

# Engagement Committee

## Agenda

**Meeting reference:** Engagement 2018 -19/04

**Date:** Thursday 2 May 2019 at 5.30pm

**Location:** Room 019

**Purpose:** Scheduled meeting

\*Denotes items for discussion.

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

	<b>Agenda Items</b>	<b>Author</b>	<b>Led by</b>	<b>Paper</b>
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of a Conflict of Interest in any Agenda Item		Chair	
4	Minutes of the meeting held on 31 January 2019		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	<b>Student Engagement</b>			
*6.1	Presentation from on the Future of HISA and Student Engagement priorities		Dr Iain Morrison, Dean of Students UHI and Alan Simpson, HISA President	Verbal
*6.2	HISA Perth College Update including Student Elections	Student President	Student President	Paper 2
*6.3	Enhanced Student Engagement: Implementation Plan and Report	Student President	Student President	Paper 3
*6.4	Student Mental Health Agreement		Student President	Verbal

7	<b>Performance Monitoring</b>			
7.1	Revised Balanced Scorecard	Project & Planning Manager	Principal	Paper 4
8	<b>External Engagement</b>			
8.1	External Engagement Update	Vice Principal (External)	Vice Principal (External)	Paper 5
9	<b>Staff Engagement</b>			
*9.1	HR and OD Update	Head of Human Resources & Organisational Development	Head of Human Resources & Organisational Development	Paper 6
10	<b>Board Development</b>			
*10.1	Board Development Update		Principal	Verbal
11	<b>Committee Minutes</b>			
11.1	EDIT <ul style="list-style-type: none"> <li>21 March 2019</li> </ul>	Head of Human Resources & Organisational Development	Head of Human Resources & Organisational Development	Paper 7
11.2	Staff Engagement Group <ul style="list-style-type: none"> <li>7 March 2019</li> </ul>			Paper 8
11.3	Student Engagement Group <ul style="list-style-type: none"> <li>15 March 2019</li> </ul>			Paper 9
12	<b>Date and time of next meeting:</b> <ul style="list-style-type: none"> <li>To be confirmed</li> </ul>		Secretary	
*13	Review of meeting (to include check against Terms of Reference to ensure all competent business has been covered)			Paper 10

## Draft Minutes

**Meeting reference:** Engagement 2018-19/03  
**Date and time:** Thursday 31 January 2019 at 5.30pm  
**Location:** Room 019

**Members present:** Sharon Hammell, Prince Honeysett (by vc for items 6.1 and 6.2 only), Ann Irvine (by teleconference), Margaret Cook, Lynn Oswald

**Apologies:** David Littlejohn, Deborah Hutchison, John Dare

**In attendance:** Lorenz Cairns, Depute Principal (Academic)  
Veronica Lynch, Vice Principal (External)  
Susan Hunter, Head of HR and OD

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

Summary of Action Items			
Actions from meeting			
Ref	Action	Responsibility	Time Line
6.2	Bring the HISA KPIs back to the Engagement Committee when these have been agreed	HISA President	Next meeting
6.2	Bring the HISA implementation plan back to the Engagement Committee	Student President	Next meeting

## Minutes

Item	Action
<b>1 Welcome and Apologies</b>  The Chair welcomed everyone to the meeting. Apologies were noted.	
<b>2 Additions</b>  There were no additions to the agenda.	
<b>3 Declaration of Interest in any Agenda Item</b>  There were no declarations of a conflict of interest in any agenda item.	
<b>4 Minutes of Meeting held on 8 November 2018</b>	

The minutes were approved as a correct record.

## **5 Actions Arising from Minutes on 8 November 2018**

### **6.1 HISA Perth College Update**

Check protocols around provision of strips in terms of sponsorship

**Action update:** The strips were the same as those used by sports ambassadors in ASW so there were no issues.

### **6.2 Enhanced Student Engagement**

Develop an Implementation Plan with milestones and targets

**Action update:** on the agenda for the meeting.

### **\*7.1 External Engagement Update**

#### **Balanced Scorecard Update**

Provide a breakdown on sickness absence and turnover for academic staff and support staff

**Action update:** on the agenda for the meeting

### **8.1 External Engagement**

Discuss opportunities for the building links with local independent schools

**Action update:** Action complete – the VP (External) had been in touch with local independent schools to discuss opportunities.

## **6 Student Engagement**

### **\*6.1 HISA Perth College Update**

The Committee noted the update on HISA activities.

### **\*6.2 Enhanced Student Engagement**

The HISA President introduced the paper setting out activities that had taken place since the last meeting in terms of HISA's plans for Student Engagement. Following meetings with some of the College's Senior Management Team, a number of work streams were identified and those were being planned and taken forward working with the College's Project & Planning Manager. The Committee noted the update, but was keen to see an implementation plan for work areas with key milestones and timelines identified. It was agreed this would come to the next meeting.

Student  
President

The Committee noted that HISA's KPIs were currently being reviewed. These would be agreed at a regional level and would come back to a future meeting of the Committee.

HISA  
President/

### **\*6.3 Student Engagement Group**

The Committee noted the membership, purpose and Terms of Reference for the new Student Engagement Group and that it would formally report to the College's Management Team. The Committee further noted that the Group was one of a number of Committees/Groups that were being established or reviewed to align with a re-shaped College Management Team.

The Committee welcomed the new Committee as a positive step forward in taking forward student learning priorities, gathering feedback and making recommendations on key student engagement activity.

## **7 Student Surveys**

### **7.1 Early Induction and Experience Surveys**

The Depute Principal (Academic) introduced the paper, which summarised the results from the Early Induction and Experience Surveys. The Committee noted the paper, in particular that the survey had been conducted online and that a participation rate of 64% had been achieved. The Committee commended the overall student satisfaction outcome at 96.85%, which was marginally higher than last year.

The Committee discussed the retention rates and the correlation with the survey outcomes and the Committee noted that the sector managers were carefully monitoring this. The Committee queried why the outcomes from the questions about student funding were a little lower than others. Timing was thought to be an issue, particularly when students did not complete application forms correctly. The College was active in advertising the timescales, a new appointments process was introduced this year, and students were encouraged to apply early.

## **8 External Engagement**

**8.2** The Vice Principal (External) introduced the paper. The Committee noted the wide range of activity that was ongoing and that a revised structure for the International and Marketing team would soon be in place to support business activity going forward.

A new Curriculum and Business Planning Group had been established following the re-organisation of the College's meeting structure, and that Group would consider aspects of external engagement. Representation on these groups had been carefully

considered so as not to over burden staff.

In terms of Academy for Sport and Wellbeing (ASW) and income generation, the Committee noted that the facility remained open during the Christmas period but that did incur additional costs. However, a number of new gym memberships and climbing registrations were secured and that was positive. The Committee noted that the income for the year to date for ASW was ahead of target at this stage, and that the overall position was monitored carefully by F&GPC. The cost base was likely to rise for ASW due to the impact of national bargaining.

The Principal reported that the Terms of Heads for the Tay Cities deal were being revised, as the initial costings that were submitted were out of date. Discussions were ongoing with UHI and a paper would be prepared for the March Board meeting.

The Committee welcomed the work on the schools prospectus and noted that digital and printed versions were available; the printed version was especially important for schools. The target audience was all the high schools in Perth and Kinross and the College was now working more closely with local independent schools.

## **9 Staff Engagement**

### **9.1 Staff Engagement Forum**

The Depute Principal (External) updated the Committee on the establishment of a new Staff Engagement Forum.

### **9.2 HR and OD Update**

The Committee noted the paper introduced by Head of HR and OD. The Principal updated the Committee in terms of national bargaining and ongoing discussions with Colleges Scotland. A number of further strike days were planned and, similar to other Colleges, Perth College UHI had remained open during strike days, but not for scheduled classes.

In terms of the Health and Safety statistics, the Committee noted that they differed from previous reports but this was down to the data issues that had been discovered in the College's Ciphre system. The Head of HR and OD reassured that Committee that the system errors had been fixed and explained the basis of reporting. The Committee noted the revised absence statistics and the context for these.

## **11 Board Development**

### **\*11.1 Board Development**

The Secretary reminded members that the 8 May development event had been cancelled due to a clash of meetings involving the Chair and Principal. A new date would be sought. In addition, the Secretary reminded members that the questionnaire on Board Effectiveness was due for return and that should help inform the development events programme for next Academic Year.

## 12 Committee Minutes

12.1 EDIT 6 December 2018 – noted

## 13 Date and Time of Next Meeting

2 May 2019

## 14 Review against Terms of Reference

The Committee agreed it had discussed business in line with its terms of Reference.

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

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

**Status of Minutes**      **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 General Data Protection Act 2018. It is important that fact, rather than opinion, is recorded.

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

## Perth College UHI

## Paper 2

<b>Committee</b>	Engagement Committee
<b>Subject</b>	HISA Update
<b>Date of Committee meeting</b>	02/05/2019
<b>Author</b>	Student President
<b>Date paper prepared</b>	24/04/2019
<b>Executive summary of the paper</b>	Update on recent HISA activities
<b>Consultation</b> How has consultation with partners been carried out?	NA
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	No
<b>Risk implications</b> (If yes, please provide details)	No <small>Click or tap here to enter text.</small>
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with:	Student engagement



## Perth College UHI

<ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	
<p><b><u>Equality and diversity</u></b></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>No</p>
<p><b>Island communities</b></p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p><b>No</b></p> <p>If yes, please give details:</p>
<p><b><u>Data Protection</u></b></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p><b>Status</b> (e.g. confidential/non confidential)</p>	<p>Non Confidential</p>
<p><b>Freedom of information</b></p> <p>Can this paper be included in “open” business?*</p>	<p>Yes</p>

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

## Perth College UHI

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

For how long must the paper be withheld? Permanently

Further guidance on application of the exclusions from Freedom of Information legislation is available via:

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

and

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

# **HISA PERTH UPDATE**

## **HISA Perth & Quality**

The HISA Perth team have begun working more closely with the Perth UHI quality department by looking at more ways of improving our representation and engagement structure. Both teams shall be meeting every six weeks, in-between the meeting of the Student Engagement Group. We are currently discussing our plans for training class reps in the next academic year. Feedback from this year's session has been collated and we shall be making improvements based on the suggestions from students.

## **OBI's**

Nominations are now closed for the HISA Perth OBI Awards. There was initially fear amongst the team about whether or not we would have as much engagement with this year's awards in comparison to previous years due to all that has been happening on campus such as the local officer elections and EIS strikes. But we managed to break our record number of nominations this year with 338, another achievement we are most definitely proud of. We now continue with our arrangements for the event on May 16<sup>th</sup>.

## **SRC**

There has been an increasing number of students coming to HISA Perth to talk about the EIS strikes and effect it's been having on their studies. At our February SRC we took a vote on the position that the Course representatives wanted HISA Perth to take and there was overall consensus to support the lecturers and their cause. Although the decision was unanimous, the reps wanted all the information about the strikes to be circulated to their emails so they could discuss the matter with the rest of their class and come back to the next meeting feeling they were ready to make a more informed decision and not just voice their opinion but also the rest of the students in their class. Upon circulating the information we arranged another meeting after this and took another vote on the position HISA Perth should take, and again all reps voted for us to take action and find a way to resolve the strikes.

Ultimately we believe it is down to the SFC for not properly funding Colleges Scotland enough to support its staff so we as the student cohort have decided that we will be taking action against the Scottish government in order to resolve the dispute. We are currently in the planning stage of our campaign.

## **MP Visit**

On April 19<sup>th</sup> HISA Perth met with Local MP Pete Wishart to discuss issues that students of Perthshire are now facing. He came to visit us here on campus and we addressed;

- Closure of learning centre's
- University of the City of Perth
- EIS Strikes

<b>Committee</b>	Engagement Committee
<b>Subject</b>	2019 Student Elections
<b>Date of Committee meeting</b>	02/05/2019
<b>Author</b>	William Mohieddeen
<b>Date paper prepared</b>	25/04/2019
<b>Executive summary of the paper</b>	A report on the 2019 Student Elections, including information on the HISA Perth officer elections.
<b>Consultation</b> How has consultation with partners been carried out?	N/A
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	No
<b>Risk implications</b> (If yes, please provide details)	Yes The 2019 Student Elections elect the board members of the college.
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> </ul>	Strategic Aim 1.7

<ul style="list-style-type: none"> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	
<p><b><u>Equality and diversity</u></b></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	No
<p><b>Island communities</b></p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><b><u>Data Protection</u></b></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p><b>Status</b> (e.g. confidential/non confidential)</p>	Non- confidential
<p><b>Freedom of information</b></p> <p>Can this paper be included in “open” business?*</p>	Yes

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

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

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

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## HIGHLANDS AND ISLANDS STUDENTS' ASSOCIATION | HISA PERTH

### STUDENT ELECTIONS 2019

1. The Highlands and Islands Students' Association (HISA) conducted its annual executive committee elections during February – March 2019. Students' associations are required by law to hold elections for major office bearers in accordance with the Education Act 1994.
2. On Friday 15 March, voting in the HISA elections concluded and the count took place at the HISA offices in Ness Walk, Inverness for all positions.
3. This paper provides background to the elections, information on how the elections were delivered and the results of the election.

