst the most socially and financially challenged in the UK.
- ❖ More people are degree-qualified in Perth in Kinross and fewer people have no qualifications compared to the rest of Scotland.

- ❖ Travel costs and transport in rural areas can limit people's ability to seek and maintain work.
- ❖ Food and drink is a major employer in the area, making up 4.8% of our area's income. It is Scotland's most important export industry with exports growing by £421 million in 2016, to a record £5.5 billion - £1.5 billion in food and £4billion in the whisky industry.
- ❖ Tourism is a major employer locally. The exchange rate for the British pound could impact upon the attractiveness of the UK as a tourist destination for non-UK visitors.
- ❖ Our retail sector is changing, like all other towns and city centres, is experiencing major difficulties as shopping habits change and more products are bought on-line.
- ❖ Residential property prices are above the Scottish average.

The Challenges

To capitalise on the level of economic investment and deliver growth we will need:-

- ❖ A more diverse economy, by growing different types of businesses across the region.
- ❖ To bring more investment into the area.
- ❖ To secure higher value jobs for people in Perth and Kinross.
- ❖ A well-skilled and qualified workforce, particularly in areas such as Digital, Science, Technology, Engineering, and Creative Industries.

Promoting a prosperous, inclusive and sustainable economy

- ❖ To retain talent through securing better quality job opportunities for school leavers and graduates.
- ❖ To enhance the resilience of the rural economy, through enterprise growth support.
- ❖ To develop innovative approaches to the rural economy through links with organisations such as the James Hutton Institute and local universities.
- ❖ To work collaboratively with other local authorities to deliver the Tay City Deal ambitions, along with wider economic development focus for the area as a whole.
- ❖ To extend superfast digital connectivity across the whole of Perth and Kinross.
- ❖ To address the trend that smaller city centres such as Perth are more exposed to risk as larger volume retailers concentrate on places that have higher footfall.
- ❖ To develop our approach to fairer working lives, based on the issues raised by the Fairness Commission

What we are doing

We have a Local Development Plan which recognises that Perth & Kinross is an attractive place to live and identifies how our area needs to be further developed in order to make it a great place to do business too.

Together with our partners and the private sector, we are investing in infrastructure, digital, business and skills, cultural and sporting events

and festivals to build a vibrant economy within Perth & Kinross. We have made a capital investment of around half a billion pounds in infrastructure support, which seeks to attract new business and employment opportunities and make Perth one of Europe's great small cities.

We are developing, with our neighbouring councils, a comprehensive economic strategy to address inequalities and deliver a more prosperous and fairer future for our communities. The Tay Cities Deal will see investment up to £1.83 billion across the Tay Cities region.

Business Gateway and Growbiz are examples of where we continue to support business start-ups across the region.

Our Bid for UK City of Culture 2021 has been a catalyst to help us grow our creative industries. Through the Innovation Hub at the new 'Creative Exchange Perth' we will be supporting the development of our Creative and Cultural Industries to support and strengthen the cultural tourism offer and generate economic benefits for Perth & Kinross. We are also making a £53 million capital investment in the redesign and development of City Hall, Perth Museum and Art Gallery, St Paul's Church, and transformation of Perth Theatre. We are working hard to bring the Stone of Destiny to Perth and firmly establish Perth & Kinross as a vibrant and exciting tourist destination.

Perth and Kinross employers and education sector professionals are working together, to help improve skills and boost employment opportunities for our young people through the Developing the Young Workforce initiative.

Promoting a prosperous, inclusive and sustainable economy

The following represents the outlook for the areas key business sectors:

Cultural and creative industries (including cultural tourism, museums, crafts, performing arts, film/TV, and gaming) are now major growth sectors, recognised as such in the UK Government Industry Strategy and the Scottish Government Economic Strategy. Perth and Kinross already has a strong tourism sector, and its cultural assets are significant, so we are well placed to capitalise on this growth potential.

High value engineering - Building on our strengths as a centre of excellence for Aviation Engineering and host to high value companies such as Vector Aerospace and Merlin ERD, we will support innovation in high value jobs through the Tay Eco-Valley initiative and knowledge transfer from Perth College UHI, via a new Aviation Engineering Academy incubating new and growing businesses.

There is potential to grow the area's renewable energy sector in terms of wind, hydro and biomass; and also for clean technology in waste management or eco innovation, which in turn assists economic growth and employment across the region.

Food and Drink is a key employer in Perth and Kinross and continues to evolve and grow with products that are as diverse as honey, gin, whisky and soft fruits. Encouraging the production and export of

locally grown produce will support growth within the food and drink sector.

Tourism is experiencing growth and we are investing in developing the area to ensure sustainable growth and future success in this area.

The local construction industry will benefit from the investment in Capital Infrastructure and residential development which will be on-going for the next 5 years. As our fourth largest employer, the sector is now working with employability partners, to upskill local people to take advantage of employment growth in this area.

Perth and Kinross is currently performing better than national averages in respect of retail footfall and vacant properties - and there is current evidence of untapped resident expenditure. However the retail sector has been significantly impacted by the shift to on-line shopping. Support for independents, niche and alternative non-retail based strategies focused on residential, leisure, the night time economy and cultural offerings are required, in order to regenerate our centres. The ideal mix will be more independent shops, residential, leisure and cultural spaces.

Local businesses which export Agriculture / Farming goods are experiencing growth due to the drop in the value of the pound. However, this is unlikely to continue as increased costs and inflation take hold. Further consideration of the impact of Brexit on this, and other sectors, will be required.

Promoting a prosperous, inclusive and sustainable economy

What's next and what difference will it make?

As a partnership we have identified the following priorities to create a prosperous, inclusive and sustainable economy within Perth & Kinross. These are:-

1. To grow businesses and bring new investment and higher value jobs to Perth and Kinross.

We will set the conditions for new investment from home grown businesses and inward investors, such as the Food and Drink Park in Perth. This will bring higher paid job opportunities for people across Perth and Kinross. We shall work together to promote the Invest in Perth brand showcasing Perth & Kinross as a vibrant and viable place to live, work and invest. The Strategic Development Plan identifies areas for investment. We will deliver the Rural Perth and Kinross LEADER Local Development Strategy (2014-2020).

By 2018/19 there will be:-

- ❖ £170k of loan funding provided to small and medium sized enterprises in Perth and Kinross through Business Loans Scotland.
- ❖ The delivery of our Clean Technology, Renewables and Circular Economy action plan.
- ❖ The opening of the Creative Exchange Perth, providing workshops, business support and growth services to creative enterprises.

By 2020/2021 there will be:-

- ❖ Business Gateway supporting 240 businesses to start up each year in Perth and Kinross.
- ❖ A growth in Events and Festivals which deliver an economic impact of £25.5 million per annum.

By 2027/2028 there will be:-

- ❖ The creation of 100 higher value jobs in the area through Invest in Perth each year.
- ❖ A growth which will see at least 7% of all food and drink sector employment in Scotland based in Perth and Kinross.
- ❖ An increase in the value of tourism by 20% to £555 million.

2. To improve the public realm and infrastructure, and transform our cultural offer, to ensure that Perthshire remains an attractive place to live, work and invest.

We shall deliver on our transport and infrastructure commitments within the Perth City Plan to improve accessibility and physical connectivity, and ensure that people and businesses are connected digitally by delivering the Smart City plan. This will include innovative projects such as intelligent street lighting, smart waste and travel options.

We will build on the momentum and commitment created by the City of Culture 2021 bid to promote economic growth in culture and creative industry, and showcase Perth and Kinross as a vital and vibrant tourist destination. We shall continue to invest in our cultural offer and through our ambitious capital programme we will

Promoting a prosperous, inclusive and sustainable economy

deliver a new cultural attraction in the City Hall, a transformed Perth Theatre, and an improved Perth Museum and Art Gallery. Talented and innovative people will be attracted to the area by a rich cultural and events programme.

By 2018/2019 there will be:-

- ❖ 90% of premises connected to superfast broadband.
- ❖ Free public Wi-Fi in Perth City.
- ❖ An improvement in CCTV to make people in Perth feel safer.
- ❖ Intelligent street lighting used to reduce our energy consumption.
- ❖ Completion of the A9/A85 link road, to significantly reduce traffic congestion, and open up land for economic development.
- ❖ A redeveloped Perth Theatre and a new artistic programme.

By 2020/2021 there will be:-

- ❖ Superfast Broadband available to all premises across the area.
- ❖ Improved cycling and walking routes into Perth City Centre.
- ❖ A low carbon hub at Broxden with alternative fuel logistics.
- ❖ An innovation programme and Digital Knowledge Hub.
- ❖ A Creative Cities network across Scotland and Northern England, which would provide a strategic policy forum focused on developing new thinking and joint working on building flourishing rural economies.

By 2027/2028 there will be:-

- ❖ Improved connectivity through better rail links and quicker journey times.
- ❖ An integrated bus / rail interchange in Perth Centre.
- ❖ The Cross Tay Link Road will be completed.
- ❖ The revitalisation of Perth Harbour as an economic hub.
- ❖ An effective housing land supply capable of delivering 1,000 homes per annum.
- ❖ 600 more affordable homes built.
- ❖ 20 hectares of new employment land available for development each year.
- ❖ Investment of £100m in school estate through rebuilding and refurbishing programmes.
- ❖ The completion of the current £500 million Capital Programme.

3. To deliver new investment to the Tay Cities Region.

We shall work with our partners to deliver a cohesive and ambitious economic strategy for the Tay Cities region; as well as the programmes, projects and initiatives within the Tay Cities Deal which will create new opportunities for innovation, business, culture and leisure - with £1.8 billion of planned investment, and creation of 15,000 jobs for the Tay Cities region.

By 2018/2019 there will be:-

- ❖ Agreed Heads of Terms with Scottish and UK Government.
- ❖ Approved business cases for all major projects.

Promoting a prosperous, inclusive and sustainable economy

By 2020/2021 there will be:-

- ❖ 50 individual projects in development.

By 2027/2028 there will be:-

- ❖ New opportunities for innovation, business, culture and leisure, and investment of £1.83 billion to the Tay Cities region delivered through projects under the Tay Cities deal.

4. To develop our workforce; support people to develop new skills, to enter and advance in employment, retain and attract young people into the area.

Through our Developing the Young Workforce Perth and Kinross partnership, we will help businesses to support young people to stop leaving the area, by continuing to provide school and university leaver training and work opportunities.

With the support of the European Social Fund Employability Programmes, we shall develop and deliver more employability and social inclusion initiatives to provide opportunities for those who experience barriers to accessing or sustaining employment or who are in low paid jobs. We will address fair work issues, highlighted by the Fairness Commission. We shall continue to explore additional funding opportunities and through the Tay Cities deal we will work with our partners to deliver sustainable Regional Economic and Employability Strategies that allow cross area working and open up more types of employment opportunities.

By 2018/2019 there will be:-

- ❖ Continuing rates of high employment in Perth and Kinross.
- ❖ 635 individuals accessing tailored employability support per annum and 400 will move into work.
- ❖ More young people staying in the area with good employment prospects.

By 2020/2021 there will be:-

- ❖ Three sector skills academies delivered each year in Construction, Tourism and Care.
- ❖ Entry level employment opportunities for local young people in culture, heritage and tourism.
- ❖ An increase in wage rates in Perth & Kinross, to bring them in line with the Scottish average.

Promoting a prosperous, inclusive and sustainable economy

Additional Information

Outcome Delivery Group

Economy and Lifelong Learning Group
Tay Cities Region Joint Committee
Perth City Development Board

3rd Sector Forum

Perth & Kinross Social Enterprise Network
Perth and Kinross Employability Network
Rural Perth and Kinross LEADER Local Action Group

Supporting Strategies

Developing Young Workforce
European Social Fund Employability Programmes
Local Development Plan
Tay Cities Deal
Invest in Perth
Rural Perth and Kinross LEADER Local Development Strategy
Perth City Plan
Fairer Futures
PKAVS Strategic Plan 2015-2020
Tay Cities Deal: Economic Strategy
Perth College and the University of the Highlands and Islands Strategic Plan 2016-2021
Community Learning and Development Plan 2015-2018
Smart Perth and Kinross
Tactran Regional Transport Strategy: 2015-2036 Refresh

Performance / Data

Economic Journal
Skills Development Scotland Data
Office for National Statistics: Labour Market Data

Supporting people to lead independent, healthy and active lives

Our Ambition

People in Perth and Kinross lead independent, healthy and active lives, with choice and control over the decisions they make about their health, care and support.

