

Engagement Committee

Agenda

Meeting reference: Engagement 2019-20/01

Date: Thursday 29 August 2019 at 5.30pm

Location: Room 019

Purpose: Scheduled meeting

*Denotes items for discussion.

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

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Interest in any Agenda Item		Chair	
4	Minutes of the meeting held on 2 May 2019		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Student Engagement			
*6.1	HISA Perth College Update	Student President	Student President	Paper 2
*6.2	Student Partnership Agreement	Student President	Student President	Paper 3
*6.3	Student Mental Health Agreement	Student President	Student President	Paper 4
7	Performance Monitoring			
7.1	Balanced Scorecard update	Planning and Programme Manager	Principal	Paper 5
*7.2	National Student Survey 2018-19: Key Outcomes	Associate Principal Academic	Associate Principal Academic	Paper 6
*7.3	Student Satisfaction and Engagement Survey 2018-19: Key Outcomes	Associate Principal Academic	Associate Principal Academic	Paper 7
*7.4	Postgraduate Taught Experience Survey	Associate Principal Academic	Associate Principal Academic	Paper 8

8	External Engagement			
8.1	External Engagement Update	Vice Principal External	Vice Principal External	Paper 9
9	Staff Engagement			
*9.1	HR Update	Head of HR & Organisational Development	Head of HR & Organisational Development	Paper 10
10	Policy Development			
10.1	Promoting a Positive Learning Environment (for approval)	Quality Manager	Quality Manager	Paper 11
10.2	Student Code of Conduct (for noting)	Quality Manager	Quality Manager	Paper 12
11	Board Development			
*11.1	Board Development	Clerk	Clerk	Paper 13
12	Committee Minutes			
12.1	EDIT <ul style="list-style-type: none"> 20 June 2019 	Head of HR & Organisational Development	Head of HR & Organisational Development	Paper 14
13	Date and time of next meeting: <ul style="list-style-type: none"> 7 November 2019 		Clerk	
*14	Review of meeting (to include check against Terms of Reference to ensure all competent business has been covered)			Paper 15

Engagement Committee

DRAFT Minutes

Meeting reference: Engagement 2018-19/04
Date and time: Thursday 2 May 2019 at 5.30pm
Location: Room 19, Brahan

Present:	David Littlejohn Non-Executive Board Member
Sharon Hammell (Chair) Non-Executive Board Member	Lynn Oswald Non-Executive Board Member
Margaret Cook Principal and Chief Executive	In Attendance:
John Dare Support Staff Board Member	Lorenz Cairns Depute Principal (Academic)
Prince Honeysett President HISA Perth	Catherine Etri Associate Principal (Academic)
Debbie Hutchison Non-Executive Board Member	Veronica Lynch Vice Principal (External)
Ann Irvine Non-Executive Board Member (by teleconference)	Penny Davis Interim Board Secretary

Quorum: 3 Members

Minutes

Item	Action
1 Welcome and Apologies There were no apologies. The Chair welcomed Iain Morrison (Dean of Students, UHI), Alan Simpson (HISA President) and William Mohieddeen (Senior Student Association Co-ordinator) who had been invited to give a presentation to the Committee on Student Engagement.	
2 Additions to the Agenda There were no additions to the agenda.	
3 Declaration of Conflict of Interest in any Agenda Item There were no declarations of a conflict of interest.	

4 Minutes of Meeting Held on 31 January 2019

The minutes were approved as an accurate record.

5 Actions Arising from Previous Minutes

There were no actions arising.

6 Student Engagement

6.1 Presentation on the Future of HISA and Student Engagement Priorities

The UHI Dean of Students gave an introduction, highlighting the role of HISA and student engagement, the significant progress to date and areas for future development. Relationship-building was identified as an ongoing focus.

The HISA President outlined a regional structure comprising 21 student officers and 16 staff and highlighted positive outcomes including:

- over 70 clubs with 100s of volunteers
- engagement in local communities
- mentoring of student officers
- the increasing number of women standing for office and being elected
- working with external bodies to influence national policy

He described an organisation that is student-directed, in which students make decisions through the class rep system and hold HISA officers to account.

The Senior Student Association Co-ordinator outlined the structure and history of HISA Perth and highlighted successes including the increased number of nominations for student offices and the highest election turnout to date.

HISA Perth was working closely with the College's Quality Department and pursuing a wide range of activities. The focus in future would be on ensuring sustainability of services to meet student expectations and the increased importance of welfare.

The Committee discussed the presentation.

Assurance was given on the adequacy of handover, induction and mentoring arrangements for student officers, both regionally through HISA, and through NUS and SPARQS at a national level. It was also noted that staff provided continuity and support.

The Committee recognised the benefits of a symbiotic relationship between the regional structure and HISA Perth but would be keen to

have clearer evidence of the reach into the student body, diversity and the impact of HISA.

It was noted, in that context, that the results of the student survey would be published on 3 July 2019 and would be reviewed at the next meeting of the Committee.

HISA
Perth/SMT

Members agreed that a review of the Student Engagement Framework and further discussion of opportunities with HISA at a future meeting would also be beneficial.

HISA/HISA
Perth/SMT

The comparatively low number of societies at Perth College was discussed, although it was noted that this had increased to 9, from 5 last year. The Committee was advised that planning was in train and a new member of staff had been taken on to support development in that area. It was also noted that club and society engagement tended to reduce over the course of the academic year. The Committee suggested HISA Perth might look elsewhere in the region for examples of good practice.

6.2 HISA Perth College Update including Student Elections

The Student President presented a report providing further information on HISA Perth activities and the recent elections.

Students had voted to take action towards resolving current strike action through a 'fund our future' campaign to lobby Ministers.

Members suggested that HISA Perth might benefit from advice and support when engaging in political lobbying activity, being mindful of external agendas and potential reputational risks to the College.

The Committee received reassurance that any students experiencing issues relating to universal credit were referred to Student Support and that information on the impact on students was being monitored through College systems.

The Senior Student Association Co-ordinator reaffirmed the positive results in terms of engagement in student elections, including the appointment of 3 female officers for the coming year.

6.3 Enhanced Student Engagement: Implementation Plan and Report

The Student President presented an implementation plan, summarising progress with the Lit Activity Fund, course representation review, work to increase engagement in clubs and societies, and the OBI awards and elections.

Members discussed the plan, and suggested targeting the Lit AF funding to support current priorities, and improving guidance and support for prospective applicants.

In the context of increasing engagement in clubs and societies, it was noted that external resources such as the community sports hub and voluntary organisations could also be helpful.

Members were advised that the Student Partnership Agreement would be brought to the next meeting of the Committee.

HISA
Perth

The Student President was commended on the quality of his report to the Committee.

6.4 Student Mental Health Agreement

The Student President provided a verbal report on the Agreement, which had been signed in March 2019. Priorities had been to tackle stigma, improve well-being, increase clubs and societies, and increase events in collaboration with the College. A written report would be brought to a future meeting of the Committee.

HISA
Perth

7 Performance Monitoring

7.1 Revised Balanced Scorecard

The Principal reported that the planning team had been asked to look at options for revising the College's Balanced Scorecard and had produced a comprehensive report which had been provided to the Committee.

This was the first stage of the review and the Committee would be asked to consider, going forward, how the approach taken to performance monitoring would impact on the student experience.

8 External Engagement

8.1 External Engagement Update

The Vice Principal (External) presented a paper updating the Committee on external engagement activity, including Marketing, International, Business Engagement, the Academy for Sport and Well-being, Stakeholder Engagement and Brexit implications.

Highlights included:

- positive press coverage of a successful test flight for a new ultra-endurance air vehicle
- the generation of £146k worth of applications from the Flexible Workforce Development Fund
- the Academy for Sport and Well-being hosting the CDN College Expo event in June 2019.

The Vice Principal confirmed that progress was being made in engagement with independent schools.

The Committee recognised the good work being done to strengthen

external engagement.

9 Staff Engagement

9.1 HR and OD Update

The Depute Principal presented the report in the absence of the Interim HR Team Lead, outlining progress including:

- arrangements for the Staff Conference to be held on 21 June 2019
- national bargaining and support staff evaluation
- consultation on learning centre closures.

The Support Staff Board Member commented that the conference programme had been well received.

The Committee went on to review sickness absence statistics for Qs 1 and 2 of 2018-19, and received an update on progress with Equality, Diversity and Inclusion activity, including the development of a menopause policy and the extension of current provisions to tackle period poverty.

10 Board Development

10.1 Board Development Update

The Principal provided a verbal update, advising the Committee on Board Member attendance at the CDN Leadership and Governance Summit earlier that day, and constructive discussions about 'the college of the future'.

15 June 2019 had been identified as the date of the Board Development Day, and the Principal invited suggestions for the programme.

One member suggested a session on Mental Health First Aid.

11 Committee Minutes

The Committee had received minutes from the first meetings of three engagement groups, for information:

- EDIT (Equality, Diversity and Inclusion Team)
- Staff Engagement
- Student Engagement

The Committee noted the good progress with establishing the groups and the range of activities already underway.

It was noted also that SMT attendance at college team meetings would promote engagement as well as openness and transparency.

12 Date and Time of Next Meeting

The meeting schedule for 2019-20 would be brought to the June Board meeting.

15 Review of Meeting (to include check against ToR)

Members agreed the meeting had covered its Terms of Reference.

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

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

Status of Minutes **Open** **Closed**

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

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

The College may also be asked for information contained in minutes about living individuals, under the terms of the General Data Protection Act 2018. It is important that fact, rather than opinion, is recorded.

Do the minutes contain items which may be contentious under the terms of the Data Protection Act 1998?

Yes No

Perth College UHI

Paper No. 2a

Committee	Engagement Committee
Subject	HISA Perth update
Date of Committee meeting	29/08/2019
Author	Amy Studders and Michaela Asisten
Date paper prepared	19/08/2019
Executive summary of the paper	This paper provides an update of the work of HISA Perth from 1 July 2019
Consultation How has consultation with partners been carried out?	N/A
Action requested	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	Click or tap here to enter text.

Perth College UHI

<ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	
<p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>No</p>
<p>Island communities</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><u>Data Protection</u></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>Status (e.g. confidential/non confidential)</p>	<p>Non-Confidential</p>
<p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p>	<p>Yes</p>

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

Perth College UHI

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

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

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

and

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

HIGHLANDS AND ISLANDS STUDENTS' ASSOCIATION

HISA PERTH COLLEGE UPDATE

Introduction

1. This paper outlines the HISA Perth update on activity for the 2019-20 academic year for the Perth College UHI Engagement Committee.

Induction of new officers

2. The term of office for the 2018-19 HISA Perth executive ended on 30 June 2019. Prince Honeysett and Lennox Francis ended their positions of President and Vice President for Activities and welfare, respectively, and handed over to the new executive for 1 July 2019.
3. On 1 July 2019, the new HISA Perth executive assumed their positions. The HISA Perth executive for 2019-20 are:
 - a. Amy Studders, President
 - b. Debbie Das Chaudhury, Vice President for Activities and Welfare (VPAW)
 - c. Michaela Asisten, Vice President for Education and Engagement (VPEE)
4. Throughout July and August, the executive undertook a programme of induction and training, and began forming the 2019-20 HISA Perth plan of work. The training and induction events included:
 - a. NUS Scotland Lead and Change: Colleges
 - b. HISA Perth executive residential
 - c. Sparqs, That's Quality: Colleges and Universities
 - d. Think Positive 2019-20 launch event
 - e. NUS Scotland/College Development Network board members training
 - f. NUS Scotland Big Uni Forum
 - g. NUS Scotland The Gathering
5. Further to receiving a programme of training, officers meet with key people that they shall be collaborating with, within and outwith Perth College UHI. Meetings have taken place with key Perth College UHI staff, including with the Perth College UHI senior management team, student support, Head of Business Development and the clerk to the board. HISA Perth staff led the HISA Perth executive on an 'induction tour' of the college to meet other key teams. This has included:
 - a. Quality
 - b. Reprographics
 - c. Sodexo
 - d. IT
 - e. Estates
 - f. International student support
 - g. ASW
 - h. Library

HISA Perth plan of work 2019-20

6. After induction, the HISA Perth executive have been preparing the 2019-20 HISA Perth plan of work. The plan of work details the planned activities that HISA Perth will undertake over

the course of the academic year. The activities will be in line with the priorities of the executive officers, and information gained by HISA Perth through its student representative council (SRC), surveys and other feedback avenues.

7. The draft 2019-20 HISA Perth plan of work will be presented to the 29 August meeting of the Engagement Committee. Future HISA Perth updates will show progress of the HISA Perth plan of work.

Office move

8. In consultation with senior management, HISA Perth has moved its office from room 143 in the Brahan building to room 801 – the office of the Union in the Webster building. Moving has been a gradual process over the summer.
9. It is anticipated that the move will benefit HISA Perth for being more visible to students, identifying the Union with where they will find their representatives. HISA Perth will work with the college on potential signage and branding of the office.

Freshers 2019

10. Preparations are at an advanced stage for the HISA Perth Freshers 2019. With staffing changes student engagement, the Freshers programme is now solely organised and delivered by HISA Perth.
11. The most significant change to the programme is that the traditional Freshers Fayre – where organisations relevant to students are invited to showcase their services, deals and offers for students – is reduced from three days to two days.
12. Freshers shall be Tuesday 3 – Thursday 5 September. The traditional Freshers' Fayre shall be on Tuesday 3 and Wednesday 4 September. On Thursday 5 September, a 'HISA engagement day' shall take place styled as the HISA House Party. There shall be attractions and a barbecue taking place while students will get opportunities to meet the HISA Perth executive and learn more about student engagement at Perth College UHI.

Learner representation (Education Scotland visit)

13. The HISA Perth executive met with Barbara Nelson of Education Scotland with Romany Morrice, student team member with Education Scotland on Thursday 11 July alongside Catherine Etri. This was an opportunity for the executive to learn about the work of Education Scotland their visit to the college later in the year.
14. HISA Perth's role in student engagement was the focus of discussion. It was noted that usually, the Quality team would be responsible for the recruitment, training and role of course representatives. There was agreement that HISA Perth should take ownership of the course representative structure, be responsible for training and work alongside the college in the delivery of the structure.
15. Work is currently taking place alongside the college on delivering the course representative system, support and training and the establishment of a structure of departmental representatives. Departmental representatives have the potential to divide the work of SRC between the curriculum areas of the college to ensure more relevant discussions taking

place and to accommodate a greater number of course representatives. It was noted that, although attendances at SRC in 2018-19 comparatively almost doubled compared to the previous year, there was a similar fall in rate of attendances from meeting to meeting.

