

# Engagement Committee

## Agenda

**Meeting reference:** Engagement 2018 -19/03

**Date:** Thursday 31 January 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 8 November 2018		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	<b>Student Engagement</b>			
*6.1	HISA Perth College Update	Student President	Student President	Paper 2
*6.2	Enhanced Student Engagement: Implementation Plan and Report	Student President	Student President	Paper 3
*6.3	Student Engagement Group	Head of Student Experience	Depute Principal (Academic)	Paper 4
7	<b>Performance Monitoring</b>			
7.1	Student Surveys: Induction Early Experience Survey 2018-19	Head of Student Experience	Depute Principal (Academic)	Paper 5
8	<b>External Engagement</b>			
8.1	External Engagement Update	Vice Principal (External)	Vice Principal (External)	Paper 6

9	<b>Staff Engagement</b>			
*9.1	Staff Engagement Forum		Depute Principal (Academic)	Verbal
*9.2	HR and OD Update	Head of Human Resources & Organisational Development	Head of Human Resources & Organisational Development	Paper 7
10	<b>Board Development</b>			
*10.1	Board Development Update		Secretary	Verbal
11	<b>Committee Minutes</b>			
11.1	EDIT <ul style="list-style-type: none"> <li>6 December 2018</li> </ul>	Head of Human Resources & Organisational Development	Head of Human Resources & Organisational Development	Paper 8
12	<b>Date and time of next meeting:</b> <ul style="list-style-type: none"> <li>2 May 2019</li> </ul>		Secretary	
*13	Review of meeting (to include check against Terms of Reference to ensure all competent business has been covered)			Paper 9

## Minutes

**Meeting reference:** Engagement 2018-19/02  
**Date and time:** Thursday 8 November 2018 at 5.30pm  
**Location:** Room 019

**Members present:** John Dare, Sharon Hammell, Prince Honeysett, Ann Irvine (by teleconference), Lynn Oswald, Deborah Hutchison

**Apologies:** Margaret Cook, David Littlejohn, Veronica Lynch, Susan Hunter

**In attendance:** Lorenz Cairns, Depute Principal (Academic)

**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
6.1	<b>HISA Perth College Update</b> Check protocols around provision of strips in terms of sponsorship	HISA President	ASAP
6.2	<b>Enhanced Student Engagement</b> Develop an Implementation Plan with milestones and targets	HISA President working with the Depute Principal (Academic)	ASAP
7.1	<b>Balanced Scorecard Update</b> Provide a breakdown of sickness absence and turnover for academic staff and support staff	Head of HR and OD	For next meeting
8.1	<b>External Engagement</b> Discuss opportunities for the building links with local independent schools	Depute Principal (Academic)	ASAP
9.1	<b>HR Update</b> Provide feedback to Head of HR and OD about style of report	Secretary	For next meeting

## Minutes

Item	Action
1	<p><b>Welcome and Apologies</b></p> <p>The Chair welcomed everyone to the meeting, in particular Lynn Oswald and Deborah Hutchison who were attending their first Engagement Committee meeting. The Committee noted that Michaelangelo Philippides, HISA Vice President (Education and</p>

Engagement) had resigned from post to concentrate on his studies. Chelsea Ross, who has come second in the election for Vice President had agreed to take on the role for the rest of the year.

Apologies were noted.

The Committee wished to record its thanks to Charlie Shentall for his commitment and contributions to the Engagement Committee while he was a member. Charlie stepped down from Engagement Committee following the last meeting.

## **2 Additions**

There were no additions to the agenda.

## **3 Declaration of Interest in any Agenda Item**

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

## **4 Minutes of Meeting held on 30 August 2018**

The minutes were approved as a correct record.

## **5 Actions Arising from Minutes on 30 August 2018**

### **\*7.2 Enhanced Student Engagement by HISA**

Prepare an action plan to address challenges identified in student survey outcomes and to improve engagement in terms of academic business

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

### **\*8.1 Balanced Scorecard Update**

Further analysis of sickness absence figures presented to Committee and H&S Committee.

**Action update:** the Balanced Scorecard contained the updated sickness absence figures and was the agenda for the meeting.

### **\*9.1 External Engagement Update**

Include a flavour of the work of City Development Board in the report

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

### **\*9.2 Development Trust**

Paper to go forward to the Board

**Action update:** Action complete – considered by the Board at its last meeting.

### **10.1 Board Development**

Invite Principal of Forth Valley College, Ken Thomson, to a future Board development evening (possibly May 2019).

**Action update:** Action complete – Ken Thomson to attend in May.

## **6 Student Engagement**

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

The Committee noted the HISA Perth College report and ongoing activity. The Committee welcomed the work of the focus groups including the relatively high number of class representatives undergoing training and the development of sports initiatives working with ASW staff. It was agreed to check the protocols regarding the provision of strips, particularly if they carried sponsorship.

HISA  
President

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

The HISA President introduced the paper which set out HISA's plans for Student Engagement. The Committee noted the paper and welcomed the detailed plans for the different aspects of work, and the emphasis to given to improving engagement in academic areas and representation.

The Depute Principal (Academic) suggested that an implementation plan be developed to sit alongside the bigger plan and the Committee endorsed this proposed approach. An implementation plan should set out key milestones at various intervals to demonstrate impact. It was agreed that the Depute Principal and HISA President would review existing examples of implementation plans to prevent something being developed from scratch.

HISA  
President/  
Depute  
Principal  
(Academic)

Whilst the Committee did not need to see the full document going forward, it would be keen to see an implementation plan at its next meeting.

### **\*6.3 Student Partnership Agreement 2018-19**

The Committee noted the student partnership agreement proposals. The Committee welcomed the work to increase

visibility of HISA around the campus and representation and engagement activities. It was hoped that this work would contribute to an upward trend for HISA in the Student Surveys.

## **7 Balanced Scorecard Update**

- 7.1** The Depute Principal (Academic) introduced the paper and the Committee noted the position for key indicators taking account of the commentary provided. The Committee noted the particular circumstances that contributed to change in trends, positively or negatively. In terms of sickness absence, the Committee commented on the rising trend and asked to see a breakdown of figures for support and academic staff. The Committee further noted staff turnover was lower than last year, despite perceptions, but also asked for that to be broken down by support staff and academic staff member.

Head of HR  
and OD

## **8 External Engagement**

- 8.1** The Depute Principal (Academic) introduced a paper prepared by the Vice Principal (External) which set out key external engagement activities since the last meeting.

The Committee noted the report and was pleased to hear that the number attending the Open Day was high and that the event was successful. The Committee wished to record its thanks, adding to those already expressed by the Principal, to all staff who participated.

The Committee noted ongoing international work and that the Principal was in China for graduation and the opening of the micro campus amongst other business.

The Committee discussed the Tay Cities Deal and the recent announcement of the closure of the Michelin factory in Dundee, and whether that may have an impact.

The Committee also discussed the recent announcement of moves of media companies to Scotland and whether there were any opportunities for Creative Industries in terms of film and/or TV. The sector would closely monitor emerging proposals to ensure it was alert to any new development/possible opportunities.

It was agreed that a member of the Senior Management Team, through the Depute Principal (Academic), would discuss the possibility of building links with local independent schools as this was recognised as an area that could be developed.

Depute  
Principal  
(Academic)

## **9 Staff Engagement**

## 9.1 HR Update

The Committee noted the paper introduced by the Depute Principal (Academic). The Committee recommended that the drafts should avoid being written in the first person for future papers. The Committee noted the timing for professional reviews had altered to align with the operational planning cycle.

Secretary

## 11 Board Development

### \*11.1 Board Development

The Board noted a paper outlining the planned development events planned for 2018-19.

## 12 Committee Minutes

12.1 EDIT 6 September 2018 – noted

## 13 Date and Time of Next Meeting

- 31 January 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 2018 applies.

The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 1988. It is important that fact, rather than opinion, is recorded.

Do the minutes contain items which may be contentious under the terms of the Data Protection Act 2018?      Yes       No

## Perth College UHI

<b>Committee</b>	Engagement Committee
<b>Subject</b>	HISA Perth College Update
<b>Date of Committee meeting</b>	31/01/2019
<b>Author</b>	PC Student President
<b>Date paper prepared</b>	24/01/2019
<b>Executive summary of the paper</b>	The paper provides an update of the Enhanced Engagement Plan
<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> <li>• partnership services</li> </ul>	Provide a summary of the how the paper links to key College priorities and what they are



## Perth College UHI

<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>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"/>

## Perth College UHI

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)

## Perth College UHI

# HISA Annual Update

### Gender Based Violence

Officers and staff from HISA Perth met with Richard Ogston to discuss the issue of Gender Based Violence at Perth UHI. Our team along with our class reps will be put through training to increase our awareness of GBV and provide us with ways of dealing with issues when they arise. The college already has a good structure in place for reporting safeguarding matter, this training is in place so we can build on what we already have and also allows students to participate in the training as well as staff.