Our Context

- ❖ In Perth and Kinross, 23% of people are aged 65+ compared to 18% across Scotland.
- ❖ In our area 64% of people aged 65+ rated their health as good or very good (2011 Census)
- ❖ 11,500 people (8%) are limited by long-term health problem or disability.
- ❖ Across Perth and Kinross, approximately 11,000 people aged 65+ live alone.
- ❖ 1 in 7 Perth and Kinross households comprises one person aged 65+
- ❖ Although reducing, we have a high number of people remaining in hospital when they are ready to be discharged
- ❖ 36% of people aged 65+ had volunteered within the last year (2015 Scottish Household Survey).
- ❖ 65% of people aged 65+ had participated in sport and exercise in the last four weeks (2015 Scottish Household Survey),
- ❖ Nearly 600 people a week take part in targeted Wellbeing programmes operated by Live Active Leisure.
- ❖ There are over 13,000 carers in Perth and Kinross (2011 Census), a quarter of whom are aged 65+.

- ❖ 37% of Perth and Kinross households are classed as fuel poor, (i.e. more than 10% of income is spent on fuel) and 12% of households (9% for Scotland), are in [extreme fuel poverty](#).
- ❖ 37% of homes are classed as not energy efficient, 3% higher than the national average.

The Challenges

Our key challenges in delivering our improvements include:

- ❖ Perth and Kinross has an ageing population, particularly in rural areas, so we need local services and support to be designed around specific communities' needs.
- ❖ Recruitment and retention of health staff and social care staff remains a challenge, reflecting the national picture.
- ❖ Shifting the balance of care and spend to support people at home and focus intervening early to enable people to remain at home, supported by innovative local options and support.
- ❖ Reducing unplanned admissions to hospital and managing those delayed when ready for discharge.
- ❖ Addressing health inequalities, including access and use of services, reducing isolation and loneliness
- ❖ Improving support for carers, including access flexible respite.
- ❖ Working with local people and the 3rd Sector to encourage and empower them to run initiatives for and by themselves.
- ❖ Ensuring a supply of affordable mainstream and supported housing and tackling homelessness.

Supporting people to lead independent, healthy and active lives

What we are doing

The Health and Social Care Partnership, established in 2016, includes NHS Tayside and Perth and Kinross Council with representatives and close working with housing, the 3rd and independent sectors. The Partnership is overseen by the [Integrated Joint Board \(IJB\)](#), responsible for delivering [integrated health and social care](#).

The Partnership's [Strategic Commissioning Plan](#) outlines their priorities for 2016-2019, including the need for services and support to intervene early to prevent later, longer term issues arising, enabling people to manage their own care and support by taking control and being empowered to manage their situation.

Self-Directed Support (SDS) continues to expand and enable people to choose the way their care and support are provided, promoting choice and control.

Technology Enabled Care (TEC) is also expanding, supporting people with their health and social care needs (telecare, telehealth and telemedicine) helping them remain at home for longer.

Reducing social isolation and loneliness is a priority as it affects people of all ages. Having contact with others is important and participating in activities improves people's physical and mental wellbeing. Working alongside local communities we have developed a range of projects to reduce isolation and will continue to build on this.

Many people who suffer from poor mental health, obesity and long term disease also experience poverty and social disadvantage, so our [Perth and Kinross Health Inequality Strategy](#) has a number of key priorities to address and reduce these.

Mental health and wellbeing continues to be a priority and we have some excellent examples of initiatives which promote mental health recovery, working alongside people to support their recovery.

The introduction of Universal Credit, which replaces six means-tested benefits and tax credits, in April 2018, presents a significant challenge. The Partnership is committed to working jointly to make sure vulnerable people are supported.

We know many people who provide an unpaid caring role, may be unaware of the support they could receive, so we want to radically improve support for carers, particularly access to flexible respite.

Drugs and Alcohol support in Perth and Kinross are currently being re-designed as part of the implementation of a Recovery Oriented System of Care (ROSC) which is a Scottish Government initiative. This is to join up services and make them easily accessible.

We will continue to work with housing partners to make sure there's a good supply of affordable mainstream and supported housing, with services attached to support people to live as independently as

Supporting people to lead independent, healthy and active lives

possible. We are planning future housing for people with particular needs, including people with learning disabilities, physical disabilities and older people, developing new build and supported accommodation over the next 5 years.

Regular physical activity provides general health benefits across a range of diseases and across all ages. There is strong evidence that the greatest health benefits happen when the least active people become moderately active. We will continue to work with partners on wellbeing programmes based in communities across Perth and Kinross and support older adults and people with or at risk of long-term conditions to live actively and improve their physical and mental wellbeing.

We will develop programmes such as “Woods for Wellbeing” to promote improved health and wellbeing, capitalising on Perth and Kinross’ natural beauty and the benefits associated with nature, outdoor informal exercise and social interaction.

What next and what difference will it make?

We will work together on the following priorities to support people to lead independent, healthy and active lives:

1. **Work with our communities to deliver person-centred healthcare and support.**

We want to build on the skills, knowledge, experience and resources that already exist within local communities, involving

people in developing person-centred healthcare and support so they can receive the care and support that they need in the way that they want.

By 2018/19 there will be:-

- ❖ Enhanced community support and support for carers to enable people to remain in their own homes for longer, avoiding unnecessary admissions and longer stays in hospital.
- ❖ Recognition of the role of unpaid carers and flexible support to help them cope with the challenges they may face.
- ❖ An increase in the number of people who use Self-Directed Support, to commission and control their own care.
- ❖ More support to local communities to build on their skills, knowledge and experience, fostering self-reliance and resilience and more access to Participatory Budgeting where local people choose how resources are spent.
- ❖ Pathways and support for transition in relation to Autism and Additional Support Needs.

By 2020/2021 there will be:-

- ❖ Wider community based support to maintain people in their homes, avoiding unnecessary hospital admission and reducing the need for permanent care home.
- ❖ Enhanced community support to support people from hospital back home, when they are fit.
- ❖ Preventative support for carers, enabling them to continue their caring role.

Supporting people to lead independent, healthy and active lives

By 2027/2028 there will be:-

- ❖ Recognition and acceptance that people will receive all but the most complex care in their own homes and they will be using technology enabled care as a key part of their support.
- ❖ People will be living longer and have good health longer because of innovative and early support in their local community
- ❖ A significant reduction in health and social inequalities.

2. Design our services around prevention and early intervention.

Services will be designed with our local communities who are well suited to enable early, preventive support, encouraging people to live independent and active lives.

By 2018/19 there will be:

- ❖ Locally-based integrated, multi-agency teams including GPs, pharmacies and the 3rd Sector to facilitate opportunities for more personalised, joined up care and support for people.
- ❖ Continued delivery of outreach activities to promote health and wellbeing.

By 2020/2021 there will be:-

- ❖ A reduction in crisis support as a result of enhanced earlier community support. GPs, social work, health, the 3rd and

independent sectors, as well as service users and carers, will work together to redesign services.

- ❖ Improved signposting and increased referrals to local activities and wellbeing programmes.

By 2027/2028 there will be:-

- ❖ Services accessed through self-service, avoiding bureaucracy and giving people more control in accessing the care and support they need.
- ❖ More volunteers, the 3rd sector activities and initiatives developed by local communities

3. Reduce inequalities and unequal health and social outcomes.

Tackling health inequalities is challenging because it involves access to education, employment opportunities, suitable housing which is warm, safe and affordable, equitable access to healthcare, and individual circumstances and behaviour. Reducing health inequalities will increase life expectancy, increase health and wellbeing of individuals, and reduce the personal, social and economic cost of reacting to the impact of poverty and inequality.

By 2018/19 there will be:-

- ❖ Further engagement across communities and 3rd sector with people not normally reached by mainstream health services
- ❖ People supported and prepared for Universal Credit, with local outreach services available for support.

Supporting people to lead independent, healthy and active lives

- ❖ A review of the use of hospital-based services for older people with mental health needs and people with learning disabilities.
- ❖ Healthcare needs assessment undertaken across the prison establishments and review and redesigned prisoner healthcare.

By 2020/2021 there will be:-

- ❖ A single point of contact that supports access to health and care services and staff working in localities with communities to support those most in need.

By 2027/2028 there will be:-

- ❖ More integrated services delivered in people's homes and from locality hubs, with greater citizen participation in the design and delivery of care and support.

4. Provide opportunities and support people to live active and independent lives.

Promoting sports and active recreation and mentally stimulating activities helps people have a healthier lifestyle and mental wellbeing. It reduces social isolation and increases general wellbeing. Leading an active and independent life, that is relevant to an individual's circumstances, increases resilience when faced with periods of poor health.

By 2018/19 there will be:-

- ❖ Health interventions and physical activity for people who are at the highest risk of ill health to prevent illness including smoking, alcohol and drug use, oral health, sexual health and undernutrition.
- ❖ Varied local initiatives to encourage physical activity and social interaction
- ❖ An increase in the use of Technology Enabled Care to compliment support for carers and to reduce the need for care at home where this is appropriate.
- ❖ Initiatives to reduce the number of people who are overweight or obese, targeting resources at those most at risk.

By 2020/2021 there will be:-

- ❖ Technology Enabled Care (TEC) fully embedded in the assessment and referral process with sophisticated monitoring in home and out and about to enable safe independent living. This will also support social connection and digital inclusion

By 2027/2028 there will be:-

- ❖ Fully digital TEC solutions in the home as standard, able to adapt to changing needs combining monitoring of health, care and overcoming isolation

Supporting people to lead independent, healthy and active lives

4. Reducing social isolation.

Social isolation is an issue for people of all ages, but more common in older people who live in rural and remote areas.

Intergenerational activities help share skills and knowledge within communities, and reduces loneliness. We will focus on improving connections between individuals, communities and organisations.

By 2018/19 there will be:-

- ❖ Expanded intergenerational work, building on projects between nurseries and schools and older people.
- ❖ A range of physical activity opportunities across targeted localities to promote social interaction and improve the wellbeing of those experiencing social isolation, with an increase in the number of unique users engaged in targeted health improvement programmes

By 2020/2021 there will be:-

- ❖ Further development of socially inclusive, inter-generational and cultural initiatives across the area to reduce the social isolation.

By 2027/2028 there will be:-

- ❖ Increased and varied initiatives run for and by communities themselves.
- ❖ More support for the 3rd sector to empower communities, such as Befriending and Your Community PKC.
- ❖ Supporting initiatives such as Care Co-operative Highland Perthshire to share skills and knowledge and increase the resilience of individuals and communities.

5. Housing.

We will continue to work with social housing colleagues, organisations and the private sector to manage and improve housing stock and achieve our ambition to increase affordable homes and meet the housing needs of people in Perth and Kinross.

By 2018 /19 there will be:

- ❖ An increased number of affordable houses
- ❖ More energy efficiency homes within private and social housing through a range of improvements and initiatives.

By 2020/21 there will be:

- ❖ A continued increase in affordable accommodation in urban and rural areas.
- ❖ Ongoing work with private landlords to provide enhanced housing options, bringing empty homes into use and improving the quality of privately rented accommodation.

By 2027/18 there will be:

- ❖ A balanced housing market where the supply of affordable housing meets demand, levels of homelessness are minimal and the quality of homes and their environment are of a high standard.