16. Education Scotland's student team member is to be engaged in updates over the course of the academic year.

Perthshire Pride

17. Students representing HISA Perth took part in Perthshire Pride on Saturday 10 August. Michaela Asisten and Amber Little, President of HISA's LGBT society, the Rainbow Foundation, carried a HISA Perth banner with other Perth College UHI students and had the opportunity to meet actor and prominent LGBT campaigner Sir Ian McKellen. The attendance of the march received coverage in the Thursday 15 August edition of the Perthshire Advertiser securing local exposure of the work of HISA Perth and its officers.

HIGHLANDS AND ISLANDS STUDENTS' ASSOCIATION

HISA PERTH | DRAFT PLAN OF WORK 2019-20

Introduction

1. This paper is an update on the development of the 2019-20 HISA Perth Plan of Work. HISA Perth annually produces a plan of work to set out its objectives for the academic year. This will include engagement work, campaigning and planned events.
2. The plan of work is formed from the officers personal objectives developed since their election in March 2019, existing feedback from students through surveys and the Student Representative Council (SRC) and work from the previous academic year.
3. The Plan of Work is currently in draft form and is presented as an update of its formation. A completed version shall be produced for presentation to newly selected course representatives, the HISA executive committee and to the Engagement Committee.

Structure

4. There are three parts to the HISA Perth plan of work:
 - a. Priority Plan of Work
 - i. This is the agreed priority area of work of the executive committee.
 - b. Executive Plan of Work
 - i. Each executive officer lead on particular, personal areas according to their officer role. These are developed during the officer induction and training and worked on during the year.
 - c. Continual Plan of Work
 - i. HISA Perth works on areas of engagement regardless of the political priorities of the executive officers. This includes course reps, elections and the OBI Awards.

Key priorities of note

5. The priorities for the HISA Perth executive are focused on increasing engagement of students through events. It is noted that there was a significant drop-off rate in course representatives attending Student Representative Council (SRC), the OBI nominations marginally increased and, while election voting numbers also marginally increased, many students reported that they were unsure of the work of HISA Perth.
6. Activities and events are prioritised by the executive as there is significant potential for developing non-curricular aspects of the student experience. Work on the community aspect of Healthy Happy You in previous academic years highlighted that the students' association can contribute to development of key student skills (such as project management, finance management) and also social isolation through student-led events. A developed event programme is also used as a means to capture student interest in HISA and its role in engaging students and using student feedback to influence the learning experience of the college.
7. In July 2019, the HISA Perth executive met Barbara Nelson and Romany Morrice of Education Scotland with Catherine Etri to discuss priorities for the year. Work on student

engagement will be of key importance for HISA Perth to demonstrate impact through student engagement.

Summary

8. The attached plan of work outlines planned areas of work of HISA Perth and is presented as the most up-to-date draft. Further information will be presented to the Engagement Committee in due course.

Priority plan of work

1	Engaging students through a programme of events					
1.1 Summary	HISA Perth will increase how many and how often students engage with HISA through a programme of events. The student experience outside of the classroom at Perth College UHI must be improved. Furthermore, student activities are an important way of promoting awareness of the work of HISA to more students.					
1.2 Strategic alignment	HISA Strategic Plan					
	Perth College UHI Strategic Plan					
	Student Engagement Framework for Scotland					
1.3 Indicators	Output	Date	Indicator	Target	Current	Implementation
	Freshers	Aug 19	Promotional material for students			
		Aug 19	Briefing for college staff			
		Sept 19	HISA engagement day for students takes place			
		Sept 19	Freshers fayre for students takes place			
	Green Week	Oct 19	Event takes place			
	GYST	Sept 19	Programme of events agreed with HISA and key college staff			
		Nov 19	Event takes place			
	HISA Perth Halloween event	Nov 19	Event takes place			

	HISA Perth Christmas event	Dec 19	Event takes place			
	Mental Health Awareness week	May 20	Event takes place			
	Diwali	Oct 19	Event takes place			
	Chinese New Year	Jan 20	Event takes place			
	Burns Day	Jan 20	Event takes place			
	LGBTQ Month	Feb 20	Event takes place			
	Valentine's Day	Feb 20	Event takes place			

Executive plan of work

2	Officer lead: Vice President for Education and Engagement					
2.1 Summary						
2.2 Strategic alignment	HISA					
	Perth College UHI					
	Student Engagement Framework					
2.3 Indicators	Output	Date	Indicator	Target	Current	Implementation
	Student-based online forum	Jun 20				

	Learning facilities/resources	Jun 20				
	Mentor/peer-support programme	Jun 20				
	Study-focus groups	Jun 20				
	Lecturers' feedback	Jun 20				
	Campaigns	Jun 20				

3	Officer lead: Vice President for Activities and Welfare					
3.1 Summary						
3.2 Strategic alignment	HISA					
	Perth College UHI					
	Student Engagement Framework					
3.3 Indicators	Output	Date	Indicator	Target	Current	Implementation
	International students' day	tbd				
	GYST – student essential information and advice month	Nov 19				

	Headspace for groups	Jun 19				
	'Teac and chat' wellbeing groups	Jun 19				

4	Officer lead: President					
4.1 What we will achieve						
4.2 Strategic alignment	HISA					
	Perth College UHI					
	Student Engagement Framework					
4.3 Indicators	Output	Date	Indicator	Target	Current	Implementation
	Mental Health	Jun 20				
	Think Positive engagement	Jun 20				
	Resources available	Jun 20				

	Organisations	Jun 20				
	Students support	Jun 20				

5 Continual plan of work		The continual plan of work details activities that HISA Perth undertakes every year alongside the executive officers' priorities.				
5.1 Workstream	Output	Dates	Indicator	Target	Current	Implementation
5.2 OBI awards	Nominations	May 20	Improve on 2019 nomination levels	500		
5.3 Elections	Candidates	Mar 20	All officer positions are contested	15		
	Turnout	Mar 20	Improve turnout on 2018 elections	543		
5.3 Student Partnership Agreement	2019-20 SPA	Oct 19	Student Partnership Agreement for 2019-20 signed	1		
	2020-21 consultation	Apr 20	Consultation takes place with students and elected officers for themes in SPA	1		
	2020-21 SPA	Jun 20	Agreement with Perth College on 2020-21 SPA themes and action plan	1		

Perth College UHI

Paper No. 3

Committee	Engagement Committee
Subject	Student Partnership Agreement update
Date of Committee meeting	29/08/2019
Author	Amy Studders and Michaela Asisten
Date paper prepared	19/08/2019
Executive summary of the paper	This paper provides an update of the status of the 2019-20 Student Partnership Agreement
Consultation How has consultation with partners been carried out?	N/A
Action requested	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	<p>Yes</p> <p>The SPA will outline shared work to be completed by the college alongside HISA Perth.</p>
Risk implications (If yes, please provide details)	<p>Yes</p> <p>There will be considerable reputational and organisational risk if an effective SPA is not agreed.</p>
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	Click or tap here to enter text.

Perth College UHI

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

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

Perth College UHI

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

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

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and

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

HIGHLANDS AND ISLANDS STUDENTS' ASSOCIATION

HISA PERTH | STUDENT PARTNERSHIP AGREEMENT UPDATE

Introduction

1. This paper provides Engagement Committee with an update on the work being taken forward on the 2019-20 Student Partnership Agreement (SPA).

The 2019-20 Student Partnership Agreement

2. In preparation for the final Student Representative Council (SRC) of the year, the then HISA Perth executive asked course reps to engage with their students for ideas for the 2019-20 Student Partnership Agreement. Agreement with the SRC was reached on three themes to propose to Perth College UHI. These themes are:
 - a. Learning Resources
 - b. Student Wellbeing
 - c. Communication
3. A report was submitted to the Friday 7 June meeting on the Student Engagement Group. This report sought guidance from Student Engagement Group for feedback on the report.
4. The next step for developing the 2019-20 Student Partnership Agreement is for the college to comment on the themes proposed by the SRC and to work with the HISA Perth Executive to finalise the number and content of the themes and develop an action plan to take the agreement forward.
5. The report submitted to the Student Engagement Group is attached for reference.

HIGHLANDS AND ISLANDS STUDENTS' ASSOCIATION

HISA PERTH | 2019-20 PERTH STUDENT PARTNERSHIP AGREEMENT

Introduction

1. This paper outlines the HISA Perth proposals for themes in the 2019-20 Perth Student Partnership Agreement (SPA).

Developing themes for 2019-20

2. The Student Representative Council (SRC) discussed themes for the new SPA at its March and May meetings. The March meeting took a format of a Course Rep Focus, where course reps consulted with students what issues were of most importance to them. Themes were discussed by all reps and then groups chose what themes were to be considered in more depth.
3. The themes from the March SRC were:
 - a. Student Wellbeing
 - b. Student Services
 - c. Student Funding
 - d. Learning Resources
 - e. Induction and Timetabling
 - f. Communication
 - g. Networking
 - h. Car parking
 - i. VLE
4. The most popular themes to be considered at the May SRC were:
 - a. Learning resources
 - b. Student wellbeing
 - c. Student funding
 - d. Student services
 - e. Induction/timetabling
 - f. Communication

Final themes for 2019-20 SPA

5. At the May meeting of the SRC, reps consulted with students on the final themes and were asked to filter the themes to a maximum of three and provide feedback on the aim of the theme, what should be achieved and what is being addressed.
6. The final themes to be proposed by HISA Perth for the 2019-20 Perth Student Partnership Agreement as determined by the SRC are:
 - a. Learning Resources
 - b. Student Wellbeing
 - c. Communication

Learning Resources

7. This was an area of concern amongst SRC over a broad range of issues. SRC reported students were facing problems of availability and access to computers and workstations, particularly over assessment periods.
8. Students also felt there is a support aspect to learning resources. SRC suggested that students, particularly those returning to education, would benefit from a further support or induction into using information technology available to them.
9. Furthermore, there was broad agreement on issues relating to the virtual learning environment (VLE). It was noted that the VLE would be transitioning from Blackboard to Brightspace. SRC felt that the issues relating to current use of the VLE is an inconsistent standard of use of the VLE across different modules and that students will need robust support to use it.

Student Wellbeing

10. SRC noted the signing of the 2018-19 Student Mental Health Agreement as a positive step. SRC noted that it had discussed dropout at a previous meeting and that work should be taken forward between HISA Perth and Perth College UHI to address student wellbeing.
11. SRC felt that there were good services available for students, however more information should be available for students so that there is a greater understanding of the support that students can access. Reps also felt that information should be made available to them so that they can help direct students to student services when students they know require help.
12. It was noted that some PATs arrange a presentation of student services for classes but around half of reps reported they did not get this same information.

Communication

13. Underpinning the issues that the reps discuss, SRC decided that communication with students should form part of the Perth SPA. SRC noted that they had a good presentation from the college Marketing department and they wish to see the way in which students are contacted, and have information made available to them, to be more effective in meeting the aims of available services.
14. Students also felt that there was an inconsistency of experience across the college in how they received information regarding induction and timetabling. In some cases, timetabling was received at short notice, and students also reported that they weren't receiving as much information as others in advance of beginning their studies.

Next steps

15. Student Engagement Group are invited to comment on these themes. An action plan should be formed drawing from the guidance on student partnership agreements published by Sparqs (Student Partnerships in Quality Scotland).
16. Guidance is sought from SEG on college teams to take forward the SPA.

Perth College UHI

Paper No. 4

Committee	Engagement Committee
Subject	HISA Perth Update
Date of Committee meeting	29/08/2019
Author	Amy Studders and Michaela Asisten
Date paper prepared	19/08/2019
Executive summary of the paper	This paper provides an update on the development of the 2019-20 Student Mental Health Agreement
Consultation How has consultation with partners been carried out?	N/A
Action requested	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	Click or tap here to enter text.

Perth College UHI

<ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	
<p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>No</p>
<p>Island communities</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><u>Data Protection</u></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>Status (e.g. confidential/non confidential)</p>	<p>Non Confidential</p>
<p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p>	<p>Yes</p>

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

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

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HIGHLANDS AND ISLANDS STUDENTS' ASSOCIATION

HISA PERTH | STUDENT MENTAL HEALTH AGREEMENT UPDATE

Introduction

1. This paper provides Engagement Committee with an update on the work being taken forward on the 2019-20 Student Mental Health Agreement (SMHA).

Next steps for the 2019-20 Student Mental Health Agreement

2. In 2018-19, then President of HISA Perth, Prince Honeysett, worked on that year's SMHA with then team leader of student support Allie Scott. For preparing the 2019-20 edition of the SMHA, work will take place with current team leader of student support Susanne Thomson.
3. On Monday 22 July, the President and Vice President for Activities and Welfare attended the Think Positive launch event in Edinburgh. Think Positive is run by NUS Scotland and is a Scottish Government-funded project to support students' associations and institutions taking forward SMHA's.
4. On Monday 29 July, the HISA Perth executive met with the student support team. The purpose of this visit was to introduce student support and the HISA Perth executive to each other and discuss shared areas of work.
5. An initial discussion took place on the 2019-20 SMHA. The 2018-19 agreement shall be updated with agreed areas of work alongside student support, with support sought from Think Positive, before presenting to the senior management team before presenting to the next meeting of the Engagement Committee.
6. Alongside continuing work in tackling stigma and utilising the role of HISA Perth clubs and societies, it is anticipated that HISA Perth will develop its own events with a wellbeing focus. The 2018-19 agreement is attached for reference.
7. HISA Perth will take forward work with NUS Scotland Think Positive. HISA Perth will participate in mental health action groups with other students' associations.

Perth College, University of the Highlands and Islands

Student Mental Health Agreement

1. To tackle stigma

NUS Scotland research shows many students are unwilling to talk about their mental health, approach support and for those using services many are unwilling to disclose to even their friends and family that they are doing so. It is clear more needs to be done to challenge perceptions and encourage students to speak openly and honestly about their mental health. This is particularly the case in relation to males.