### SMHA

Katie Gowing from NUS came to visit us and the student support department to plan out our new Student Mental Health Agreement. This framework allows students to feel supported around their issues with mental health and will provide them with more confidence to continue their studies without being subject to discrimination or facing any stigma.

### Regional Council

The annual HISA Regional Council is taking place January 30<sup>th</sup> – February 1<sup>st</sup> in Inverness. HISA's 2019 Regional Council is shaping up to be the biggest Regional Council ever. The event has been extended an extra day to incorporate a special HISA and UHI Class Rep Summit, a first for HISA and UHI. The summit will look at all things involving class reps. We will be taking 4 class reps from Perth along to this event along with the executive team.

### Feedback Groups

Class Feedback sessions began before the Christmas break and are commencing as of January 2019. These sessions have proved to be very insightful and works well alongside having a Students Representative Council. All information gathered has been typed up into reports and will be ready for review upon the first meeting of the Student Engagement Group.

## Perth College UHI

<b>Committee</b>	Engagement Committee
<b>Subject</b>	Enhanced Engagement Plan
<b>Date of Committee meeting</b>	31/01/2019
<b>Author</b>	PC Student President
<b>Date paper prepared</b>	24/01/2019
<b>Executive summary of the paper</b>	The paper provides an update of the Enhanced Engagement Plan
<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:	Provide a summary of the how the paper links to key College priorities and what they are

## 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>	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>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.

## 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? [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)

## Perth College UHI

### HIGHLANDS AND ISLANDS STUDENTS' ASSOCIATION

#### HISA PERTH

#### Enhanced Engagement Plan and reporting

1. This paper provides an update regarding the enhanced student engagement action.
2. A series of meetings took place after the 18 November 2018 meeting of the Engagement Committee to provide clarity regarding the nature of the request from the committee, accountability of HISA Perth in relation to the institution and the presentation of the plan.
3. Meetings took place with Prince Honeysett (HISA Perth, President) and William Mohieddeen (Senior Student Association Coordinator) with the Depute Principal (Academic), Chair of the Board of Management and the Principal and Chief Executive.
4. After reviewing insights from these meetings, to progress this action it was agreed alongside the Principal for the Senior Student Association Coordinator of HISA Perth to meet with the Perth College UHI Project and Planning Manager. This was for HISA Perth to be shown how college projects were managed and how updates at board level to be presented.
5. These meetings are ongoing. The outcomes from these meetings with the Project and Planning Manager will form future engagement plans from HISA Perth. High level items that HISA Perth are doing will be taken from the Plan of Work and updates provided in the form of a project report.

#### Plan for Student Survey outcomes

6. The following was noted as an action point from the meeting held on 30 August 2018:
7. *"Prepare an action plan to address challenges identified in student survey outcomes and to improve engagement in terms of academic business".*
8. HISA Perth notes that the National Student Survey is currently open. HISA Perth received 47% in the NSS 2018. We wish to work alongside the college to improve NSS scores across all questions.
9. We would like to have meetings with relevant staff taking forward action on the NSS to improve survey completion rates. The Senior Student Association Coordinator participated in the UHI NSS briefing on Thursday 17 January. The briefing introduced the NSS completion process for staff to understand how they will advise students where and how to complete the survey.
10. Furthermore, we will build the work we are doing within enhanced engagement to improve HISA Perth-related survey scores.

#### Student Engagement Group

## Perth College UHI

11. The first meeting of the Perth College UHI Student Engagement Group takes place on Friday 1 February 2018. Attendance on this committee will be accepted by HISA Perth. However, the first meeting takes place during Regional Council, the annual conference of the Highlands and Islands Students' Association, and no-one from HISA Perth will be able to attend.
12. HISA Perth will review the proposed terms of reference and membership of the committee and shall provide feedback to the chair.

### Feedback groups

13. A pilot run of feedback groups is currently taking place, conducted by HISA Perth. Feedback groups are sessions led, in-class, by a representative from HISA using a standard, short question set and lasts approximately 15 minutes. The findings are held by HISA Perth and shared in full with the Student Engagement Group and the respective course committee of the relevant programme.
14. The pilot is reviewing the procedure for organising and delivering feedback groups, particularly in relation to concerns held by HISA Perth on capacity. HISA Perth have led seven feedback groups since December 2018.

### Learner voice review

15. Relevant to reviewing the procedures for student representation structures at Perth College UHI, particularly cognisant the transition of the delivery of student representation from Perth College Students' Association (PCSA) to the Highlands and Islands Students' Association, a learner voice review is currently being undertaken by HISA Perth.
16. Since the transition, HISA Perth has inherited and have been working with the old structures of PCSA. Tangible differences since the transition have included HISA Perth being part of an independent charity, the employment of people moving from the college to HISA, and the recruitment of the Senior Student Association Coordinator.
17. Research has included fact-finding visits to other institutions, most recently including the Borders College and Dundee University to review intermediate-level student representatives (between class representatives and executive officers).

### Student Representative Council

18. HISA Perth have arranged two Student Representative Councils (SRC) this academic term. 108 course reps attended SRC1 on Tuesday 6 November, and 61 attended SRC2. This compares to 65 that attended the first SRC1 in 2017-18 and 31 that attended SRC2. Dropoff in course representatives attending SRC 2 in 2018-19 is attributed to the proximity to assessments which will be taken into account for future planning.



## Perth College UHI

19. SRC format has been adapted to incorporate a feedback system known as “course rep focus” where reps gather feedback from classmates to bring to SRC. At SRC1 reps led discussions on induction and student support, and at SRC2, reps led discussions on student dropout. Reports on the course rep focus shall be shared with the Student Engagement Group.

Prince Honeysett  
President  
HISA Perth

## Perth College UHI

<b>Committee</b>	Engagement Committee
<b>Subject</b>	Student Engagement Group
<b>Date of Committee meeting</b>	31/01/2019
<b>Author</b>	Deborah Lally – Head of Student Experience
<b>Date paper prepared</b>	24/01/2019
<b>Executive summary of the paper</b>	The Student Engagement Group is a newly established group which will meet for the first time on Friday 1 February 2019. The Terms of Reference for the group is attached.
<b>Consultation</b> How has consultation with partners been carried out?	N/A
<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> Indicate whether there are any resource implications in the paper, not necessarily just financial, and summarise these if there are
<b>Risk implications</b> (If yes, please provide details)	Yes/ <b>No</b> Indicate whether there are any risk implications in the paper and set these out with any mitigation measures
<b>Link with strategy</b>	Provide a summary of the how the paper links to key College priorities and what they are:  Evaluation Report and Action Plan

## Perth College UHI

<p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <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>Student surveys (e.g. NSS: ESES; SSES) and other methodologies for hearing the student voice</p> <ul style="list-style-type: none"> <li>~ How good is the quality of the provision and services we offer;</li> <li>~ Services to support learning;</li> <li>~ How good are we at ensuring the best outcomes for all our learners</li> </ul> <p>Strategic Plan</p> <p>Aim 1 Inspire and empower our students, regardless of background, to recognise and achieve their potential</p> <p>Enhance student engagement by strengthening the student voice and supporting the further development of a thriving, effective and sustainable Student Association.</p>
<p><b><u>Equality and diversity</u></b></p> <p>Yes/ <b>No</b></p> <p>If yes, please give details:</p>	<p>Click or tap here to enter text.</p> <p>Set out any E&amp;D implications arising from the business/ proposal in the paper and whether an Equality Impact Assessment is required.</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>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>Yes/ <b>No</b></p> <p>Set out any data protection aspects and whether a data protection impact assessment is needed</p>

## Perth College UHI

<b>Status</b> (e.g. confidential/non confidential)	Non-confidential
<b>Freedom of information</b> Can this paper be included in "open" business?*	Open

\* 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.

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)

## Perth College UHI - Student Engagement Group

### Terms of Reference

#### Membership:

Head of Student Experience (Chair)

Sector Manager (s)

~ Ian Gibb

~ Nick Green

~ Lesley Connaghan

~ David Stewart

Student Services Manager

Quality Manager

Student Records Manager

Estates Manager

Library Team Leader

Marketing Team Leader

Student Engagement Team Leader

HISA (2 Representative)

Class Representatives x 2

#### Purpose:

The main purpose of the group is to gather feedback from students via various forms of communication (e.g. student focus groups; student questionnaires) and to advise, make decisions and/or recommendations to the Corporate Management Team (CMT)

In particular, the Student Engagement Group is invited to:

- Produce, maintain and monitor the Student Engagement Strategy;
- Be a source of expert advice on all matters relating to student engagement;
- Provide input into the development of approaches to engage with students;
- Discuss matters relating to feedback received from students via focus groups and/or questionnaires and make recommendations moving forward;
- To monitor student complaints dealt with under the formal complaints procedure and comments and suggestions received centrally to monitor actions for improvements arising from them
- To monitor volume and profile of student misconduct and disciplinaries and monitor learnings for improvements arising from them
- To monitor service user feedback on appropriateness of resources to the student learning (e.g. library services)
- To monitor the Student Partnership Agreement
- To monitor and report on both academic standards and quality of service affecting the student experience, in any location where the College delivers any part of the curriculum.
- Advise the Corporate Management Team (CMT) on matters regarding student engagement.