#### About HISA and HISA Perth

4. The Highlands and Islands Students' Association (HISA) was established in 2015 to represent all further and higher education students in the University of the Highlands and Islands and its academic partners. At the time, Perth College UHI and Inverness College UHI retained their students' associations, so HISA then represented the voice of college students here to UHI regional committees only.
5. In 2017, Perth UHI students HISA should provide local representation and take over from Perth College Students' Association (PCSA). HISA Perth represents the voice of Perth UHI students as part of the HISA framework. 2018-19 is the second year of HISA Perth's establishment.
6. HISA Perth is led by a President which is a full-time, sabbatical officer position. A student elected to this position takes a one-year break from their studies to perform the role. It is also led by two part-time officer roles which must be held by a continuing student. They are the Vice President (Activities and Welfare) and the Vice President (Education and Engagement). The executive committee of HISA Perth are regarded as **local officers** in the HISA framework.
7. HISA is led by three, full-time, sabbatical officers (known as **regional officers** in the HISA framework) – the President, the Vice President (Further Education) and Vice President (Higher Education). On top of the three HISA Perth positions, there were Perth UHI students running in each of the HISA regional officer roles alongside students across UHI.

#### About the election

8. Prior to 2017-18, PCSA elections were organised on a different timescale to HISA elections. At that time, HISA also split the elections between the regional officer elections and the local officer elections. This meant that at Perth UHI students would be voting in three elections in one semester. This provided a significant challenge to ensure students were engaged with messaging over three elections, that staff were engaged and to organise and deliver the election
9. In 2018, HISA moved to organise all elections at the same time. This means that students can nominate themselves for any HISA regional or local officer role and vote for them at the

same time.

10. The election is run online at [www.hisavote.co.uk](http://www.hisavote.co.uk) on a platform supplied for by Membership Solutions Ltd (MSL). This system is accessed by students using their student ID and password. Any current enrolled student registered on SITS may participate in the election.
11. Students voted in six elections at Perth UHI – the three regional officer roles, and three HISA Perth local officer roles.
12. Voting in HISA elections uses preferential voting. This means students vote number 1 next to the candidate they want to win, number two for their next preference, a number three for their third, and so on. Students don't have to indicate a preference for every candidate.
13. Re-open nominations (RON) is a candidate in each election. This option indicates that the voter wishes to the election for that position to be re-opened to reject the available candidates.

### **Delivering the election at Perth UHI**

14. There were two phases of the election delivery once that dates of the election had been publicly announced. The nominations phase – promotion of the election to aim for as high a candidate count as possible, and the voting stage – promotion of the election, and candidate support, to ensure there is as high a voting turnout as possible.
15. During the nomination phase of the election, support from senior management was obtained to encourage college staff to support the elections. Information was circulated to all teaching and support about ways in which they could promote the election, and details that they could pass on.
16. Marketing material was produced by HISA. This was printed and distributed throughout the Brahan, Goodlyburn, Webster and ASW buildings. HISA Perth staff also approached students in access corridors and visited classes to promote the elections. Information on the election was posted on Perth College UHI website and social media channels and on HISA Perth social media channels. A presentation on the election was delivered at the February meeting of the HISA Perth Student Representative Council (SRC).
17. During the voting stage, all academic partners were encouraged to establish polling stations. As the vote is electronic, polling stations were to include computers where students could log in to the online ballot paper and easily log out for another student to vote, information on the candidates, and information on how to vote. Polling stations were to be supervised by institutional staff.
18. At Perth UHI, there is precedent of polling stations used for students' association elections. Elections were conducted by paper ballot and staff of the College supervised polling stations following a procedure for marking on a voter register students that have submitted votes.
19. Perth UHI staff support the voting stage by volunteering supervise polling stations. 27 members of Perth College UHI staff volunteered 45 hours on polling stations. For time slots that didn't have any volunteers, HISA staff supervised polling stations.



## Election results

20. HISA achieved record turnouts for all positions elected across the UHI academic partnership and for regional officer roles.
21. 2040 were received for the HISA President election, up from 1653 in 2018. 543 votes were received for the HISA Perth President election, up from 528 in 2018.
22. The winning candidates for HISA Perth are:
  - a. **President:** Amy Studders
  - b. **Vice President (Activity and Welfare):** Debbie Das Chaudhury
  - c. **Vice President (Education and Engagement):** Michaela Asisten
23. The President role is a full-time, sabbatical position. The Vice President roles are part-time positions, on a 10-hour per week contract. All officers will begin their term on 1 July 2019.
24. The winning candidates for the regional HISA positions are:
  - a. **President:** Chloe Steele (Lews Castle UHI)
  - b. **Vice President (Further Education):** Natasha Morgan (Orkney UHI)
  - c. **Vice President (Higher Education):** Andrew Bowie (Inverness UHI)
25. A breakdown of the election results across the partnership is attached as an appendix to this report.
26. HISA will be evaluating the elections over the course of the summer in a broad overview of how we engage students and institutional staff. The turnout is a significant improvement on election results previously attained across the partnership and the increases are primarily attributed to how HISA has structured the project, and how we engage with institutions' student engagement staff.
27. HISA is grateful to all staff that have supported this year's elections which should be highlighted as an example of partnership working.

William Mohieddeen  
Senior Student Association Coordinator  
Highlands and Islands Students' Association

**VOTE COUNT REPORT****15 March 2019**

<b>2019 TOTAL NUMBER OF INDIVIDUAL VOTERS</b>			<b>2733 (+125%)</b>
<b>2018 TOTAL NUMBER OF INDIVIDUAL VOTERS</b>			<b>2187</b>
<b>Position</b>	<b>Final total 2019</b>	<b>Final total 2018</b>	<b>% of 2018</b>
President	2040	1653	123.4
Vice President (Further Education)	1913	1493	128.1
Vice President (Higher Education)	1983	1479	134.1
Depute President for Argyll College	97	87	111.5
Depute President for Highland Theological College	43	31	138.7
Inverness College President	582	427	136.3
Inverness College Vice President (Education)	486	385	126.2
Inverness College Vice President (Activities & Welfare)	527	401	131.4
Depute President for Lews Castle College	148	94	157.4
Depute President for Moray College (Activities & Welfare)	394	325	121.2

Depute President for Moray College (Education)	379	240	157.9
Depute President for North Highland College	171	147	116.3
Depute President for Orkney College	110	106	103.7
Perth College President	543	528	102.8
Perth College Vice President (Activities & Welfare)	515	474	108.7
Perth College Vice President (Education and Engagement)	538	446	120.6
Depute President for SAMS	93	80	116.3
Depute President for Shetland Islands	99	71	139.4
Depute President for West Highland College	169	64	264.1

<b>Committee</b>	Engagement Committee
<b>Subject</b>	Enhanced Engagement Plan and Implementation – HISA Perth plan of work update
<b>Date of Committee meeting</b>	02/05/2019
<b>Author</b>	Prince Honeysett
<b>Date paper prepared</b>	25/04/2019
<b>Executive summary of the paper</b>	An update on the HISA Perth 2018-19 plan of work, including targets and information on implementation.
<b>Consultation</b> How has consultation with partners been carried out?	N/A
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	No
<b>Risk implications</b> (If yes, please provide details)	No Click or tap here to enter text.
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> </ul>	Strategic Aim 1.7

<ul style="list-style-type: none"> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	
<p><b><u>Equality and diversity</u></b></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	No
<p><b>Island communities</b></p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ <b>No</b></p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><b><u>Data Protection</u></b></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p><b>Status</b> (e.g. confidential/non confidential)</p>	Non- confidential
<p><b>Freedom of information</b></p> <p>Can this paper be included in “open” business?*</p>	Yes

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

Its disclosure would substantially prejudice a programme of research	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input type="checkbox"/>
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## HIGHLANDS AND ISLANDS STUDENTS' ASSOCIATION

### HISA PERTH | ENGAGEMENT AND IMPLEMENTATION PLAN OF WORK 2018-19

#### Introduction

1. This paper is an update of the engagement work of HISA Perth based on the 2018-19 Plan of Work.
2. The HISA Perth plan of work 2018-19 sets out all planned activities of the HISA Perth Executive Officers for the current academic year.
3. The plan of work is formed from the officers personal objectives developed since their election in March 2018, existing feedback from students through surveys and the Student Representative Council (SRC) and work from the previous academic year.
4. For the November 2018 meeting of the Engagement Committee, the full Plan of Work was presented. Engagement Committee has since asked for a report of the Plan of Work implementation including key performance indicators. This documents provides an update to the Plan of Work and the targets for each area of student engagement work.

#### Structure

5. This report draws on engagement-focused parameters of the HISA Perth Plan of Work. The parameters demonstrate the level of engagement that students have on key HISA Perth activities that feed into the agreed objectives of the HISA Perth officers.
6. There are three parts to the HISA Perth plan of work:
  - a. Priority Plan of Work
    - i. This is the agreed priority area of work of the executive committee.
  - b. Executive Plan of Work
    - i. Each executive officer lead on particular, personal areas according to their officer role. These are developed during the officer induction and training and worked on during the year.
  - c. Continual Plan of Work
    - i. HISA Perth works on areas of engagement regardless of the political priorities of the executive officers. This includes course reps, elections and the OBI Awards.
7. The attached plan of work includes details of the indicators of each area of work, targets, current level and an outline of activity pursuant to each activity.

#### 2018-19 update

8. The purpose of the establishment the first plan of work for a students' association in Perth UHI is to provide a more structured approach to the work of the students' association and to focus officer activity on having an impact on the student experience.
9. This year has seen greater engagement students are having with HISA Perth compared to 2017-18. This can be seen in the higher number of OBI nominations, candidates for election, and election turnout, which can be found in the attached plan of work summary – and by

the attendance of our Student Representative Council meetings.

10. SRC total attendance is at 252 in 2018-19 which compares to 159 for the four meetings conducted this time in 2017-18. This also accounts for a great number of course reps attending SRC meetings. At the first meeting of SRC, 110 reps attended in 2018-19 compared to 67 in 2017-18. This meeting takes place after course rep training. According to numbers from Perth UHI Quality Team, 154 reps were trained in 2018-19 compared to 162 trained in 2017-18.
11. There is ongoing concern with the sustainability of work with course reps. While attendance compares favourably with 2017-18, there is an almost equal rate of attendance drop-off when meetings are compared year-to-year. The current framework of is a key issue for HISA Perth, and for incoming student officers, to ensure that the engagement that HISA Perth has with course reps is sustainable and leads to course reps being empowered to have an impact on the experience of their coursemates. Currently, course rep effectiveness is only measured in SRC attendance.
12. Engagement with students leads to the Executive Committee being more informed to contribute to the work of Perth UHI. A significant development based on the engagement work the officers are doing on student support has led to the signing-off of the Student Mental Health Agreement. Contributing to this work has been a legacy of the “Pop-up Prince” open clinics held by Prince Honeysett in areas around the College feeding into the wellbeing work of HISA Perth.
13. HISA Perth’s work on activity has shown a success demonstrated by the swell in number of societies and activity in HISA Perth Sport. The Perth UHI basketball has now competed in three challenge matches against opposition from three other universities. However, due to limits on our capacity, it is unlikely that we will achieve the bronze award in the Scottish Student Sport (SSS) College Sport Award scheme.
14. The HISA Perth officers prioritised on-campus student events for 2018-19, and undertook the Lit Activity Fund for a second year. It is the view of HISA Perth that this activity complements areas of the Perth UHI strategic plan providing students with opportunities to develop project management and entrepreneurship opportunities. Lit AF funds student teams to deliver events. With HISA Perth support, this offers them an opportunity to demonstrate management, team-building, project and money management skills while contributing to the life of the college.

## Summary

15. The attached plan of work summary outlines each area of engagement work and the update on targets as requested by the Engagement Committee.



## Priority plan of work

<b>1</b>	<b>Lit Activity Fund</b>					
<b>1.1 Summary</b>	<p>The Lit Activity Fund (Lit AF) is in its second year. This was introduced to set in some framework for awarding funds to student teams that wanted to hold events for other students. This was identified as a priority to introduce more activities for students and build on campus life.</p> <p>A strategic aim of Perth College UHI (2016) is to “empower” students. Opportunities through activities, as outlined in paragraph 9, compliments this aim. The college’s strategic plan outlines within this aim that they shall “empower and support students to develop personal resilience, career management and entrepreneurial skills”. HISA Perth’s activities in student activities complements this work closely.</p> <p>Clubs and societies provide opportunity for some valued activity. The opportunity that the Lit Activity Fund will provide is for groups of students to work on projects that doesn’t limit them to being part of a society. Work on an activity fund in previous years have shown that there are cohorts of students not committed long-term to a society that are enthused about organising events for others in the student community. This fund shall provide for those students, and for students outside of the project organisers to participate in.</p>					
<b>1.2 Strategic alignment</b>	<b>HISA Strategic Plan</b>	Key Strategic Objective 1: Establishing HISA as a recognised and credible organisation Key Strategic Objective 5: Club and Society Development				
	<b>Perth College UHI Strategic Plan</b>	Strategic Aim 1.5 Strategic Aim 2.2 Strategic Aim 2.3 Strategic Aim 3.4				
	<b>Student Engagement Framework for Scotland</b>	1 A culture of engagement 4 Valuing the student contribution 6 Appropriate resources and support				
<b>1.3 Indicators</b>	<b>Output</b>	<b>Date</b>	<b>Indicator</b>	<b>Target</b>	<b>Current</b>	<b>Implementation</b>
	Fund use	Jun 19	All funding has been distributed	£1500	£613.46	Promotion of the LIT Activity Fund took place from October 2018

						Judging panel convened on 14 November with Perth UHI Student Engagement Not all funding has been distributed – some applications were deemed unsuitable
		Jun 19	Number of students participating as project leads	39	21	All projects require a 3-student minimum project team
		Jun 19	Number of projects funded	13	7	