Actions to be taken

- Meet with Andy's Man Club
- Become more involved with STEM areas
- Staff within STEM areas to have specific training around supporting students with Mental Health Issues
- Conduct surveys and collect feedback

2. Wellbeing Focus

A focus on preventative and informal aspects of general mental health and wellbeing. Across college approach to highlighting mental health awareness through events and world days.

Actions to be taken:

- Health & Wellbeing Group to select mental health awareness days and events to be promoted throughout academic calendar
- Promotions to include both staff and students
- Promotion of self-help strategies and materials available across campus

3. Clubs and Societies

By increasing student participation in clubs and societies, they will have less feelings of isolation and loneliness. Social isolation has long been known as a vital trigger for mental illness so it is essential that we combat this. Becoming part of a club or society is one of the best things students can do while completing their studies. There are several benefits to joining one – it becomes a great way to meet people, have fun and in some instances, even help to improve their future career prospects.

Actions to be taken:

- Increase number of societies from 5 at the beginning of Academic year
- Create a working group with ASW Sport and curriculum department and HISA Perth
- Achieve Bronze Award in SSS College Sports

4. Events

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

Actions to be taken

- Identify areas of work where collaboration can be made between HISA Perth and Perth College
- Ensure events are properly marketed across campus and to all students
- Promote funding for events through HISA Perth LIT Activity Fund

Committee	Engagement Committee
Subject	Balanced Scorecard
Date of Committee meeting	28/08/2019
Author	Kirsty Campbell, Transitions Project Coordinator
Date paper prepared	21/08/2019
Executive summary of the paper	<p>The attached paper is the Balanced Scorecard, aligned with the aims and measures for the strategic plan Vision 2021, outlining where possible, the final measures for AY 2018-19.</p> <p>The KPIs represented remain the same as previous years. SMT took the decision that the KPIs should stay the same for the remainder of the period covered by the college's current strategic plan 2016-21 with a view to carrying out a fuller review of the balanced scorecard and it's measures as part of the work for the next strategic plan.</p> <p>The presentation of the data follows on from the proposal recommendations presented to SMT, the Board and its Committees earlier this calendar year and is based upon Design Proposal One.</p> <p>The data is presented in 2 parts:</p> <p>Part One - is a summary of the measures in a simple table layout with measures of current performance categorised as Red (worsening), Amber (stable) and Green (improving)</p> <p>Part 2 – Provide more detailed analysis and insight with a trendline giving a pictorial representation of data over the past 3 years.</p> <p>The following points are to be noted:</p> <p>The new design for the Balanced Scorecard should be seen as a work in progress and feedback from Senior Management and the Board will continue to feed into the</p>

Perth College UHI

	<p>final version of the revised Balanced Scorecard. This is also expected to form part of the work due to begin on the College's next Strategic Plan.</p> <p>It has not been possible to build in tolerances for the measures at this time however, the final version of the revised Balanced Scorecard will look to include tolerance levels.</p> <p>Where it has not been possible to give an indication of Sector Averages, work will continue with the business owners of the data on how best to identify and capture these figures to allow for benchmarking/comparison.</p>
<p>Consultation</p> <p>How has consultation with partners been carried out?</p>	<p>Click or tap here to enter text.</p> <p>For measure 3 the HR Interim Lead was consulted</p> <p>For measures 4, 5 and 6 the Quality Manager was consulted</p>
<p>Action requested</p>	<p><input checked="" type="checkbox"/> For information only</p> <p><input checked="" type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For recommendation</p> <p><input type="checkbox"/> For approval</p>
<p>Resource implications</p> <p>(If yes, please provide details)</p>	<p>No</p>
<p>Risk implications</p> <p>(If yes, please provide details)</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey 	<p>The Balanced Scorecard KPI's stems directly from the Perth College UHI Strategic Plan 2016-21.</p>

Perth College UHI

<ul style="list-style-type: none"> • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	
<p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	No
<p>Island communities</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><u>Data Protection</u></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>Status (e.g. confidential/non confidential)</p>	Non-Confidential
<p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p>	Open business

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

Its disclosure would substantially prejudice a programme of research	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input type="checkbox"/>
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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"/>

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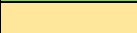

Strategic Plan Targets and KPIs: Progress Report 2018-19














1. Summary of Performance Status (Red, Amber, Green)

Key: KPI performance status

Improving	
Maintaining	
Worsening	





Key: Target performance status

Target achieved	
Target progress maintained	
Target missed	

Measure	Key Performance Indicator or Target	Performance
	Students and Staff Achieving their Potential	
3	Staff	
	a) Number of staff days spent on CPD/year (average per head)	
	b) Percentage of permanent staff with TQFE or equivalent	
	c) Number of staff: presenting papers of conferences number of publications	 
4	Track FE and HE Student Satisfaction through national student surveys	
	The proportion of students overall satisfied with college experience in: a) Student Satisfaction and Engagement Survey	
	b) National Student Survey	
5	The proportion of classes with a student representative or agreed structure : HE FE	
6	Proportion of Students that agree or mostly agree with the statements from the End of Year Student Survey Outcomes(SSSES): a) Course / Achievement i. I feel this is the right course for me (prev.The course was what I expected) ii. I feel this is the right course for me (prev. I am achieving what I set out to do)	 
	b) Destination i. My time at college has helped me develop knowledge and skills for the workplace (prev. I am aware what I can do after my course) ii. I have received sufficient advice and guidance in relation to my course (prev. I feel prepared to take my next steps)	 
	c) College i. Overall I am satisfied with my college experience (prev. I would recommend the College to a friend)	

Section 2: Detail of Performance by Measure

Detail of Performance: Measure 3

Students and Staff Achieving their Potential			
Measure	Key Performance Indicator or Target	Performance	Trend
3	Staff		
	a) Number of staff days spent on CPD/year (average per head)	↑	
	b) Percentage of permanent staff with TQFE or equivalent	↓	
	c) Number of staff: presenting papers of conferences number of publications	↑	
		↓	

Baseline: a) 5.3 days b) 84% c) 19 and 8

Target: a) 6.5 days b) and c) improve on previous year's performance

Trend:
a) Improvement from previous year; improved performance overall
b) Marked decrease from previous year and overall, please see notes
c) Decrease from previous year; performance maintained overall



Tolerance: tbc
(+/-)

Sector Average: tbc
(+/-)

Note on performance

- a) This figure represents the 3rd consecutive year where there has been an improvement from the previous year. The target number of staff days spent on CPD/year fell short of target by 1.7, work will continue on in 2019/20 to improve the figure and meet target.
- b) This figure represents the third consecutive year where there has been an improvement from the previous year. The target number of staff days spent on CPD/year fell short of target by 1.7, work will continue on in 2019/20 to improve the figure and meet target.
- d) Values for 2018-19 are indicative of progress and are accurate up to August 2019, based on data received from the college's Research Co-ordinator and from the PURE database. The college have identified 6 staff with significant responsibility for research who are expected to have a research output that will be eligible for the Research Excellence Framework (REF) 2021.

Detail of performance: Measure 4

Measure	Key Performance Indicator or Target	Performance	Trend
4	Track FE and HE Student Satisfaction through national student surveys		
	The proportion of students overall satisfied with college experience in: a) Student Satisfaction and Engagement Survey	↓	
	b) National Student Survey	↓	

Baseline: a) 93% b) 76%

Target: Improve on previous year's performance

Trend: a) Decrease from previous year; slight decrease overall
 b) Decrease from previous year; improved overall

Tolerance: tbc (+/-)





Sector Average: a) b) +1.00% (+/-)

Note on performance

- a) An overall satisfaction rate of 91% was achieved. The response rate was 46%; this was a drop from 64% from the Early Student Experience Survey (ESES). This is a concern since the same methodology was used for both surveys and lower feedback rates give less information for identifying actions to improve performance; the College will look to ways to improve the response rate. The overall satisfaction level was also a drop from 97% from ESES.
- b) The 85% overall satisfaction rating was a 3% decrease from 2018 however the benchmark for the institution overall has been achieved with a 9% increase from the baseline. The College also sits above the Scottish and UK average of 84%. The response rate was 80%

The overall UHI response rate was 83% and overall satisfaction rate 85%

Detail of Performance: Measure 5

Measure	Key Performance Indicator or Target	Performance	Trend
5	The proportion of classes with a student representative or agreed structure : a) HE b) FE		
			

Baseline: a) 52% b) 34%

Target: Improve on previous year's performance

Trend: a) Maintaining from previous year; improving overall
 b) Improved on previous year and overall

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





Sector Average: (+/-)

Note on performance

In 2018-19, 79% of eligible HE classes and 65% of FE classes (ie classes with 5 or more students) had a student representative. In total, this equated to 261 Student Reps with some classes preferring to nominate more than one representative. This continues the overall trend of an increase of the number of classes with a student representative.

The overall percentage of Student Reps who received the sparqs (student partnerships in quality scotland) Introductory Course Rep Training was 62%. The Perth Quality and HISA Perth officers delivered the sparqs training jointly.

Detail of Performance: Measure 6

Measure	Key Performance Indicator or Target	Performance	Trend
6a	Proportion of Students that agree or mostly agree with the statements from the End of Year Student Survey Outcomes(SSES):		
	a) Course / Achievement i. I feel this is the right course for me (prev. The course was what I expected) ii. I feel this is the right course for me (prev. I am achieving what I set out to do)		




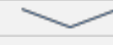
Baseline: i) 84% ii) 91%

Target: i and ii) Improve on previous year

Trend: i) Improved on previous year and overall
 ii) Maintained from previous year and overall

Tolerance: tbc
 (+/-)

Sector Average: (+/-)

Measure	Key Performance Indicator or Target	Performance	Trend
6b	b) Destination		
	i. My time at college has helped me develop knowledge and skills for the workplace (prev. I am aware what I can do after my course) ii. I have received sufficient advice and guidance in relation to my course (prev. I feel prepared to take my next steps)		

Baseline: i 92% ii 91%

Target: Improve on previous year


Trend: i. and ii. Maintaining from previous year and overall

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

Sector Average: (+/-)

Visions 2021: Strategic Plan 2016-21: Targets and KPIs Progress Report

Year 4: 2018-19

Measure	Key Performance Indicator or Target	Performance	Trend
6c	Proportion of Students that agree or mostly agree with the statements from the End of Year Student Survey Outcomes(SSES): c) College i. Overall I am satisfied with my college experience (prev. I would recommend the College to a friend)	↓	

Baseline: 92%

Target: Improve on previous year

Trend: Slight decrease from previous year; maintaining overall

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

Sector Average: (+/-)

Note on performance for measure 6

This year the SSES (previously Annual Student Survey) was issued to students electronically through JISC Online Surveys (using Bristol Online Surveys (BOS): this had previously been issued as a paper version. The use of electronic survey was first used as a methodology for the Early Student Experience Survey (ESES) in October 2018.

The move to online surveys is a UHI initiative to introduce a single regional approach to sampling methodology and capturing specific qualitative data to enable benchmarking. As such the same question set was used by all Academic Partners, although it is to be noted that the first 10 questions are set by the Scottish Funding Council and a return is made to them for the FE data. The number of questions used in the survey was reduced from 50 used in previous years to 33. Each AP has the option of adding an additional 6 questions but Perth College chose not to use this facility in the first year of change of methodology.

A total of 2621 students were targeted and a total of 1205 students completed the survey, giving an overall response rate of 46%. This is a decrease of 7% on the 2017/18, which was 53%. This is also much lower than the response rate for the Early Student Experience Survey carried out in October 2018, using the same methodology, which received an overall response rate of 64%.

The SSES response rate for 2018-19 can be broken down to level/mode:

FE overall 56% - FE FT 59% FE PT 32%

HE overall 37% - HE FT 44% HE PT 19% HE DL 7%

It is to be noted that the Student Funding Council target response rate was 50%. UHI response target for the SSES, which was endorsed by SMT, was set at 60%. Whilst this was 7% higher than achieved in 2017/18 based on the ESES response rate it was thought a reasonable target to aim for. It is disappointing therefore to see that a large proportion of response rates fell below the agreed SFC target and that very few achieved the agreed Perth College target. We acknowledge that this is the first year that the SSES has been issued electronically to the students however as stated the same methodology used in the ESES gave a more favourable response rate. It is determined that mitigation for poor results may be due to the timing of the release of the survey which spanned the 2 weeks either side of the Easter break, and the recent ASOS although this is speculative as there is no firm evidence of this.

The overall student satisfaction is 91%, which is a combined figure of students that agree and strongly agree. However viewed as a weighted average to take into account students who disagreed and apportioning a different weighting to that of strongly agree and agree the overall satisfaction is reduced to 64%. The same satisfaction question was asked in the Early Student Experience Survey and received an overall student satisfaction of 97%, with a weighted average of 70%. The overall satisfaction figure from the 2017/18 SSES however was 95% overall and 76% weighted average. So there has been a 12% decrease in the overall satisfaction figure from last year, and a 6% decrease from the early experience survey. A course by course comparison analysis of the ESES vs SSES will be completed and available for the next CMT meeting.

The change of methodology also provided the option of using service level satisfactions questions and 9 service level satisfaction questions specific to the Student Experience Department at Perth College were used.