#### Frequency of Meetings:

The Group shall meet every 6 weeks

## Perth College UHI

<b>Committee</b>	Engagement Committee
<b>Subject</b>	Early Student Experience Survey Result Overview
<b>Date of Committee meeting</b>	30/01/2019
<b>Author</b>	Jessica Borley, Quality Manager Roanna Lawson, Quality Officer
<b>Date paper prepared</b>	24/01/2019
<b>Executive summary of the paper</b>	<p>This paper summarises the results from the 2018/19 Early Student Experience Survey (ESES) for Perth College UHI.</p> <p>The survey was revised from a paper version to an electronic version issued using the JISC Online Survey tool.</p> <p>As this was a pilot the student set was refined from that of previous years to include only FE FT, FE PT, HE FT, HE PT, Block Release, PT Unstructured and Evening students. Where some modes of study were not included e.g. online only students, tutors gathered their own student feedback through other means but not necessarily using this same or similar question set so the information cannot be utilised within this analysis.</p> <p>A total of 2024 students were targeted and a total of 1301 students completed the survey, giving an overall response rate of 64%. This is a 4% decrease in responses from the 2017/18 figure, but this was anticipated due to moving over to a different survey methodology. The UHI target, which was endorsed by SMT, was set at 60%. The UHI region as a whole hit 57% so a 64% response rate is deemed a very good result. Further work will be put in to increase the response rate for the Student Satisfaction Experience Survey (SSES) at the end of the year.</p> <p>Question 1, 'overall I am satisfied with my student experience' was added to the ESES survey question set. This is repeated in the SSES so correlation will be able</p>

**Perth College UHI**

	<p>to take place for students across a year. The overall satisfaction for all students was 96.85%, with a weighted average of 70% (strongly agree 1, agree 0.5). The satisfaction figure from the 2017/18 SSES was 95% overall and 76% weighted average. So although the overall satisfaction figure has gone up it can be seen that less students strongly agreed that they were satisfied with their overall experience than at the end of last year.</p> <p>The following graph breaks down the overall % and weighted percentages to FE and HE.</p> <div data-bbox="643 835 1378 1256" data-label="Figure"> <table border="1"> <caption>ESES Overall Satisfaction Figures</caption> <thead> <tr> <th>Category</th> <th>Overall (%)</th> <th>Weighted Overall (%)</th> </tr> </thead> <tbody> <tr> <td>FE</td> <td>96.7%</td> <td>69%</td> </tr> <tr> <td>FE FT</td> <td>96.7%</td> <td>69%</td> </tr> <tr> <td>FE PT</td> <td>96.3%</td> <td>70%</td> </tr> <tr> <td>HE</td> <td>97.1%</td> <td>70%</td> </tr> <tr> <td>HE FT</td> <td>96.9%</td> <td>69%</td> </tr> <tr> <td>HE PT</td> <td>100.0%</td> <td>81%</td> </tr> </tbody> </table> </div> <p>The only question that can be truly compared to last year as it is repeated in this new question set is 'I feel I am on the right course 2017/18 95% (82%) 2018/19 96% (77%)'. Statistics for all 24 questions are shown in Appendix 1.</p>	Category	Overall (%)	Weighted Overall (%)	FE	96.7%	69%	FE FT	96.7%	69%	FE PT	96.3%	70%	HE	97.1%	70%	HE FT	96.9%	69%	HE PT	100.0%	81%
Category	Overall (%)	Weighted Overall (%)																				
FE	96.7%	69%																				
FE FT	96.7%	69%																				
FE PT	96.3%	70%																				
HE	97.1%	70%																				
HE FT	96.9%	69%																				
HE PT	100.0%	81%																				
<p><b>Consultation</b> How has consultation with partners been carried out?</p>	<p>The UHI Quality Forum designed a common and structured way to survey students across the partnership. All question sets used across academic partners was cross referenced and a short list of common questions drawn up. Consultation then took place widely across the partnership with staff and students (through HISA) and 24 standard questions were finalised. This was a significant reduction from the 48 questions asked by Perth College UHI in previous years.</p>																					

## Perth College UHI

	<p>Each academic partner had the opportunity to add a further 5 questions to this question set as well as use service satisfaction questions. SMT chose to not add to the 24 question set this year.</p> <p>This was the first year of conducting the ESES as a UHI wide regional survey and has enabled benchmarking across all UHI academic partners.</p>
<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)	<p>Yes/ No</p> <p>Indicate whether there are any resource implications in the paper, not necessarily just financial, and summarise these if there are</p>
<b>Risk implications</b> (If yes, please provide details)	<p>Yes/ No</p> <p>Indicate whether there are any risk implications in the paper and set these out with any mitigation measures</p>
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with:	<p>Measuring student satisfaction which is a Board of Management dashboard criteria.</p>
<p><b><u>Equality and diversity</u></b></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>No new equality and diversity indications were found.</p>



## Perth College UHI

<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)?	Yes/ No If yes, please give details: Click or tap here to enter text.
<u>Data Protection</u> Does this activity/ proposal require a Data Protection Impact Assessment?	Yes/ No A privacy statement was issued as the first section of the survey.
<b>Status</b> (e.g. confidential/non confidential)	Confidential
<b>Freedom of information</b> Can this paper be included in "open" business?*	Papers should be open unless there is a compelling reason for them to remain closed. If a paper, or parts of a paper, are to remain closed the reason for that exemption must be specified – see reasons below

\* 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"/>



## Perth College UHI

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

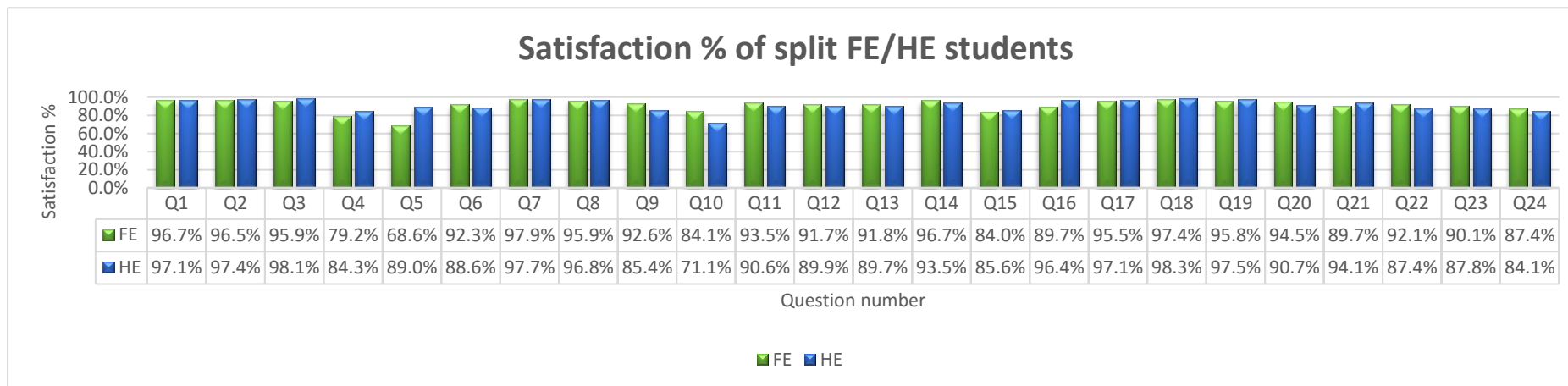
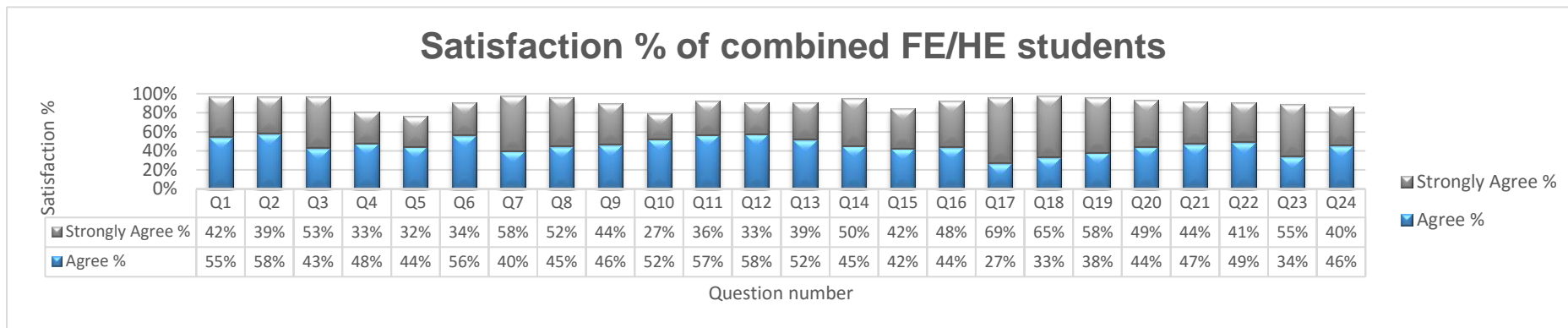
Further guidance on application of the exclusions from Freedom of Information legislation is available via:

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

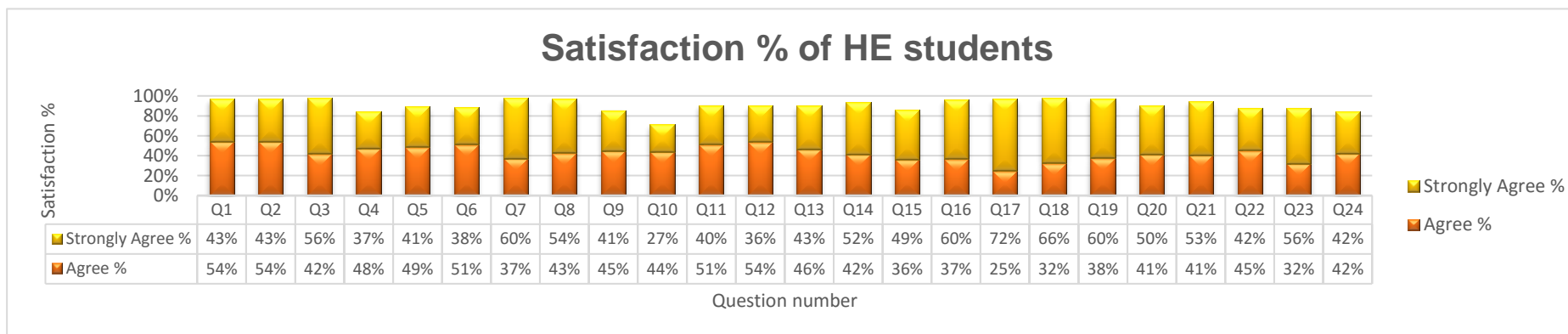
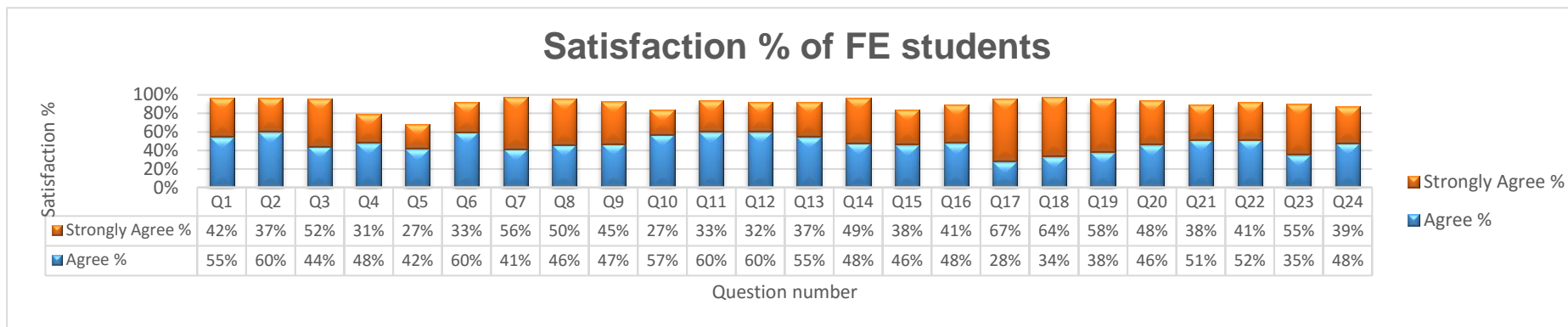
and

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

Early Student Experience Survey – October 2018  
Student Satisfaction



Early Student Experience Survey – October 2018  
Student Satisfaction



### Early Student Experience Survey (ESES) Question Set

1	Overall, I'm satisfied with my student experience so far
2	My initial enquiry provided me with the information I required to take the next step or apply for the course
3	Applying to my course was easy
4	I was provided with clear information about the funding I could apply for
5	My funding application was dealt with effectively
6	The information I received before my course started helped me prepare for college / university
7	I was made to feel welcome during my first week
8	It was easy to enrol onto my course
9	I found induction a useful preparation for starting my course
10	The fresher's activities provided me the opportunity to mix with other students
11	My Course Handbook contains accurate information about the subjects within my course
12	My Course Handbook explains about the different ways I will be learning during my course, for example class time, work experience, video conferencing (VC), self-study and practical work
13	I know how to access Student Services
14	I know how to access the library facilities
15	I know how to access the student portal, MyDay
16	I know how to access the Virtual Learning Environment / Blackboard
17	I know who my PAT is and how to contact them
18	I am treated fairly and equally by staff
19	I feel I am on the right course
20	I am happy with the way my course is taught
21	I know when my assessments are due
22	I know how I can provide feedback to improve learning and teaching
23	I know who my Class Rep is
24	I am aware of the role of the Highlands and Islands Student Association (HISA)

## Perth College UHI

<b>Committee</b>	Engagement Committee
<b>Subject</b>	External Engagement Update
<b>Date of Committee meeting</b>	31/01/2019
<b>Author</b>	Veronica Lynch, Vice Principal External
<b>Date paper prepared</b>	21/01/2019
<b>Executive summary of the paper</b>	<p>This paper provides an overview of the External Engagement activities for the period from November 2018 to January 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>	Provide a summary of the how the paper links to key College priorities and what they are

## Perth College UHI

<p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <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>	External Engagement
<p><b><u>Equality and diversity</u></b> Yes/ No If yes, please give details:</p>	There are no Equality and Diversity Implications arising from this paper.
<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>	Non Confidential
<p><b>Freedom of information</b> Can this paper be included in “open” business?*</p>	Yes

## Perth College UHI

\* 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.

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)



## **Perth College UHI**

### **ENGAGEMENT COMMITTEE**

### **PAPER FOR INFORMATION**

### **EXTERNAL ENGAGEMENT UPDATE**

**31 JANUARY 2019**

### **INTRODUCTION**

This paper provides an overview of the External Engagement activities for the period from November 2018 to January 2019.

### **EXTERNAL ENGAGEMENT STRUCTURE**

Co-location of the Business Engagement, Marketing and International Teams was completed in December and is increasing collaboration between the teams.

A recruitment process is now underway to appoint a Head of Business Development and a Head of Marketing and International. These appointments will be made on an Interim basis for a period of 6 months initially and will enable the structures within these teams to be finalised.

Closer collaboration between the Curriculum and the External Engagement Teams is working well leading to joint Public Sector Contract bids and a joint Flexible Workforce Development Fund Process. More formal mechanisms for joint planning, customer relationship management and project development and delivery is about to start through a revised Curriculum and Business Planning Group. This will influence the Curriculum Review and a broader reorganisation of the College meeting structures.

### **MARKETING**

A Schools Prospectus to promote the range of Senior Phase provision including Foundation Apprenticeships is about to launch with endorsement from Rodger Hill, Director of Secondary Education at Perth and Kinross Council. 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.

These campaigns continue to be implemented across multiple channels including social media, bus and radio advertising, press, attendance at events and city centre locations as well as hosting open days and drop in sessions. The next Open Day is scheduled to take place on Saturday 16 March 2019.

The College is continuing to work closely with UHI Marketing colleagues to undertake further development work of the UHI brand. Initial work has identified the need for UHI to undertake the emotive messaging with the Academic Partners undertaking the product specific promotions.

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

## Perth College UHI

### INTERNATIONAL

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

A review of viability and delivery models for our international partnerships are informing our International Strategy. Relationship Management visits to China are scheduled for March and April 2019 to review fees and delivery models from 2020. Alongside this, new partnerships in China, India, Japan, Thailand and USA are continuing to be developed.

The College hosted visits from HIE in December 2018 and Sichuan University of Arts and Science in January 2019.

The College has successfully delivered a cross UHI shared service approach on behalf of other Academic Partners and this has now been extended for a 2<sup>nd</sup> phase from January 2019.

A successful review of learning and teaching approaches relating to our Tier 4 students experiences was completed in October and has enabled Education Scotland to issue our Statement of Assurance for this activity.