Supporting people to lead independent, healthy and active lives

Additional Information

Outcome Delivery Group

[Health and Social Care Partnership](#)

Supporting Strategies

[Strategic Commissioning Plan](#)
[Perth and Kinross Health Inequality Strategy](#)
[Carers' Strategies](#)
[Perth and Kinross Alcohol and Drug Partnership \(ADP\) Strategy 2015-20](#)
[TACTRAN Regional Transport Strategy: 2015 – 2036 Refresh](#)
[Live Active Leisure](#)

Useful Links

[Active Perth and Kinross 2016-2021 Integrated Joint Board Agendas and Minutes](#)
[Guide to Health and Social Care Integration](#)
[Health and Social Care Partnership Facebook Page](#)
[Mental Health and Wellbeing](#)
[Adult Support and Protection](#)
[NHS Tayside Public Health](#)

3rd Sector Forum

[Health and Social Care Forum](#)

Performance / Data

[Scottish Public Health Observatory](#)
[Scottish Health Survey](#)

Creating a safe and sustainable place for future generations

Our Ambition

Perth and Kinross is a sustainable, safe place for everyone to live, work and visit, and we make the most of our outstanding urban and rural environment for the benefit of all.

Our Context

- ❖ 94% of adults rate their neighbourhood as a very/fairly good place to live.
- ❖ The percentage of adults who feel very/fairly safe when walking alone in their neighbourhood and in their home alone at night is above the average for Scotland.
- ❖ The number of recorded crimes committed in Perth and Kinross has declined by 15% and is now at its lowest ever level.
- ❖ The crime rate per 10,000 population, reconviction rates and the number of reconvictions per offender are all below the national average.
- ❖ There are 109 Community Watch Schemes registered in Perth and Kinross.
- ❖ There are 27 local community resilience groups across the area.
- ❖ There are 4 flood protection plans in Perth and Kinross.
- ❖ The percentage of people who are satisfied/fairly satisfied with their nearest greenspace is 84% (76% for Scotland).
- ❖ Over 55% of our household waste is recycled, over 10% higher than the national average.

- ❖ There are 48 local community In Bloom groups in Perth and Kinross.
- ❖ Two thirds of people live outside the City of Perth and the rural nature of our area presents challenges for accessible and affordable transport.
- ❖ One in five households do not have access to a car or van.
- ❖ Almost 80% of people aged 17+ have a driving licence.

The Challenges

The challenges faced by communities and the Community Planning Partnership include:

- ❖ Working with our communities to develop resilience to emergency situations, and create safe and attractive local areas.
- ❖ Further reducing crime and reoffending rates and supporting those who have committed offences to reintegrate into their community.
- ❖ Supporting vulnerable people to get the assistance they need.
- ❖ Maintaining the outstanding beauty of our urban and rural environments.
- ❖ Responding to the agenda in relation to climate change.

Creating a safe and sustainable place for future generations

What we are doing

Safer Communities

Everyone has the right to live in a safe and secure environment, where they feel protected and able to go about their business without fear of crime. The Perth and Kinross Community Watch scheme shares information about community safety issues throughout the area, and Joint Home Safety Visits by Community Wardens and Fire and Rescue staff to vulnerable or concerned members of our communities. This help to make sure they feel safe in their homes.

Future challenges and priorities to keep Perth and Kinross a safe place have been identified by Police Scotland ([2026 Strategy](#) and Local Policing Plan). Collaboration with Community Planning Partners and others is key to improving the safety and wellbeing of people and their communities.

We are planning to carry out further work on our fire rescue and risk reduction strategies, delivered by the Scottish Fire and Rescue Service, with the support of other partners, to achieve our aim of zero fire fatalities in Perth and Kinross.

We continue to work across communities to support them to build resilience and confidence, including in emergency situations. We

support volunteer community groups develop and maintain community emergency plans. This makes a valuable difference to the preparedness of our local communities.

The new Community Justice Partnership is committed to working with local people to prevent and reduce offending and to support those who have committed offences to integrate into their local community. For example, where people have been sentenced to unpaid work, the Partnership looks at new and imaginative ways of making sure communities fully benefit from these orders.

For people who are released from prison, the Partnership works with the local community to make sure proper support is in place to help reduce the risk of people committing further offences. The Partnership has created an ambitious Outcomes Improvement Plan to ensure it achieves these goals.

Environment

Our nature and landscapes play an important role in supporting economic growth, improving people's health and wellbeing, adapting to climate change and providing us with a strong sense of identity. Making the most of our nature and landscapes, and improving the health and resilience of these natural assets, are essential to maintaining our area. Community groups (such as Friends of Parks, and local "In Bloom" groups) play a valuable role in protecting and enhancing our environment.

Creating a safe and sustainable place for future generations

This joint working with our local communities creates and maintains cleaner, safer and healthier local environments. Engaging with communities over land uses planning (such as the Local Development Plan) gives communities better opportunities to influence the future of their areas, and help create a sustainable environment for future generations.

By creating and maintaining sustainable communities, we can also address the consequences of environmental degradation such as climate change, and its implications on the use of public resources, habitat, energy supplies and other key issues.

The Scottish Government has set out ambitious targets for emission reductions, and energy strategy, along with proposed programmes and legislation to enable the delivery of the Government's ambitions. The proposed legislation creates a series of additional duties on Community Planning Partners, particularly local authorities.

Flooding has been a major issue for Perth and Kinross so Perth and Kinross Council, Scottish Fire and Rescue Services, Police Scotland, SEPA and Scottish Water all work together on this important issue for so many local communities.

Access to good quality, affordable housing in Perth and Kinross is still a key priority for the Community Planning Partnership as we continue to have a shortage of suitable housing across all of our local communities. Our priority remains in sourcing land and opportunities to build new affordable housing (as outlined in our Local Housing Strategy 2016-21), as well as to purchase former Council houses as needed, and to bring empty homes back into use for housing.

Smarter Connections

Feedback from our Local Action Partnerships and the recommendations of the Fairness Commission highlight public transport as a significant concern for many rural communities.

Accessible transport is essential to keep people mobile and connected and able to access services and activities. This helps reduce the feeling of social isolation for people in our communities. We need to work with communities to develop innovative solutions to meeting communities' transport needs.

Perth and Kinross is a welcoming place for all who live and work here and for people who choose to visit. The Fairness Commission highlighted that all services need to recognise the distinct challenges, cultural issues and inequalities that many people face. This may include translation and interpretation support for people to access the services they need; and working with people with disabilities, to ensure any identified barriers to their daily lives are addressed wherever possible.

Creating a safe and sustainable place for future generations

What's next and what difference will it make?

As a partnership we have identified the following priorities to create a safe and sustainable place for future generations. These are:-

1. Building Safer, Stronger and sustainable communities.

We will increase our community safety resilience by supporting volunteer community groups and their plans to deal with emergencies and create safer local communities. We will build on our approach to benefitting from nature and landscapes by supporting communities to preserve and protect their environment, and also be part of the decisions that affect them. We will review our community warden service to make sure it focuses on our key local priorities.

By 2018/19 there will be:-

- ❖ More communities that are involved and supported in developing and sustaining local resilience partnerships, giving local responses to emergency situations.
- ❖ Mechanisms in place to ensure vulnerable communities can report crimes and access services without necessarily choosing a traditional reporting pathway.

By 2020/21 there will be:-

- ❖ More support to the local action partnerships to become more directly engaged in local community safety issues.

2. Less offending.

We will make sure people who have previously offended have better access to the services they need, including welfare, health and wellbeing, housing, employability and volunteering to break the cycle of reoffending.

By 2018/19 there will be:-

- ❖ A further reduction in reoffending.
- ❖ Better access to services for previous offenders, including welfare, health and wellbeing, housing, employability and volunteering.

By 2020/21 there will be:-

- ❖ Interventions that are fully evaluated to determine their effectiveness when employed with different types of people who offend.
- ❖ The services previous offenders require identified and accessed timeously and positively influencing their lives.
- ❖ A sustained reduction in reoffending.

By 2027/28 there will be:-

- ❖ Interventions employed which will continue to reduce the risk of further offending.

Creating a safe and sustainable place for future generations

3. Supporting communities to feel safe.

We will work with local communities and 3rd Sector organisations to identify people in vulnerable circumstances and make sure they receive the support they need, enabling local people to play a part in this.

By 2018/19 there will be:-

- ❖ Additional measures to identify people in vulnerable circumstances. Vulnerable people will feel safer and all partner agencies will be identifying and reporting any adult concerns.
- ❖ More residents who feel safe in their communities and more support will be available for people, to help reduce the need for hospital admissions, particularly for over 65s.
- ❖ Measures put in place to reduce unintentional injury in the home.

By 2020/21 there will be:-

- ❖ Local networks in place for identifying and notifying vulnerability. There will be sustained identification and reporting of any adult concerns.
- ❖ Increased third party reporting as people will have more confidence to report domestic abuse.

By 2027/28 there will be:-

- ❖ Local culture and systems of support along with recognition that not all communities are the same. Supports provided will reflect local circumstances and needs.

4. Protecting our outstanding area.

We will work with people, communities and local organisations to improve our public places by encouraging communities to use and own their greenspaces; and improving local air quality.

By 2018/19 there will be:-

- ❖ The barriers preventing our communities from accessing and owning our greenspaces will be identified.
- ❖ 'Air Quality Action Plans' (AQAPs) for Perth City and the High Street area in Crieff.

By 2020/21 there will be:-

- ❖ Local community groups established and engaged in addressing litter and environmental issues including fly tipping and non-native species.
- ❖ There will be an increase in the number of adults giving time to volunteer.
- ❖ Improved health and wellbeing of the local community as a result of reducing air pollution in Perth and Crieff.
- ❖ Measures to reduce traffic and congestion related emissions.
- ❖ The promotion of modal shift in transport from cars to active travel.

Creating a safe and sustainable place for future generations

- ❖ An action plan to prevent and manage invasive non-native species.

By 2027/28 there will be:-

- ❖ Shared spaces developed through a collaborative approach with communities in order to create places that are multi use and to which people feel connected, with improved levels of cleanliness.
- ❖ Members of the community with greater choice to change their transportation to more sustainable means
- ❖ Greenspaces connected to shared spaces by means of shared path networks which link to improved health outcomes and air quality.
- ❖ Innovative and evidence based decisions that improve air quality, and reduction in the economic impacts associated with health related air pollution.

5. Building a sustainable future.

We will use our own organisations and influences to address climate change, tackle pollution, make sustainable energy choices, reduce and recycle waste and promote sustainable transport options, such as cycling and walking to support people's health and wellbeing.

We will promote a more sustainable economy through projects that mitigate and prepare for climate change scenarios. We will work with communities to develop an economy where we maximise use of resources, then recover and recycle products and materials.

By 2018/19 there will be:-

- ❖ Future risks and opportunities for partners and our communities of predicted climate change scenarios and impacts identified, and action taken to adapt accordingly.
- ❖ Future risks and opportunities for partners and our communities identified in relation to the sustainable use of resources.
- ❖ The total domestic energy consumption in the Perth and Kinross area (kWh) will have reduced.

By 2020/21 there will be:-

- ❖ Further contributions locally to the Scottish Government's target for lowering greenhouse gas emissions. Emissions from public sector organisations (tonnes CO₂) will be reduced by at least 56%.
- ❖ An increase in household recycling contributing to the Scottish Government's target of 60% recycling by 2020.

By 2027/28 there will be:-

- ❖ Further lowering of greenhouse gas emissions in the area, based on the Scottish Government's target of at least 66%. There will be a further reduction in emissions from public sector organisations.
- ❖ Further increase in recycling, contributing to the Scottish Government's target of 70% recycling by 2025 and a maximum 5% sent to landfill.
- ❖ Future risks and opportunities for partners and their communities, identified in relation to the sustainable resources. The total domestic energy consumption in the Perth and Kinross area (kWh) will have reduced.

Creating a safe and sustainable place for future generations

6. Smarter connections.

We will work together and with all sectors to reduce rural and social isolation and improve accessibility by supporting ways of making people more mobile and better connected through digital technology and community transport schemes. We will work with local communities to develop walking routes, cycle pathways, shared street space and infrastructure to support electric vehicles.

By 2018/19 there will be:-

- ❖ A revised road safety plan incorporating the importance of community led road safety initiatives.
- ❖ City Wi-Fi providing opportunities for community safety messaging.

By 2020/21 there will be:-

- ❖ Examples of good practice where local communities have led road safety plans.
- ❖ Integrated public space and other CCTV and community alarms, providing opportunities to keep people safe in their homes.