Perth College UHI

Paper No. 6

Committee	Engagement Committee
Subject	NSS 2019
Date of Committee meeting	28/08/2019
Author	Iain Morrison, Dean of Students
Date paper prepared	01/08/2019
Executive summary of the paper	<p>The results for this year are very pleasing, consolidating the gains that were made in NSS 2018. There was a very small decrease in Overall Satisfaction (less than 1%) but UHI have achieved the benchmark for the institution and still sit above the Scottish and UK average for this measure. UHI continue to perform well in the national rankings, with only one other post-92 university scoring above UHI, and we exceed the Scottish average for several of the question scales. UHI performed 8% above the UK average for assessment and feedback which is reflective of sustained enhancement in this area over the last couple of years. There are also more modest improvements across many of the other question categories and across the partnership. The Vice Chancellor has issued a statement thanking staff and stating 'We are grateful to you and your staff for your appreciation of the strategic importance of the NSS and the engagement and hard work that has led to these results.'</p> <p>It is apparent that the targeted action planning process continues to have a positive impact: several programmes asked to action plan this year saw significant improvement in their Overall Satisfaction scores. Colleges need to ensure that they continue to adopt a proactive approach to all of the areas included in the NSS beyond these targeted programmes because despite areas of strength, particularly around the academic</p>

Perth College UHI

	<p>model/academic student experience, it can improve the strong sectoral position that UHI holds.</p> <p>Following on from this year's results, the Deans and SNLs will be asked to liaise with lead staff in Academic Partners to coordinate the action planning process.</p>
<p>Consultation</p> <p>How has consultation with partners been carried out?</p>	<p>Click or tap here to enter text.</p> <p>n/a</p>
<p>Action requested</p>	<p><input checked="" type="checkbox"/> For information only</p> <p><input type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For recommendation</p> <p><input type="checkbox"/> For approval</p>
<p>Resource implications</p> <p>(If yes, please provide details)</p>	<p>Yes/ No</p>
<p>Risk implications</p> <p>(If yes, please provide details)</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>National student survey, student engagement</p>

Perth College UHI

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

* 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 checked="" type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>
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University of the Highlands & Islands

National Student Survey results 2019

1 About the survey

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

2 Executive summary

- The **response rate** decreased by 3% compared to 2018 (83%) with **692 of 865** targeted students responding to the survey (**80%**).
- **Overall satisfaction** for the University has **decreased by 0.75%** from 2018 results to **84.49%**. This is at the University's benchmark for this question and is **above the Scottish sector average of 83.65%**.
- Scores for the University have **increased for 22 of the 27 questions** within the survey
- The university is also performing **above the Scottish sector** for the following question scales:
Teaching on my Course, Learning Opportunities, Assessment & Feedback, Academic Support, Organisation and Management and Student Voice.

3 Results for item 27, Overall Satisfaction: Scottish HEIs

Institution	2019	Benchmark 2019	2018	2017	2016
University of St Andrews	95	86	94	94	94
University of Dundee	90	84	88	90	91
Robert Gordon University	89	83	85	86	85
University of Abertay Dundee	87	83	79	84	88
University of Aberdeen	87	85	86	87	88
University of Strathclyde	86	84	84	87	87
University of Glasgow	86	85	88	89	89
Heriot-Watt University	85	83	81	83	89
University of the Highlands and Islands	84	84	85	79	81
University of the West of Scotland	84	83	85	83	87
Scottish HEI Average	84		83	85	86
UK HEI Average	84		83	84	86
University of Stirling	83	84	84	86	89
Queen Margaret University	82	83	82	77	86
Glasgow Caledonian University	81	82	81	81	83
Edinburgh Napier University	79	82	74	80	84
University of Edinburgh	78	85	77	83	80
Royal Conservatoire of Scotland	73	80	77	0	83
SRUC	72	84	70	77	76
Glasgow School of Art	69	80	67	71	74
Ballet West	62	73			

Table 1: NSS results by Scottish Higher Education Institution 2017-19: % agree for question 27: overall satisfaction.

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

4.1. By academic partner

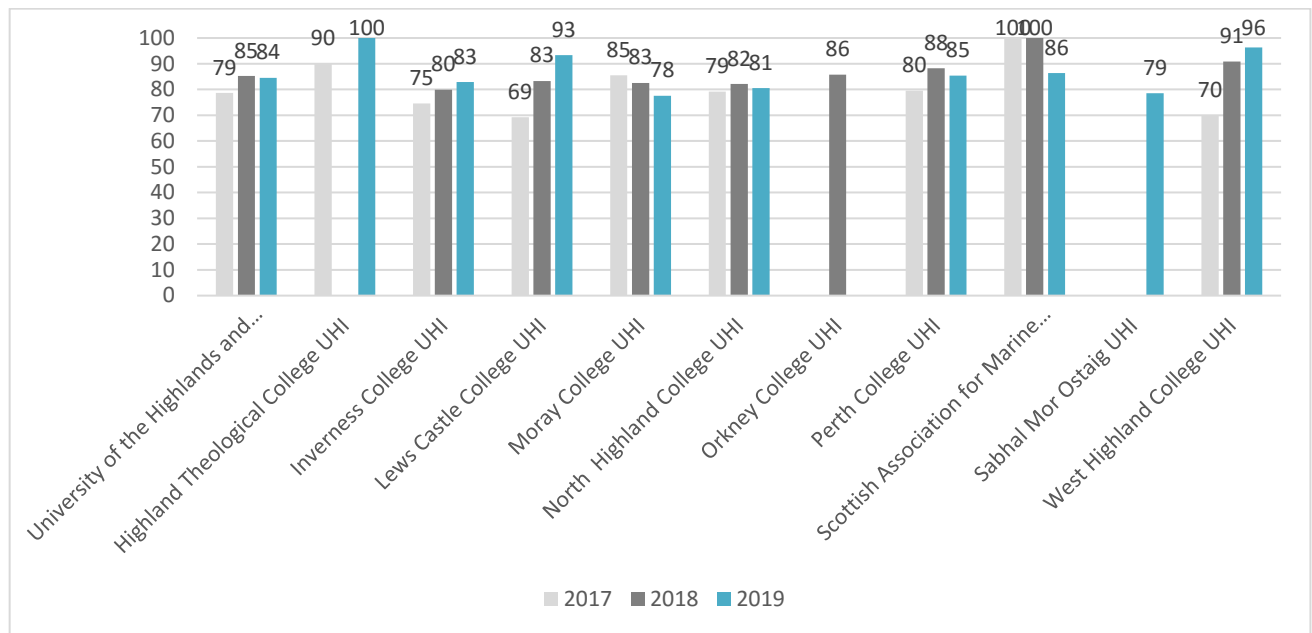


Figure 1: NSS results by academic partner 2017-2019: % agree for question 27: overall satisfaction.*

4.2. By subject network

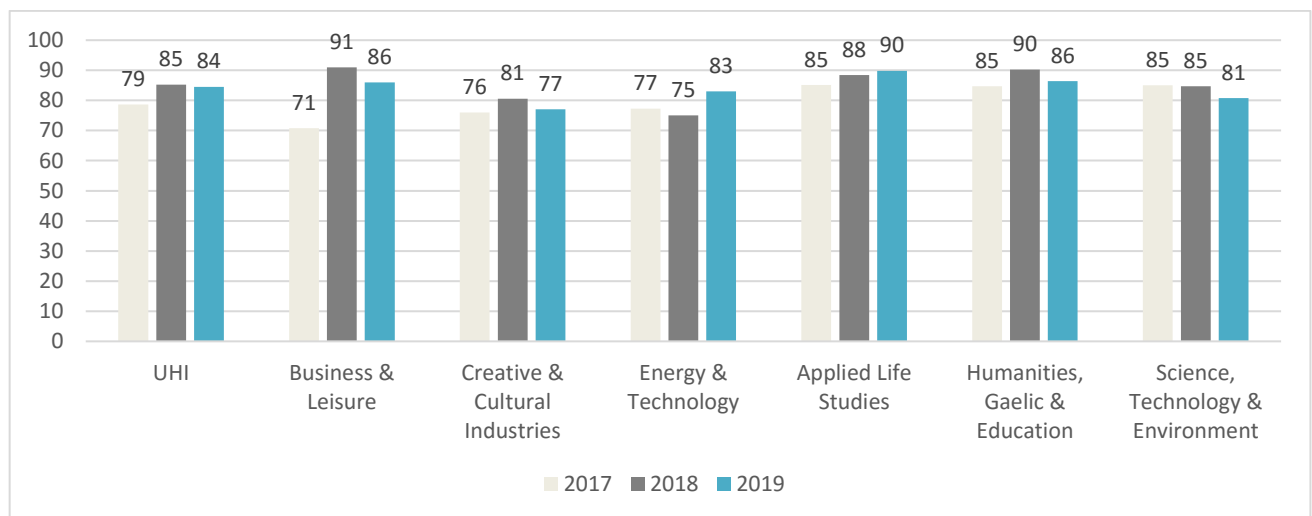


Figure 2: NSS results by subject network 2017-2019: % agree for question 27: overall satisfaction

* 2019 results are not included for Argyll College UHI, Orkney College UHI or Shetland College UHI as the number of responses at these partners fell below the ten required for data publication. There were no students at NAFC UHI within the NSS pool for 2019.

4.3. By programme

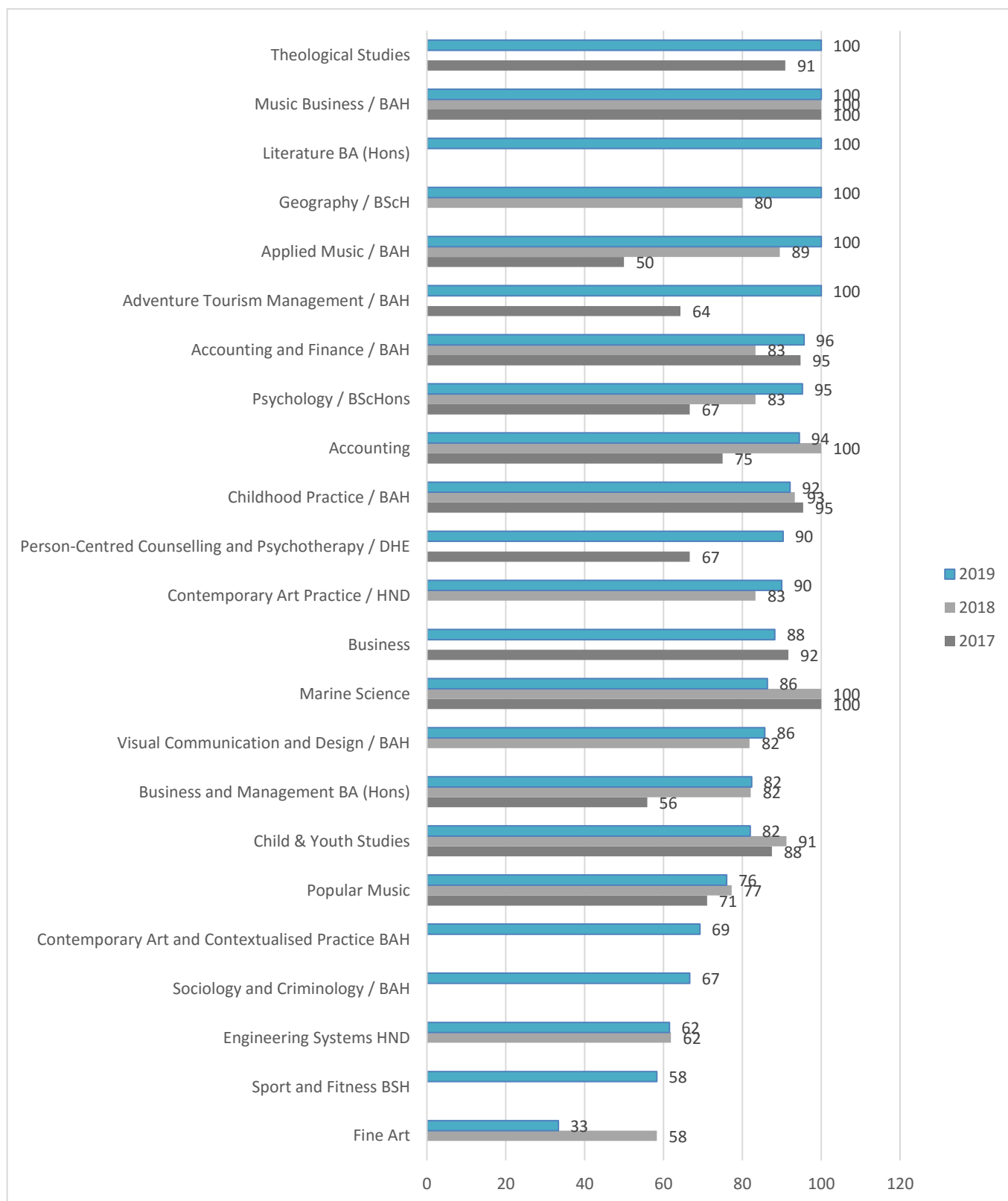


Figure 3: NSS results by programme 2017-2019: % agree for question 27: overall satisfaction. Results are only available for programmes with > 10 respondents.