### BUSINESS ENGAGEMENT

The College continues to promote the Flexible Workforce Development Fund for Levy Payers across Scotland. This has enabled greater strategic engagement with the larger companies in Perth and Kinross which should support a longer term partnership with those businesses.

Commercial short courses and bespoke delivery with existing and new customers continues to be delivered with an increased number of Public Contract tenders being submitted for delivery across a range of curriculum areas. Work is underway for the submission of the Skills Development Scotland Modern Apprenticeship contract which will include a bid for Construction MA's in our own right for the first time.

The College sponsored the Modern Apprentice of the Year Award at the Perthshire Star Awards event with 450 attendees. A scholarship lunch and a business breakfast were hosted during December and an Ellis Watson event in January. A broader programme of events targeting businesses will enable increased business engagement, commercial development and student opportunities.

Work has been done in partnership with Marketing to update the College website with increased visibility of the range of services to business. Discussions with UHI web team to implement additional functionality including Book and Pay online within the site is also being explored.

Potential new members for the College's Development Trust and Development Committee are being targeted. 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.



**Perth College UHI**

## Perth College UHI

### ACADEMY FOR SPORT AND WELLBEING

ASW hosted the UHI Research Conference for 240 delegates in December 2018.

ASW remained open for the first time this Christmas and New Year holiday period. This proved valuable with an extra 19 gym members and 47 new climbing registrations signed up during that 2 week period. Existing customers provided positive feedback during this period and will be a positive factor in retaining and growing memberships overall.

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.

### STAKEHOLDER ENGAGEMENT

The First Minister was hosted in January to announce Tay Cities Deal funding.

Relationships with regional Tay Cities Deal partners continue with indicative decisions on funding awards subject to successful business cases for the following projects:

**Aviation Academy for Scotland** - £8.17m Capital Funding. Perth College UHI is the lead partner with AST and Tayside Aviation. Clarity on the involvement of the Aviation Skills Partnership is being sought within a visioning meeting to progress a full Business Case.

InnovationLab - £440k Revenue Funding within the **Tay Cities Engineering Partnership** bid led by Angus Council. This is proposed to be col-located with the Aviation Academy for Scotland on the Perth College UHI Campus.

The College continues to engage within the City Development Board and the Perth CPP Executive Officers Group. A strategic relationship with Karen Reed, CEO Perth and Kinross Council to increase collaboration for the benefit of our respective organisations and the regional economy is positively evolving.

The College's contribution towards the work of the Perth City Development Board includes:

- Active participation on the Board by the Principal
- Distribution of the Perth Story publication to our International partners
- Commitment towards reducing the city's objective to become a carbon neutral city by 2039 through investment in a range of approaches including electric vehicles, progression towards a cycle friendly campus, WEEE Centre support for recycle and resale of electronic products and a focus on environmental culture change
- Active engagement with Perth Creative Exchange to increase the number of sustainable creative businesses
- Expansion of our Teacher Training programme to address Primary and Secondary Teaching gaps in areas such as Home Economics
- An increasing role in supporting the target of an additional 25% of FTE jobs and addressing the city's productivity levels by supporting higher levels of in-work progression
- Supporting the range of industry and broader STEM skills demands in areas including hospitality, tourism, care, computing, engineering, advanced manufacturing



## Perth College UHI

cyber security and digital in our commitment towards the achievement of Perth's Smart City Status

## Perth College UHI

<b>Committee</b>	Engagement Committee
<b>Subject</b>	HR&OD Update
<b>Date of Committee meeting</b>	31/01/2019
<b>Author</b>	Susan Hunter, Head of HR&OD
<b>Date paper prepared</b>	22/01/2019
<b>Executive summary of the paper</b>	This is an update on the activities the HR&OD team have undertaken.
<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> </ul>	Click or tap here to enter text.

## Perth College UHI

<ul style="list-style-type: none"> <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>	N/A
<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>	No
<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>	Confidential
<p><b>Freedom of information</b></p> <p>Can this paper be included in “open” business?*</p>	Comments on the causes of work related stress

\* 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 checked="" 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)



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

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

**Date:** 31 January 2019

### **HR&OD Structure**

There are 2 vacancies in the team (HR&OD Business Partner and Equality, Diversity and Inclusion Adviser) due to internal and external movement.

An interim resource has been in place since October and has completed the mapping of all the HR processes and is now focussing on the management information required to allow us to meet the following deliverables before May;

- National Job Evaluation Statistical Return (Support Staff)
- Permanisation (Support and Lecturing Staff)
- Gender Pay Gap reporting
- Employee Information Reporting
- Equality Mainstreaming Reporting

### **Organisational Leads**

#### Learning and Development

The pilot of a research professional review to support staff undertaking research and our REF submission has received positive feedback and has been conducted for all staff who have remission for REF and who are expected to be included in REF 2020.

### **Staff Conference Day**

The planning group has been expanded through staff volunteers to increase engagement in the day. There is now membership from across the college.

#### February 2019

The theme of this conference is operational planning and as such the afternoon will be spent in teams preparing the annual operational plan.

In the morning there will be an SMT update and training on the new virtual learning (VLE) environment for staff which is due to go live in August. The newly formed Staff Conference Day planning group will develop an additional workshop(s) for staff not involved in the VLE training.

SMT have been meeting with staff teams and discussing what format the day might take in the future.

### **National Bargaining**

#### Lecturers

The terms and conditions documentation is currently being negotiated to represent the agreement through national bargaining.

One day of strike action took place on 16 January 2019 and three others are planned. (5 February 2019, 6 March 2019 and 21 March 2019).

Work has commenced on the permanisation exercise.

### Support

The JNC agreed to implement the cost of living increase in December and the new national terms and conditions in January. These new types of payment (including; overtime, stand by allowances and shift allowances) and terms and conditions including salary conservation and permanisation. This is a significant change to pay and terms and conditions, which started with meetings with managers to identify special category staff and as such several JNC meetings were required to agree the implementation methodology. Individual consultation and group consultation meetings were held with staff groups and individuals who were specifically affected in a particular way. An open meeting was held with support staff to explain the changes that affected all staff and the slides from this were circulated to all support staff who were unable to attend.

National Job Evaluation has an implementation date of 1 September 2018, and the contract has now been signed and a national process for implementation has been agreed. We have identified with line managers, 140 unique roles to be evaluated at Perth College UHI. The role analysts have still to be appointed, and as such a timeline is not yet available, but backdating will be required to 1 September 2018.

The JNC are also in the process of agreeing updated terms and conditions that represent the agreement through national bargaining.

## **Health, Safety and Wellbeing**

### Sickness Absence Statistics

Please find below college sickness absence information for the academic year 2017/2018.

Ciphr	2015/2016 (full year)			2016/2017 (full year)			2017/2018 (full year)		
	Total Sick Days	Average Sick Days per Head	% Working Time Lost	Total Sick Days	Average Sick Days per Head	% Working Time Lost	Total Sick Days	Average Sick Days per Head	% Working Time Lost
Management	207.50	7.98	3.24%	115	4.6	1.92%	118.5	5.38	2.07%
Support	2802	12.97	5.57%	2841	11.59	5.35%	2385.75	9.21	3.54%
Academic	788.5	4.66	2.03%	1184	6.8	3.09%	1031.5	5.67	2.18%
Total	3798	9.24	3.61%	4140	7.6	3.45%	3538.25	5.51	2.94%

Engagement Committee have also asked to see the absence reasons by staff category.

Unfortunately when this analyses is undertaken individuals are identifiable due to the reasons, on this occasion. However, concern has previously been expressed by the committee about the perceived number of absences due to work related stress. In 2016/2017 5 staff were absent due to work related stress and in 2017/2018 12 staff were absent due to work related stress. This equates to less than 3% of our staffing population, HSE statistics report 57% of working days lost in 2017/2018 to be attributable to Stress, Anxiety and Depression, 16.34% of Perth College UHI's sickness absence days were attributable to Stress, Anxiety and Depression. It is important to contextualise these figures, it should be noted that all cases of work related stress in academic

year 2017/2018 are directly attributable to either an organisational change process or a formal HR process.

### Counselling Service

The annual report timeline has been amended to fit in with Perth College UHI's reporting year, as such the 2017/18 figures listed below are for a 7 month period, compared to 12 months the years before.

	Calendar Year 2017	Calendar Year 2017	2018 to 31 July 2018
Employees who have accessed the counselling service	22	26	17

### Policy Development

The following have been drafted and will be discussed at the next Health and Safety Committee;

- Health and Safety Manual
- Display Screen Policy
- Workplace Health Surveillance Policy

### Healthy Working Lives

Perth College UHI have had their annual assessment and have retained the gold award. The team will attend the awards ceremony on 20 February 2019.