### Executive plan of work

<b>2</b>	<b>Increase engagement through representation</b>		<b>Officer lead:</b> Vice President for Education and Engagement
<b>2.1 Summary</b>	<p>The effectiveness of student representation and engagement at the college is fundamental to the performance of HISA Perth. A primary area of work is the system of course representation. Course representatives provide students with a voice at classroom level and also populate the HISA Perth student representative council.</p> <p>Alongside other means of measuring engagement, such as attendance of course reps at training and SRCs, we will engage with the work on the National Student Survey (NSS) and the Student Satisfaction and Engagement Survey (SSES). The HISA strategic plan includes the aim of developing the credibility of the organisation and the NSS and SSES provides useful indicators on students' perception of representation and its effectiveness.</p>		
<b>2.2 Strategic alignment</b>	<b>HISA</b>	Key Strategic Objective 2: Student Representatives at the heart of the university representation system Key Strategic Objective 3: Class Representatives at the heart of HISA Key Strategic Objective 4: Independent advice for students and campaigns Enabling Objective 5: Effective Governance and accountability	
	<b>Perth College UHI</b>	Strategic Aim 1.1 Strategic Aim 1.5 Strategic Aim 1.7 Strategic Aim 2.1 Strategic Aim 3.1	

		Strategic Aim 3.2				
	<b>Student Engagement Framework</b>	1) Students feeling part of a supportive institution 2) Students engaging in their own learning 3) Students working with their institution in shaping the direction of learning 4) Formal mechanisms for quality and governance				
<b>2.3 Indicators</b>	<b>Output</b>	<b>Date</b>	<b>Indicator</b>	<b>Target</b>	<b>Current</b>	<b>Implementation</b>
	HISA Perth Course Rep strategy NSS and SSES surveys	Apr 19	Develop themes for HISA Perth course representation strategy	1	-	Course representation is currently being reviewed partnership-wide between HISA and the UHI Student Engagement Group A course rep survey is currently live HISA Perth have researched representation structures including visits to Borders College and Dundee University Information on representation structures has also been shared by West Lothian Sollege Students' Association
		Jun 19	Improve HISA Perth specific response to NSS	80%	-	National Student Survey was promoted through SRC and visiting classes upon request
		Jun 19	Improve HISA Perth specific score in NSS Q26	47%	-	
		Jun 19	Improve HISA Perth specific score in SSES	78%	-	An email has been sent to all class reps encouraging promotion of the SSES to their students
	Student Representative Council	May 19	Attendance rate measured for future benchmarking	1	-	Attendance has been monitored for each SRC. Four out of five SRC meetings have been held so far.
	Regional Council	Feb 19	All delegation spaces filled	4	5	Delegation spaces filled through SRC. There was greater demand and available spaces so an extra student, non-class rep, was invited to attend.
	Engagement focus groups	Feb 19	Focus groups take place for all sector areas	4	4	Feedback groups have taken place with classes from all four sector areas. Eight feedback groups have taken place

		Jun 19	All sector areas receive feedback from focus groups	4	-	Reports have been submitted to the Perth UHI Student Engagement Group
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<b>3</b>	<b>Increase engagement with clubs and societies</b>			<b>Officer lead:</b> Lennox Francis; Vice President for Activities and Welfare		
<b>3.1 Summary</b>	<p>This serves as an important goal, as students look towards extra-curricular activities as a form of stress relief and a manner in which to meet individuals who share common interests. By mentioning engagement it refers to the involvement on the part of the student body and the task of increasing this interest by any suitable means. The clubs and societies are student-run and gives them a sense of ownership and responsibility.</p> <ul style="list-style-type: none"> <li>• Creation of a student friendly environment giving comfort and sense of worth.</li> <li>• Becoming motivated to attend college/ university as they look forward to participating.</li> <li>• Meeting new individuals and creating bonds that may last forever.</li> <li>• Maintaining both a healthy physical and mental state.</li> </ul>					
<b>3.2 Strategic alignment</b>	<b>HISA</b>	Key Strategic Objective 5: Club and Society Development Key Strategic Objective 6: Developing accreditation for HISA volunteering				
	<b>Perth College UHI</b>	Strategic Aim 1.1 Strategic Aim 1.4 Strategic Aim 1.5 Strategic Aim 1.7 Strategic Aim 3.4				
	<b>Student Engagement Framework</b>	1) Students feeling part of a supportive institution 1 A culture of engagement 3 Responding to diversity 4 Valuing the student contribution				
<b>3.3 Indicators</b>	<b>Output</b>	<b>Date</b>	<b>Indicator</b>	<b>Target</b>	<b>Current</b>	<b>Implementation</b>
	Number of societies	May 19	Increase number of societies from five at beginning of academic year	5	9	Societies promoted through Freshers Week, social media, posters class visits, leaflets and student support engagement

	HISA Perth sport matched	Jun 19	All sport teams play at least one competitive match against another institution	100%	50%	Basketball team have played three challenge matches against Abertay University, Dundee University and Glasgow University. Football team ceased training in semester two
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<b>4</b>	<b>Increase engagement with student support</b>			<b>Officer lead:</b> Prince Honeysett; President		
<b>4.1 What we will achieve</b>	<p>In this workstream, we will work to develop awareness of support opportunities for students. Health and wellbeing can be a barrier for students pursuing their studies. The objective of our work will be to increase numbers of students needing support to access available services.</p> <p>To pursue this, we will work with the Student Support team of Perth College UHI. We will develop our work in 2017-18 where we supported the Healthy Happy You and Healthy Body Healthy Mind Awards schemes.</p>					
<b>4.2 Strategic alignment</b>	<b>HISA</b>	Key Strategic Objective 1: Establishing HISA as a recognised and credible organisation Key Strategic Objective 4: Independent advice for students and campaigns				
	<b>Perth College UHI</b>	Strategic Aim 1.1 Strategic Aim 1.3 Strategic Aim 1.6 Strategic Aim 3.2				
	<b>Student Engagement Framework</b>	1) Students feeling part of a supportive institution 3 Responding to diversity				
<b>4.3 Indicators</b>	<b>Output</b>	<b>Date</b>	<b>Indicator</b>	<b>Target</b>	<b>Current</b>	<b>Implementation</b>
	Here to Help stall	Nov 18	Establish times for pop-up clinics	2	2	Pop-up stalls ran in semesters one and two in the Brahan Building and Webster Building
	Student Mental Health Agreement	Mar 19	Establish HISA Perth and Perth College UHI Student Mental Health Agreement 2018-19	1	1	Student Mental Health Agreement signed-off by Student Engagement Group in March meeting HISA Perth President member of college student support group

<b>5 Continual plan of work</b>		The continual plan of work details activities that HISA Perth undertakes every year alongside the executive officers' priorities.				
<b>5.1 Workstream</b>	<b>Output</b>	<b>Dates</b>	<b>Indicator</b>	<b>Target</b>	<b>Current</b>	<b>Implementation</b>
<b>5.2 OBI awards</b>	Nominations	May 19	Improve on 2018 nomination levels	332	338	All-student and all-staff emails sent on nominations opening Class visits and library corridor promotion took place Social media promotion took place
<b>5.3 Elections</b>	Candidates	Mar 19	All officer positions are contested	12	15	All-student and staff emails Class visits Social media and posters, including flyers with election information Candidate guidebook Library stall
	Turnout	Mar 19	Improve turnout on 2018 elections	528	543	All-student and staff emails Class visits Social media and posters, including flyers with election information Candidate guidebook Library stall Breakfast candidate briefings College staff on polling stations

<b>5.5 Student Partnership Agreement</b>	2018-19 SPA	Feb 19	Student Partnership Agreement for 2018-19 signed	1	-	HISA Perth suggestions for Student Partnership Agreement presented to November meeting of Engagement Committee 2018-19 SPA has not so far been taken forward
	2019-20 consultation	Apr 19	Consultation takes place with students and elected officers for themes in SPA	1	1	Course rep undertook a SPA consultation with classmates Discussion took place on HISA Perth themes for student partnership agreement at March meeting of SRC
	2019-20 SPA	Jun 19	Agreement with Perth College on 2019-20 SPA themes and action plan	1	-	Final agreement on HISA Perth suggestions at May SRC to then be forwarded to Student Engagement Group to form 2019-20 SPA

<b>Committee</b>	Engagement Committee
<b>Subject</b>	A review of the College's Balanced Scorecard
<b>Date of Committee meeting</b>	02 May 2019
<b>Author</b>	Kirsty Campbell, Transitions Project Coordinator
<b>Date paper prepared</b>	24/04/2019
<b>Executive summary of the paper</b>	<p>This proposal outlines how Perth College's Balanced Scorecard could be more effective in highlighting performance and progress against its strategic objectives. The Balanced Scorecard currently measures the KPIs set out by the four cross-cutting sectors in the College's strategic plan <a href="#">Vision 2021: Strategic Plan 2016-21</a>.</p> <p>The proposal will review and offer recommendations on:</p> <ul style="list-style-type: none"> <li>• whether the current KPIs being tracked provide a true reflection of the college's strategic position year on year to allow for meaningful forward strategic planning</li> <li>• consider whether the current design is fit for purpose in layout, content and in providing sufficient strategic context to be a meaningful reporting tool</li> </ul> <p>Work in building the proposal focused on feedback and research with the Heads/Leads of each area within the college as well as research into best practice within the sector to identify the right measures to capture strategic performance and inform strategic planning.</p> <p>The aim of the proposal is to identify two draft proposals for the content and design of the Balanced Scorecard and present these to SMT and the Board for their consideration and feedback. The development of a proposed new Balanced</p>



## Perth College UHI

	Scorecard would be expected to benefit the Corporate Management Team, Senior Management Team and College Board with improved data and presentation of data.
<b>Consultation</b> How has consultation with partners been carried out?	
<b>Action requested</b>	<input type="checkbox"/> For information only <input type="checkbox"/> For discussion <input checked="" type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	No
<b>Risk implications</b> (If yes, please provide details)	Yes A review of the College's current Balanced Scorecard has been identified as necessary by SMT and the Board, to ensure it remains fit for its purpose as a strategic tool for measuring key performance indicators and charting progress made towards strategic objectives.
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please</li> </ul>	Perth College UHI Vision 2021: Strategic Plan 2016-21

## Perth College UHI

provide further information	
<p><b><u>Equality and diversity</u></b></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	No
<p><b>Island communities</b></p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p><b>No</b></p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><b><u>Data Protection</u></b></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p><b>Status</b> (e.g. confidential/non confidential)</p>	Non-confidential
<p><b>Freedom of information</b></p> <p>Can this paper be included in "open" business?*</p>	Open business

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

Its disclosure would substantially prejudice a programme of research	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input type="checkbox"/>
Its disclosure would substantially prejudice the commercial interests of any	<input type="checkbox"/>	Its disclosure would constitute a breach of confidence actionable in court	<input type="checkbox"/>

## Perth College UHI

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

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

Further guidance on application of the exclusions from Freedom of Information legislation is available via:

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

and

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

# Balanced Scorecard Proposal

## Balanced Scorecard – Review Proposal

[www.perth.uhi.ac.uk](http://www.perth.uhi.ac.uk)



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## Executive Summary

This proposal outlines how Perth College's Balanced Scorecard could be more effective in highlighting performance and progress against its strategic objectives. The Balanced Scorecard currently measures the KPIs set out by the four cross-cutting sectors in the College's strategic plan [Vision 2021: Strategic Plan 2016-21](#).

The proposal will review and offer recommendations on:

- whether the current KPIs being tracked provide a true reflection of the college's strategic position year on year to allow for meaningful forward strategic planning
- consider whether the current design is fit for purpose in layout, content and in providing sufficient strategic context to be a meaningful reporting tool

Work in building the proposal focused on feedback and research with the Heads/Leads of each area within the college as well as research into best practice within the sector to identify the right measures to capture strategic performance and inform strategic planning.

The aim of the proposal is to identify two draft proposals for the content and design of the Balanced Scorecard and present these to SMT and the Board for their consideration and feedback. The development of a proposed new Balanced Scorecard would be expected to benefit the Corporate Management Team, Senior Management Team and College Board with improved data and presentation of data.

## Background and Introduction

*The Balanced Scorecard* is a strategic planning and management reporting mechanism used by Perth College to set, track and achieve its strategic objectives. Although measurement of KPIs is a key aspect of the Balanced Scorecard, it is also used as a mechanism for setting and achieving those strategic goals and objectives.

Its basic premise is that once the strategic objectives have been set they should be simultaneously measured, analysed and improved to ensure that progress is consistent against all the measures and that the organisation is therefore able to achieve real growth.

The strategic objectives set out by an organisation should therefore be congruent or consistent, work well together and have synergy of purpose.

### **What is Perth College UHI currently doing?**

Perth College UHI aligns its Balanced Scorecard with the key quantitative and qualitative measures set out within its strategic plan [Vision 2021: Strategic Plan 2016-21](#) in order to

review annual performance against its strategic aims and the targets set within the Highlands and Islands Regional HE/FE Outcome Agreement (ROA).

The key quantitative measures form four distinct elements:

- Students and staff achieving their potential
- Student satisfaction
- Student activity measures
- Sustainability

Baseline data for the quantitative measures is obtained from the previous academic year and an updated version of the Balanced Scorecard goes to each of the college's Board committees: Audit, Engagement, Academic Affairs and the Finance & General Purposes Committee throughout the academic cycle. The full Balanced Scorecard goes forward to the College Board at the end of the academic cycle.