5 Results for all items: University of the Highlands & Islands

5.1. Results by question scale

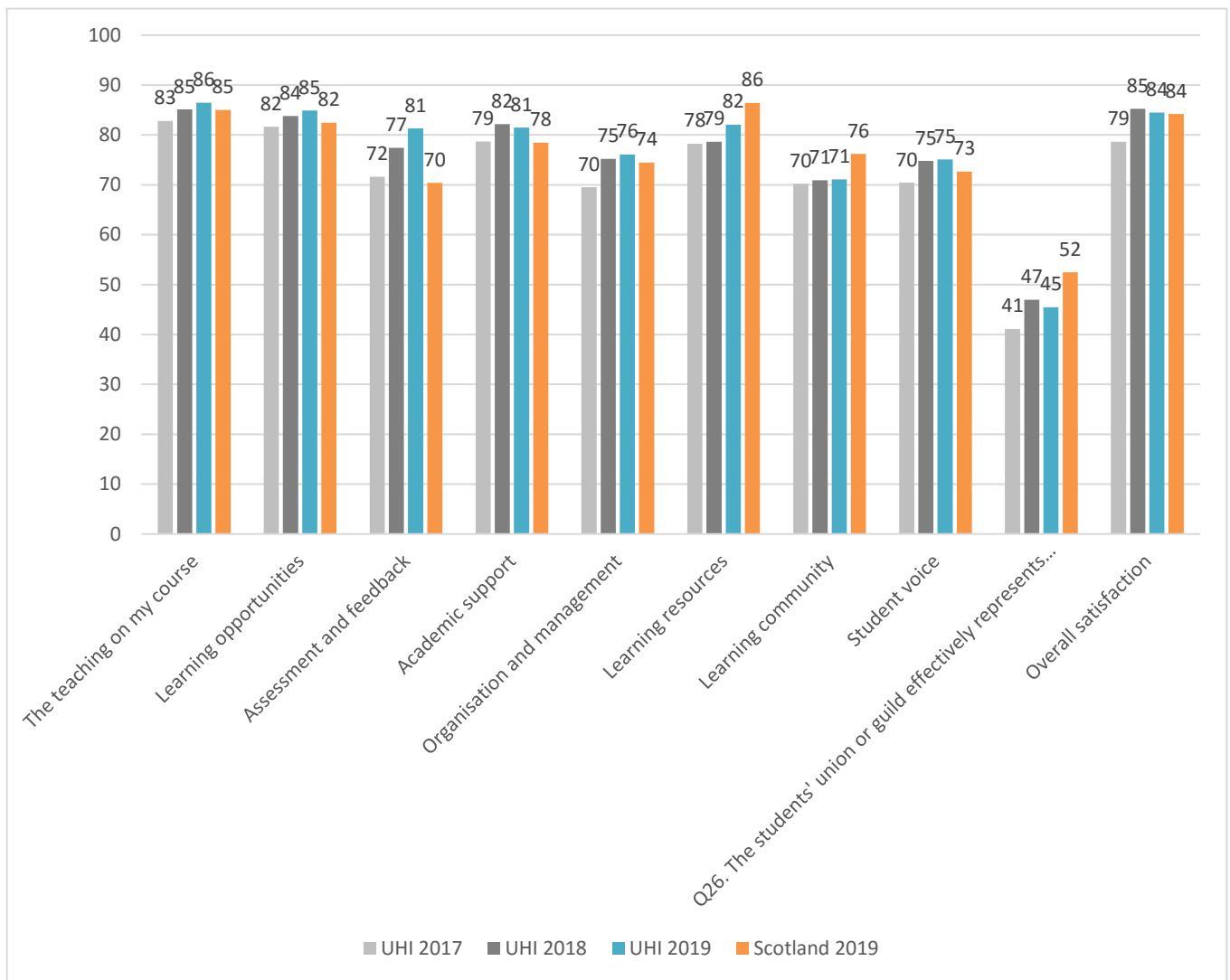


Figure 4: NSS results by question scale: % agree for UHI 2017-2019, and Scotland 2019

5.2. Results for all items

NSS item	UHI 2019	UHI 2018	UHI 2017	Scotland 2019	UK 2019
The teaching on my course	86	85	83	85	84
Q1. Staff are good at explaining things	89	89	86	90	89
Q2. Staff have made the subject interesting	86	85	83	83	82
Q3. The course is intellectually stimulating	87	86	82	86	85
Q4. The course has challenged me to achieve my best work	84	82	81	81	81
Learning opportunities	85	84	82	82	83
Q5. My course has provided me with opportunities to explore ideas or concepts in depth	89	84	84	84	84
Q6. My course has provided me with opportunities to bring information and ideas together from different topics	86	88	85	85	85
Q7. My course has provided me with opportunities to apply what I have learnt	80	80	77	79	81
Assessment and feedback	81	77	72	70	73
Q8. The criteria used in marking have been clear in advance	80	78	69	72	73
Q9. Marking and assessment has been fair	85	81	79	73	73
Q10. Feedback on my work has been timely	76	72	64	66	74
Q11. I have received helpful comments on my work	84	79	75	70	74
Academic support	81	82	79	78	80
Q12. I have been able to contact staff when I needed to	87	87	83	87	86
Q13. I have received sufficient advice and guidance in relation to my course	82	81	80	77	79
Q14. Good advice was available when I needed to make study choices on my course	75	78	73	71	75
Organisation and management	76	75	70	74	75
Q15. The course is well organised and is running smoothly	70	65	61	68	70
Q16. The timetable works efficiently for me	81	83	78	79	78
Q17. Any changes in the course or teaching have been communicated effectively	77	77	69	76	77
Learning resources	82	79	78	86	86
Q18. The IT resources and facilities provided have supported my learning well	81	78	76	84	83
Q19. The library resources (e.g. books, online services and learning spaces) have supported my learning well	82	78	78	88	87
Q20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	84	80	81	88	87
Learning community	71	71	70	76	76
Q21. I feel part of a community of staff and students	67	67	66	67	68
Q22. I have had the right opportunities to work with other students as part of my course	76	76	75	86	84
Student voice	75	75	70	73	74
Q23. I have had the right opportunities to provide feedback on my course	87	86	81	87	85
Q24. Staff value students' views and opinions about the course	80	77	77	74	76
Q25. It is clear how students' feedback on the course has been acted on	59	61	53	56	61
Q26. The students' union or guild effectively represents students' academic interests	45	47	41	52	56
Q27. Overall I am satisfied with the quality of this course	84	85	79	84	84

Table 2: 2019 NSS results. % agree by individual item

Perth College UHI

Paper No. 7

Committee	Engagement Committee
Subject	End of Programme Survey, incorporating SFC SSES
Date of Committee meeting	28/08/2019
Author	Jessica Borley
Date paper prepared	20/08/2019
Executive summary of the paper	<p>This paper summarises the overall results from the 2018/19 Student Satisfaction and Engagement Survey (SSES) for Perth College UHI.</p> <p>This year the SSES (previously Annual Student Survey) was issued to students electronically through JISC Online Surveys (using Bristol Online Surveys (BOS): this had previously been issued as a paper version. The use of electronic survey was first used as a methodology for the Early Student Experience Survey (ESES) in October 2018.</p> <p>The move to online surveys is a UHI initiative to introduce a single regional approach to sampling methodology and capturing specific qualitative data to enable benchmarking. As such the same question set was used by all Academic Partners, although it is to be noted that the first 10 questions are set by the Scottish Funding Council and a return is made to them for the FE data. The number of questions used in the survey was reduced from 50 used in previous years to 33. Each AP has the option of adding an additional 6 questions but Perth College chose not to use this facility in the first year of change of methodology.</p> <p>A total of 2621 students were targeted and a total of 1205 students completed the survey, giving an overall response rate of 46%. This is a decrease of</p>

Perth College UHI

	<p>7% on the 2017/18, which was 53%. This is also much lower than the response rate for the Early Student Experience Survey carried out in October 2018, using the same methodology, which received an overall response rate of 64%.</p> <p>The SSES response rate for this year can be broken down to level/mode:</p> <p>FE overall 56% - FE FT 59% FE PT 32% HE overall 37% - HE FT 44% HE PT 19% HE DL 7%</p> <p>It is to be noted that the Student Funding Council target response rate was 50%. UHI response target for the SSES, which was endorsed by SMT, was set at 60%. Whilst this was 7% higher than achieved in 2017/18 based on the ESES response rate it was thought a reasonable target to aim for. It is disappointing therefore to see that a large proportion of response rates fell below the agreed SFC target and that very few achieved the agreed Perth College target. We acknowledge that this is the first year that the SSES has been issued electronically to the students however as stated the same methodology used in the ESES gave a more favourable response rate. It is determined that mitigation for poor results may be due to the timing of the release of the survey which spanned the 2 weeks either side of the Easter break, and the recent ASOS although this is speculative as there is no firm evidence of this.</p> <p>The overall student satisfaction is 91%, which is a combined figure of students that agree and strongly agree. However viewed as a weighted average to take into account students who disagreed and apportioning a different weighting to that of strongly agree and agree the overall satisfaction is reduced to 64%. The same satisfaction question was asked in the Early Student Experience Survey and received an overall student satisfaction of 97%, with a weighted average of 70%. The overall satisfaction</p>
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Perth College UHI

	<p>figure from the 2017/18 SSES however was 95% overall and 76% weighted average. So there has been a 12% decrease in the overall satisfaction figure from last year, and a 6% decrease from the early experience survey. A course by course comparison analysis of the ESES vs SSES will be completed and available for the next CMT meeting.</p> <p>The change of methodology also provided the option of using service level satisfactions questions and 9 service level satisfaction questions specific to the Student Experience Department at Perth College were used. Appendix 4 provides the overall student satisfaction level for these. The departments will be able to access the data at course level which they have not had access to before and determine any relevant development actions pertinent to the findings.</p> <p>Appendix 1: SSES Question Set lists the questions used within the SSES.</p> <p>Appendix 2: SSES Overall Response Rates</p> <p>Appendix 3: SSES Overall Satisfaction Rates for All Students, FE cohort and HE cohort</p> <p>Appendix 4: SSES Overall Service Satisfaction Level</p>
<p>Consultation</p> <p>How has consultation with partners been carried out?</p>	<p>Click or tap here to enter text.</p> <p>As explained above, via a SLWG of the UHI Quality Forum</p>
<p>Action requested</p>	<p><input checked="" type="checkbox"/> For information only</p> <p><input type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For recommendation</p> <p><input type="checkbox"/> For approval</p>

Perth College UHI

<p>Resource implications (If yes, please provide details)</p>	<p>Yes/ No</p>
<p>Risk implications (If yes, please provide details)</p>	<p>Yes/ No Click or tap here to enter text.</p>
<p>Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>Student engagement and feedback via survey</p>
<p><u>Equality and diversity</u> Yes/ No If yes, please give details:</p>	<p>No</p>
<p>Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No If yes, please give details: Click or tap here to enter text.</p>

Perth College UHI

<p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Status (e.g. confidential/non confidential)</p>	<p>Confidential</p>
<p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p>	<p>No</p>

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

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

For how long must the paper be withheld? indefinitely

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

Student Satisfaction Engagement Survey (SSES) Question set 2019

Generic Question Set:

UHI Student Satisfaction Engagement Survey (SSES) (Strongly Agree, Agree, Disagree, Strongly Agree)	Q's mapped to other survey
SFC Question set	
1. Overall, I am satisfied with my college experience	ESES Q1 NSS Q27
2. Staff regularly discuss my progress with me	
3. Staff encourage students to take responsibility for their own learning	
4. I am able to influence learning on my course	
5. I receive useful feedback which informs my future learning	
6. The way I'm taught helps me learn	
7. My time at college has helped me develop knowledge and skills for the workplace	
8. I believe student suggestions are taken seriously	
9. I believe all students at the college are treated fairly and equally by staff	ESES Q21
10. The college Student's Association influences change for the better	
Free text comments:	
Student community	
11. I know who my class rep is	ESES Q23
12. I know what the role of the class rep is	
13. I feel part of a community of staff and students	NSS Q 21
Learning and teaching	
14. I am happy with the way my course is taught	
15. I have had the right opportunities to work with other students as part of my course.	NSS Q22
16. I feel this has been the right course for me	ESES Q19
Assessment and feedback	
17. Assessment requirements were made clear to me in advance	NSS Q8 / ESES Q20
18. Feedback on my work has been within the agreed timeframe	
Academic Support	
19. I have received sufficient advice and guidance in relation to my course	NSS 13
20. I have been able to contact teaching staff about my learning when I need to	
21. I have had reviews with my PAT/main course tutor/centre staff/Learning Development Worker to discuss my progress	

Organisation	
22. Overall, the course has run smoothly throughout the year	
23. The timetable works efficiently for me	
24. Any changes in the course or teaching have been communicated effectively	
Learning Resources	
25. I have been able to access IT resources when I need to	
26. The IT resources and facilities provided have supported my learning	
27. I know where to access help and support to use IT resources	
28. The library resources (e.g. books, online services) have supported my learning	NSS Q19
29. I had suitable access to study space	
Digital skills	
30. The College helps me stay safe online	
31. I have regular opportunities to review and update my digital skills	
32. My course provides me with the right digital skills for my career.	
Free text comments:	

College Specific Question Set:

Service Level Satisfaction questions (on a 1 – 5 scale)	
The College renovated the reception space in the foyer of the Brahan Building this year. This led to changes in the way a student accesses services from the Student Experience Department. We would be interested in knowing how satisfied you have been with the service provided by any of the following areas : if you have not been supported by any area then please show N/A.	
33. Student Funding	
34. Additional Learning Support	
35. Counselling Support	
36. Mental Health and Wellbeing Support	
37. Student Records	
38. Careers and Employability	
In addition to the above areas, if you use the following services we would be interested in knowing how satisfied you have been with the service provided:	
39. Nursery	

40. Student Engagement team (based in Webster/Union Building)	
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APPENDIX 2: Student Satisfaction and Engagement Survey (SSES): Overall Response Rates 2018/19

The below tables provide an overview of the response rates for each Curriculum Area (**Table 1**) and each Sector Area (**Table 2**). Please note, the satisfaction figures are based on Question 1 – Overall, I am satisfied with my college experience.

Table 1: Curriculum Area

SSES Response Rates 18/19					
Sector Area	Total Students Targeted	Total Responses Received	Response Rate %	Satisfaction* %	Satisfaction Weighted Average %
Aeronautical Engineering	60	29	48%	72%	41%
Audio Engineering & Theatre	180	85	47%	92%	63%
Automotive Engineering	76	47	62%	100%	50%
Beauty Therapy	114	61	54%	98%	63%
Built Environment	162	42	26%	92%	66%
Business & Accounting	347	161	46%	100%	73%
Computing	102	52	51%	94%	67%
Creative Industries	95	27	28%	88%	59%
Early Education & Childcare	97	54	56%	85%	56%
ESOL	125	83	66%	96%	69%
Food Studies & Hospitality	120	71	59%	99%	75%
Hairdressing	57	33	58%	89%	66%
Health & Social Care	129	38	29%	94%	74%
Humanities & Social Science	188	68	36%	82%	53%
Mechanical & Electrical Engineering	167	60	36%	85%	54%
Music & Music Business	204	55	27%	88%	56%
Science Technology	58	19	33%	84%	54%
SLLE	143	91	64%	97%	86%
Sport & Fitness	197	129	65%	95%	67%

Curriculum Area	Total Students Targeted	Total Responses Received	Response Rate %	Satisfaction* %	Satisfaction Weighted Average %
ALS	728	345	47%	92%	69%
BMCL	766	413	54%	93%	66%
CCI	604	250	41%	92%	64%
STEM	523	197	38%	91%	58%

APPENDIX 4: Overall Service Satisfaction Level

Section 3

USING A SCALE OF 1 TO 5 (5 HIGHEST SATISFACTION)

5	4	3	2

Student Funding - How satisfied were you?
 Additional Learning Support - How satisfied were you?
 Counselling Support - How satisfied were you?
 Mental Health and Wellbeing Support - How satisfied were you?
 Student Records - How satisfied were you?
 Careers and Employability - How satisfied were you?
 Nursery - How satisfied were you?
 Student Engagement Team (based in Webster/Union Building) - How satisfied were you?