By 2027/28 there will be:

- ❖ An increased number of electric charging stations across Perth and Kinross.
- ❖ An increased number of community transport schemes operating in Perth and Kinross in particular within rural communities.
- ❖ Communities better connected and data used locally to provide an early warning system and more personalised services.

Creating a safe and sustainable place for future generations

Additional Information Outcome Delivery Group

Community Safety
Partnership

Supporting Strategies

Draft Policing Plan for Perth and Kinross
Police Scotland Annual Police Plan
Scottish Fire and Rescue Service Strategic Plan
Draft Local Fire and Rescue Plan for Perth and Kinross
Perth and Kinross Local Housing Strategy
National Strategy for Community Justice
Perth and Kinross Community Justice Partnership
Outcomes Improvement Plan
Perth and Kinross Development Plan
Waste -
<http://www.gov.scot/Publications/2016/02/1761>
Energy - <http://www.gov.scot/Topics/Business-Industry/Energy/energystrategy>
Travel -
<http://www.gov.scot/Publications/2006/12/04104414/0>
Biodiversity - <http://www.taysidebiodiversity.co.uk>
Waste Management Plan 2010-25
TACTRAN Regional Transport Strategy: 2015-2036

Useful Links

Biodiversity
Travel
Energy
Waste
Countryside and Wildlife
Perth & Kinross Council - Planning and Building
Alcohol and Drug Partnership

3rd Sector Forum

Community Justice 3rd Sector
Forum

Performance / Data

Crime and Justice Statistics
Key Scottish Environment Statistics 2016

Organised to Deliver

Community Planning Partnership Structure

The Community Planning Partnership (CPP) works locally with each other and with our communities. This is how we are set up:

Communities in Perth and Kinross – Community Planning is about delivering better services by working together and sharing resources for the benefit of our communities, and ensuring that people are able to have a strong say in the decisions of the organisations that serve them.

The **Community Planning Partnership Board** provides the strategic leadership and direction of Community Planning across Perth and Kinross and monitors how well the Partnership is working. It is made up of Elected Members and senior officers from each partner, and reports to communities in Perth and Kinross.

The **Community Planning Partnership Executive Officer Group** is a group of senior staff from community planning partners who meet regularly to take forward issues which affect the organisation of the partnership. This group advises the CPP Board.

The **Community Empowerment Working Group** advises the CPP Board on involving and engaging with communities.

The **Outcome Delivery Groups** –are tasked with delivering their respective part of the Community Plan. Each group is made up of representatives from community planning partners, elected members as well as 3rd Sector representation. The Outcome Delivery Groups are:

- Children, Young People & Families Strategic Partnership
- Economy & Lifelong Learning Group
- Integrated Joint Board (Health & Social Care Partnership)
- Community Safety Partnership
- Community Justice Partnership
- Public Realm and Environment Partnership



Action Partnerships

- ❖ Highland and Strathclyde
- ❖ Eastern Perthshire
- ❖ Perth City
- ❖ Strathearn and Strathallan
- ❖ Kinross-shire, Almond and Earn

Each Partnership is made up of community representatives, local Elected Members and Service Representatives. Each of the Partnerships has developed Locality Action Plans based on the local priorities identified through their [Story of Place](#).

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Community Planning Partners

The Community Planning Partnership Board consists of members of the following organisations:

- ❖ Perth and Kinross Council
- ❖ PKAVS
- ❖ Job Centre Plus
- ❖ NHS Tayside
- ❖ Scottish Fire and Rescue
- ❖ Police Scotland
- ❖ University of Highlands and Islands – Perth College
- ❖ Scottish Enterprise
- ❖ Skills Development Scotland

This is only part of the makeup of partnership working to support our communities. Community Planning involves a much wider range of partners involved in joint working to achieve our vision for the area. These include:

- ❖ Local business groups
- ❖ Voluntary organisations
- ❖ Culture Perth and Kinross
- ❖ Horsecross Arts
- ❖ Live Active Leisure
- ❖ National Parks Authorities
- ❖ Tayside and Central Transport Partnership
- ❖ Scottish Environment Protection Agency

Our 9 Principles of Partnership Working

Nine principles have been identified by the Community Planning Partnership to shape how we work together as a partnership, based on Scottish Government [Guidance on Community Planning](#). These principles are:

- ❖ Support Communities to shape and deliver outcomes
- ❖ Developing our staff to work with communities
- ❖ Tackling inequalities
- ❖ Better understand our communities
- ❖ Effectively use resources
- ❖ Focus on preventative action
- ❖ Shared leadership and accountability
- ❖ Focus on performance and improvement
- ❖ Promoting equality

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Support Communities to Shape and Deliver Outcomes

Vibrant and successful communities are built on the strength and assets of the people and places themselves. The Community Planning Partnership (CPP) will listen to, and work with, the people and communities of Perth and Kinross to design, deliver and improve local public services.

Local Action Partnerships are vital for getting to the heart of needs of the five localities across Perth and Kinross, and sharing priorities with communities, through Local Action Plans.

Community involvement is strong in our area, with a large number of active groups and organisations, which support and help deliver vital services within communities - such as lunch clubs, access networks, and youth groups. However this doesn't extend everywhere, and we will learn from many excellent examples, to strengthen volunteering capacity across all communities in Perth and Kinross.

There is an opportunity to use more participatory budgeting and other engagement tools to support communities in taking more

decisions themselves, including financial decisions – placing more control, authority and resources in the hands of communities, which are in the best position to know what they need.

HOW WILL WE CHANGE GOING FORWARD?

- ❖ **We will** use participatory budgeting to support decisions being made about communities, by the communities themselves.
- ❖ **We will** deliver a regular programme of engagement events in localities and ensure the priorities of communities are understood by all CPP partners.
- ❖ **We will** seek community representatives for the Local Action Partnerships in an open and transparent way
- ❖ **We will** establish Stronger Communities staff teams based in our 5 localities to support communities, in whatever way the communities want to engage with Services.
- ❖ **We will** make sure all staff based in localities work closely with communities and support communities to shape their own priorities and actions.
- ❖ **We will** ensure information about CPP and local Action Partnership meetings and business, is open and easily accessible to all – for example through social media and live event streaming.

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Better Understanding Our Communities

Community Planning Partners already listen to our communities in a range of ways, to help inform our service planning and delivery. We can learn more from our communities, to develop a more detailed view of community strengths, assets, priorities and challenges. Community assets take many forms: local skills and knowledge, local heritage and culture, local community networks (formal and informal) and physical assets like buildings and greenspaces.

We already share data and evidence about our communities, both between partners, and with communities themselves. This includes information within [Stories of Place sites](#), to build a strong, shared base of local knowledge. By developing this sharing approach - particularly with the wealth of information within communities - we can work together to deliver better, community- focussed services.

HOW WILL WE CHANGE GOING FORWARD?

- ❖ **We will** extend our approach to sharing data, research & information between CPP partners and communities.

- ❖ **We will** explore how Open Data technology can help us to share information & inform priorities, in a more dynamic way.
- ❖ **We will** encourage increased sharing of information from local people and groups, to help inform the planning and delivery of services by all partners.
- ❖ **We will** increase the co-ordination of our engagement with communities to ensure we improve our collective understanding of communities' needs and assets.

Shared Leadership and Accountability

Making the difference rests with our leadership - at all levels of the CPP, from strategic area- wide level, to locality level.

Working together, CPP partners have created, and are committed to, a collective vision for our area, and our communities. This is built on a shared understanding of local needs, circumstances and opportunities. The CPP will continue to apply effective support, challenge, and scrutiny to our progress, founded on strong mutual respect, alongside a willingness to address improvement needs where these arise.

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We are driven by a consistent focus on performance, and monitoring our progress towards the strategic objectives of the Community Plan.

We will maintain our collective attention to the connection between leadership, employee engagement and cultural conditions, to ensure our organisations and staff collectively perform at their best, for our communities.

HOW WILL WE CHANGE GOING FORWARD?

- ❖ **We will** ensure that partners are committed to shared leadership - working together with each other, and our communities
- ❖ **We will** make sure we have an appropriate balance of Community Planning leadership roles between partners
- ❖ **We will** make sure CPP governance arrangements remain effective, in the changing context of community empowerment and public service reform
- ❖ **We will** make sure our Outcome Delivery Groups remain effective in delivering on their respective objectives
- ❖ **We will** hold the CPP Board meetings in localities, which are open to the public.

Developing our Staff to Work with Communities

Public service workers across all CPP partners and sectors are our most valuable asset. It is through them that we will achieve positive outcomes in our communities, and address stubborn inequities across Perth and Kinross.

Many of our staff work with communities on a day to day basis. Others may have less of a direct involvement, however its everyone`s responsibility, regardless of their role, to support the empowerment of our communities. This will involve promoting new and different ways of working, as we collaborate at local level, and share skills and resources with our communities.

Strong shared leadership at CPP strategic level, and locality level, is essential to support staff in new ways of working. For years we have worked to develop an authorising environment where staff can be innovative and use their professional judgement, confident of support from their leaders. We will continue to develop this approach.

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HOW WILL WE CHANGE GOING FORWARD?

- ❖ **We will** develop and implement an organisational development programme for the CPP to build a shared understanding of new ways of working, the community empowerment agenda, and locality working. This will allow key staff groups to understand more fully what their role is in working together, and supporting our communities.
- ❖ **We will** develop a series of joint CPP partners` events in each locality, to share knowledge, establish networks of contacts, develop joint working and develop a shared understanding of local priorities.
- ❖ **We will** share with staff across partners the tools to help staff engage with communities to help support their activities (using tools such as the [National Standards for Community Engagement](#) and Place Standard).
- ❖ **We will** share partners` expertise and resources by opening up our training and development opportunities to each other.

Effectively Use Resources

Community Planning Partners control a significant level of resource, in terms of finances, staff, and other assets, such as buildings. Our service delivery arrangements are complex; nonetheless, in working towards our shared strategic objectives, the CPP will have a clear 'line of sight' of the total level of public resource, and how this contributes to delivering the strategic priorities of the Community Plan.

The CPP will continue to develop our understanding of how our collective resources support shared local priorities. Together we identify whether our resources are sufficient, and in the right places, to enable us to meet our objectives. We support this by making sure our employees are empowered to make decisions about sharing resources, and to try new joint working arrangements, where they believe this will improve service delivery, and make best use of resources.

The CPP will work with communities over new legal powers and opportunities for greater empowerment, such as community asset transfer of our buildings to local control; participation requests for greater involvement in our services; and participatory budgeting.

HOW WILL WE CHANGE GOING FORWARD?

- ❖ **We will** continue to develop our shared understanding of priorities, and ensure links are made to how priorities are resourced, working in partnership.
- ❖ **We will** share learning from joint resourcing actions which have already progressed, such as within Health & Social Care integration.
- ❖ **We will** extend joint resourcing initiatives across a range of service delivery areas, and share the learning from these between the partners.
- ❖ **We will** support our communities unlock greater control through powers such as asset transfer and participation requests.

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Focus on Performance and Improvement

Measuring our performance, and sharing this with partners and communities, means we will know whether we are improving people's lives, narrowing the inequalities gap, driving continuous improvement in service delivery, and achieving best value for public resources. Measuring what is important (not just what is easy to measure) is vital to informing what needs to improve. This continuous focus on performance review represents an important part of the CPP's leadership and accountability to our communities.

We will continue our developments in research and performance management to ensure our evidence-based approach is strong. A focus on evidence gathering and review will inform what needs to improve. Evidence will drive our priorities, plans, actions and spend.

As part of a positive leadership culture at all levels, we need to ensure data and evidence is challenged, and performance targets are adjusted or reviewed in light of what data and evidence actually tells us.

Self-evaluation is embedded into our partnership working, and extending robust self-evaluation and self-awareness will help us to understand our strengths and areas for improvement

HOW WILL WE CHANGE GOING FORWARD?

- ❖ **We will** ensure partners regularly scrutinise and challenge our shared performance data.
- ❖ **We will** develop our shared performance & reporting framework between partners to show how the Community Plan and Local Action Plans are being delivered.
- ❖ **We will** create an on-line performance dashboard, which can be shared with partners, Action Partnerships, and communities; and give transparent accountability for our shared performance.
- ❖ **We will** extend the use self- evaluation as a tool to identify strengths and areas for improvement

Tackling Inequalities

Narrowing inequalities gaps, and building family and community capacity, are challenges which sit at the heart of our strategic planning. The importance of this approach is strengthened by the new socio-economic duty for public bodies - to show that we understand the key inequality gaps that exist, and that we are taking action on them in the decisions we make.