## Project Definition

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### **Purpose**

To ensure that the strategic KPIs set and measured by the College are fit for purpose and give a true reflection of its strategic position, while incorporating a design that allows for the setting, tracking and analysing of strategic performance in the most effective manner.

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### **Objectives**

1. Gain an understanding on whether the current Balanced Scorecard is 'fit for purpose'
2. Review the content of the Balanced Scorecard in order to identify the key indicators which should be tracked to give a true reflection of the college position year on year
3. Review how key measures should align with UHI reporting
4. To identify the most effective method in communicating the measures within the Balanced Scorecard
5. Identify how often the Balanced Scorecard could be presented and at what times of the academic year

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### **Defined Method of Approach**

#### **How the proposal was carried out:**

The process/methodology for the proposal included the following activities:

- Meetings with relevant senior internal stakeholders to identify the brief for the proposal and feedback on the

college's current Balanced Scorecard

- Planning sessions with relevant Heads of Service to identify the relevant KPIs and reporting mechanisms
- External research into the background and purpose of the Balanced Scorecard
- Sector-wide research to identify best practice
- SWOT analysis of current college Balanced Scorecard (see Appendix 1.2)

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**Scope & Exclusions**

The scope of the proposal will only review and propose recommendations on the Balanced Scorecard itself, it does not highlight any recommendations or changes to the College's Strategic Aims. For the purpose of the internal stakeholder feedback, the following areas of the College were identified;

- Finance
- Estates
- Academia (Inc. Academic Practice)
- Student Experience
- Business Development
- Human Resources and Operational development

Time constraints did not allow feedback to be captured from the following College areas

- Information Services
- International

The proposal excludes:

- The inclusion of the AST (Air Service Training) as a college department

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**Constraints & Assumptions**

The constraints on the project are:

- Staff time to reflect and feed into the review for their areas and overall Balanced Scorecard
- Time frames through;
  - Date for required proposal to go to the Senior Management team and College Board (April & May 2019)



The assumptions supporting the project are:

- Senior management will provide clear direction on feedback of the proposal before it is presented to the College Board
- The College board will provide feedback on the recommendations outlaid within the proposal
- That the proposal is used as a basis for further work on the options for the College's Balanced Scorecard moving forward

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## **Risks & Mitigations**

The risks to the success of the proposal are:

- Not enough time given to prepare a comprehensive review before the beginning of the last Board committee cycle of this academic year
- Competing priorities of the stakeholders involved in what the Balanced Scorecard should include

The mitigation planned against these risks include:

- To receive timeous feedback from senior stakeholders to move quickly onto the second draft stage of the review
- The focus to be on the content and metrics of the Balanced Scorecard before identifying design requirements
- An implementation plan to be scoped at a later stage and not as part of the initial proposal

## Balanced Scorecard Review – Feedback on the current process

The College Board, Senior Management Team and Corporate Management Team have identified the Balanced Scorecard as no longer being effective in providing a true reflection of the College's strategic position. In particular, there is a lack of clarity around:

- The purpose of the Balanced Scorecard
- The number of high level measures
- What the high level measures should be
- A lack of context and analysis
- Whether it provides a true strategic reflection of the college position
- How it is used to drive the strategic direction of the college

Currently there is a 5-year strategic plan and the Balanced Scorecard is measuring performance against strategic aims set in 2015-16.

## Balanced Scorecard Review – Stakeholder Feedback

Meetings were held with relevant senior internal stakeholders and Heads/Leads of each area within the college for them to give their input into the proposal and feedback on the college's current Balanced Scorecard

### Board of Management

- A shorter list of measures – capturing one or two measure from each of the 4 quadrants – Students and staff achieving their potential/Student Satisfaction/Student activity measures/Sustainability
- Higher level reporting – show a stronger correlation to strategic measures rather than operational
- Show levels of tolerance rather than RAG/arrows which are misleading
- Would like a trend indicator to track the variance over the period of time
- Show whether meeting sector average
- Critical success factors – identify/show short/middle/long term factors

### Associate Principal – Curriculum

There needs to be a stronger alignment with the [ROA objectives for AY 2019-20](#). SFC will be looking closely to see whether we are meeting our objectives and the impact of the work we do to meet them.

Outcome agreements should align with strategic objectives, as we are accountable for institutional performance against the priorities set out in the agreement.

### Head of Learning & Teaching Enhancement


- Identify where we want our aims to come from - ROA / Strategic Plan / EREP
- The ROA is agreed at UHI level however Perth should set its own internal targets which the Balanced Scorecard measures.
- The Balanced Scorecard should show a trajectory which although the current version does do, it needs to be more clearly presented.
- The Balanced Scorecard is a tool to show quantitative data, however qualitative data also needs to be considered.
- How are measuring qualitative data – eg increased accessibility of our courses
- Should we use sector benchmarking, reflect LMI to set the context for our data?

### Head of Student Experience

- The current 5-year strategic plan, this feels too long a period to within a faster moving landscape –a 3-year plan like the EREP with the longer aim objectives setting out our Vision rather than our measures.
- The Balanced Scorecard cannot be:

Static measures must change to reflect current landscape/drivers/priorities

Disparate cannot exist in isolation from EREP/ROA

- How should student engagement be measured – what should the framework/model for student engagement be eg move away from a strictly representation based focus.
- Replace the reference to Class Reps with the agreed terminology Course Reps
- The questions asked in the SSES and NSS change periodically this should be reflected in the Balanced Scorecard
- The arrows/RAG are misleading where a small percentage increase/decrease is measured eg 92% down to 91% would be shown as  for what was still a good performance.
- Levels of tolerance would be a better indicator.
- There are no targets given other than improvement/upward and targets then do not reflect UHI and or national targets.
- The current Balanced Scorecard provides quantitative, consideration should also be given to providing qualitative/analytical insight.
- College managers were not involved in the last strategic plan and the measures identified which feed into the current Balanced Scorecard
- The purpose of the Balanced Scorecard should be clearly indicated
- There should be a feed down mechanism from the College's Senior Management and Board of Management.

## Human Resources (Interim Lead)

The current set of measures fulfil the minimum requirements for Human Resources KPI data.

- **3a No. of staff CPD days per annum**  
This is a typical measure and the target of 6.5 is in line with sector requirements  
A supplementary measure would be to quantify the cost/investment impact for the College.
- **3b Proportion of staff with teaching qualifications**  
This is a typical measure and Colleges Scotland gives clear guidance on the targets that must be met by Colleges.  
A supplementary measure would be to indicate the percentage of staff with 2+ years of service who have still to attain their TQFE – Colleges Scotland have indicated this group should be a priority.
- **3c Nos of staff presenting papers at conferences and number of publications**  
This measure would benefit from a clearer indication of its purpose and whether there should be a supplementary measure indicating how the College is meeting its targets in respect of research-related excellence and as part of the UHI submission to the REF2021 (Research Excellence Framework)
- **11a Staff turnover (&) to be maintained below the national average**  
It is not clear from the information available whether the national average refers to the education/public sector or includes the private sector average.

- **11b No of days staff absent on sick leave**  
This is a typical measure which would benefit from a supplementary measure showing the cost (£) impact to the College.
- **12 No. of accidents reported to HSE**  
This is a typical measure

## Head of Finance

Finance provides data against 2 lines:

- 10a. Outturn: Measure – achieve a break even underlying operating decision
- 10c. Non-core funding income (to include Knowledge Transfer (KT)): Measure: % of Income from non-SFC (inc. KT)

### What should be measured to make it more informative/useful?

A base year should be representative of a normal year eg 2015-16 the College had funding for the building of ASW which skewed figures

Set specific targets relative to the value eg for non-SFC income would give Strategic provide better strategic direction eg need to focus more on diversifying income streams eg international income or set targets for ASW income.

Using 'break-even' as a measure gives a false expectancy – in reality 'break even' is not achievable, there will always either be an over or under total.

### How should SMT/CMT/Board use the BS?

In a developed financial reporting structure it would be the driver for SMT/CMT's/Board financial mindset and what the college priorities need to be based on its financial position eg are we healthy?

### What is not being captured?

Proportion of staffing costs v total income – this is an important measure as Staffing is our biggest cost and therefore our biggest risk

Income diversification – perhaps more obvious terminology than 'Non-core Funding Income'

Break down more be more specific – Outturn is the very overarching and does not allow for any breakdown of the information

### How Often?

Financial information can be provided on a monthly basis.

## Head of Estates

The key is how the Balanced Scorecard and the KPIs it measures are communicated.

Carbon footprint KPIs report goes to CMT and SMT separately approx. 4x pa

**Current position:**

Data is aligned to current college strategic plan Vision 2021: Strategic Plan 2016-21

Sustainability – Key measures 10b Carbon footprint

Current objective as a college is to reduce our carbon footprint (no set targets for this)

Data is discussed at F&GP in March – the Head of Estates can give context and respond to Committee's questions on the data

Discussed at Audit committee – Sept & Feb

**Further context could be included by:**

SWOT analysis

External factors – give an overview

Internal factors – square footage of campus, opening hours

How we measure – absolute or relative; the way the Government measures use, affects our figures positively but is not a result of real change

**What is not being captured?**

Developing sustainability within the Curriculum eg Hair & Beauty, Construction use of resources eg water, building materials

Curriculum design – the environmental impact of our courses eg Aircraft Engineering

Wider influence – are we sending our learners into the wider world with the knowledge of what a sustainable community looks like, that they can then share.

**Head of Business Development / ASW**

- Data should be qualitative as well as quantitative eg the no. of businesses on a database also needs to be able to show how many of those have led to meaningful engagement such as live contact or to a contract.
- Qualitative data is harder to measure but there is usually a link on growth/improved figures and increased quality. Eg improved customer service/well trained staff.
- The number of contracts is a more useful measure for business engagement and it is important to capture the reasons where initial contact did not lead to meaningful engagement such as a live contract.
- The impact of the engagement should be measured.
- Modern Apprentice statistics – what is the value of splitting SDS/non-SDS? It is the income generated and not only the quantity that should be measured.
- The Academy for Sport and Wellbeing (ASW) is not currently captured. It is commercial and its targets are financial however there are also measures that cross over into student experience eg successful destinations -employing graduates, work placements, sustainability, partnership engagement. A report on the ASW goes to SMT every 3 months however its strategic importance to the College should also be reflected.
- We measure staff cpd but without aligning to government objectives eg digital literacy.

**The purpose of the Balanced Scorecard:**

- To give strategic managers an insight into the business.

- To show growth – take what works and build on it – and meet or put measures in to meet targets.
- To show what the impact has been
- To identify risk
- To mitigate against risk

## Balanced Scorecard Review – UHI Alignment

This section briefly outlines the UHI approach to measuring and reporting of both HE and FE key performance indicators (KPIs) and core performance indicators (CPIs).

- Updates of CPIs and related KPIs is presented to the University Court for HE data and Further Education Regional Board (FERB) for FE data.
- Data is presented on a quarterly basis as a full report of tabulated data together with a supplementary report providing insight and analysis of the data available since the last report. (see Appendix 1.5 for an example of the tabulated data)

## Balanced Scorecard Review – Sector Best Practice

The section briefly outlines the findings from external research undertaken to identify sector practice and capture examples of best practice.

- Five-year Strategic Plans are common across the sector
- No strong trends were identified in the sector approach to capturing and measuring strategic aims and objectives.
- No common usage of the terminology ‘Balanced Scorecard’ was identified
- **Examples of sector best practice:**  
City of Glasgow College have developed a dedicated in-house live dashboard showing ‘up to the moment’ statistical information that allows their Board of Management and senior team to access real-time analysis of progress against indicators and enable the facilitation of further refinement of key college strategies. See City of Glasgow College Strategic Plan 2017-2025  
<https://www.cityofglasgowcollege.ac.uk/sites/default/files/City-of-Glasgow-College-Strategic-Plan-2017-2025.pdf>

Edinburgh University are embarking on a Strategic plan refresh of their current Strategic Plan published in 2016. This is as a result of substantial changes within the sector environment and other key external developments. See  
<https://www.ed.ac.uk/governance-strategic-planning/strategic-planning/strategic-plan-refresh-2019>

## Proposal Recommendations- Content

The following recommendations are based on the themes emerging from the feedback received from each Head/Lead.

The Vision 2021: Strategic Plan 2016-21 is a 5-year plan that sets out the key quantitative measures, which populate the Balanced Scorecard. The 5-year period does not allow the College to reflect the changing sector landscape.

- The proposal would support either to:
  1. Retain the 5-year plan as a vision document and produce an annual review of the key quantitative measures in order to stay aligned with the relevant strategic aims.
  - or
  2. Move to a 3-year strategic plan to be able to reflect relevant strategic aims

Strategic aims should align with local and national external drivers:

- Scottish government priority outcomes and the new priorities for College Outcome Agreements: 2019-20 to 2021-22.<sup>1</sup>
- The Tay Cities Region Deal

The Balanced Scorecard should reflect all college activities and each area within the college.

- The proposal would go forward to support a more extensive review of the key measures of strategic importance, in coordination with the feedback gathered from each Head/Lead with the ambition that each area within the college have a dedicated section with KPIs
- This would be feed in to the work that will begin in 2020 to the College's next Strategic Plan

Qualitative and quantitative measures for key indicators should be included in the Balanced Scorecard.