1205	424	208	112	57
1205	248	180	113	36
1205	164	124	93	37
1205	202	126	86	34
1205	273	217	123	32
1205	228	177	121	52
1205	55	21	15	7
1205	95	50	29	17

1	Not Answered	Not Applicable	Agree %	Response Rate %
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64	61	279	73%	44%
32	66	530	70%	43%
39	72	676	63%	43%
48	69	640	66%	43%
28	71	461	73%	43%
46	70	511	65%	43%
21	140	946	64%	41%
26	134	854	67%	41%

Perth College UHI

Paper No. 8

Committee	Engagement Committee
Subject	Postgraduate Taught Experience Survey
Date of Committee meeting	28/08/2019
Author	Kevin Sinclair, Student Engagement Manager
Date paper prepared	01/08/2019
Executive summary of the paper	<p>The following paper provides a summary overview of the results for the bi-annual Postgraduate Taught Experience Survey (PTES).</p> <p>This is a national survey coordinated by Advance HE, and run by the university using 'online survey' software. It provides an opportunity to benchmark against other universities.</p> <p>The survey is facilitated by EO Student Services.</p>
Consultation How has consultation with partners been carried out?	<p>Click or tap here to enter text.</p> <p>n/a</p>
Action requested	<input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes/ No
Risk implications	Yes/ No

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(If yes, please provide details)	Click or tap here to enter text.
<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	National student survey, student engagement
<p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	No
<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Status (e.g. confidential/non confidential)</p>	Confidential

Perth College UHI

Freedom of information Can this paper be included in "open" business?*	No
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* 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 checked="" type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>

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and

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

University of the Highlands and Islands

Postgraduate Taught Experience Survey 2019 – Brief Report

1. Introduction

- 1.1 The Postgraduate Taught Experience Survey (PTES) is a national survey, co-ordinated by Advance HE, and run by the university using 'Online Surveys' software.
- 1.2 The survey was run by EO Student Services.
- 1.3 The survey ran from 15/04/19 until 07/06/19.
- 1.4 It is the opportunity for taught postgraduates to feedback their experiences on teaching and learning, and the most significant survey of taught postgraduates in the UK.
- 1.5 The survey is confidential and the results are anonymised so that no individual can be identified during the reporting.

2. Executive summary

- 2.1 The overall response rate for the survey at UHI was **31.5%** with a Scottish response rate of 31%.
- 2.2 Our response rate has increased from the last year we participated in the survey (2017) when it was 28% with a national response rate of 32%.
- 2.3 The overall satisfaction rate for UHI was **89%** while the overall satisfaction rate for Scottish institutions was 80%.
- 2.4 The satisfaction rate has increased since 2017 when the rate for UHI was 84% with the overall satisfaction rate for Scottish institutions 79%.
- 2.5 The statements with the highest scores rated to assessment and feedback.
- 2.6 Statements with the lowest scores related to skills development and opportunities to discuss coursework with other students.
- 2.7 The university is performing above the Scottish average in all areas other than skills development and resources.
- 2.8 This brief report provides a summary of key results for the university. Full results including benchmarking with other institutions and detailed results for individual programmes will be available by late August.

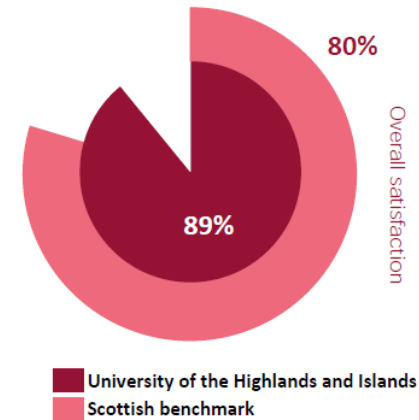
3. Summary of key results

PTES 2019: University of the Highlands and Islands and the Scottish Benchmark

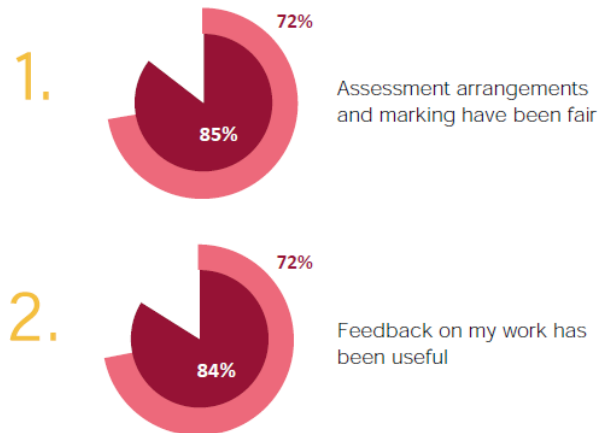
Overview

The overall satisfaction respondents at UHI had with their studies was 89%, based on 257 responses. This was 9% higher than the score for Scottish institutions.

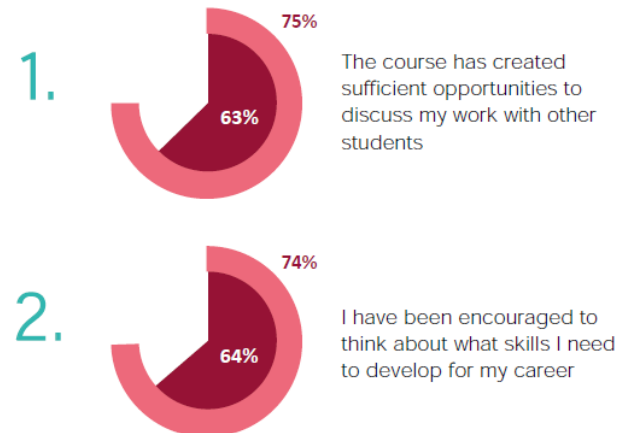
Respondents were relatively positive that assessment arrangements and marking were fair, with 85% agreeing, 13% above the Scottish benchmark. Just 63% of respondents agreed that there were opportunities to discuss their work with other students, 12% below the Scottish benchmark.



Most positive statements



Most negative statements



Difference by areas of experience

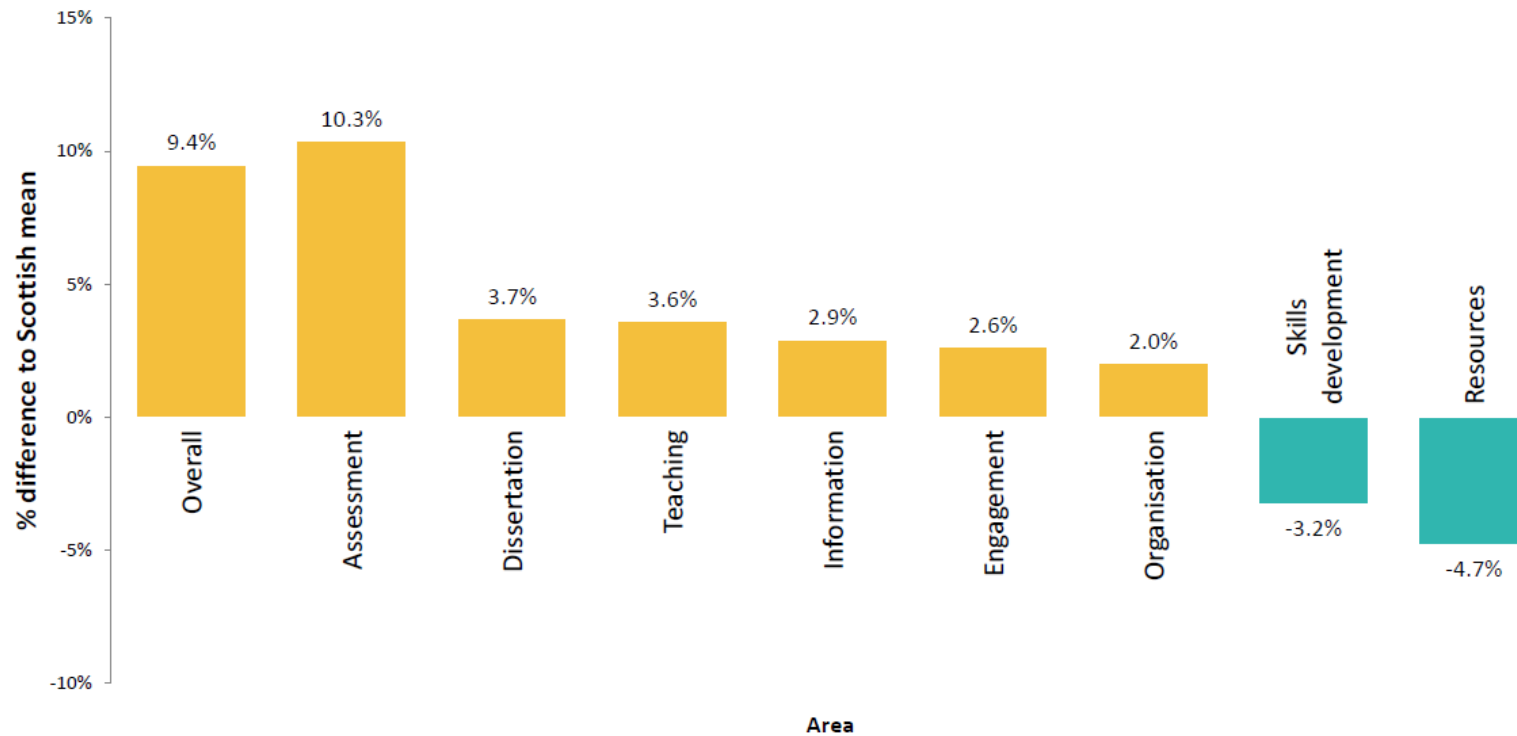
The area respondents at UHI were most positive about was Assessment, which was 10% above the Scottish benchmark. The area students were least positive about was Resources, which was 5% below the Scottish benchmark.

Key:

Difference to Scottish institutions

Positive difference

Negative difference



4. Comparison of programmes

4.1.1 Detailed information on programmes will be made available on our Sharepoint site.

4.1.2 To the overall satisfaction question, our programmes are ranked as follows. The first column shows all who chose 'definitely' or 'mostly' agree that they are satisfied with their course. The reporting threshold for individual courses is three students.

	Combined satisfaction rate %	Definitely agree (satisfaction) %	Mostly agree (satisfaction) %	Response Rate %
Art and Social Practice MA	100	50	50	29
Aviation MBA	100	67	33	75
Critical Enquiry Med	100	53	47	34
Health Leadership and Management PGCert	100	57	43	58
Highlands and Islands Culture MLitt	100	67	33	43
History and Archaeology of the Highlands and Islands MLitt	100	75	25	40
History MLitt	100	33	67	38
History of the Highlands and Islands MLitt	100	50	50	30
Human Resource Management MSc	100	50	50	18
Music and the Environment MA	100	75	25	30
Psychology Conversion MSc	100	50	50	30
Research Methods PGCert	100	67	33	37
Sustainable Energy Solutions MSc	100	75	25	42
Viking Studies MLitt	100	40	60	25
Infection Prevention and Control MSc	92	58	33	30
Archaeological Studies MLitt	91	36	55	39
Tertiary and Higher Education MEd	91	55	36	28
University average	89	49	40	31
Health and Wellbeing MA	88	65	24	47
Interpretation - Management and Practice MSc	86	57	29	53
Leadership and Management MSc	86	43	43	50
Advanced Nurse Practitioner MSc	83	23	60	37
Sustainable Mountain Development MSc	82	55	27	22
Sustainable Rural Development MSc	82	53	29	39
Digital Pedagogy Med	80	40	40	56
Midwifery PgDip	80	40	40	27
Aquaculture, Environment and Society MSc	75	50	25	33
Web Technologies MSc	50	50	0	57
Applied Bioscience Skills for Industry MSc	-	-	-	100
Archaeological Practice MSc	-	-	-	22
British Studies MLitt	-	-	-	16
Business Administration MBA	-	-	-	10

Coastal and Maritime Societies and Cultures MLitt	-	-	-	33
Developing Low Carbon Communities MSc	-	-	-	20
Highlands and Islands Literature MLitt	-	-	-	25
Island Studies MLitt	-	-	-	14
Material Culture and Gaidhealtachd History MSc	-	-	-	25
Music MMus	-	-	-	0
Orkney and Shetland Studies MLitt	-	-	-	50
Resilience Leadership and Management PGCert	-	-	-	67

Kevin Sinclair
Student Engagement Manager

August 2019

Committee	Engagement Committee
Subject	External Engagement Update
Date of Committee meeting	29/08/2019
Author	Veronica Lynch, Vice Principal External
Date paper prepared	19/08/2019
Executive summary of the paper	<p>This paper provides an overview of the External Engagement activities for the period from May to July 2019.</p> <p>Members are asked to note the contents of this paper.</p>
Consultation How has consultation with partners been carried out?	Perth College Senior Management Team
Action requested	<input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes/ No
Risk implications (If yes, please provide details)	Yes/ No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	Provide a summary of the how the paper links to key College priorities and what they are External Engagement

Perth College UHI

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

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

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

Perth College UHI

ENGAGEMENT COMMITTEE

PAPER FOR INFORMATION

EXTERNAL ENGAGEMENT UPDATE

29 AUGUST 2019

INTRODUCTION

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

MARKETING

Recruitment Marketing has been undertaken throughout the period. A Marketing Campaign, 'Set your course for the future', jointly with UHI focusing on the clearing period is being implemented. This is the first time that all Academic Partners and EO have collaborated on a combined campaign. EO Marketing Team invested in a range of collateral including a door drop, bus advertising, schools newsletter. Academic Partners supplemented the messaging through local press, radio and digital channels to drive traffic towards course bookings and towards the scheduled Open Day.

The College Open Recruitment Event took place on 7 August 2019 and was well attended resulting in an additional 122 applications, of which a minimum of 50 were directly attributable to the event.