Through the Fairness Commission, we have developed a strong understanding of households and communities within our area, experiencing significant inequalities of outcome, which impact on their quality of life.

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Many communities, individuals and families, across both our urban and rural communities, are affected by inequalities in income, health and employment opportunities. Our large geography with a relatively low and widely dispersed population, makes inequalities sometimes difficult to identify and address. Inequalities apply also to communities of interest, and at individual household or family level. It is the inter-connected nature of inequalities that make them so difficult to address, requiring complex support to be applied by partners.

We have an important role to remove conscious or unconscious bias, to ensure that all CPP partners recognise the barriers (which may not always be immediately obvious) faced by communities and individuals in accessing services.

HOW WILL WE CHANGE GOING FORWARD?

- ❖ **We will** deliver on the recommendations of the Fairness Commission.
- ❖ **We will** work with communities of both geography and interest to identify their views on inequalities, and, importantly, build their own capacity to address inequalities, with the support of CPP partners and Local Action Partnerships.
- ❖ **We will** monitor our progress in achieving the outcomes which will narrow the inequality gaps identified by the Fairness Commission.

- ❖ **We will** share our approach to meeting the new socio-economic duty, to help our decisions in addressing poverty and inequality.

Focus on Preventative Action

Prevention is about doing the right things at the right time, to make a real difference in peoples` lives. When our services focus on prevention and early intervention, we support better outcomes for people, as well as making more sustainable use of public resources. Effective preventative and early intervention approaches can help to reduce demand for very intensive and expensive services which often deal with the response - rather than tackling the cause of the impacts on individuals, families and communities.

Whilst we can demonstrate many examples of preventative initiatives through our joint working, we have the opportunity to extend this approach, to systematically embed preventive interventions across all our services. Raising our collective understanding of the importance of preventative approaches, alongside data/research into the factors which impact on prevention, are vital parts in developing our shared sense of purpose, and new approaches to address inequalities.

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HOW WILL WE CHANGE GOING FORWARD?

- ❖ **We will** work together to address issues early, to ensure they do not lead to negative outcomes for individuals, families and communities - in doing so, we can break the cycle of inequality.
- ❖ **We will** jointly analyse opportunities to extend our current approach to prevention.
- ❖ **We will** investigate and share best practice around prevention, related to our local priorities.
- ❖ **We will** develop a series of multi-agency preventative actions, and share the learning from these across partner agencies, based on thorough analysis of the data and knowledge of issues.

Promoting Equality

Promoting equality requires all of us to work to eliminate discrimination, advance equality of opportunity, and foster good relations between communities through the delivery of our services. We will support staff at all levels to develop an understanding of equalities that celebrates and promotes diversity, supports the nine equality protected characteristics, and treats

everyone with dignity and respect (including colleagues and customers).

Our duties to promote equalities will be demonstrated not only through service delivery, but also through shared values, leadership, human resource practices and organisational culture.

HOW WILL WE CHANGE GOING FORWARD?

- ❖ **We will** commit all partners to work together to reviewing jointly their action plans on equalities, and in identifying local issues for joint action.
- ❖ **We will** commit to partnership-wide policies/strategies being subject to equalities impact assessments.
- ❖ **We will** ensure that where possible partners will share information and good practice on equalities activities, and share joint staff training & development on equalities issues.
- ❖ **We will** ensure Equalities and Diversity induction and refresh training is a mandatory for all CPP staff, with particular emphasis on the messages arising from the Fairness Commission.

To achieve this Community Planning Partners agree to operate within a **core set of values**. These are:-

OUR VALUES	OUR VALUES
INTEGRITY	OPENNESS & TRANSPARENCY
SOCIAL EQUALITY & JUSTICE	DILIGENCE & EFFECTIVENESS

Our Capacity for Improvement

We recognise the commitment and skills of staff across the Community Planning Partnership. We prioritise support and further development to help them meet future challenges.

We understand the impact and outcomes we are achieving, and are deepening our understanding about what lies behind particular areas which are more resistant to improvement. We are therefore in a strong position to direct our collective efforts towards those areas which need more targeted focus. We strive to continually improve our practice to ensure better outcomes for our communities, and recognise those areas we need to develop further.

We are aware of the challenges we face in a progressively complex landscape of increasing demand and resource constraints, and conclude that the capacity for continued improvement in Perth and Kinross is very strong.

Tell us what you think

This Plan builds on extensive community engagement undertaken by partners and agencies across Perth & Kinross, both in developing this Plan, and also other views expressed such as comments on the Fairness Commission, consultations with staff, community engagements on service delivery, and customer feedback responses.

We've been listening carefully to your views and we hope that this Plan shows that we know what your priorities are.

We know the difficulties in capturing every viewpoint, and also that in changing times, we need to be prepared to adapt to fast moving circumstances.

Therefore just because we have finalised this version of the Plan, it doesn't mean that the Plan is frozen in time, or we've stopped listening.

We need to review the Plan regularly and update it to make sure it is capturing the priorities of our communities, and is properly focussed on addressing inequalities in Perth & Kinross.

So please tell us what you think of the Plan as it is now, and what you think we should be focussing our attention on in our future work. You can help shape the Plan as we move forward.

We will really welcome your views. To do this contact us at:

✉ CommunityPlanningPartnership@pkc.gov.uk

☎ 01738 477834

📍 Community Planning
2 High Street, Perth
Perthshire
PH1 5PH



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(PKC Design Team - 2017308)

Board of Management

Draft notes from meeting

Meeting reference: Board Development Day
 Date and time: Saturday 23 September 2017 at 9.30am
 Location: Academy for Sport and Wellbeing

Members present: Brian Crichton, Jim Crooks, Sharon Hammell, Ann Irvine, David Littlejohn, Grant Myles, Donald MacLean, Sharon McGuire, Lindsey McLeod, Charlie Shentall

Apologies: Ian Jackson, Harold Gillespie, John McDonald, Lorna Nicoll

In attendance: Margaret Cook, Principal and Chief Executive
 Jackie Mackenzie, Vice Principal, Finance and Estates
 Pam Wilson, Vice Principal, Academic
 Prince Honeysett, PCSA Student President Designate
 Nurina Sharmin, Vice President Designate (Education and Engagement)

Chair: Grant Myles
 Minute: Maureen Masson

Agenda

1. Welcome

The Chair welcomed members to the Board development day. Apologies were noted. The Chair updated members on two items not on the agenda.

<p>ASTET review</p> <p>The review was ongoing and was currently on time to deliver a report for consideration at the Board meeting on 11 October 2017.</p>	<p>Chair and Principal</p>
<p>Cisco Spark</p> <p>New software for video conferencing called cisco spark was available for Board members. Although not expected to be the norm for meetings, the software may be helpful in ensuring meetings remained quorate. The Secretary would circulate details.</p>	<p>Secretary</p>
<p>The Principal's reflections on her first few weeks in post</p> <p>The Principal reported on a positive few weeks with a successful staff conference; meeting teams to understand their perspectives, UHI colleagues to understand key interactions and other neighbouring Colleges and Universities to explore opportunities for partnership working. A number of politicians had visited and a new structure for the Senior Team was being worked on. Overall, the culture of the College was positive but there were areas for improvement.</p>	

<p>Update on revised UHI Structure</p> <p>The Board noted the slides prepared by the Chair. Key issues identified by the Board included:</p> <ul style="list-style-type: none"> • the HE topslice and how that was derived and used; • tensions around deliver and accountability in current structures; • the fact that the Regional Outcome Agreement was not delegated presented challenges; • the absence of defined service level agreements that the role they play in ensuring value for money; • FE credits and how they are divided between partner Colleges; • Opportunities to develop relationship with new Principal Perth and UHI new VP; and • Process for changing behaviours and cultures started by John Sturrock with a further meeting planned for 9 and 10 October. 	<p>Chair and Principal</p>
<p>Conclusions and actions arising from the Board Effectiveness Review</p> <p>The VP - Finance and Estates presented on this topic. Key items noted</p> <ul style="list-style-type: none"> • Regional Outcome Agreement would come back to the Board at a future date • The projects the College was involved in relating to the Tay Cities Deal would be brought to the Board of Management • Quality of Student Experience – the merger with HISA was seen to be positive • Board visibility – opportunities for improving on the agenda later • Risk management important in a difficult funding environment • Effectiveness – prepare a skills matrix and identify any gaps in overall Board experience • Appreciation/understanding of overall funding environment would be a worthwhile topic for a Board Development evening especially in the light of new members joining the Board. 	
<p>Board visibility and Engagement</p> <p>The Board split into three Groups to discuss and report on ways to improve visibility and engagement. The following actions were agreed as worth pursuing:</p> <p>For staff:</p> <ul style="list-style-type: none"> • Prepare an infographic to map the relationship between the Board and College committees and UHI Structures • Focus on ways to improve the culture of the College – the approach to the recent staff conference was seen as a positive way to engage staff (text wall worked well) • avoid tokenism and do more to celebrate success • re-instate the use of a blog to update staff after Board meetings 	<p>Chair, Principal, SMT and Board Secretary</p>

<p>For the Board:</p> <ul style="list-style-type: none"> • Promote use of Perth UHI email address amongst Board members • Develop Board portal and look at other platforms such as Yammer • Include a session of the funding environment at a Board development session 	
<p>Balanced Scorecard Update</p> <p>The Board noted:</p> <ul style="list-style-type: none"> • the presentation by the Vice Principal on the Balanced Scorecard and the growing importance of the Regional Outcome Agreement and discussions with Education Scotland; and • Balanced Scorecard indicators that would be presented to various Board Committees. These measures were considered to be fairly comprehensive. 	
<p>Perth and Kinross Community Plan Consultation 2017</p> <ul style="list-style-type: none"> • The Board approved the draft Community Plan/Local Outcome Improvement Plan which had been circulated before the meeting. The Board noted it was a statutory partner in the delivery of the Community Plan. Five broad objectives were identified and the College had a part to play in the delivery of all of these especially objectives 2 – Developing educated, responsible and informed citizens; 3 promoting a prosperous, sustainable and inclusive economy; and supporting people to lead independent, healthy and active lives, where the ASW was key. • The Board noted that the process to devolve local decision making via the 5 local Outcomes Boards was evolving. It was expected this would bring challenges as well as opportunities for the College e.g. by having evidence to demonstrate the benefits from rurality funding, or for working with local communities to deliver a digital inclusion strategy. The College was engaged with officials from P&K to discuss the College’s contribution to delivering the Plan and these discussions were ongoing. • The wider environment was changing the College required to be flexible and responsive to that. In the regard, the Principal had already started work to strengthen two key areas - HR and Marketing. 	
<p>An Estate Strategy for the 21st century - Ensuring a fit-for-purpose campus</p> <p>The VP for Finance and Estates presented an overview of the College’s estate and the key challenges. Key actions arising:</p> <ul style="list-style-type: none"> • A strategic level environmental analysis to agree the long term academic vision, area demographics with a view to 	

<p>informing the shape and size the estate needed to deliver the academic vision.</p> <ul style="list-style-type: none"> • An Open Market valuation for the Estate should be sought to inform high level decision-making. • Possible examples for wider analysis include the planning charrette approach adopted to develop the Sick Kids hospital in Edinburgh and other College or HE institutions where significant estate development has been undertaken. 	<p>VP Finance and Estates</p>
<p>Review Of Meeting</p> <p>The Board agreed it had been a positive meeting with a number of actions to take forward. The Chair thanked members for their participation.</p>	

Proposed Topics for Board of Management Development Day on Saturday 20 January 2018

Venue: Academy of Sport and Wellbeing, Perth College UHI

Arrival and Coffee	
Welcome	Chair, Board of Management
Actions taken since last Development Day on 23 September 2017	Chair, Board of Management
An overview of College funding streams, how funding is distributed and opportunities for enhanced funding raising	Chief Operating Officer
International and Commercial Opportunities	
General Data Protection Regulations	Learning Technologies Manager, FOI and Data Protection Officer
Round up/forward actions	Chair, Board of Management