- The proposal would support the addition of a Performance Insight section in the Balanced Scorecard for indicators that are of greatest interest and/or change as well as to highlight examples of good practice  
This would:
  - provide the opportunity to analyse and evaluate the progress toward key objectives – what is working well and what requires attention
  - inform strategic decision-making

Target setting and levels of tolerance should be clearly set out. A review of target setting and levels of tolerance in consultation with the Heads/Leads of each college area would:

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<sup>1</sup> See SFC Guidance for the development of College Outcome Agreements: 2019-20 to 2021-22  
[http://www.sfc.ac.uk/web/FILES/guidance\\_sfcgd222018/SFCGD222018\\_College\\_Outcome\\_Agreement\\_Guidance\\_2019-20.pdf](http://www.sfc.ac.uk/web/FILES/guidance_sfcgd222018/SFCGD222018_College_Outcome_Agreement_Guidance_2019-20.pdf)

- provide specific, realistic targets with a strong correlation towards achieving strategic objectives

Discussion of targets with Heads/Leads should be on an ongoing basis to:

- maintain both a department focus and a focus on progress towards achieving strategic objectives

## Proposal Recommendations- Design

Although the design requirements of the College's Balanced Scorecard were not the focus of the feedback gathered from Heads/Leads, the following 2 outline proposals provide examples of how the data measured could be presented in order to better capture strategic performance and inform strategic planning.

### **Design Proposal One** (see Appendix 1.3):

The design presents the Balanced Scorecard in 2 parts and aims to meet the brief of providing summary high level measures together with insight and analysis of key indicators:

#### **1. Summary**

- Gives a summary of the full Balanced Scorecard in a simple table layout with performance shown for the current year only
- Target Performance Status is measured using a key colour code showing whether the target has been Achieved/Significant Progress/Missed
- KPI Performance Status is measured using arrows to indicate Improving/Maintaining/Worsening
- a Trendline column showing variance in performance for the past 3 academic years
- a Sector Average column to indicate benchmarking of current position

#### **2. Performance Insight**

- Insight and analysis into the KPI updates is provided for areas of greatest interest and/or change
- An extract from the summary table is given as a reminder of the individual indicator
- A bar chart give a pictorial representation of data over the past 3 academic years
- Insight provides context for the performance of the indicator

### **Design Proposal 2** (see Appendix 1.4):

This design aims to simplify the layout and contents of the existing table format.



- The number of columns are limited to the baseline year and the current year to give a simplified and accessible presentation of the current year's performance against the set strategic measures
- The Trendline column gives a pictorial representation of performance for the past 3 academic years
- The '?' column highlights those measures requiring further scrutiny or that are examples of good practice. (? = Mark for Attention)
- Similarly to the current process, brief commentary for each measure would be provided in the Comments column

## Appendices

### Appendix 1.1 – Project Timeline



## Appendix 1.2 – Threats & Opportunities Matrix

	Threat (if there is no change)	Opportunities (if changes are made)
<b>Short Term</b>	Stay where we are	<p>Fit for purpose</p> <p>Improved strategic measures</p> <p>Greater strategic focus across all college areas</p>
<b>Long Term</b>	<p>Lack of strategic focus</p> <p>Non-alignment with other strategic drivers – eg EREP, ROA</p>	<p>Improved links to local and national strategic drivers</p> <p>Aligns with other college plans – eg EREP, ROA</p> <p>Improved links to sector landscape</p> <p>Improved strategic decision making</p>

## Appendix 1.3 Design Proposal One - Example

# Strategic Plan Targets and KPIs: Progress Report 2018-19

## 1. Summary (Example of proposed presentation of quantitative data)

### Key: KPI performance status

Improving	↑
Maintaining	←
Worsening	↓

### Key: Target performance status

Target achieved	
Significant progress made towards achieving target	
Target missed	

Key Performance Indicator or Target	Performance	Trendline	Sector Avg.
<b>Students and staff achieving their potential</b>			
<i>1.0 Students</i>	↔		
a) Number of FT programmes that offer opportunities for work experience of equivalent to 1 unit or more			
b) Number of apprenticeships			
c) Vocational qualifications delivered to senior phase pupils			

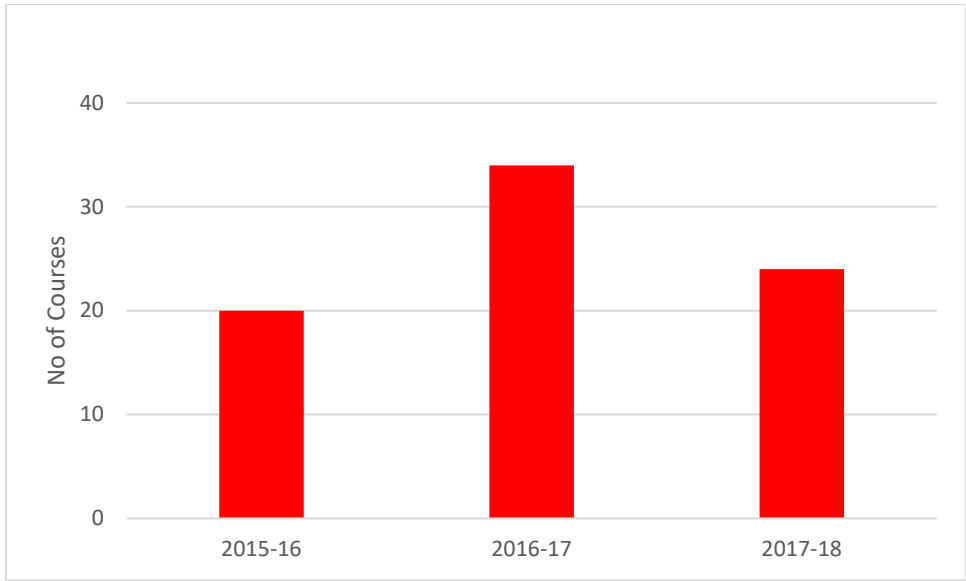
## 2. Performance Insight (Example of proposed presentation of qualitative data)

Key Performance Indicator or Target	Performance	Trendline	Sector Avg.
<b>Students and staff achieving their potential</b>			
<i>1.0 Students</i>	↔		
b) Number of apprenticeships			

**KPI 1 a)** Number of apprenticeships

**Status: Worsening**


Tolerance: 1 percentage point (+/-) previous 3 year average



**Insight (example)**  
New measure implemented for 2016-17.

## Appendix 1.4 Design Proposal Two – Example

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

No	Vision 2021 Scorecard Measure	Baseline 2015-16	2018-19 Performance	Trendline (for past 3 academic years) 	?	Comments
<b>Students and staff achieving their potential</b>						
1	Students:					
	a) Number of FT programmes that offer opportunities for work experience of equivalent to 1 unit or more					
	b) Number of apprenticeships					
	c) Vocational qualifications delivered to senior phase pupils					
2	Perth College students moving on to positive destinations (including progressors)					
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					
<b>Student satisfaction</b>						
4	Track FE and HE student satisfaction through national student surveys:					
<b>Definitions:</b> Current (R/A/G) = Red, Amber or Green, status at the time of reporting			? = Mark for attention			

## Appendix 1.5 UHI CPI and Related KPI Data Example

Strategic Vision and Plan 2015/2020 – March 2019 Full report

Student numbers: updated data for this reporting period is **highlighted**

CPI/KPI	Student Numbers	Baseline (2013/14)	2014/15	2015/16	2016/17	2017/18 (in-year 2018/19)	Target (2019/20)	
CP1 1a	Total students (all higher education)	5636 FTEs	6042 FTEs (7% growth)	6321 (5% growth)	6687 (6% growth)	7046 (5% growth, 25% over the plan period)	7700 FTEs (growth from baseline (37%).	
CPI 1b	Total further education activity	157,110 wSUMS (weighted SUMs)	159,301 wSUMS (1.4% growth)	116,644 credits (1.9% above SFC target (core+ESF)	116,778 credits (1.2% above SFC target (core+ESF)	114,969 credits (1.6% above SFC target (core+ESF)  2018-19 forecast to meet core target plus 400 of the 2200 ESIF target	Achieve regional SFC target (plus ESF)	
CPI 2	Share of entrants to UG higher education from within the region	30%	32%	33%	35%	Waiting updated data from HESA	35%	

<b>Committee</b>	Engagement Committee
<b>Subject</b>	External Engagement Update
<b>Date of Committee meeting</b>	02/05/2019
<b>Author</b>	Veronica Lynch, Vice Principal External
<b>Date paper prepared</b>	24/04/2019
<b>Executive summary of the paper</b>	<p>This paper provides an overview of the External Engagement activities for the period from January to April 2019.</p> <p>Members are asked to note the contents of this paper.</p>
<b>Consultation</b> How has consultation with partners been carried out?	Perth College Senior Management Team
<b>Action requested</b>	<input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	Yes/ <b>No</b>
<b>Risk implications</b> (If yes, please provide details)	Yes/ <b>No</b> Click or tap here to enter text.
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with:	Provide a summary of the how the paper links to key College priorities and what they are External Engagement



<ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	<p>Financial Sustainability</p>
<p><b><u>Equality and diversity</u></b> Yes/ No If yes, please give details:</p>	<p>There are no Equality and Diversity Implications arising from this paper.</p>
<p><b>Island communities</b> Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ <b>No</b> If yes, please give details: Click or tap here to enter text.</p>
<p><b><u>Data Protection</u></b> Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>Yes/ <b>No</b> Click or tap here to enter text.</p>
<p><b>Status</b> (e.g. confidential/non confidential)</p>	<p>Non Confidential</p>
<p><b>Freedom of information</b> Can this paper be included in “open” business?*</p>	<p>Yes</p>

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

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

For how long must the paper be withheld? [Click or tap here to enter text.](#)

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

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)

**ENGAGEMENT COMMITTEE****PAPER FOR INFORMATION****EXTERNAL ENGAGEMENT UPDATE****2 MAY 2019****INTRODUCTION**

This paper provides an overview of the External Engagement activities for the period from January to April 2019.

**EXTERNAL ENGAGEMENT STRUCTURE**

An Interim Head of Business Development was appointed in January 2019 along with an Interim Team Leader International to work alongside the Team Leader Marketing. These appointments Interim appointments are in place until end July initially to enable the structures within these teams to be finalised.

Closer collaboration between the Curriculum and the External Engagement Teams is working well. More formal mechanisms for joint planning, customer relationship management and project development and delivery are being undertaken through a revised Curriculum and Business Planning Group.

**MARKETING**

The College Open Day took place on Saturday 16 March 2019 and was well attended with in excess of 250 attending. This resulted in a spike in applications following that event.

The Schools Prospectus is being well received by pupils, teachers and parents and has increased visibility of the range of Senior Phase provision including Foundation Apprenticeships. This highlights the Vocational Pathways from Senior Phase into FE and HE courses. This complements the revised 2019/20 Prospectus within a broader campaign based approach for student recruitment to support the curriculum and student experience.

As part of the Nurture Marketing work, a blog is working well to increase student engagement and make students aware of the broader opportunities open to them for future progression within the College and UHI.

The College is continuing to work closely with UHI Marketing colleagues to undertake further development work of the UHI brand. A campaign is being planned for clearing with the support of all Academic Partners to test the collaborative Marketing approach.

The College Marketing Team has been dealing with a range of social media posts and press articles on the politically sensitive closure of the Learning Centres. This has been balanced with positive press coverage for a range of stories and events during the quarter including for the Aviation Academy for Scotland, a visit to the College from one of our Kenyan Alumni and the Gloag Foundation

The College Marketing Team also arranged press coverage for research work undertaken by Professor Andrew Rae on a successful test flight for a new ultra-endurance air vehicle. Film crews from BBC Science attended the Perth Campus on 18 April and as a result this and Perth College received coverage internationally on BBC, CNN, CNBC and in Ireland and Australian newspapers.

## **INTERNATIONAL**

Planning for our UHI Micro Campus within Hunan Institute of Engineering (HIE) is ongoing following the official opening in November.

Successful relationship management visits to China and Japan took place during March and April 2019 to review fees and delivery models from 2020. Alongside this, new partnerships in India, Thailand and USA are continuing to be developed.

The College has received phase 1 Chinese Ministry of Education approval for its newest Transnational Education partnership with Sichuan University of Arts and Science. This is now in Phase 2 scoring and a decision is expected during May 2019.

The College continues to successfully deliver a cross UHI shared service approach on behalf of other Academic Partners.

## **BUSINESS ENGAGEMENT**

The College successfully generated applications worth £146k from the Flexible Workforce Development Fund for Levy Payers across Scotland. This is enabling greater strategic engagement with the larger companies in Perth and Kinross which should support a longer term partnership with those businesses.

The College was successful in receiving all the places bid for within the Skills Development Scotland Modern Apprenticeship contract which has included an award of Construction MA's in our own right for the first time. This is an opportunity for the College to deliver MA's directly to construction employers rather than through the Construction Industry Training Board (CITB) contract as we do currently. This is a result of Colleges in Scotland presenting a national stance on reviewing the contract arrangements with CITB. While this is still work in progress, the award by SDS of direct places to the College provides an opportunity for the College to remove the reliance on CITB.

An employer forum for Hospitality has now been established with good representation at the first 2 meetings. This will meet quarterly and those businesses are already influencing the curriculum delivery and the student experience.

The College hosted a successful Cyber Security event during Cyber Scotland week with 7Elements, Aviva, Scottish Resilience Centre and Solarwinds delivering sessions at the event.

Potential new members for the College's Development Trust and Development Committee are being targeted with 2 new Development Trust members already committed to join. This will extend the work undertaken to seek donations and sponsorships from businesses and local trusts complementing the College's current Scholarship programme which offers 48 students a funded scholarship and work experience with regional businesses.