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

The College obtained positive press coverage for a range of good news stories including:

- One of our Chinese students articulating from our HIE partner was awarded the Institution of Engineering and Technology prize for gaining the highest marks in her BEng (Hons) Mechanical and Energy Engineering degree.
- The College Sport and Fitness Team are shortlisted for 3 Green Gown Awards for projects including 'intergenerational physical activity projects in care homes', 'increasing employability in the outdoor sports sector' and a schools/ college partnership programme, 'Passport to Sport'. The awards event will be held in Glasgow in November 2019.
- Academy of Sport and Wellbeing Donors Event held and 19 June 2019.
- Visitors from South Africa to discuss a joint doctoral programme with the Centre for Mountain Studies and UHI.
- Funding received from the Duke of Edinburgh's Award's Diamond fund to support Moving On and New Skills students to complete a Duke of Edinburgh expedition.
- Award winning Plumbing apprentices at the SNIPEF and SkillPLUMB competition.
- TAQA, an energy company based in the North East of Scotland commissioned our students to undertake a piece of consultancy work on their behalf focusing on solving a problem of emptying the remaining oil from underwater oil storage tanks.
- Coverage on Perth College UHI Prizegiving Ceremony and featured prize winners
- Men's Scotland vs England International Volleyball match hosted at ASW on 1 June
- Professional Chef Gold Award student achieved a runner up award in the Gibby Culinary Scholarship, created by The Gleneagles Hotel.

Perth College UHI

INTERNATIONAL

The first UHI/ Hunan Institute of Engineering (HIE) International Research Conference will take place at HIE in October the day before the graduation ceremony when 107 Chinese students will graduate. This is from a starting cohort of 114 students resulting in a 95% pass rate, with 9 of those students passing with Distinction. This is the most successful HIE group since the delivery started in 2016. In addition, from the cohort of students who graduated in 2018 5 Chinese students chose to study in Perth for their Honours year. All were successful with one First Class Honours, 2 students obtaining a 2:1 and a further 2 obtaining a 2:2.

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

In relation to other international market development activities, new partnerships in India, Thailand and USA are continuing to be developed.

UHI EO have prepared a proposal to establish an 'International Student Recruitment Phase 2 project'. This will involve the creation of an International Steering Group supported by 6 workstreams with a target of achieving £4.3m (an additional £2.2m revenue) by 2022/23. Perth College have agreed to participate on the Steering Group and a number of the workstreams to support the development of this activity.

The College also continues to successfully deliver a cross UHI shared service approach on behalf of other Academic Partners to support the UKVI Tier 4 license management.

BUSINESS ENGAGEMENT

The College successfully delivered £100k of short course and bespoke training for Levy Paying businesses funded through the Flexible Workforce Development Fund. A further £146k of applications have been approved from 2018/19 and this will be delivered during 2019/20. The 2019/20 FWDF was available for application from 16 August 2019 and we will target an increased drawdown within Perth and Kinross region. This fund is enabling greater strategic engagement with the larger companies in Perth and Kinross which should support a longer term partnership with those businesses.

Negotiations with the Construction Industry Training Board (CITB) by Scotland's Colleges are now almost complete. This has resulted in an increased payment of a total of £4,500 per candidate, approximately double the previous fee. While FE credits are still required to fully cover the cost of the delivery, this is a significantly positive step and has demonstrated the impact the sector can achieve by working as a collective body.

During these negotiations, the College bid for and was awarded MA Construction places on our own Skills Development Scotland Modern Apprenticeship contract. This provides an opportunity for the College to deliver MA's directly to construction employers to remove the reliance solely on CITB referrals.

A 3rd meeting of the employer forum for Hospitality took place on 19 June. This will meet quarterly and participating businesses are already influencing the curriculum delivery and the student experience, as well as introducing apprenticeships within their businesses.

Perth College UHI

Two new members for the College's Development Trust and 6 new Development Committee members have been recruited. A meeting of the Development Committee will take place on 23 September 2019 to outline College priorities for this Committee to target. This will extend the work undertaken to date to seek donations and sponsorships from businesses and local trusts complementing the College's current Scholarship Programme which offers 50 students annually a funded scholarship and work experience with regional businesses.

ACADEMY FOR SPORT AND WELLBEING

ASW now has gym membership of 1100 members and reached 4000 climbing registrations in the August 2019. In 2018-19 the gym has seen 90% growth on 17-18 and climbing has generated approx. 50% growth. Income is a net £50k ahead of 2018/19 budget and continues to perform well with the introduction of Sports Therapy services during 2019/20 enabling ASW to further its growth.

Our summer multi-sport activity camps were at 80% capacity throughout the summer with our summer NICAS (National Indoor Climbing Award scheme) at 100% capacity.

Our sport shall bookings for 19-20 are ahead of target and almost £30k up for same period in 18-19. Next year also includes ASW hosting the first ever National Finals of National Lego League engineering event which will be held in February 2020.

The sports-hall also held with Colleges Development Network the College Expo in June 2019. This provided an excellent showcase for Perth College to our sector colleagues which included Richard Lochhead MSP, Minister for FE, HE and Science. During this quarter, ASW has hosted an International Men's Scotland vs England Volleyball match on 1 June with 35 participants, 150 spectators and 30 coaches. Scotland beat England for the first time in 20 years. ASW is now hosting national training for Women's Volleyball Squads. Women's Basketball National Squad Scottish Netball National and Regional Squads and Scottish Futsal Squad in collaboration with Scottish Football Association. The Scottish Massage Therapist Organisation Conference with 150 delegates was also hosted during the period.

ASW now engages with over 45 partners in relation to sports hall bookings.

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

STAKEHOLDER ENGAGEMENT

Relationships with regional Tay Cities Deal partners continue as the Outline Business Case (OBC) feedback is being actioned. The College is a key partner within the Tay Cities Deal HE and FE Forum, as well as having representation on the Skills Governance, International, Digital and Tourism Boards. The College has also been asked to lead on the Hospitality Skills bid which will be a £2.5m project over 10-15 years supported through the £20m Tay Cities Deal Skills Fund.

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

Perth College UHI

BREXIT UPDATE

The College continues to keep abreast of the potential implications of BREXIT. At this time, the Language School courses are full for 2019/20. The Scottish Government has confirmed that new students from EU countries will still be entitled to free tuition on courses which start in 2020/21. There has at this stage been no evidence of any reduced numbers of applications from EU students on any full time courses. This will be continued to be monitored with increased marketing to non EU markets to counter any potential reduction in EU student numbers.

Engagement Committee HR&OD Update

Prepared by: Jen McGillivray, Interim HR Team Lead

Date: 22 August 2019

HR&OD Structure

We have recently recruited new members of the HR team, which includes:

- Head of HR & OD – started Monday 19 August
- HR & OD Business Partner (fixed term) – started Monday 22 July
- HR & OD Business Partner (permanent) – starting Monday 2 September
- HR Adviser – Equality, Diversity and Inclusions – started 26 June

We are still actively recruiting for a permanent HR Adviser role. Since we have now successfully recruited for the majority of positions in HR the Interim HR Team Leader will hand over to the new Head of HR and leave the college at the end of August.

Staff Conference Day

The next Staff Conference Day is on the 28 August 2019. The planning group incorporates members from all areas of the College and we are hoping this will increase staff engagement on the day.

National Bargaining

Lecturers

Transfer to permanency has now been complete for those transferring onto a permanent contract in April 2019. Since this is reviewed on a rolling basis, the HR team will continue to monitor those who are reaching the 2 year continuous service stage.

Support

National Job Evaluation has an implementation date of 1 September 2018 and our deadline for all submissions to go to Colleges Scotland is 23 August 2019.

Health, Safety and Wellbeing

Sickness Absence Statistics

Please find below college sickness absence information for the academic year 2018/2019.

CIPHR	2017/2018 (full year)		2018/2019 (full year)	
	Total Sick Days	Average Sick Days per Head	Total Sick Days	Average Sick Days per Head
Management	118.5	5.38	15	0.6
Support	2385.75	9.21	1908	5.9
Academic	1031.5	5.67	1011	4.5
Total	3538.25	5.51	2934	5.19

Committee	Engagement Committee
Subject	Promoting a Positive Learning Environment Policy
Date of Committee meeting	29/08/2019
Author	Jessica Borley
Date paper prepared	21/08/2019
Executive summary of the paper	<p>This policy was written as part of the UHI single policy project. It drew upon membership from across the academic partners, including a College Principal, Quality Managers, Student Services staff, and HISA representation.</p> <p>This policy supports the University's commitment to provide a safe and supportive learning and working environment for all, aligned with the UHI strategic theme of "Our Students", responding to the diversity of the student population.</p> <p>The policy seeks to promote, encourage and recognise a positive learning environment, and engender a culture of equality, diversity and openness. It promotes conduct that helps to create a positive and safe learning environment that reinforces the college and university culture. This policy fits into a broader framework of policies related to culture, conduct and discipline.</p> <p>The policy has been endorsed by UHI Partnership Council and Perth College UHI Corporate Management Team.</p> <p>The following supporting procedures are currently being developed ie Student Disciplinary Procedure, Academic Misconduct Procedure, Fitness to Study, Fitness to Practice.</p>

Perth College UHI

	A new Student Code of Conduct has also been developed and approved by Partnership Council for implementation from September 2019.
Consultation How has consultation with partners been carried out?	Click or tap here to enter text. This is a UHI Single Policy which has been developed by a pan UHI group constituted by staff knowledgeable and skilled to talk about the subject and determine content, for example Orkney College Principal, Quality Managers, Student Services Managers, HISA VP HE Officer.
Action requested	<input type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input checked="" type="checkbox"/> For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	National student survey Student experience

Perth College UHI

<p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>Yes – will ensure that all students are treated fairly and equally.</p> <p>Policy has been written in line with guidance from Pinsett and Mason, and incorporates RESPECT, Hate Crime, Safeguarding, and Gender Based Violence legislative guidance.</p>
<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><u>Data Protection</u></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>Status (e.g. confidential/non confidential)</p>	<p>Non Confidential</p>
<p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p>	<p>yes</p>

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

<p>Its disclosure would substantially prejudice a programme of research</p>	<input type="checkbox"/>	<p>Its disclosure would substantially prejudice the effective conduct of public affairs</p>	<input type="checkbox"/>
<p>Its disclosure would substantially prejudice the commercial interests of any person or organisation</p>	<input type="checkbox"/>	<p>Its disclosure would constitute a breach of confidence actionable in court</p>	<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"/>
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For how long must the paper be withheld? No limit

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Promoting a Positive Learning Environment Policy

August 2019

Also available in large print (16pt)
And electronic format.

Ask Student Services for details.

www.perth.ac.uk

Perth College is a registered Scottish charity, number SC021209
Version Control History



Version Number	Date of Change	Summary of Revisions Made
1	August 2019	New tertiary policy (developed under the UHI Single Policy project)

Promoting a Positive Learning Environment Policy

Policy Summary

Overview

The policy aims to promote a positive learning environment. This is set within the context of the broader framework of policies and related procedures.

Purpose

The policy seeks to promote, encourage and recognise a positive learning environment, and engender a culture of equality, diversity and openness. We expect conduct that helps to create a positive and safe learning environment that reinforces our culture. This policy fits into a broader framework of policies related to culture, conduct and discipline.

Scope

This policy applies to all current and prospective students regardless of level or mode of study, and applies to all areas of student engagement in their learning environment and/or which may affect other students and staff, including online activities.

Consultation

The policy has been developed by a group of practitioners from across the Academic Partners in the University of the Highlands and Islands to ensure that best practice is reflected in the policy and accompanying procedures.

Implementation and Monitoring

Academic Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.

Risk Implications

This policy will reduce risk for Academic Partners by ensuring that best practice from across the partnership is being shared and followed.

Link with Strategy

This policy supports the University's commitment to provide a safe and supportive learning and working environment for all, aligned with the Strategic Theme of "Our Students", responding to the diversity of our student population.

Impact Assessment

Equality Impact Assessment: Completed 6 February 2019 – No further action required.

Privacy Impact Assessment: N/A

Title: Promoting a Positive Learning Environment Policy

Version/Status: 1.0

Approved By/Date: August 2019 (tbc)

Effective Publication Date: August 2019

Owner: Depute Principal / UHI Single Policy SLWG

Lead Author: Head of Student Experience

Review Timing/Date: 3 years / 2021/22

1 Policy Statement

- 1.1 Perth College UHI aims to promote a positive learning environment. This is set within the context of the broader framework of policies and related procedures.
- 1.2 In developing this aim, Perth College UHI recognises that the appropriateness, development and acceptability of certain conduct may be different depending on the background and maturity of the learner(s) involved, and that individuality and context will be recognised.
- 1.3 This policy sets out how we seek to promote and maintain a positive learning environment, with reference to the Student Code of Conduct, and procedures in the event of breach of the Code. The relevant Procedures explains the process that will be followed (see Appendix 1 – Disciplinary Framework).
- 1.4 This policy applies to the University of the Highlands and Islands and all Academic Partners.

2 Definitions

- 2.1 **Behavioural Misconduct:** Students are expected to conduct themselves in a professional and courteous manner, both on and off campus, in a manner which demonstrates respect for Perth College UHI, its staff, fellow students and property, and for other members of the local community in general. Behavioural misconduct is a breach of this expected standard.
- 2.2 **Student Code of Conduct:** This is a document that is made available to and is applicable to all students that states Perth College UHI's expectations for student conduct. It gives examples of misconduct offences and the types of disciplinary action likely to occur.
- 2.3 **Academic Misconduct/Malpractice:** A generic term to describe any type of cheating or dishonest conduct in relation to a formal academic exercise. It may be deliberate or unintentional and may take different forms, including, but not limited to: plagiarism, cheating, collusion, falsification or fabrication of data, personation and bribery.
- 2.4 **Academic Maladministration:** Any activity or practice which arises due to ignorance of Awarding Body requirements, or carelessness or neglect in applying the requirements. This results in non-compliance with an Awarding Body's requirements.
- 2.5 **Disciplinary Framework Decision Tree:** Located in Appendix 2, this is a document used to establish which Policy and Procedures should be used in order to set out a transparent process for students and staff.