Equality Diversity and Inclusion Team (EDIT)

Note of meeting held on Thursday 22 June 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
 Charlie Collie, Subject Leader, SVS
 David Snowden, Exams Manager, AST
 Gerald McLaughlin, Additional Support Team Leader
 Gilbert Valentine, Head of Estates
 Les Roberts, Health & Safety Officer
 Pam Wilson, Vice Principal, Academic
 Prince Honeysett, Student Assoc President
 Sara O'Hagan, EIS-FELA Representative
 Winston Flynn, Unison Representative

Apologies: Rhona Munro, Head of Learning Resources
 Richard Ogston, Head of Student Services
 Les Hutchison, Estates Officer

Note Taker: Carolyn Sweeney-Wilson

Summary of Action Items

Ref	Action	Responsibility	Timeline
4.	Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting		
	d) Feedback on June Equality Reports Gender Action Plan Update:		
	<ul style="list-style-type: none"> KC to speak with GM regarding his team having input to the training for the Equality Champions. KC to draft an email for sending out to all staff regarding completing the online training modules. 	<p>Kathleen Connor</p> <p>Kathleen Connor</p>	<p>07/12/17</p> <p>ASAP</p>

Summary of Action Items

Ref	Action	Responsibility	Timeline
8.	<p>British Sign Language</p> <p>KC to check if reception staff know how to use the induction loop and to follow up further to see if the Goodlyburn induction loop could be found.</p>	Kathleen Connor	07/12/17
9.	<p>Radio-aid Neckloop Receiver for Hearing Aid Wearers</p> <ul style="list-style-type: none"> KC and GM to arrange an audit/assessment of equipment held in College. GV to send the website link for the Roger Pen to KC. 	Kathleen Connor, Gerald McLaughlin	07/12/17
		Gilbert Valentine	Immediately
10.	<p>Mental Health Group</p> <p>'Mental Health Group Update' to be a standing item on the agenda.</p>	Carolyn Sweeney-Wilson	07/12/17
13.	<p>AOCB</p> <p>Equality Impact Assessments Any EDIT member interested in joining the group to review the EIA form to let KC know.</p> <p>Automatic door openers in ASW GV to look out the list drawn up at the time of the build, for suggested doors converting to easy access, and update this for sending to SMT to discuss.</p> <p>Non-Accessible Cash Machines KC to speak with DH to review the status of getting accessible cash machines from the banks.</p>	All	ASAP
		Gilbert Valentine	07/12/17
		Kathleen Connor	07/12/17

MINUTES:

Item	Action
<p>1. Welcome & Apologies</p> <p>Susan Hunter (SH) welcomed all present to the first EDIT meeting of the new academic year. SH introduced herself and then welcomed Prince Honeysett (PH) and Kathleen Connor (KC) to their first EDIT meeting.</p> <p>Apologies were noted.</p>	
<p>2. Addition to the Agenda for AOCB</p> <p>None.</p>	
<p>3. Minutes of previous meeting</p> <p>The minutes of the EDIT meeting held on 22 June 2017 had been previously circulated and were approved as an accurate reflection of the discussions that had taken place.</p>	
<p>4. Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting</p> <p>a) Street Pastors The Street Pastors' model was dismissed as by Susan Bald at the previous meeting as a model or approach not appropriate for Perth College students.</p> <p>b) Shuttle Bus Update SH said there had been a discussion at CMT about the shuttle bus, that there had been some feedback from students, but it seemed that the majority were not aware of the service. RO had an action to remind PATs to remind their students about this. GV said currently there were 6 trips a week, but he had concerns regarding the resourcing of this service, particularly if the Caretakers on duty, at the time a trip was required, were not drivers; plus, if there was significant uptake by students, GV said he may not have the staff to resource the bus.</p> <p>KC asked if new notices had been posted around the College and GV confirmed this had been done.</p> <p>PH said he wasn't aware of the service and no student had made an issue of it yet. PH said he had now taken note of this to raise awareness of this service at the Student Council and among students generally. GM advised that any requests to use the service should be made through his team. GV stressed that a period of notice was required for the shuttle bus, it couldn't just be booked 10 minutes in advance.</p>	

Item	Action
<p>c) Work Experience SH advised that she had been passed this as a piece of work to be done by the HR team. This will be taken up in due course, once the HR team was up to full staff.</p> <p>d) Feedback on June Equality Reports</p> <ul style="list-style-type: none"> • EDI Policy Update: RO's update indicated that the list of related strategies, policies and procedures to be linked to the EDI policy had still to be completed. • Access & Inclusion Strategy Update: RO's update indicated that this 4 year strategy had been presented to SMT, the BOM and was approved by CMT in June 2017. It was now live on the college website. RO said that staff should get familiar with the content and aims, as this will affect everyone and everything we do as a College. It also sets out the College key aims for the next 4 years under this agenda. An annual progress report was required by the SFC, including on our measurable out-comes. This would also be discussed and monitored through our relationship with Barbara Nelson and Education Scotland. <p>SH/KC asked if any communication had been sent out to staff about this strategy. PW said she thought the communication should be chunked with the actions and it would be better sent out with these, in order for staff to get involved in it. Throughout the year there would need to be a lot of staff engagement and engagement with the data behind it. PW also suggested the student data equalities criteria should come to this committee as well.</p> <ul style="list-style-type: none"> • Corporate Parenting Update: RO advised that this plan was a legal requirement of the Scottish Government and highlighted how the College should carry out our duties and responsibilities as Corporate Parents. It also has an action plan setting out key actions and targets we have as a college for this disadvantaged group – it covers a journey from pre-entry stage all the way through to life post college. <p>Crucially, the college will have to report to the SFC every 3 years on our progress and on improving our work in this area. Aims and targets in the plan affect all staff and work of the College. The College's progress and aims will also form part of a wider UHI Corporate Parenting Plan and report and also links with the Perth and Kinross plan, which includes a multi-agency approach and contribution.</p> <p>There has been significant progress and work across the College in this area and some excellent practice has been noted recently by external bodies like 'Who Cares Scotland',</p>	

Item	Action
<p>who are the appointed government agency leading on this work nationally.</p> <p>This 3-year plan was also presented to SMT, the BOM and was approved by CMT in June 2017. It is now live on the College website.</p> <p>PW provided an update that the College was working with UHI and PKC on this. PW noted that KPIs dropped last year and one group that did not achieve as well were the Care Experience students. Their performance was generally low across Scotland, compared to others.</p> <p>AS said her team were heavily involved with working with PKC and trying to encourage this group to tap into education by coming up to the College and using some of the facilities. Also targeting care experience students in the College and writing to them and offering them different types of support. Lots of different projects going on and there was a specific care experience support plan that was being used.</p> <p>PW this was very visible on the government agenda and it would possibly help EDIT to have more statistics around this group.</p> <ul style="list-style-type: none"> Gender Action Plan Update: KC reviewed various sections of the plan. <p>Firstly, KC noted that with the departure of PW and SB, who were the SMT Equality Champions she was not sure who would have overall responsibility for Equality at SMT going forward.</p> <p><i>Training:</i> KC advised that there had not been a big uptake of the online Equalities training and perhaps this needed to be promoted to staff.</p> <p>KC said she had looked at the 'Unconscious Bias Training' videos, which she felt were worthwhile training and was hopeful that UHI would purchase these for across the whole partnership.</p> <p><i>Equality Champions:</i> There was still some uptake required for the Equalities Champion roles as there were areas not covered. Training was under development for this role.</p> <p>GM offered to help with training of the Equality Champions. KC said she would speak with GM about this after the meeting.</p> <p><i>E&D Policy:</i> KC advised that this policy was currently with UHI. The intention was that one policy would be drafted for the whole of UHI, which would become a template. APs would then be</p> 	

Item	Action
<p>able to access the template and use it to adapt to suit each College.</p> <p><i>‘Investors in Inclusiveness’ and ‘Investors in Diversity’</i>: KC asked members if the College should consider accreditation to these standards. PW said that while it was good to look at the ethos behind these standards, the process of going through the accreditation and then maintaining them was very time consuming and expensive.</p> <p><i>‘Engaging more with Externals’</i>: KC advised that the College had taken part in the ‘Doors Open Day’ in September and today was the College’s ‘Open Day’.</p> <p><i>‘Equality Competition’</i>: KC suggested this type of competition for the students might be worthwhile considering to encourage students to get involved. This done at another College, Glasgow Clyde College, and it was successful there. KC did say that Glasgow Clyde gave excellent prizes, in order to encourage students to take part. However, they said it was a great way of engaging with students regarding Equality.</p> <p>SH referred to the online training modules and suggested that the low take up was representative of other online modules. SH asked KC to draft an email for sending out to all staff. SH pointed out that these online training modules were mandatory. EIS suggested that time be set aside on staff development days for completing the online training available, rather than all of it to be done during work time. EIS felt that as staff were so busy during the working day, there was very little time left for them to do these online modules.</p> <p>WF also advised that there was also a problem with training done on Blackboard not being pulled through into CIPHR.</p> <p>Action:</p> <ul style="list-style-type: none"> • KC to speak with GM regarding his team having input to the training for the Equality Champions. • KC to draft an email for sending out to all staff regarding completing the online training modules. 	
<p>5. Equality & Diversity Leads – draft role descriptor update</p> <p>KC advised that she had a list of the people who wished to become Champions, but there were gaps in some areas. KC said she was in the process of organising training for these staff. KC said there was already training available and she was looking into whether another organisation would lend it to the College.</p> <p>SH advised that the training will need to be wide ranging and if any member had any ideas/suggestions regarding the type of training</p>	<p>KC</p> <p>KC</p>

Item	Action
<p>the Equality Champions should undertake, then to please let KC know. PW suggested just getting the group started and they may have ideas about their own training.</p> <p>GV suggested having a 'Welcome Pack' which might be enough to get the group started.</p> <p>SH asked if there was any thought for the Equality Champions to be a 'first response' service. KC said it was her understanding that the Champions were to report on what was happening in their area, regarding Equality, for the recording of evidence for the Equality Action Plan. PW advised that this role was for staff to be a point of dissemination rather than a point of advice.</p>	
<p>6. Quiet/Prayer Room Protocol/Washing Facilities/Baby Changing Facilities – update</p> <p><i>Baby Changing Facilities:</i> GV advised that there were now 4 facilities fitted throughout the campus.</p> <p><i>Foot Washing Facilities, Goodlyburn:</i> GV advised that these had now been installed, just along the corridor from the Quiet room. GV said both these items had now been completed.</p> <p>PW asked how people would know these facilities were available. PH said students probably don't know about these facilities – this was certainly the first he knew of them. PW said he could have a look at putting the information on the student portal, flyers on tables at the Food Court and details on the external website – use the same very short information about 'customer facilities' and flyers can also be placed at all the receptions. AS also suggested adding it to the wall plan in the Brahan Foyer. PW asked that the Nursery also be advised.</p> <p>EDIT members agreed that both these items were now complete and could be removed as a standing item on the Agenda.</p>	
<p>7. LGBT Charter of Rights</p> <p>KC advised that the person that Helen had been working with on this had gone on a sabbatical and there hadn't been a replacement until last week. KC will be meeting with this replacement person next week and would, therefore, report back at the next EDIT meeting.</p>	
<p>8. British Sign Language</p> <p>KC advised that she would be attending a training session with Deaf Action on 24 October in Glasgow. She will also be meeting with a representative of BSL on 25 October. KC noted that the College had a lecturer on staff who was fluent in BSL.</p>	