## **ACADEMY FOR SPORT AND WELLBEING**

ASW generated an extra 329 gym members and 439 new climbing registrations in the last quarter. Channel 4 filmed the Climbing Wall for inclusion within their Four in a Bed programme. This will be aired in later in the year.

The Colleges Development Network will hold the College Expo at ASW in June 2019. This will provide an excellent showcase for Perth College to our sector colleagues. During this quarter, ASW has hosted a Scottish Volleyball tournament with 160 participants, 150 spectators and 30 coaches, along with the Women's National Squad training. Scottish Netball, Scottish FA Coaches, and the Scottish Massage Therapist Organisation Conference with 150 delegates were also hosted during the period.

Investigation is currently being undertaken into the impact that the investment of a kitchen within ASW building would make to increasing the potential opportunities to host more conferences. The estimated £100k cost of this has already been raised from a sponsorship campaign by the Development Trust undertaken around 18 months ago when ASW was being established.

## **STAKEHOLDER ENGAGEMENT**

Relationships with regional Tay Cities Deal partners continue as the Outline Business Case (OBC) is being developed. The College is a key partner within the Tay Cities Deal HE and FE Forum and the Skills Governance Board. As the broader governance structure for Tay Cities Deal is established, the College may have the opportunity to join other groups relevant to our projects.

The Cabinet Secretary for Education, John Swinney MSP along with other industry partners and stakeholders attended a dinner in the College's Training Restaurant to showcase the student's work.

The College continues to engage within the City Development Board, the Perth CPP Executive Officers Group and other sub committees of the CPP.

## **BREXIT UPDATE**

The College continues to keep abreast of the potential implications of BREXIT. At this time, the Language School courses are still recruiting strongly for 2019/20. The Scottish Government has confirmed that new students from EU countries will still be entitled to free tuition on courses which start in 2020. There has at this stage been no evidence of any reduced numbers of applications from EU students on any full time courses.

Given that a no deal is still possible throughout the period up to 31 October, concerns remained about the situation for Erasmus+ students. However, the UK National Agency has advised Colleges and Universities to register for the HMG guarantee in case of a no deal exit. This has been completed for all UHI projects.

The College is participating in a BREXIT summit being hosted by Richard Lochhead MSP, Minister for FE, HE and Science on 30 May to discuss how institutions might address collectively some of the challenges posed by BREXIT.

**Perth College UHI**

Paper 6

<b>Committee</b>	Engagement Committee
<b>Subject</b>	HR Update
<b>Date of Committee meeting</b>	02/05/2019
<b>Author</b>	Jen McGillivray
<b>Date paper prepared</b>	24/04/2019
<b>Executive summary of the paper</b>	This is an update on the activities the HR team have undertaken.
<b>Consultation</b> How has consultation with partners been carried out?	NA
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	No
<b>Risk implications</b> (If yes, please provide details)	No Click or tap here to enter text.
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with:	Click or tap here to enter text.

## Perth College UHI

<ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	
<p><b><u>Equality and diversity</u></b></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>No</p>
<p><b>Island communities</b></p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p><b>No</b></p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><b><u>Data Protection</u></b></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p><b>Status</b> (e.g. confidential/non confidential)</p>	<p>Confidential</p>
<p><b>Freedom of information</b></p> <p>Can this paper be included in “open” business?*</p>	<p>No</p>

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

## Perth College UHI

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

For how long must the paper be withheld? Permanently

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and

[http://www.itspublicknowledge.info/web/FILES/Public\\_Interest\\_Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf)



## **Engagement Committee HR&OD Update**

**Prepared by:** Jen McGillivray, Interim HR Team Lead

**Date:** 24 April 2019

### **HR&OD Structure**

There are currently 4 vacancies in the team, which are as follows:

- HR & OD Business Partner – Permanent
- HR & OD Business Partner – Fixed term
- HR Adviser – Equality, Diversity and Inclusions – Permanent
- HR Adviser – Permanent

### **Staff Conference Day**

The next Staff Conference Day is on the 21<sup>st</sup> of June 2019. The planning group incorporates members from all areas of the College and we are hoping this will increase staff engagement on the day.

### **National Bargaining**

#### Lecturers

The terms and conditions have been reviewed by our lawyers and are now with the union to review and agree.

There have been four days in 2019 where industrial action has taken place (16 January, 5 February, 6 March and 21 March 2019) and there are three more days confirmed, the first of which is on 8 May 2019, following by 15 and 16 May 2019.

Permanisation is currently being discussed with the Union.

#### Support

National Job Evaluation has an implementation date of 1 September 2018 and work is being carried out to create a plan of action of how to collate the information required.

### **Learning Centres**

Consultations have commenced for those impacted by the closure of the learning centres.

## Health, Safety and Wellbeing

### Sickness Absence Statistics

Please find below college sickness absence information for the academic year Q1 and Q2 of Academic Year 2018/2019

CIPHR	2017/2018 (full year)		2018/2019 Q1		2018/2019 Q2	
	Total Sick Days	Average Sick Days per Head	Total Sick Days	Average Sick Days per Head	Total Sick Days	Average Sick Days per Head
Management	118.5	5.38	2	0.11	8	0.42
Support	2385.75	9.21	622	2.40	381	1.50
Academic	1031.5	5.67	148	0.39	209	0.56
Total	3538.25	5.51	772	2.90	598	2.49

## Equality, Diversity and Inclusion

### Menopause Policy

A member of HR is attending the Menopause at Work Seminar on Friday 26 April, this will be a really beneficial seminar and some of the information gathered from the seminar may feature in a policy.

### Period Poverty

Work is ongoing to extend our current provisions, and we are in communication with the NHS/Well Woman Clinics to ascertain whether the products we currently provide are sufficient.

## Equality Diversity and Inclusion Team (EDIT)

**Note of meeting held on Thursday 21 March 2019**

**09.30am, Room 019, Brahan**

- Present:** Lorenz Cairns, Depute Principal Academic (Chair)  
 Christiana Margiotti, SDD,CCI  
 David Gourley, Head of Learning & Teaching Enhancement  
 David Snowden, Exams Manager, AST  
 Gilbert Valentine, Head of Estates  
 Ian Bow, Health, Safety and Wellbeing Adviser  
 Prince Honeysett, President, HISA Perth  
 Richard Ogston, Head of Student Services  
 Winston Flynn, Unison Representative
- In Attendance:** Becky Angus, Additional Support Administrator (attending on behalf of Gerald McLaughlin)
- Apologies:** Susan Hunter, Head of HR & OD  
 Catherine Etri, Associate Principal (Interim)  
 Charlie Collie, Subject Leader, SVS  
 Gerald McLaughlin, Additional Support Team Leader  
 Sara O'Hagan, EIS-FELA Representative
- Note Taker:** Carolyn Sweeney-Wilson

### Summary of Action Items

Ref	Action	Responsibility	Timeline
4.	<p><b>Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting</b></p> <p><b>a) Commemoration of E&amp;D Days</b></p> <ul style="list-style-type: none"> <li>RO to form a small working group (to ask Jane Edwards (JE) if she would be prepared to take part in this working group); members to also include Prince. The group to draft up a schedule of commemoration days that the College should acknowledge and bring this to the next EDIT meeting.</li> </ul>	Richard Ogston	Next meeting

## Summary of Action Items

Ref	Action	Responsibility	Timeline
	<p>The days which the group recommends the students would like to celebrate should be highlighted.</p>		
	<p><b>b) Menopause Policy – update</b></p> <ul style="list-style-type: none"> <li>One of Isobel Syme, Jane Edwards or June Wilson to attend the next EDIT meeting and bring the information that they had garnered at the seminar, with a view to getting a small working group together to start working on a policy.</li> </ul>	Carolyn Sweeney-Wilson	Next meeting
	<p><b>c) Period Poverty (free sanitary-wear)</b></p> <ol style="list-style-type: none"> <li>RO to circulate a copy of JE's paper to EDIT members.</li> <li>JE to liaise with NHS/Well Woman Clinics to investigate what they use as stock.</li> <li>JE to identify and recommend an essential range of product that is necessary.</li> <li>JE to come back to next EDIT meeting with this information and recommendations.</li> <li>GV to look further at the distribution method and whether or not the machines should be removed. GV to bring this back to the next EDIT meeting with a recommendation.</li> <li>GV to look at wording for signage and bring a recommendation to the next EDIT meeting.</li> <li>LC to speak with Maureen Paris to see if CAT would be willing to hold a supply for emergencies, if the product in the toilets are used up.</li> </ol>	Richard Ogston	Next meeting
		Jane Edwards	Next meeting
		Jane Edwards	Next meeting
		Jane Edwards	Next meeting
		Gilbert Valentine	Next meeting
		Gilbert Valentine	Next meeting
		Lorenz Cairns	Next meeting
	<p><b>d) UHI Equality, Diversity and Inclusiveness Policy – update</b></p> <ul style="list-style-type: none"> <li>UHI Equality, Diversity and Inclusiveness Policy – update, to be added to the agenda for the next EDIT meeting.</li> </ul>	Carolyn Sweeney-Wilson	Next meeting
	<p><b>e) LGBT Charter of Rights – update</b></p> <ul style="list-style-type: none"> <li>LC to contact SH to find out if there was a pan-UHI Charter of Rights that the College would be covered by; plus to check the acronym with SH, so that whatever is used at Perth, is also used across the UHI partnership.</li> </ul>	Lorenz Cairns	Next meeting

## Summary of Action Items

Ref	Action	Responsibility	Timeline
5.	<b>Internal Audit - update</b>		
	1) R1 – DG & RO to take this forward. DG to liaise with SH to check if he was developing a strategy for the whole of UHI and to see how much work had been done on the recommendations from Henderson Loggie.	David Gourley / Richard Ogston	All actions to be completed by the next EDIT meeting.
	2) R4 – DL to provide the whole statement for R4.	Deborah Lally	
	3) R5 – DG to liaise with SH on this recommendation.	David Gourley	
	4) R7 – DG to find this list – to check with SH and get the group together to meet.	David Gourley	
	5) R9 – Jen McGillivray to action this recommendation – to see if any work had already been done on this.	Jen McGillivray	
6.	<b>British Sign Language - Update</b>		
	<ul style="list-style-type: none"> <li>RO to research the costs of training 2 staff on BSL at the different levels and bring these costings to the next EDIT meeting.</li> </ul>	Richard Ogston	Next meeting
7.	<b>Cross College Hearing Equipment</b>		
	<ul style="list-style-type: none"> <li>Ray Crabb to be asked to bring his report to the next EDIT meeting.</li> </ul>	Gerald McLaughlin	Next meeting
8.	<b>Mental Health Group</b>		
	1) Prince to send the Student Mental Health Agreement to SMT ASAP.	Prince Honeysett	ASAP
	2) EDIT members confirmed they would like the minutes of the Mental Health Group to come to EDIT for information only, in future. This item to be a standing item on the agenda.	Carolyn Sweeney- Wilson	Next meeting
10.	<b>EDIT Quorate Numbers – ToR – update</b>		
	1) LC will ask the Board of Management to send a representative to this committee.	Lorenz Cairns	Next meeting
	2) CSW to circulate the Quick Overview document to members.	Carolyn Sweeney- Wilson	Immediately

**MINUTES:**

Item	Action
<p><b>1. Welcome &amp; Apologies</b></p> <p>Lorenz Cairns (LC) welcomed all present to the EDIT meeting.</p> <p>Apologies were noted.</p>	
<p><b>2. Addition to the Agenda for AOCB</b></p> <p>RO advised he had one item.</p>	
<p><b>3. Minutes of previous meeting</b></p> <p>RO advised he wished an amendment to the section on page 7, paragraph 5, where he spoke about the workshop on gender based violence.</p> <p>Subject to the above amendment, the minutes of the EDIT meeting held on Thursday 6 December 2018, which had been previously circulated, were approved as an accurate reflection of the discussions that had taken place.</p> <p><b>Addendum:</b> The minute of 6 December at Item 4e), page 7, 5<sup>th</sup> paragraph, has been amended.</p>	
<p><b>4. Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting</b></p> <p><b>f) Commemoration of E&amp;D Days</b></p> <p>RO gave background to the previous discussion on this item. This was about identifying which days the College wanted to commemorate and the production of a plan for when these days would take place. DG said the students should be heavily involved in this.</p> <p>LC queried what the parameters would be for what should be included in the schedule; LC was concerned that if a commemoration day was missed off the list, this might cause offence to someone. CM said further definition was required so that it was clear what would be a College-wide celebration and what the curriculum areas could do.</p> <p>DG said that using the College values would help guide on this. CM said that if this was driven by the students then this should give them the freedom to express what's important to them. LC suggested that these days were not necessarily about a celebration, but an acknowledgement of the commemorations.</p>	