## **Equality, Diversity and Inclusion**

### British Sign Language Action Plan

Perth College UHI have partnered with UHI to have a single strategic plan, with local actions which will be derived from this.

### Menopause Policy and Associated Activities

It has been agreed a menopause policy will be developed next academic year and in the meantime initial meetings are scheduled to explore the establishment of a menopause café.

### Period Poverty

Work is ongoing to extend our current provisions, with a report coming to the next EDIT meeting in March.

**Equality Diversity and Inclusion Team (EDIT)****Note of meeting held on Thursday 6 December 2018****09.30am, Room 033, Brahan**

**Present:** Susan Hunter, Head of HR & OD (Chair)  
Stuart Hall, Equality & Diversity Adviser  
Charlie Collie, Subject Leader, SVS  
David Snowden, Exams Manager, AST  
Gilbert Valentine, Head of Estates  
Ian Bow, Health, Safety and Wellbeing Adviser  
Lorenz Cairns, Depute Principal Academic  
Richard Ogston, Head of Student Services  
Sara O'Hagan, EIS-FELA Representative  
Winston Flynn, Unison Representative

**In Attendance:** Becky Angus, Additional Support Administrator (attending on behalf of Gerald McLaughlin)  
Patrick O'Donnell, Research Co-ordinator, (attending on behalf of David Gourley)  
Sharon McGuire, Sector Manager, Sport & Fitness (attending on behalf of Catherine Etri)

**Apologies:** Catherine Etri, SDD, BMCL  
David Gourley, Head of Learning & Teaching Enhancement  
Gerald McLaughlin, Additional Support Team Leader  
Lennox Francis, Student Association Rep  
Allie Scott, Student Support Counselling Team Leader

**Note Taker:** Carolyn Sweeney-Wilson

## Summary of Action Items

Ref	Action	Responsibility	Timeline
4b.	<b>Commemoration of E&amp;D Days - update:</b> SAH to review the more widespread religious and equality days and provide a plan/ suggestions for the next EDIT meeting.	Stuart Hall	Next meeting
4d.	<b>Menopause Policy - update:</b> SH to invite Rachel Weiss to the College to take part in an open group discussion on the College developing a Menopause Policy/cafe.	Susan Hunter	Next Meeting
7.	<b>LGBT Charter of Rights – update:</b> <ul style="list-style-type: none"> <li>• SAH to check that the acronym 'LGBTI' is correct and that it conforms to the Charter of Rights, so that the College can be compliant.</li> <li>• SAH to review what was still require to complete to reach the Charter standard and then circulate this information to members.</li> </ul>	Stuart Hall	Immediately
		Stuart Hall	Next meeting
10.	<b>Period Poverty (free sanitary-wear):</b> SAH to inform PATs about the free sanitary-wear products available around the College and for them to inform their students.	Stuart Hall	Immediately
13.	<b>Accessible Toilets:</b> GV to organise for the replacement of the foot washing facilities on the 2 <sup>nd</sup> floor of Brahan, with a smaller facility.	Gilbert Valentine	ASAP

**MINUTES:**

Item	Action
<p><b>1. Welcome &amp; Apologies</b></p> <p>Susan Hunter (SH) welcomed all present to the EDIT meeting.</p> <p>Apologies were noted.</p>	
<p><b>2. Addition to the Agenda for AOCB</b></p> <p>SH - Quorate numbers.</p>	
<p><b>3. Minutes of previous meeting</b></p> <p>David Snowden (DS) referred to his update under item 15 and said that this referred to a new class with multiple different nationalities attending, including a Japanese student.</p> <p>Richard Ogston (RO) referred to item 4g (Lift Signage) and said he had mentioned that there was a student mental health and local partnership agreement in place, that had provided recommendations regarding lift signage.</p> <p>Stuart Hall (SAH) referred to item 5, UHI Equality, Diversity and Inclusiveness Policy update, whereby he had said that a more thorough audit was required. He also asked for the second sentence to be changed to: "SAH reviewed the old policy and made suggestions for changes and was awaiting feedback."</p> <p>Subject to the above amendments, the minutes of the EDIT meeting held on 6 September 2018, which had been previously circulated, were approved as an accurate reflection of the discussions that had taken place.</p>	
<p><b>4. Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting</b></p> <p><b>a) Accessibility - update:</b></p> <p>SAH said he had an email regarding this, which he had already forwarded to Gerald McLaughlin (GM) and he would now forward to all committee members.</p> <p>SH said that if members were agreeable, they would also issue this information to students. SAH said that training would be delivered through class reps.</p> <p>RO asked if this was going to be an ongoing group and SAH said he hoped so, but there would need to be further discussions with relevant parties. SAH said he was open to suggestions and further readings. His suggestion was for an initial trial period, but he didn't</p>	

Item	Action
<p>want to publicise it as a trial period. He would look to have 3 or 4 groups and a trial over a year.</p> <p>Lorenz Cairns (LC) said that it would be good for this to have an implementation plan and for the committee to have sight of this. SH said SAH had drafted a paper and this would be brought to the EDIT meeting in due course.</p> <p><b>b) Commemoration of E&amp;D Days - update:</b></p> <p>SAH said he would like feedback on this as there were two streams to this – specific religious days and general equality days. SAH said he had reservations about the list of religious days as there were a huge number of days of celebrations related to religious days. SAH said that he would appreciate suggestions on how best to go about deciding which days should be highlighted. He felt it needed to be divided up, but would value suggestions for prioritising these days and which religions should be highlighted.</p> <p>RO advised that the College had a Spiritual Care Team, which he was looking to re-establish, and that this group might be a good group to discuss this with. This group also includes a humanist as a member. RO said that under the previous E&amp;D Adviser this group was used for promoting these days.</p> <p>LC asked SAH what he defined as a commemoration day. SAH said that a commemoration day was a day that raised awareness or positively celebrated difference. Anything that fostered good relations between people. He said he would need further consultation to work out the degrees of celebration to be attributed to the various religions/diversity. He would be taking this from the point of encouraging respect as each day would be important to each specific group.</p> <p>LC said that there were a tremendous number of days we could honour and asked how far did SAH anticipate going to celebrate diverse cultures and beliefs. What ways would SAH promote this.</p> <p>Sara O'Hagan (SOH) said that any promotion should be kept simple – using short messages.</p> <p>SAH said he could look at community groups and see what they're output was and then discuss this through student engagement. Patrick O'Donnell (POD) suggested using national and global trends rather than come up with our own list – this would be a starting point.</p> <p>RO said the College did currently celebrate some cultural events eg Diwali. As some celebrations already take place, RO felt that it would be better to look at what else was going on in the community. SAH queried what level of celebration would need to</p>	

Item	Action
<p>occur to become large enough for the College to celebrate. He suggested perhaps looking at ‘umbrella’ celebrations and leaving small personal celebrations to individuals.</p> <p>RO said that if we did this, then we’d run the risk of excluding some people. Charlie Collie (CC) suggested making sure there was an open channel that people know about, in order to speak to someone, or be supported to do something if they want to. RO suggested HISA might want to be involved.</p> <p>SH said that the commemoration days needed to go beyond just religion, incorporating other avenues of diversity.</p> <p>RO suggested identifying a sensible number of key days and then reviewing them to see if any needs changing.</p> <p>Sharon McGuire (SMG) said there were a number of important campaigns in sport that were related to sectoral areas eg ‘Give Racism the Red Card’. She suggested that the days should be mapped out. Ian Bow (IB) advised that ‘Healthy Working Lives’ (HWL) was also looking at this and it was on the agenda for their meeting the following week.</p> <p>LC queried if there was any benefit in having a calendar of events so this could be uploaded to the College website. Acknowledgement of event was perhaps where to start, rather than necessarily celebrating all events.</p> <p>It was agreed that SAH should look at the more widespread religious and equality days in the first instance and then to provide a plan/suggestions for the next EDIT meeting.</p>	
<p><b>Action:</b> SAH to review the more widespread religious and equality days and provide a plan/suggestions for the next EDIT meeting.</p>	<p><b>SAH</b></p>
<p><b>c) Lift Signage - update:</b></p> <p>SH said that there had been a detailed conversation on this item at last meeting, but having looked at practicalities, there would likely be an increase in the use of lifts if the lift passes were removed and she felt this warranted further discussion.</p> <p>GV advised that the College has a number of older lifts, although the one in Brahan was new. With an increase in usage, would likely come more breakdowns of the older lifts and the parts for these were harder to get. This could mean that the people who really needed to use the lifts would have less access if the lifts were out of commission.</p> <p>IB said we needed to encourage people to use the stairs more. IB queried who polices the lift passes and challenges people to show</p>	