Item	Action
<p>KC reminded members that an Action Plan would need to be produced, completed and published by October 2018.</p> <p>GM indicated that his team had recruited an administrator and had made it clear, at the time of interview, that they would want this person to go through the BSL training when in post.</p> <p>KC said she had spoken with reception staff and they confirmed that there were induction loops available at Brahan and ASW, but not at Goodlyburn.</p> <p>GM asked if reception staff knew how to use the induction loops and that if not, then they would need to be trained in their use. GM's team have 3 induction loops, but it's not compatible with every type of hearing aid.</p> <p>PW said that a search should be made at Goodlyburn to see if an induction loop could be found. She felt certain that if there was one at Brahan and ASW, then there should be one at Goodlyburn. KC said that staff at Goodlyburn thought that the loop might have been loaned out, but not returned.</p> <p>Action: KC to check if reception staff know how to use the induction loop and to follow up further to see if the Goodlyburn induction loop could be found.</p>	<p>KC</p>
<p>9. Radio-aid Neckloop Receiver for Hearing Aid Wearers</p> <p>GV advised that this was in reference to portable induction loops in the ASW Sports Hall and GV had been looking into what equipment was on the market and suitable for the ASW. GV referred to one or two types of induction loop that he had researched, but suggested that the Phonak Roger Pen, might be the best option. This could be bought for £1000 and had a range of up to 20m.</p> <p>CE expressed concern that a 20m range area would be adequate for anyone taking part in sport in the Sports hall.</p> <p>PW suggested that an audit of equipment the College holds on site should be done first, before purchasing anything. PW asked GM if 'iHear' would do an audit, and assess the status, of the College's equipment. PW reminded members that there were also the outreach centres to be considered when purchasing any equipment.</p> <p>GM said he could approach 'iHear' to see if they would be prepared to do an audit of the equipment. In the initial instance it was agreed that KC and GM should check what equipment was actually held on site.</p>	

Item	Action
<p>Action:</p> <ul style="list-style-type: none"> • KC and GM to arrange an audit/assessment of equipment held in College. • GV to send the website link for the Roger Pen to KC. 	<p>KC, GM</p> <p>GV</p>
<p>10. Mental Health Group</p> <p>AS advised that she had started a Mental Health Group for staff. The idea behind the group was to have a collaborative approach to promoting mental health and wellbeing across the College. AS said she had sent out invitations to staff to join the group, there was a brief initial meeting to see if staff felt this was worthwhile, which it was agreed it was. The group will, therefore, be having its first formal meeting later today. AS asked if there was anyone else who wished to be involved to let her know. AS also asked for this item to be kept on the agenda for regular updates.</p> <p>PW said she thought this sounded a great idea. PW suggested that the student association's new officer be part of this group.</p> <p>Action: 'Mental Health Group Update' to be a standing item on the agenda.</p>	<p>CSW</p>
<p>11. Equality & Diversity Adviser Update</p> <p>Training delivered</p> <ul style="list-style-type: none"> • Talk at Staff conference day at the Access and Inclusion workshop <p>Training undertaken</p> <ul style="list-style-type: none"> • BSL plan writing workshop delivered by DeafAction • Understanding Autism • PDA Advancing Equality and Diversity through Inclusiveness • ECU Diversity in Governance event • SDS and AMINA supporting Muslim women in to employment <p>KC is meeting with Lori Hughes, who manages this group, to discuss supporting the College's Muslim students.</p> <p>College engagement</p> <ul style="list-style-type: none"> • Meeting with SDDs - tbc • LEAPSports Scotand training • Students Association meeting with Nurina she is now an Equate interconnect champion <p>Community engagement</p> <ul style="list-style-type: none"> • LGBTYS • PKAVS • DeafAction • Amina MWRC • RASAC Perth and Kinross – KC meeting with in due course. 	

Item	Action
<p>Sector engagement</p> <ul style="list-style-type: none"> • ECU – Attracting Diversity workshop • SLG – E&D meeting Edinburgh University • CLG – CDN E&D meeting • SREN - Glasgow 	
<p>12. EDIT Members Updates</p> <p>Gilbert Valentine, Estates: Lift update – After the old lift had been removed, it was found that the lift shaft was of sufficient size that the size of the lift could be increased. This has made it much easier for wheelchair users to get in and out of the lift.</p> <p>David Snowden, AST: Still attracting a range of overseas students to their courses. Trying to raise awareness of the support available within the College and encouraging students to be in touch with GM and AS. Now doing PLSP for students, historically AST had not done PLSPs to the level it was now being done.</p> <p>Gerard McLaughlin, Additional Support Team: GM advised that he and Craig Lindsay (CL) were now trained to complete ‘Needs Assessment Reports’ which is required if students wish to claim additional DSA funding through SAAS. For every report GM and CL complete, this also pulls in funding to the College.</p> <p>Winston Flynn, IT/Unison: Unison members campaigning to stop the public pay cap and WF went on the march last Saturday. Making members aware of ‘Black History Month’; emails sent out about this to Unison members.</p> <p>Les Roberts, H&S Officer: LR heavily involved in writing up PEEPs for last 6 weeks. LR suggested that the process for this needs to be reviewed to ensure it is more streamlined, as it required many meetings with students in order to complete the PEEPs.</p> <p>Pam Wilson, VP Academic: PW said she had been working on the Education Scotland report and highlighting the College’s enhancement plan; going forward, looking at making the College’s data more accessible and working closely with SDS and PKC about tracking that data. The streamlining processes would be important in making it easier to access. For CPD, PW was working on the November and February Staff Conferences. Working with PKC on their new Community Plan. PW advised that within that plan was the Fairness Commission findings, which reported on P&K as a whole. There were actions for everyone within that and this will be mapped into in the College’s Strategic Plan and Operational Plan.</p> <p>Catherine Etri, SDD BMCL: CE advised that Deborah Lally had also provided additional detail about students with PLSPs and care</p>	

Item	Action
<p>experience students, so that it better prepares staff to enable them to support students. All curriculum areas will start to work on their Gender Action Plans and what they have identified as their objectives. Events being organised, in particular, there is one event in December being organised by Gillian Douglas, with schools, to get more girls involved. Staff are working behind the scenes to try to help ease student hardship. There are a number of students who have not been able to feed themselves, due to not having access to their bursaries. Looking at some training in particular for care experience students on how to cook and a 4-week course has been designed for this. What the students make they will eat at the end of it and it will involve shopping trips as well. AS and Sam Monie have bags of groceries that can be given out to students, if anyone identifies a student who could need this support.</p> <p>Charlie Collie, SVS: Karen Taylor and Jan McLeary delivered some training to the team on a communication device that a student uses to build sentences to communicate. It will now make it easier for staff to communicate with the student. The 'Help at Hand' event (a transition event) had its 10th event a couple of weeks ago, which was very well attended and to celebrate its 10th year, PKC produced a short video of this.</p> <p>Sara O'Hagan, EIS: SOH sits on the EIS executive committee and confirmed that Equality and Diversity was high on the EIS agenda. There was an ongoing campaigning for free sanitary products to be available in schools and colleges and SOH said she would circulate any information to members, as she recognised how important this was.</p> <p>Prince Honeysett, HISA Perth President: PH advised that on 1st Nov the Student Association (SA) would be having guest speakers from 'Equate' in College to talk about STEM; on 10th Nov speakers will be in College to support Muslim students. PH said the SA were also supporting 'Black History Month' to help raise awareness.</p> <p>SH, Head of HR & OD: SH indicated that HR had identified a lack of engagement with the College's counselling service and SH had met with the provider to discuss this. There seemed to be a misstep between the counselling service and occupational health. SH will, therefore, be meeting further with the provider about this, in order to close that gap. Also the most users of the service appear to be women, with less men using it. SH said there was a need, therefore, to advertise this service more widely and in different ways. There was a suggestion to use the back of the men's toilet doors, however, PW reminded members that the male toilets were also used by students and unless the service was to be rolled out to students, then that might not be such a good idea. EIS said they could certainly spread the word about this service.</p>	

Item	Action
<p>13. AOCB</p> <p>Equality Impact Assessments SH advised that she was organising a group to assess the EIA forms. There were some parts of the form that needed updating to appropriately record information so that it would make it easier to understand the rationale behind the document and the supporting evidence to the decisions made. There was a need to be able to pick up the form 'cold' and understand them and these changes should make this easier. Anyone interested in being on this group were asked to email KC.</p> <p>Action: Any EDIT member interested in joining the group to review the EIA form to let KC know.</p> <p>Automatic door openers in ASW CE raised the issue of automatic door openers in ASW. She advised that wheelchair users using the building have to have someone open the doors for them. SH said that at the time of the build advice was taken from ECU and about what was reasonably practical for placement of the automatic doors. However, SH felt there was nothing to stop further review if it was felt that was required. GM said that he had also requested easy access doors for his working area. GV advised that these type of doors were very expensive to purchase and then consideration would have to be given to ongoing maintenance costs. GV said that GM's argument could be applied to doors across the whole College and the College could then end up embarking on a policy for making every door an accessible door. CE said the issue with the ASW doors was that they were fire doors and therefore heavy. This was why wheelchair users required someone to hold the doors open for them. PW suggested that the list drawn up at the time of the build, for suggested doors converting to easy access, should be looked out and updated for sending to SMT to discuss.</p> <p>SH said that this would need to be prioritised, but the College would have to be mindful of reasonableness, in terms of what doors might be made easy access. GV said the list was over 2 years old.</p> <p>Action: GV to look out the list drawn up at the time of the build, for suggested doors converting to easy access, and update this for sending to SMT to discuss.</p> <p>Non-Accessible Cash Machines CE said that the cash machines in Brahan and Link Building are not accessible for wheelchair users and this group of students then have to get their friends to look at the screens, if they want to take cash out. GV said that Dawne Hodgkinson had spoken with the banks, who supply the machines, about a year ago, but they didn't have any available.</p>	<p>KC</p> <p>GV</p>

Item	Action
<p>Action: KC to speak with DH to review the status of getting accessible cash machines from the banks.</p> <p>Membership PW said that as the Head of Academic Practice was no longer at the College and the post hadn't yet been filled, until that post is filled she has asked David Gourley to ask an LTL to attend EDIT meetings in future.</p> <p>Pam Wilson On behalf of the EDIT Committee, GM wished to record the Committee's thanks to Pam for all her work with the EDIT Committee and wished her well in her retirement.</p> <p>14. Dates and times of future meeting:</p> <ul style="list-style-type: none"> • 7th December • 22nd March • 21st June <p>All meetings are on Thursdays, 9.30-11.30, Rm 019.</p>	<p>KC</p>

STAFF CONSULTATION FORUM

**Note of Meeting Held on Thursday 12 October 2017
09.30am, Room 019**

Present: Susan Hunter, Head of HR & OD (Chair)
Declan Gaughan, EIS-FELA Rep
Jane Edwards, Unison Rep
Jen Thompson-Young, Sector Development Director, STEM
Maureen Paris, Curriculum Admin Team Leader
Sara O'Hagan, EIS-FELA Rep

In Attendance: Dr Margaret Cook, Principal – attending for Item 3 only

Apologies: Isobel Syme, Principal's PA

Note Taker: Carolyn Sweeney-Wilson

Summary of Action Items

Ref	Action	Responsibility	Timeline
4.	Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting c) Staff Rooms: GV to look at cleaning the ventilation pipes leading to the Brahan Staff Room.	Gilbert Valentine	ASAP
5.	HR Key Statistics – 1st Quarter 2017-18 SH to circulate the HR Key Statistics – 1st Quarter 2017-18 paper to Forum members.	Susan Hunter	ASAP
10.	Organisational Change Procedure SH to arrange a meeting with Unions and other staff to discuss the Organisational Change Procedure further.	Susan Hunter	22/02/18
12.	Remit of SCF SH to follow up on the membership of the SCF.	Susan Hunter	22/02/18

Summary of Action Items

Ref	Action	Responsibility	Timeline
13.	ASW SH to be in touch with union reps to discuss further the matter of ASW sports staff terms and conditions, with regard to the opening of the facility over the College closure periods.	Susan Hunter	22/02/18