Item	Action
<p>had garnered at the seminar, with a view to getting a small working group together to start working on a policy.</p> <p><b>h) Period Poverty (free sanitary-wear)</b></p> <p>RO advised that JE was tasked to take this issue forward and JE had now provided him with a report, which RO spoke to briefly. The report indicated that the College had been asked to submit the volume of overall product used. The College received funding for this from SFC to set this service up. JE now has feedback from the consultation process she had undertaken with classes, LGBT staff and students on their expectations, experience etc. RO advised that this paper would also be submitted to SMT.</p> <p><b>Action:</b> RO to circulate a copy of JE’s paper to EDIT members.</p> <p>GV advised that he had supplied SFC with data on usage of the product – approximately 1000 items had been used, costing £2K. GV felt the fundamental question to be addressed was where the items were to be made available. GV said upon request, he had recently received some guiding principles from SFC and this indicated that the College was required to state what arrangements would be made for out of term time use. RO said this money was only to set the initiative up and after the money runs out the College would have to sustain this.</p> <p>LC said the quality of the product would need to be considered, as well as size, as one size does not fit all. LC said a range of products would, therefore, need to be supplied. CM queried if anyone had spoken to the Well Women Clinics as to what brands they hand out. GV said the products the College supplies were ones that were used in the machines and they were organic and had a good reputation. There was some discussion as to whether or not the brand leader or brand name products should be supplied, although cost would be an implication in doing so. Becky Angus (BA) suggested it wasn’t necessary to supply a brand name product. This service was about keeping people clean and hygienic if they were caught short, or didn’t have their own supplies. She suggested it would be better to have some product rather than nothing. LC agreed with BA’s comment and said this was about a service that the College was trying to provide, but there was still a cost, particularly for the College when sustaining this service after the funding runs out. The limitations of that service should not be seen as a negative against what we’re trying to do. However, the College could not necessarily provide a full range of products - as BA indicated, the service was about providing some products in the case of an emergency. CM pointed out that a range of sizes would be required, as well as types. RO also queried if the College needed to consider supplying free trade or sustainable products.</p>	<p>RO</p>



Item	Action
<p><b><u>Actions:</u></b></p> <ol style="list-style-type: none"> <li>1) JE to liaise with NHS/Well Woman Clinics to investigate what they use as stock.</li> <li>2) JE to identify and recommend an essential range of product that is necessary.</li> <li>3) JE to come back to next EDIT meeting with this information and recommendations.</li> </ol>	<p>JE</p> <p>JE</p> <p>JE</p>
<p>There was a discussion about controlling the distribution of the product and where the product should be made available. It was agreed that the product should be accessible to all – the College was providing a service, not a shop, and the service should be affordable and sustainable when the money runs out.</p>	
<p><b><u>Action:</u></b> GV to look further at the distribution method and whether or not the machines should be removed. GV to bring this back to the next EDIT meeting with a recommendation.</p>	<p>GV</p>
<p>There was a further discussion as to how this service is made known to students and staff. Various methods of advertising the services were discussed including: a general all staff and student email; HISA to reinforce message; Student Services to also promote this services; posters up in the toilets. It was also suggested that the Curriculum Admin Team (CAT) could be asked if they would hold a supply for emergencies if the supplies in the toilets ran out.</p>	
<p><b><u>Actions:</u></b></p> <ol style="list-style-type: none"> <li>1) GV to look at wording for signage and bring a recommendation to the next EDIT meeting.</li> <li>2) LC to speak with Maureen Paris to see if CAT would be willing to hold a supply for emergencies, if the product in the toilets are used up.</li> </ol>	<p>GV</p> <p>LC</p>
<p>BA pointed out that there were some transgender students and so there was a need to consider where they were going to access this product. LC said we should ask these students this question.</p>	
<p>All actions on this matter to come back to EDIT for endorsement.</p>	
<p><b>i) UHI Equality, Diversity and Inclusiveness Policy – update</b>            LC advised that he had spoken with Stuart Hall (SH), previous E&amp;D Officer, to check what had been completed with regard to this policy. Unfortunately, very little had been completed, so this item</p>	

Item	Action
<p>will need to be discussed at the next EDIT meeting, once fuller details were known.</p>	
<p><b>Action:</b> UHI Equality, Diversity and Inclusiveness Policy – update, to be added to the agenda for the next EDIT meeting.</p>	<p>CSW</p>
<p><b>j) LGBT Charter of Rights – update</b></p>	
<p>RO gave background to the discussion regarding this item and that this discussion had been about the acronym for this group and whether or not there was a variant and what that was. DG said it should be LGBTI+ and as this was used by the Scottish Government. However, it was noted that there were a variety of other acronyms out there.</p>	
<p><b>Action:</b> LC to contact SH to find out if there was a pan-UHI Charter of Rights that the College would be covered by; plus to check the acronym with SH, so that whatever is used at Perth, is also used across the UHI partnership.</p>	<p>LC</p>
<p><b>k) Accessible toilets - update</b></p>	
<p>GV advised that the foot wash sink in the gents toilet remains and the one in the accessible toilet was removed.</p>	
<p>GV indicated that the smaller foot wash had not yet been placed in the smaller toilet due to the space it would take up. There was now fuller accessibility for wheelchairs and females who wished to wash their feet were able to use the facilities in the changing places room.</p>	
<p>GV confirmed this action was now closed.</p>	
<p><b>5. Internal Audit - update</b></p>	
<p>LC tabled a paper, extracted from the Henderson Loggie report, which provided the actions/recommendations for the Internal Audit. There were a series of actions that required to be taken forward. LC talked to the paper and the actions, from the recommendations, were:</p>	
<p><b>Actions:</b></p>	
<p>R1 – DG &amp; RO to take this forward. DG to liaise with SH to check if he was developing a strategy for the whole of UHI and to see how much work had been done on the recommendations from Henderson Loggie.</p>	<p>DG, RO</p>
<p>R2 – LC noted that this plan was not due until 2020.</p>	
<p>R4 – DL to provide the whole statement for R4.</p>	<p>DL</p>
<p>R5 – DG to liaise with SH on this recommendation.</p>	<p>DG</p>
<p>R7 – DG to find this list – to check with SH and get the group together to meet.</p>	<p>DG</p>

Item	Action
<p>R9 – Jen McGillivray to action this recommendation – to see if any work had already been done on this.</p>	<p><b>JM</b></p>
<p>6. <b>British Sign Language - Update</b></p> <p>All actions to be completed by the next EDIT meeting.</p> <p>RO advised that BSL was now a policy in legislation. However, the legislation was not very clear on what the obligations were for colleges and universities, so this left the sector with a great deal of scope. RO said he was in the process of getting some general information added to the College website regarding BSL.</p> <p>However, RO said that in the long term the College would need to consider how it increased its capacity of BSL signers, particularly those who could sign at a higher level.</p> <p>There was a discussion about staff training on BSL and RO said that a decision would need to be made as to what level the signers should be trained to. LC asked RO to bring to the next EDIT meeting an indicative cost for the various levels of training.</p> <p><b>Action:</b> RO to research the costs of training 2 staff on BSL at the different levels and bring these costings to the next EDIT meeting.</p>	<p><b>RO</b></p>
<p>7. <b>Cross College Hearing Equipment</b></p> <p>LC read out an update from GM, who said it was his understanding that Ray Crabb, ICT, had been tasked with securing an independent assessment of required equipment for the ASW via Action on Hearing Loss (formerly Royal National Institute for Deaf People). This would then be tendered through the government tendering system. However, the College would still need to secure the funds to support a new system.</p> <p><b>Action:</b> Ray Crabb to be asked to bring his report to the next EDIT meeting.</p>	<p><b>RC</b></p>
<p>8. <b>Mental Health Group</b></p> <p>LC advised that Allie Scott (AS) had moved on, but she had provided a written update on the last meeting of this group.</p> <p>Claire Nelson would be chairing the Health &amp; Wellbeing in the interim, until AS' replacement, Susanne Thomson, starts.</p> <p>The group did run events on Time to Talk Day and University Mental Health Day, which were well attended, particularly the pebble painting on time to talk day.</p> <p>The Student Mental Health Agreement had been written, by Prince with some input from AS' team, and was currently waiting for</p>	

Item	Action
<p>approval via SMT. Prince confirmed he had not yet sent the agreement to SMT and LC asked him to do this as soon as possible.</p>	
<p><b>Action:</b> Prince to send the Student Mental Health Agreement to SMT asap.</p>	PH
<p><b>Action:</b> EDIT members confirmed they would like the minutes of the Mental Health Group to come to EDIT for information only, in future. This item to be a standing item on the agenda.</p>	CSW
<p><b>9. Gender Action Plan - update</b></p> <p>LC advised that he had spoken with SH regarding this item and, from the information SH provided, this plan was not due until 2020. This would give the College a bit of leeway in terms of time to advertise the job vacancy, so that the new E&amp;D person would take this forward.</p>	
<p><b>10. EDIT Quorate Numbers – ToR – update</b></p> <p>There was a short discussion as to whether this committee had a terms of reference and if there was a quorate number. CSW said EDIT didn't have a ToR, but there was a 'Quick Overview' document.</p> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li>1. LC will ask the Board of Management to send a representative to this committee.</li> <li>2. CSW to circulate the Quick Overview document to members.</li> </ol>	LC CSW
<p><b>11. EDIT Members Updates</b></p> <p>LC asked if any members had any further updates.</p> <p>RO said that he was in the process of updating web pages for key groups such as care experience etc and students were helping him with this. RO advised that there were new, defined, groups in colleges including VSL and Estranged students that the College needed to be mindful of and provide support to.</p>	
<p><b>12. AOCB</b></p> <p><b>Young Carers Conference:</b> RO advised that he and JE attended this event last week at Glasgow City College and they noted that there were 2 new quality awards. The conference provided information on what was required in order to achieve the quality mark. RO said he would draft a paper on this and take it to CMT. However, he noted that if the College wished to apply for the quality mark, then it would need to have whole College buy-in.</p>	

Item	Action
<p><b>Interim HR Team Leader:</b> LC advised that an Interim Team Leader in HR had been appointed and that was Jennifer McGillivray. New adverts for the vacancies in HR would be sent out next week. LC said the next EDIT meeting would either be chaired by Susan Hunter, or the Interim Team Leader, rather than himself.</p> <p><b>13. Dates and times of future meeting:</b></p> <ul style="list-style-type: none"> <li>• 21<sup>st</sup> June</li> </ul> <p>All meetings are on Thursdays, 9.30-11.30, Rm 019.</p> <p><b>Meeting End</b></p> <p>The meeting ended at 10.50am.</p>	

DRAFT

Staff Engagement Group

Paper 8 (closed)

Minutes

**Date and time:** Thursday 7 March 2019, 9.30am

**Location:** Room 019, Brahan

**Members present:** Lorenz Cairns, Aida Grier, Suzanne Thomas, Helen Roger, Victoria Rice, Lynne Taylor, Jacqui Allison, Kathleen Connor, Roanna Lawson, Ian McCartney, Sara O Hagan, Emma Davie, Nuria Camps

**Apologies:** Richard Fyfe, Mandy MacDonald, Colin Stewart, June Wilson, Lesley Sutherland,

**In Attendance:**

**Note Taker:** Isobel Syme

Summary of Actions

Ref	Action	Responsibility	Time Line
5	Email to go out to all to gauge any other interest before being agreed.	Lorenz Cairns	This week
6	Text wall – check re additional questions that were not shown and the possibility of the text wall being opened the day before Staff Conference Day.	Isobel Syme	March
	CMT attendance for the text wall questions – to go to CMT for agreement as well as the Staff Conference group. Suggestion Box idea to be put forward to CMT.	Lorenz Cairns	March
	Update to be given regarding the current position re contracts.	Lorenz Cairns/Margaret Cook	March
	Suggestions to go to the Staff Conference Group.	All	Ongoing
	Staff Conference Day information needs to be out more timely.	Lorenz Cairns	Ongoing
8	Emma Davie to further discuss distance learning targets with Deborah Lally.	Emma Davie	March/April
10	Staff Survey - a set of questions to be put together by some members of the group initially.	Group	March/April

## Minutes

Item	Action
<p>1. <b>Welcome and Apologies</b></p> <p>Lorenz Cairns welcomed everyone to the meeting. Apologies were noted.</p>	
<p>2. <b>Additions to the Agenda for AOCB</b></p> <p>N/A</p>	
<p>3. <b>Minutes and Actions</b></p> <p>Not applicable for first meeting.</p>	
<p>4. <b>Matters Arising</b></p> <p>Not applicable for first meeting.</p>	
<p>5. <b>Electing a Chair/Vice Chair</b></p> <p>Volunteers: Emma Davie – Chair Aida Grier – Vice Chair</p> <p>Email to go out to all to gauge any other interest before being agreed.</p>	LC
<p>6. <b>Staff Conference Feedback</b></p> <p>Text wall was not working properly. Some questions did not appear. To be checked and additional questions collated and answered. Investigate whether the text wall could be opened up the day before. CMT attendance for the text wall questions – to go to CMT for agreement as well as the Staff Conference group. Discussion took place regarding a format for anonymous questions and feedback. Suggestion box - to be put forward to CMT.</p> <p>Staff contracts difficulties raised – Lorenz gave a brief update. Leisure Tutors – change in how these were processed. Holiday pay was also changed in how this was processed. This led to issues. Leisure tutors were in some cases disadvantaged. Error was in how this was communicated. Hopeful that this issue has now been addressed in the main. Now reverted back to the old system for Semester Two.</p>	IS LC LC

Item	Action	Action
	Other contracts – there has also been a delay with these. Trying to move forward with this. Difficulties currently in Human Resource with absenteeism and leavers. Understand that there has been a lot of dissatisfied people.	
	Update to be given regarding contracts.	LC/MC
	Workshops – Operational Planning. Three objectives - tie in objectives to EREP for academic staff as well as some of the government initiatives overall. Every service is part of this moving forward. Operational planning should be out next week to plan for the future, staffing, ICT, etc.	
	Reluctance to engage for some. Unengaging and uninspiring – perhaps could be more interactive. Presentations are sometimes difficult to read. Suggestions to go to the Staff Conference Group.	All
	SMT sessions – really well attended and interactive. Important that the SMT are visible. Continue meet SMT sessions and attending team meetings.	
	Important to highlight good practice.	
	Staff Conference Day information needs to be out more timely.	LC
7.	<b>Starters and Leavers February</b>	
	For information	
8.	<b>Up Coming College Events</b>	
	Open Day – 16 March 2019. Really good response from staff. Recruitment – applications to date are higher than this time last year. HE target met last year. FE slightly below. List comes out on a month to month basis with recruitment figures. Restricted numbers discussed in relation to funding and what this means. Lorenz went over target numbers and funding implications. Distance Learning student numbers discussed. The UHI overall targets explained in relation to numbers and funding.	
	Emma Davie to further discuss distance learning targets with Deborah Lally.	ED
	CDN College Expo – 12 and 13 June at Perth College UHI. Staff can sign up for workshops – all free.	
9.	<b>Key Issues (from the Group perspective)</b>	
	N/A	



Item		Action
10.	<p><b>Staff Survey Questions</b></p> <p>Not all UHI partners taking part in this format. Lorenz asked the group what is wanted. Do we snapshot 3 or 4 questions at Staff Conference Day, do we keep it open-ended, issue a full survey? Agreed that there is a need for a survey as there are issues. Lot of change and mistrust and we are hoping that we can look to improve this. A set of questions to be put together by some members of the group initially. The outputs of this then need to be addressed and conveyed to all staff. Good practice also needs to be identified and celebrated.</p>	All
11.	<p><b>Guests - invitations</b></p> <p>Invitations to any of CMT or SMT welcome. Agreed that Lorenz Cairns will remain part of this group.</p>	
12.	<p><b>AOCB</b></p> <p>N/A</p>	
13.	<p><b>Date of Next Meeting</b></p> <p>22 April 2019</p>	
14.	<p><b>Date of Next CMT Meeting</b></p> <p>20 March 2019</p>	

**Student Engagement Group - Minutes of Meeting held on 15 March 2019 Room 019**

**Present:** Lesley Connaghan, Kathleen Connor, Jane Edwards, Prince Honeysett, Ian Gibb, Nick Green, David Stewart, Lesley Sutherland.