Item	Action
<p>their pass. RO said it was difficult to challenge people and reliance was on trusting that people would use the lifts respectfully. SMG said more focus should be placed on the benefit of not using the lifts. It would be better to focus on more positive messages about this.</p> <p>SAH queried whether there was a way to monitor how many people were using the lifts. IB said there would need to be baseline data first in order to gauge numbers using it now. SAH said he would propose a period of monitoring levels under current usage first.</p> <p>SMG queried what the lifespan of the older lifts was and was there a plan for replacement. GV said there will be a plan, but only when funding and time become available. RO queried how often the library lift was used. GV said it was not well used as it didn't go fully to the top of building, it mainly just serves the Study Centre.</p> <p>EDIT members agreed that the decision taken at the previous meeting should stand.</p>	
<p><b>d) Menopause Policy - update:</b></p> <p>SH advised that Unison had raised this item at the last meeting and SH had taken an action to review when HR could develop this policy. SH said that she had a number of other, more high priority, updates she was working on, but suggested she could add this to the programme for next academic year. Unfortunately, HR wouldn't be able to accommodate work on this policy this year. SOH said staff would welcome a policy on this matter, especially when linked with the age of women working at the College, a good proportion of whom might be affected by this.</p> <p>At the moment women often felt a stigma attached to this and may feel embarrassed about seeking help. This could then exacerbate symptoms and if women were off work they might not disclose this due to embarrassment. It could also affect much younger women, so unions would welcome anything the College could do to support this.</p> <p>SH queried what members felt, as a first step, about inviting Rachel Weiss to come to the College and arrange a voluntary open meeting to talk about how the College could develop this policy. SH advised that Rachel runs a Menopause Café. EDIT agreed that Rachel Weiss should be invited to the College.</p>	
<p><b>Action:</b> SH to invite Rachel Weiss to the College to take part in an open group discussion on the College developing a Menopause Café/Policy.</p>	SH

Item	Action
<p><b>e) SFC Intensification - update:</b></p> <p>SH advised that while this was discussed at the last EDIT meeting, she wanted to give a further update on this report.</p> <p>The College was carrying out various parts of this process, but gender based violence, and the College's obligations, consisted a substantial part of this report.</p> <p>RO said he spoke about this at the recent Staff Conference Day and advised that there would be more specific training for key staff. Anyone who was front facing will be getting training. Perth had also been asked to be a partner college with RASAC.</p> <p>RO indicated that there would be 3 different levels of training and a plan needed to be drawn up as to when the training would take place. SH also advised that HR would need to update their policies in line with this. RO said that the Student Code of Conduct would also need to be updated to take account of this.</p> <p>RO advised that RASAC had already held a 'train the trainers' course in the College for some staff. They provided some really good resources and really interesting information. It is just a matter now of how this was going to be taken forward.</p> <p>RO indicated that the training would take place as soon as possible and the hope would be to complete the main training by Easter and have all levels complete before the summer.</p> <p>RO also advised that he was going to ask Fiona Druet if she would come to speak at a Staff Conference Day. This would follow the theme through, as her daughter had been affected by this. SAH suggested Fiona be a Keynote Speaker, followed up by a workshop on this.</p>	
<p><b>5. UHI Equality, Diversity and Inclusiveness Policy</b></p> <p>SAH indicated that he had revisited this policy and he still had some outstanding actions to complete. SAH queried members for their opinions on making the reporting clearer, more in depth.</p>	
<p>SH advised that this was a UHI-wide policy which SAH had amended. However, it had recently transpired that this policy had not yet been agreed to become a single UHI policy. SH said that we'd need to await a UHI decision on this.</p>	
<p><b>6. Internal Audit</b></p> <p>SH said that Henderson Logie had undertaken an internal audit in the summer and they were working through the actions from this.</p>	

Item	Action
<p>SAH confirmed that he was still progressing these actions.</p>	
<p><b>7. LGBT Charter of Rights – update</b></p>	
<p>RO advised that the acronym for this should now be LGBTI.</p>	
<p>There was some discussion as to whether this was an officially recognised acronym as SAH indicated that it was not yet common within the E&amp;D sector. SH also indicated that the College would need to abide by the rules/guidelines within the Charter. LC urged SAH to check on this quickly so that the College was confirmed as being compliant.</p>	
<p><b>Action:</b> SAH to check that the acronym ‘LGBTI’ is correct and that it conforms to the Charter of Rights, so that the College can be compliant.</p>	<p><b>SAH</b></p>
<p>SH advised that SAH had spoken with the people who dealt with the submissions for the Charter and they had confirmed that we had missed some of the deadlines. This was mainly due to changes in SMT, as it was mandatory that SMT take the required training and this needed to be done as a group.</p>	
<p>SAH said that the whole process had ‘fallen by the wayside’ and that it would take approximately 18 months to get accreditation.</p>	
<p>SAH said there was a need for clearer direction on whether or not the College wanted to achieve this Charter. SH indicated that if the process was continued, it would need to be included in the 3 year plan for E&amp;D, with indications of what we want to achieve. There was a decision taken by the previous SMT that they wanted to go for this, but as we now have a new SMT, the time is now appropriate to seek their view as to whether or not we do want to continue with this and achieve the Charter. If SMT decide they do wish to proceed with this, they would also need to decide at which level they wanted the College to achieve.</p>	
<p>Before SMT could make a decision, they would need to be presented with the details on what was required to be completed in order to achieve the Charter standard. LC said once this was done he would take this to SMT for consideration.</p>	
<p>SH confirmed that SAH would need to see what was required to commit to the Charter, as she didn’t want the College to commit to the process again and then it all ‘fall by the wayside’ again. If SMT wanted to proceed, then it would need to be included in the E&amp;D 3-year plan.</p>	
<p><b>Action:</b> SAH to review what was still required to reach the Charter standard and then circulate this information to members.</p>	<p><b>SAH</b></p>

Item	Action
<p><b>8. British Sign Language - Update</b></p> <p>SAH advised that he had not taken forward any developments on this as yet as he and Paul Richard had not managed to have a meeting. It would now be after Christmas before this was taken forward.</p> <p>RO advised that a plan, setting out the actions public bodies would have to follow to implement BSL, had already been through Parliament and he was expecting colleges to have significant obligations under this legislation. However, the bill was fairly general and was more along the lines of encouraging people to enter the spirit of this, rather than specific timelines and obligations. RO said this means that the College would have to decide what it wants to achieve to meet this legislation.</p> <p>RO said that the UHI approach was to implement a policy for the partnership for BSL and they have already been in discussion with GM and taken some of this forward. Some of the obligations will apply directly to us, but how the College accomplishes this will largely be down to the individual partners.</p> <p>RO said he thought the College could provide some basic induction/good College information, as well as something specific for the sport areas – have a really good set of general information. RO said he had spoken to GM about this, but the College would need to source the appropriately trained BSL people help with this.</p> <p>Unfortunately, there was a real shortage of BSL trained staff to support students with teaching and exams. The sector would need to invest in this and this may require a potential sharing of resources.</p> <p>SAH suggested this was something we could look to UHI, with their bigger purse, to take forward on behalf of the partnership. SAH said he could speak to a local contact to see if they would be willing to be involved, to help the College put something in place.</p>	
<p><b>9. Cross College Hearing Equipment</b></p> <p>SAH said he had started the audit process, but hadn't received all the forms back yet. The first step would be to brief any person who would be giving a talk/speech to remain within a certain area of the mic while speaking. This would be to ensure that the speakers would pick up the speech. SAH proposed to then source 2 or 3 of the speakers to purchase. He said that anyone who was attending a conference/lecture would need to be advised they should get in touch with the College if they had any specific requirements, particularly in case hearing loops had to be hired. SAH said that if a fixed loop had to be installed in the ASW, the purchased</p>	

Item	Action
<p>speakers/ portable equipment would still be able to be used elsewhere across the campus.</p> <p>RO said that normally the College would apply to the DSA for HE students with a hearing impairment and the students would then get equipment provided. However, there was not the same option available for FE students and any equipment purchase would come out of RO's budget or, sometimes, the College was able to share equipment with other organisations, or the equipment the College had on site was loaned out to the FE students. However, the staffing side was a different matter altogether.</p> <p>SAH said there were potentially local groups with facilities that the College could network with, particularly if there were any people wanting to play sports.</p> <p>LC advised that the hiring of the portable loops costs approximately £650 a time. There needed to be a judgement call on whether it was worthwhile to hire, as it was a considerable sum of money to spend annually. LC suggested it might be worth looking again at whether or not a permanent induction loop was required - there may be cheaper options out there.</p> <p>SAH said that what he was suggesting was the best middle ground. His was a pragmatic approach and something that could be put in place immediately. He said it might be good idea to talk to a charity, or independent organisation, to get some impartial testers into the College to see what kind of experience they have, in order to provide a benchmark. If the College were looking to do something on a wider scale, then it should be on the advice of an impartial party.</p>	
<p><b>10. Period Poverty (free sanitary-wear)</b></p> <p>SH said that SAH had not yet dealt with this. SOH said she had raised this after attending an EIS Executive meeting and getting sight of the SFC announcement regarding free sanitary products and wondered what the College was doing in regard to this.</p> <p>RO said that this was an initiative right across all colleges and universities. He confirmed that the College had received £42K to provide for this and Jane Edwards (JE) had been tasked with taking forward how we manage this. It was important that people who really needed these products get access to them and JE was tasked with devising solutions for this. However, she had only started to investigate this recently, so had not yet had the opportunity to progress this to any great length.</p> <p>GV advised that the College had already taken the decision to provide these products before the Scottish Government decision, but it had not been publicised as it was thought people might take</p>	