Minutes

Item	Action
1.	<p>Welcome and Apologies</p> <p>Susan Hunter (SH) welcomed everyone to the first SCF meeting of the new academic year.</p> <p>SH indicated that item 3 would be taken first on the Agenda, as the Principal, Dr Margaret Cook (MC) was in attendance for that one item.</p> <p>The apologies were noted.</p>
2.	<p>Approval of Minutes of Last Meeting</p> <p>The minutes of the SCF meeting held on 31 May 2017, having been circulated, were approved as an accurate record of the discussions that had taken place.</p>
3.	<p>SMT Re-organisation</p> <p>This item was taken first on the Agenda.</p> <p>MC indicated that she had previously circulated a draft restructuring document for the College SMT roles along with the job specs for the new roles to staff.</p> <p>MC said she wanted to give all staff the opportunity of commenting on the proposals, but also wished to start a formal consultation process with EIS and UNISON through this forum. MC said she was happy to engage in any discussion or hear any concerns Forum members had regarding the proposals.</p> <p>MC advised that she was aware that there were some activities spread across more than one reporting line and these will need to be addressed. In particular, the ones she had been made aware of concerned Donald MacLean's area and Rhona Munro's area. Both of whom have activities spread across more than one SMT role.</p>

Item		Action
4.	<p>JE said that Unison had sent out a communication to members but had not yet had any response.</p> <p>JE noted that ‘community engagement’ was listed under the VP External role and ‘learning centres’ was under the DP Academic role. JE said that she thought learning centres were a community resource. Principal said she was aware that there was a real issue on how the learning centres were used and how the community uses them, as they are variably busy. MC said that clarity was required on their use and how they are managed and that this will be reviewed in due course.</p> <p>EIS said they had also sent out a communication to members and some had questioned what would happen with the structure underneath. MC said she was not looking for huge change in the current set up beneath SMT. She had highlighted Marketing and HR as being areas that needed definition, but she didn’t see a need for wholesale changes.</p> <p>EIS said another query raised was regarding the cost of this exercise and was this a cost saving exercise or otherwise. Also, the use of a head hunter suggested for these posts were not to be recruited internally. MC said she would always use head hunter for these types of roles, but she was not suggesting that she wouldn’t accept internal applications. MC said she didn’t see the overall cost of the new structure changing. The Depute Principal post is for someone with a strong academic lead, plus the external engagement needs to be brought together under one role. However, MC said she wanted 3 distinct roles, but this was not necessarily going to save money.</p> <p>EIS asked about the timeline; MC said that if an external person was appointed then it would likely be the case they would need to give a minimum of 3 months’ notice. Working forwards, it could, therefore, be Easter before the appointee takes up post. MC said she would not appoint someone into a role who was not right for it and she would rather have a vacant post, than fill it with someone who was not right.</p> <p>MC asked Forum members to encourage staff to attend her open session tomorrow (Friday 13th October).</p> <p>EIS asked about the recent communication from Prof Mulholland, Vice-Chancellor. MC said she had been told that earlier in the week that there was a meeting of Chairs and what had come out of that was potential merger discussions between Moray, Inverness, NHC and EO. There were many issues to work through, however, before this could move forward. EIS asked if Perth had been invited to join the merger. MC said she did not think that it was at such a formal stage just yet. It appeared to have been a discussion and no one knows how it will go forward.</p> <p>Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting</p>	

Item		Action
5.	<p>a) 2016 Staff Survey and IIP 2017: IIP report and Staff IIP Action Plan SH said that a meeting of HRPG was planned to take place on 26 October and the survey was on the agenda. SH said she would get an update on plans then and feedback to Forum members at the next meeting. There were some actions from the previous meeting around IIP and SH said she was meeting with IIP at the beginning of November. SH noted that IIP had re-branded and she would want to know how this will affect the College if this would require any further work through the framework.</p> <p>b) Easter Closure Days SH said she had briefly spoken to SMT about this and it will be on their agenda to discuss prior to the production of the next calendar.</p> <p>c) Staff Rooms SH said that SMT had discussed this. GV had looked at the Brahan ventilation but, unfortunately, there's nothing that can be done about this. The Goodlyburn staff room has a problem with space and the only thing that could potentially be done is move to smaller furniture. MP said the Brahan ventilation system needs cleaning, as when it is switched on, it blows dust over the room, getting into food that staff are eating etc.</p> <p>Action: GV to look at cleaning the ventilation pipes leading to the Brahan Staff Room.</p> <p>d) Support Staff Pensions SH said she had made arrangements for someone to come and speak about the pension scheme at the next staff conference day.</p> <p>e) Brexit Seminar SH advised that Thorntons were the College's newly appointed employment advisers and one of the partners will run 2 sessions on Brexit for staff. Staff will also be offered a one-to-one session. These sessions will take place, at the College, on 3rd and 8th November.</p> <p>f) Payslip Interpretation Seminar SH said that this seminar had taken place at the start of the academic year and she understood from Payroll that the sessions were well attended. However, SH had noted that the payslips don't have the annual salary on them and this is something SH will be looking to change. SH said that the payroll and HR systems will possibly be reviewed as they are both separate at the moment, but should really be integrated to make the payroll process easier to manage. The current system does e-payslips and this may also be looked at and rolled out to staff.</p> <p>HR Key Statistics – 1st Quarter 2017-18 SH said she would circulate the HR Key Stats, 1st Quarter.</p>	<p>GV</p>

Item		Action
6.	<p>CPD and Sickness continue to be the key areas of concern. CPD has dropped below the 6 days per year. It is unclear if this is a lack of recording, or something else. First, SH said she was going to put out an email to ask everyone to update their records and once that was done she would consider other means of investigating why this was an issue.</p> <p>SH advised that the CPD budget had been significantly cut and this would have a big effect on staff training.</p> <p>Sickness absence was above the average for the sector and this was not being managed well enough within HR, in terms of advising managers when staff hit the trigger points. SH said she had now developed a short return to work form to help managers discuss with staff at their return to work meeting. Also, the Sickness Absence Policy needs to be updated to include how long term sickness absence is managed, as well as other types of guidance. JTY suggested that some staff are not recording their absence, so absence rates may potentially be higher than recorded. SH suggested having a central point for staff to call if they were absent. JTY said that the problem with that type of system would be the message would be slow to get through and if a manager was having to arrange cover for a 9.00am class, late notification of absence would then create difficulties.</p> <p>SH indicated that HR also don't provide regular reports to managers, so that managers could then be in control of the information about their staff.</p> <p>Action: SH to circulate the HR Key Statistics – 1st Quarter 2017-18 paper to Forum members.</p> <p>HR Review</p> <p>SH advised that Keith Ross, HR Consultant (KR), had been tasked to look at the culture and then feedback at a high level, whereas, SH had been brought in to run HR. Both KR and SH have now met with some staff and on the back of those discussions it was agreed that the staffing levels in HR were not enough to support managers and College staff. HR was, in fact, struggling to provide a 'just in time' service. KR has now written a paper on the HR provision within the College, which has been approved by SMT. This will mean that HR will be moving to a business partner model. SH said she has agreement to extend the student intern, to maintain consistency while HR go through this change. SH has written job descriptions (JD), agreed by SMT, for the HR staff, although they have not yet been graded. SH said she had wanted to ensure that the HR staff reflected on their JDs to ensure everything within their role was included.</p> <p>SH then held a meeting with HR staff and following on from that, will now update the JDs, then these will be matched into the roles. The plan was for there to be 3 new posts and Sean's post would not be filled after he finishes.</p>	SH

Item		Action
7.	<p>Nursery Review</p> <p>SH advised that a review of Nursery provision was being undertaken as it was operating at an £85K deficit. Meetings have been held with staff and have a further one is scheduled for 23 October. A model has already been proposed that halves that deficit. This will be provide 4 days' worth of provision for students, rather than one where students can request what they want.</p> <p>Staff have been asked for ideas as to how the deficit could be reduced and this includes looking at whether or not the Nursery should be term time only, which would reduce the deficit to £20K.</p> <p>SMT are meeting next week with the Nursery Manager and this will include a discussion on timelines and remits.</p> <p>SH indicated that a paper had been received from Unison and this was being worked through, but there were some complex financials involved, so this was taking time.</p> <p>SH said that currently, students take their children out at lunchtime and this is not something that the College wants to continue, as it is felt this was not beneficial for the student for a number of reasons, including: it doesn't give students a break; and it also doesn't allow for them to network with other students etc.</p> <p>There are no discussions about closing the Nursery as it is seen as a key service. SMT just want to make it financial viable.</p>	
8.	<p>Work Outwith the College Policy – update</p> <p>SH advised that this would be reviewed when there were more HR staff in place.</p>	
9.	<p>Staff Volunteering Day - update</p> <p>SH advised that this would be reviewed when there were more HR staff in place.</p>	
10.	<p>Organisational Change Procedure</p> <p>SH tabled a paper on Organisational Change Procedure. This had been developed as there were currently 3 reviews ongoing, so there was a need to have a procedure for these. SH indicated that she would like to arrange a meeting with Unions and other staff to discuss this procedure further.</p> <p>In answer to a question, SH indicated that this procedure wouldn't go through CMT until finalised.</p> <p>JTY pointed out an error on page 3, 4th paragraph, were not all mentioned were "Vice-Principals".</p>	

Item		Action
	<p>Action: SH to arrange a meeting with Unions and other staff to discuss the Organisational Change Procedure further.</p>	<p>SH</p>
<p>11.</p>	<p>Redundancy Procedure</p> <p>SH tabled a paper on Redundancy Procedure. She advised that she would be happy to meet with this group later to discuss this procedure, but if there were any comments in the meantime, Forum members were to feedback to SH.</p>	
<p>12.</p>	<p>Remit of SCF</p> <p>SH advised this item had been intimated by Unison.</p> <p>JE said that Unison were not entirely clear what demarcation point there was between SCF and JNCs and the matters that were being discussed at these committees. For example, the procedures SH had tabled at this meeting, JE felt should be discussed only with recognised trade unions, who then consult with their members.</p> <p>SH referred to the remit of the SCF which advised that the Forum was for the “Joint meetings between College management and elected trade union representatives from Unison and EIS-FELA, non-trade union staff representatives, and management representatives.” The SCF remit, goes on to indicate that “Managers consult with staff representatives on developing and revising policies and procedures” and so consultation on policies and procedures was included in the remit of this Forum. SH said she was keen to keep discussion at this level, as staff on management contracts as well as staff who were not members of the College’s recognised trade unions, were included in the membership of the SCF. Neither of these groups were represented on JNCs.</p> <p>EIS said that in the past there was an agreement that policies and procedures would go by the JNC. SH said that it does mention that, but it was more strongly worded for these to be discussed at SCF.</p> <p>JE said that agreement was needed on what groups of staff were being represented. SH said she thought that there was also a need to publicise to staff how they interact with this group.</p> <p>JE said it should be established that non-union members need to elect or appoint someone to represent them. SH said that she wanted to see a robust forum, but the trade unions should not have a power of veto on this forum, which happens at JNC. SH said the policies and procedures do go to JNC, but there was no management representative at JNC which means they have no forum to discuss how matters affect them including their pay.</p> <p>Action: SH to follow up on the membership of the SCF.</p>	<p>SH</p>

Item		Action
13.	<p>ASW</p> <p>SH advised that there was discussion about the ASW amending opening hours, to open over the College closure periods, in order to meet commercial demand. This would require a change to staff terms and conditions. Management would, therefore, be looking to have discussions with staff and unions regarding this. ASW has already got bookings for Christmas.</p> <p>JE said Unison already had concerns about Health and Safety and work life balance for current staff and if there was going to be a permanent change to the working pattern, then this would need to be looked at carefully. JE said she had heard that staff were working double hours and couldn't get the time off. If the ASW was going to open through the closure periods then the ASW would need to consider if there was enough staff to run it.</p> <p>EIS asked if this would affect Hair and Beauty. SH said it was only the sports facilities staff this affected as they had paying members for those facilities.</p> <p>Action: SH to be in touch with union reps to discuss further the matter of ASW sports staff terms and conditions, with regard to the opening of the facility over the College closure periods.</p>	SH
14.	<p>AOCB</p> <p>None.</p>	
15.	<p>Date and time of Next Meeting</p> <ul style="list-style-type: none"> • 22 February 2018 • 17 May 2018 <p>All meetings are on Thursdays, 09.30-11.00am, in room 019</p>	

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 Students' Association (PCSA)

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 PCSA Advisory Committee as a Sub Committee of the Engagement Committee and have oversight of key PCSA developments and governance arrangements, making recommendations to the Board of Management on PCSA governance and other agreed matters
3. To ensure effective management of the PCSA 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

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)