**Apologies:** Richard Ogston, Jessica Borley, Gilbert Valentine, Lisa Findlay, William Mohieddeen, Tabitha McKechnie, Maureen Paris, Ray Crabb  
Gareth McKenna

**Membership:** Maureen Paris and Ray Crab have been invited onto the group with regards to their work with students and Gareth McKenna with regards to re ASW

**Chair:** Deborah Lally

**Minutes:** Lorna Matheson

<b>Agenda Items</b>		<b>Action</b>
<b>1. Welcome and Apologies</b>	Deborah welcomed the group and apologies noted as above	
<b>2. Minutes of Previous Meetings</b>	<p>The Minutes from 1 February 2019 were circulated and approved.</p> <p>Documentation area has now been set up, includes SPARQS student partnership agreement etc. JB is a member of the UHI SEG and has suggested she shares information from that. The UHI group have not met since last meeting.</p> <p>Meeting dates will be going into the student calendar regarding when surveys will be taken forward.</p> <p>LS couldn't see student partnership agreement on S drive. DL to look into this.</p> <p>LS suggested someone from the International Team to be invited?</p>	<p><b>DL</b></p> <p><b>DL</b></p>

	<p>IG – Food court member?</p> <p>LC student engagement happening to students – PH been tasked to invite student reps but not as yet.</p>	<p><b>DL</b></p> <p><b>PH</b></p>
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Agenda Items		Action
<b>2. Cont</b>	<p>DL send an all student email out – sharing meeting dates to include HISA</p> <p>JE – Task group with bringing along a student to the meeting. Sector Managers tasked with bringing student along to meeting on a rotating basis but need to ensure students get feedback if they're not invited to next meeting.</p> <p>PH to approach class reps</p>	<p><b>DL</b></p> <p><b>SM's</b></p> <p><b>PH</b></p>
<b>3. Early Student Experience Survey (ESES) Results</b>	<p>DL has top level survey which is available online through JISK. Survey has received a good response although, some areas didn't engage as well as others.</p> <p>There seemed to be only one common question that could be related to previous surveys. It was decided not to ask the further questions as there was not enough time to have a good think about good questions to ask. DL is unsure about the weighting with regards to what box people tick.</p> <p>With regards to the questions asked DL picked out some that may not be appropriate and shared these to the group to gain their thoughts. Surveys will be made more visible on the website.</p> <p>DL informed no students attended the care experience focus group. This will be looked at as we need them to help design the website. Possibility of having a page on MY DAY focussed on care students and student carers.</p> <p>There is a grant available for care experience students. RO attending a meeting on Wednesday 20 March for further information.</p> <p>DL is attending an event at the end of May with regards to retainment of such Students.</p> <p>Looked at KPI for care experience students and student achievement in some colleges is really high (78%) south Lanarkshire (over 200 students) whereas the average is in 50's</p>	

Agenda Items		Action
<p><b>1. Cont</b></p>	<p>Perth College UHI are sitting at 45%, therefore, there is a need to improve. RO already speaking to these colleges to get some insight into supporting students. Where we only have about 50 as opposed to SL College.</p> <p><b>Questions on Survey:</b>  My funding app was dealt with effectively?  Not us but SAAS that does this so needs to be removed as we have no control over this.</p> <p>I found induction a useful preparation for starting my course  Some don't attend if they're continuing their studies rather than starting.</p> <p>LC some don't see it as part of their course and don't remember it.</p> <p>Hospitality students sometimes don't understand the word funding.</p> <p>DL resurrecting induction planning group.</p> <p>The freshers activities.....  Not sure what the problem LC sometimes they don't get the experience as it doesn't run every day.</p> <p>15. I know how to access student portal, My Day.  This is covered in induction talk centred around "my day".  LC – Knows a lot of students that wouldn't use it and therefore can't answer this question.  DL – Change content to make it more attractive and encourage students to invest into "My day".</p> <p>DS – suggested a "pre induction event" to be held as it is a long time from being accepted onto a course until induction for some students.</p> <p>DL – Possibility for student services to organise? It was informed that KD does this and actually enrolls students this week.</p>	

Agenda Items		Action
<b>3. Cont</b>	<p>DS – May encourage more students to commit to course as he has previously experienced 23 students being accepted onto a course and only 13 turned up on the day.</p> <p>DL to talk to marketing – they couldn't do last year as not enough staff but might be able to do this year. Keeping warm!!</p> <p>LC gave an example, her son has chosen to study at the University that has been in most contact with him.</p> <p>JE – Stressed we have such a diverse range of students, therefore, there is not one thing that will work for all, we must look at various ways to keep prospective students interested.</p> <p>Phone app – which we don't use. High sign up but don't load content onto it. Works well for schools but not using it here. LC – Students will tell us if they're not using it. JE suggested the money could be used elsewhere.</p> <p>DL – Open up online enrolment from July but students are given the option to get face to face support.</p> <p>Events offered are not well attended, should be offering something fun to do rather than funding help etc.</p> <p>DL – Need to plan carefully what we offer as not many academics around at that time.</p> <p>JE – Easter workshops, taster days etc. Can be offered now and not just Summer.</p> <p>Can we get Marketing involved? DL to speak to Marketing to take forward.</p> <p>24. I am aware of the role of the Highlands and Islands Student Association (HISA)</p> <p>PH to work on this to promote HISA, Promote HISA throughout various groups.</p>	<p><b>DL/LF</b></p> <p><b>DL/LF</b></p> <p><b>DL/LF</b></p> <p><b>PH</b></p>

Agenda Items		Action
<p><b>4. Student Satisfaction Engagement Survey (SSES) Question Set</b></p>	<p>Questions put out (used to be exit survey).</p> <p>Some questions are already defined as the Funding Council set these.</p> <p>JB is part of the Quality Forum and they set the questions. She put it out but not enough time to feedback JB has taken this on board, she will identify some questions that could be problematic.</p> <p>Asked professional services for their thoughts – RO has commented.</p> <p>Survey opens on Monday 18<sup>th</sup> March 2019. Students to be encouraged to do complete through their IT classes.</p> <p>LC – we call ourselves a College but also a University questions need to be phrased college/university.</p> <p>DL to take forward to JB</p>	<p><b>JB</b></p> <p><b>DL/JB</b></p>
<p><b>5. Student Mental Health Agreement (SMHA)</b></p>	<p>PH – along with Lennox? came across this a couple of months ago – didn't know we had one. First meeting of health and welfare group has taken place. PH informed group of actions to address and inform students of help available. Some of this we already do;</p> <p>STEM – PH to visit focus groups and inform students of what support is available.</p> <p>Clubs and societies Mental health peaks when assessments are due – joining clubs and societies good for health.</p> <p>Aim is to have 3 functioning sports clubs.</p> <p>JE informed PKC have two people work as social prescribers which is a community resource, socially prescribe activities, groups etc. is this something we can we train someone to undertake at PC UHI?</p>	

Agenda Items		Action
<p><b>5. Cont</b></p>	<p>LC – may be some sort of partnership working opportunity?</p> <p>JE to contact and invite to next meeting.</p> <p>LC asked why STEM were being targeted initially. PH explained this is where they are experiencing the lowest interaction, engagement with regards to class reps etc.</p>	<p><b>JE</b></p>
<p><b>6. Perth HISA Focus Groups – Feedback</b></p>	<p>PH – Passed round papers on 7 classes visited</p> <p>NC Engineering - DL asked if this is taken back to sector area.</p> <p>Students would like an online checker with regards to keeping up to date with their printing balance.</p> <p>KC informed we would be moving to Epay, however, students just need to hover over the £ sign on the right hand side of the computer they are using and it will show how much is left.</p> <p>DL – Good to give this message out to all students</p> <p>KC informed students can get print credit at ASW</p> <p>Issues regarding print credit have been raised before, there must be credit out there that can be re-allocated? JE suggested students being given a smaller allocation but also have a pool they can bid for. LC – in favour of this. KC – To find out what inverness do and feedback.</p> <p>LC – Came up on subject network meeting re limited information given with regards to pass marks and feedback on work submitted.</p> <p>DL – Student Services working on website with regards to additional support etc. working on one bit of the website for all these areas. DL suggested Adobe training (part of the keep warm session).</p>	<p><b>KC</b></p>



Agenda Items		Action
<p><b>6. Cont</b></p>	<p>DL – Bins in car-park, now bottle banks near residences, could be taken forward to GV environment stability group.</p> <p>NG – Mod for assessment 1&amp;2 BSC Audio Engineering.</p> <p>Possibility of re-designing Perth College UHI and making it a competition for students to participate. LC suggested CM students could do the judging.</p> <p>DL – Give update to CMT to get approval for this from SMT? Can we take this forward as it has come from students.</p> <p>LC – Students not being informed of changes to Class times due to national bargaining etc.</p> <p>Due to GDPR FaceBook groups can no longer be used.</p> <p>DS – Staff sickness at late notice therefore classes have not had ample warning of cancellations. DL agreed this is a concern but sometimes can't be helped.</p> <p>LC suggested Brightspace may help with this.</p> <p>DL – Student services, a lot of students aren't aware of who they are and what they offer. Students need a reminder rather than just given this information at induction.</p> <p>IG asked if the induction packs were being revamped with regards to PDPs. DL heard we have to focus more on PDP. Some students are commenting on having to do the same packs if they enrol on Level 4 then 5 then 6.</p> <p>DL to take to David Gourley.</p>	<p><b>DL</b></p>

Agenda Items		Action
7. AOB	<p>DS – Dates and times of future SEG meetings have been set, however, due to clashes with teaching etc these can be changed going forward.</p> <p>Doodle poll to be created to get idea of suitable days/times for meetings.</p> <p>JE asked for an update with regards to PDP after speaking to David Gourley</p> <p>LC commented on how good it was to hear the class feedback and it being well presented.</p>	<p><b>DL?</b></p> <p><b>DL</b></p>

**Date of next meeting: 26 April 2019**

## **Engagement Committee Terms of Reference**

### **Membership**

Chair of Academic Affairs Committee (ex officio)

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

2 student members nominated by HISA/Perth College

### **In attendance**

Depute Principal (Academic)

Vice Principal (External)

Head of Human Resources and Organisation Development

### **Quorum**

The quorum shall be 3 members

### **Frequency of Meetings**

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

### **Terms of Reference**

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

### **Student Experience and Engagement**

1. To ensure the Board is working proactively to ensure effective Board level engagement with the student experience.
2. To ensure the Board engages proactively and work collaboratively with HISA having oversight of key HISA developments and governance arrangements.
3. To receive regular reports from Management and Students on progress with student engagement in the operation of the College.

### **External Stakeholder Engagement**

4. To provide direction on strategic external engagement priorities for the College.
5. To contribute to the College awareness of its market position in Perth and Kinross through dialogue with the Board of Management members' own external, government and private and third sector contacts.
6. To review the College's external environment and interpretation of relevant information with the purpose of providing leadership on the currency of strategic direction

7. To work with and influence a range of key external stakeholders (e.g., the Perth and Kinross Young Work Force Group, the Perth and Kinross Community Planning Partnership, Perth City Development Trust, the Outcome Delivery Group).
8. To represent the College with peers across the UHI Academic Partners.

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

9. To oversee the development and auditing of organisational engagement strategies including monitoring staff survey outcomes.
10. To monitor progress of our general and specific duties under the Equalities Act through review of reports and action plans.
11. To ensure the Board is taking an active and planned approach in its responsibility to staff.
12. To receive reports from the Equality, Diversity and Inclusion Team (EDIT) Committee.

### **Board of Management Development**

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

**Approved by the Board of Management on 13 June 2018**