Item	Action
<p>all the products. However, all the machines were now dispensing free products.</p> <p>SOH said the policy was providing for a range of products in a range of situations, rather than just free product in machines. SOH felt that, given what this funding was there to provide for, the College needed to look at ways where anyone who needed these products could access them without having to ask and be embarrassed about this. RO said he hadn't spoken to JE about this recently, but she was actively looking at this.</p> <p>GV indicated that there was a mixture of dispensing as not all toilets had machines, so the products were also being left in baskets/boxes. There had also been some debate as to what wording should be indicated on the sign. GV said that the College was discharging it's duty as the products were being provided. The College was also buying good quality products, supplied by an appropriate company, and all were organic and 100% cotton.</p> <p>SMG said she had recently attended a diverse identities conference where this was discussed and it was felt that this was not just about being placed in female toilets, but also in male toilets, and currently they were not.</p> <p>SAH suggested that there should be spaces near entrances where free items, not just sanitary products, could be dispensed, so people were able to equip themselves.</p> <p>GV said that many of the toilets were single occupant and these ones had plastic boxes of products. Once people were in the know, they would know where to go. SMG said that this was the challenge and for transgender, toilets were high stress areas and the College needed to shout out loud that it is inclusive, otherwise students wouldn't come. The challenge was to promote gender neutral toilets.</p> <p>SOH said the products should also be available outwith term time. RO said that perhaps there was a need to have private conversations with students.</p> <p>SAH clarified his earlier suggestion, in that he meant the products being available in an appropriate space, where they wouldn't be conspicuous for students to collect from eg Claire Nelson's area.</p> <p>SMG said this was a really positive campaign and the College should be shouting out about this – have a more positive promotion; tell the story alongside the free supplies.</p> <p>GV said a decision needed to be made as to whether or not products were distributed around the College, or were people to go to a central point to collect the products.</p>	



Item	Action
<p>LC said that the College had taken the initiative in providing these products and before the funding came into place. The distribution of it we need to be more clever about. SOH said that if a survey of students were carried out, to ask students if they were aware they could get free sanitary-wear within the College, many would not know about this. LC said that the best optimum method for distributing and informing people about this needed to be found.</p> <p>SOH suggested that PATs should be informed about these free products, so they could publicise this to their students. EDIT members agreed this was a good start.</p> <p>IB queried that this should also be communicated to students at their induction. However, SMG said that students get bombarded with a huge amounts of information at induction and sometimes it's not possible to do it all and so it had to be drip fed.</p> <p>LC said he saw no reason why, in moving forward, PATs couldn't be informed, so they could then notify their students. LC cautioned that there might also be a degree of embarrassment for females going to a male PAT, however, it was worth trying.</p>	
<p><b>Action:</b> SAH to inform PATs about the free sanitary-wear products available around the College and for them to inform their students.</p>	<p><b>SAH</b></p>
<p><b>11. Mental Health Group</b></p> <p>SH advised that Allie Scott (AS) had sent her apologies for today's meeting, but she had provided SH with an update.</p> <p>AS arranged for a 'Healthy Body Healthy Mind' representative to attend the Board of Management meeting in order to go through the process and expectations. It had been agreed that UHI would provide a single submission, on behalf of the partnership, rather than partners making individual submissions. AS was currently working on this.</p> <p>The Health and Wellbeing Group will meet in the new year.</p>	
<p><b>12. Equality Impact Assessment</b></p> <p>SAH reviewed his new draft EIA and discussed what he was piloting. He said he had forwarded his initial forms round SDDs and managers, but had not yet had feedback.</p> <p>SH asked RO how he found the new EIA. RO said he didn't find it too difficult; found it a bit more logical than the original one.</p> <p>SAH said he had added a section to explicitly consider data. UHI had asked SAH to work out the situations where it was essential that an EIA needed to be completed and SAH had been</p>	

Item	Action
<p>investigating this. In answer to a question, SAH said that the EIA impacts on anything that affects people.</p> <p><b>13. Accessible Toilets</b></p> <p>SAH referred to the disabled toilet on the 2<sup>nd</sup> floor of Brahan that contained the large foot wash facility. Unfortunately, having such a large foot wash in this particular toilet has brought the space down to smaller than a standard single user toilet. It had been noted that there were also accessibility issues, as some wheelchair users might not manage to get out. SAH said he agreed with this assessment, particularly as the foot wash was so large. He felt it was more appropriate to have an accessible toilet, rather than have the foot wash.</p> <p>RO said there had been long-drawn-out discussions regarding the siting of this foot wash and it had been found that there was nowhere else for it to be located. SOH said that, at the time, EDIT members did request that access and turn-ability for wheelchair users was checked and were assured this was fine.</p> <p>GV confirmed this had been ongoing over a number of months/years. There was an option to remove the foot wash and use alternative accessible toilets for its location. GV thought that, first of all, consideration should be given to what the wash facility was being used for and why they are provided. He said that for Muslims, it was often the case that they were not just washing their feet before they prayed and if that was the case, then the College had shower facilities, in several locations around the campus, which could be used instead.</p> <p>RO said they had previously taken advice through Muslim community groups and this was what was provided on the back of that advice. Advice also received indicated that the washing facilities need to be near the Prayer room.</p> <p>SAH suggested it would be worth consulting more widely on how Muslims used this facility ie was it about an all over wash, or washing smaller areas in a methodical manner.</p> <p>SH queried if replacing the large foot wash with a smaller facility would be better. GV said it wouldn't really make things any better in terms of space, as the toilet was already deficient in size for a turning circle for a wheelchair user, as the toilet was not full size to start with. Even the wash facility at Goodlyburn, which is smaller, restricts the turning circle.</p> <p>GV said the other option was to have a bowl and a jug for those needing to wash before prayers.</p>	



Item	Action
<p>CC said that if the turning circle was already too small, it suggested that the toilet was not an accessible toilet. GV said there were other accessible toilets around the college and generally there was one sited on every floor.</p> <p>WF suggested relocating the Prayer room elsewhere and put the facilities in it.</p> <p>LC queried who would be disadvantaged if this wash facility was removed. WF said female Muslims would then be too far away from the Prayer room.</p> <p>There then followed a further discussion on building regulation compliance and about various locations around the campus, which were currently being used for other things, or whether they could be made into accessible toilets/wash rooms.</p> <p>GV said the quickest and least disruptive option would be to install smaller wash facilities into these toilets. SOH said these particular toilets were used by larger numbers of females, as there were a lot of females on that particular floor, due to the subjects being taught.</p> <p>Discussion also took place regarding whether or not to take the accessible sign down. GV said he could take the metal wash facilities out in the meantime and put a smaller one in like at Goodlyburn.</p> <p>The Committee agreed that GV should go ahead with replacing the current washing facilities with a smaller option, but leaving the toilet as an accessible toilet, while another better solution is found.</p> <p><b>Action:</b> GV to organise for the replacement of the foot washing facilities on the 2<sup>nd</sup> floor of Brahan, with a smaller facility.</p>	GV
<p><b>14. Equality &amp; Diversity Adviser – update</b></p> <p>SAH advised that the majority of his time had been spent on public sector body reporting.</p> <p>There was also the matter of the 3 year strategy, which was required to be completed before Christmas. SAH thanked the staff who had responded to him re this.</p>	
<p><b>15. EDIT Members Updates</b></p> <p>As the meeting had run-over time, these updates were not taken.</p>	

Item	Action
<p><b>16. AOCB</b></p> <p><b>EDIT Quorate Numbers</b></p> <p>SH said she was currently working on proposals for all the other staff committees for the Board, so would include EDIT and incorporate this in the purpose document – which would be akin to a Terms of Reference (ToR).</p> <p>SH thanked everyone for attending the meeting and wished everyone a very nice Christmas.</p> <p><b>17. Dates and times of future meeting:</b></p> <ul style="list-style-type: none"><li>• 22<sup>nd</sup> March</li><li>• 21<sup>st</sup> June</li></ul> <p>All meetings are on Thursdays, 9.30-11.30, Rm 019.</p>	

DRAFT

## **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**