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Review Timing/Date: 3 years / 2021/22

- 2.6 **Exclusion from Campus:** The removal of the student's access to all sites constituting the Perth College UHI campus for a specified period of time in response to a disciplinary incident. In some circumstances this exclusion may extend to all University and Academic Partner campuses. The student may continue to study remotely throughout this period.
- 2.7 **Exclusion from Studies:** The removal from the student's course of study in response to a disciplinary incident, resulting in the loss of registered student status and loss of access to all facilities.

In some circumstances this exclusion may apply to the University and all Academic Partners for a period of time deemed appropriate by the disciplinary process. In some cases this may result in any future applications from the student being rejected.

- 2.8 **Suspension of Studies:** A Suspension of Studies is not a disciplinary measure. When a student chooses to take a period of time out from their studies because of a change in their personal circumstances, with the intention to return at a later date.

3 Purpose

- 3.1 Perth College UHI seeks to promote, encourage and recognise a positive learning environment, and engender a culture of equality, diversity and openness.
- 3.2 We expect conduct that helps to create a positive and safe learning environment that reinforces our culture. Examples of unacceptable conduct can be found in the Student Code of Conduct.
- 3.3 This policy fits into a broader framework of policies related to culture, conduct and discipline. Please refer to Appendix 1 – Disciplinary Framework for further details.
- 3.4 All breaches of the Student Code of Conduct will be investigated in accordance with our disciplinary procedures. Any such instance which may also constitute a criminal offence will be reported to the police and may lead to separate criminal proceedings.
- 3.5 All disciplinary matters will be dealt with in strict confidence and all personal data will be dealt with following legislative guidelines.

4 **Scope**

- 4.1 This policy applies to all current and prospective students regardless of level or mode of study.
- 4.2 This policy applies to all areas of student engagement in their learning environment and/or which may affect other students and staff, including online activities.
- 4.3 This policy applies to students in accommodation managed by Perth College UHI, but may be brought into effect where a student residing in privately managed accommodation conducts themselves in a manner which brings Perth College UHI into disrepute.
- 4.4 **School Link Programmes:** School Link pupils fall within the scope of the Promoting a Positive Learning Environment Policy when they are studying on University/Academic Partner campuses and are expected to observe the Student Code of Conduct.
- 4.5 Fitness to Practice and Fitness to Study are not explicitly within the scope of this Policy but are linked processes and as such are signposted within the Student Disciplinary Procedure and the Student Code of Conduct.

5 **Exceptions**

- 5.1 Students who are subject to disciplinary investigations related to official Highlands and Islands Student Association business are subject to the HISA Disciplinary Procedures.

6 **Notification**

- 6.1 All staff members will be notified of changes to the Policy and Disciplinary Procedures through the normal channels.
- 6.2 Staff responsible for overseeing the process should have a detailed knowledge of the Policy and Disciplinary Procedures.
- 6.3 Students will be made aware of the Policy, Student Code of Conduct and Disciplinary Procedures within 4 weeks of commencing their course.
- 6.4 The Policy and Disciplinary Procedures will be publicly available on the Academic Partner's website.
- 6.5 The Disciplinary Framework Decision Tree will be updated to reflect any changes in the Framework.

Title: Promoting a Positive Learning Environment Policy

Version/Status: 1.0

Approved By/Date: August 2019 (tbc)

Effective Publication Date: August 2019

Owner: Depute Principal / UHI Single Policy SLWG

Lead Author: Head of Student Experience

Review Timing/Date: 3 years / 2021/22

7 Roles and Responsibilities

- 7.1 Engagement Committee is responsible for approving the policy and ensuring that it is followed. Senior Management Team are responsible for ensuring the strategic effectiveness of the policy and reporting to Engagement Committee.
- 7.2 Corporate Management Team are responsible for operational compliance with the policy. Corporate Management Team are also responsible for ensuring the operational effectiveness of the policy and making provision for training for all staff.
- 7.3 Line managers are responsible for ensuring staff participate in training and follow the policy and procedures in their day-to-day role.
- 7.4 All staff are responsible for familiarising themselves with the policy and procedures.

8 Legislative Framework

Data Protection:

Data Protection Act 2018
General Data Protection Regulation (GDPR) 2018

General:

Equalities Act 2010

Protection of Vulnerable People:

Adults with Incapacity (Scotland) Act 2005
Adult Support and Protection (Scotland) Act 2007
Children and Young People (Scotland) Act 2014
Protection of Children (Scotland) Act 2003
Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005
Protection of Vulnerable Groups (Scotland) Act 2007

NB: Staff should also note the detailed list of policies specific to Safeguarding listed in the Safeguarding policy.

9 **Related Policies, Procedures, Guidelines and Other Resources**

UHI Academic Standards and Quality Regulations

Approved Placement Policy

Complaints Handling Procedure

Student Disciplinary Procedure

Academic Misconduct Procedure

FE Academic Appeals Policy

FE Academic Appeals Procedure

Learner Support Policy

Learner Support Procedure

Fitness to Practice Guidelines

Fitness to Study Guidelines

IT Acceptable Use Policy

Safeguarding Policy

Student Code of Conduct

Study Abroad Policy and Guidance

Perth College UHI Tenancy Agreement

Title: Promoting a Positive Learning Environment Policy

Version/Status: 1.0

Approved By/Date: August 2019 (tbc)

Effective Publication Date: August 2019

Owner: Depute Principal / UHI Single Policy SLWG

Lead Author: Head of Student Experience

Review Timing/Date: 3 years / 2021/22

Committee	Engagement Committee
Subject	Student Code of Conduct
Date of Committee meeting	29/08/2019
Author	Jessica Borley
Date paper prepared	21/08/2019
Executive summary of the paper	<p>The code of conduct has been redrafted to align with guidance produced by Pinsett Mason Guidance for Higher Education Institutions ‘How to handle alleged student misconduct which may constitute a criminal offence’ (October 2016). It takes into account legislative acts and regulatory guidance such as Hate Crime, PREVENT, Gender Based Violence, Safeguarding.</p> <p>It sets out expectations for all students enrolled with Perth College UHI. It promotes conduct that helps to create a positive and safe learning environment that reinforces the college and university culture. This policy fits into a broader framework of policies related to culture, conduct and discipline.</p> <p>The Code of Conduct has been approved by UHI Partnership Council for implementation from September 2019.</p> <p>Supporting Policies are the Safeguarding Policy and Promoting a Positive Learning Environment Policy which were developed as pan-uhi tertiary policies. Procedures are also currently being re-developed to align with the code of conduct ie Student Disciplinary Procedure, Academic Misconduct Procedure, Fitness to Study, Fitness to Practice.</p>

Perth College UHI

<p>Consultation</p> <p>How has consultation with partners been carried out?</p>	<p>Click or tap here to enter text.</p> <p>This is a pan UHI document which has been developed by a short life working group constituted by staff knowledgeable and skilled to talk about the subject and determine content, for example Orkney College Principal, Quality Managers, Student Services Managers, HISA VP HE Officer.</p>
<p>Action requested</p>	<p><input type="checkbox"/> For information only</p> <p><input type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For recommendation</p> <p><input checked="" type="checkbox"/> For approval</p>
<p>Resource implications</p> <p>(If yes, please provide details)</p>	<p>No</p>
<p>Risk implications</p> <p>(If yes, please provide details)</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>National student survey</p> <p>Student experience</p>
<p><u>Equality and diversity</u></p> <p>Yes/ No</p>	<p>Yes – will ensure that all students are treated fairly and equally.</p>

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If yes, please give details:	Policy has been written in line with guidance from Pinsett and Mason, and incorporates RESPECT, Hate Crime, Safeguarding, and Gender Based Violence legislative guidance.
Island communities 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.
Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	No Click or tap here to enter text.
Status (e.g. confidential/non confidential)	Non Confidential
Freedom of information Can this paper be included in "open" business?*	yes

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

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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	<input type="checkbox"/>	Other [please give further details] Click or tap here to enter	<input type="checkbox"/>

Perth College UHI

Protection Act		text.	
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For how long must the paper be withheld? No limit

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

http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

Student Code of Conduct

September 2019

Also available in large print (16pt)
And electronic format.

Ask Student Services for details.

www.perth.ac.uk

Perth College is a registered Scottish charity, number SC021209
Version Control History



Version Number	Date of Change	Summary of Revisions Made
1.0	August 2019	Revised as a single tertiary policy by the UHI Single Policy Group.

Student Code of Conduct

Purpose

The Student Code of Conduct sets out expectations for all students enrolled at Perth College UHI, the University of the Highlands and Islands and all Academic Partners. All students are expected to conduct themselves in an appropriate manner to other students, staff and external organisations.

A breach of the Student Code of Conduct will be treated as misconduct and dealt with using the appropriate procedures identified using the decision tree in in Appendix 2 of the Promoting a Positive Learning Environment Policy.

Perth College UHI and the University aim to act reasonably in dealing with alleged or actual student misconduct. We seek to balance the interests of all students, staff, local communities, businesses and other organisations with whom we seek to maintain good relationships.

Behaviour That is Expected of Students

Students are expected to observe the Code of Conduct throughout their studies. The Code of Conduct applies to behaviour in both physical and online environments. Students are expected:

- To take responsibility for their own actions and conduct;
- To behave in a manner that fosters respect and understanding between all members of our community;
- To act within the law and not to engage in any activity or behaviour that is likely to bring the University or Academic Partners into disrepute;
- To value the good relationships Perth College UHI, the University and Academic Partners have with local communities, businesses and other organisations;
- To avoid behaving or communicating in ways that are likely to cause offence, eg using abusive or obscene language or engaging in discriminatory or anti-social behaviour;
- To treat all Perth College UHI and University property with care;
- To comply with requests of members of staff;
- To adhere to Health and Safety policies and protocols (including fire alarms) and to comply with any temporary changes during maintenance or repairs.

Reporting Suspected Breaches of the Student Code of Conduct

Students can report suspected breaches of the Student Code of Conduct to any member of staff. Should the report be of a personal or sensitive nature, students can discuss the issue with a member of staff they trust or speak to a representative from the Highlands and Islands Students Association.

Students should remember that making vexatious or malicious allegations is a breach of the Student Code of Conduct.

Title: Student Code of Conduct

Version/Status: 1.0/approved

Approved By/Date: Partnership Council/May 2019

Effective Publication Date: September 2019

Owner: Depute Principal, Academic/UHI Single Policy Group

Lead Author: Head of Student Experience

Review Timing/Date: 3 years / 2022/23

Behaviour That Will be Regarded as Misconduct

The table below sets out examples of behaviour that will be regarded as misconduct. These behaviours could be verbal, physical or written, in person or online. The list is not exhaustive and action may be brought against other unacceptable behaviours. Where there are reasonable grounds for suspicion that a student has breached the Code of Conduct, staff can take appropriate action to investigate.

People	
Disciplinary Offence	Examples of Unacceptable Behaviour
Physical Misconduct	<ul style="list-style-type: none"> • Use of weapons. • Punching. • Kicking. • Slapping. • Pulling hair. • Biting. • Spitting. • Pushing. • Shoving.
Sexual Misconduct, Gender Based Violence and Indecency	<ul style="list-style-type: none"> • Sexual intercourse or engaging in a sexual act without consent. • Attempting to engage in sexual intercourse or engaging in a sexual act without consent. • Sharing private sexual materials of another person without consent. • Kissing without consent. • Touching inappropriately through clothes without consent. • Inappropriately showing sexual organs to another person. • Repeatedly following another person without good reason. • Making unwanted remarks of a sexual nature. • Stalking. • Harassment or any unwanted conduct which has the purpose or effect of violating the dignity of an individual, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, relating to their gender, sexual orientation or gender identity (also refer to section below on gender based violence). • Engaging in any sexual acts on University or Academic Partner premises (excluding halls of residence).
Abusive, Threatening and Intrusive Behaviour	<ul style="list-style-type: none"> • Carrying of weapons. • Threats to hurt another person. • Radicalisation of others or sharing information related to extremism. • Abusive comments relating to sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age. • Bullying or victimisation (including cyber bullying).

Title: Student Code of Conduct

Version/Status: 1.0/approved

Approved By/Date: Partnership Council/May 2019

Effective Publication Date: September 2019

Owner: Depute Principal, Academic/UHI Single Policy Group

Lead Author: Head of Student Experience

Review Timing/Date: 3 years / 2022/23

	<ul style="list-style-type: none"> • Acting in an intimidating or hostile manner. • Use of inappropriate language. • Repeatedly contacting another person (by phone, email, text or on social media) against the wishes of the other person. • Vexatious or malicious allegations. • Unauthorised audio or video recording of staff or students without their knowledge and/or consent.
Alcohol, Controlled Substances and Prescription Medication	<ul style="list-style-type: none"> • Supplying or being involved in the supply of controlled substances or non-prescribed medication. • Supplying or being involved in the supply of alcohol to minors or areas where there is an alcohol ban. • Use of controlled substances on any campus. • Consume alcohol at any time prior to taking part in practical activities. • Failure to advise staff of using prescription medication where side effects could pose a risk to the student, other students or staff.
Academic Misconduct	<ul style="list-style-type: none"> • Collusion: working with others to complete an assessment when an assessment must be completed by individual students. • Copying from another student (including using ICT to do so). • Frivolous content – producing content that is unrelated to the assessment in question. • Offensive content such as the inclusion of inappropriate, offensive, discriminatory or obscene material in assessment evidence. • Inappropriate behaviour during an assessment that causes disruption to others. This includes shouting and/or aggressive behaviour or language. • Plagiarism: failure to acknowledge sources properly (including self-plagiarism), and/or the submission of another person's work as if it were the student's own. • Cheating: normally through the use of unauthorised aids. • Being in possession during an assessment of unauthorised materials including (but not limited to) mobile phones, MP3 players, notes. • Falsification or fabrication of data. • Impersonation ie pretending to be someone else. <p>• Academic misconduct will normally be investigated through the relevant Academic Misconduct procedure. Incidents may also be investigated under the Disciplinary Procedure, eg if they involve unauthorised use of property, threatening behaviour etc.</p> <p>• Academic Misconduct may result in the University or Academic Partner making a report to an external awarding body or Professional, Statutory and Regulatory Bodies (PSRB).</p>

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Property	
Disciplinary Offence	Examples of Unacceptable Behaviour
Damage to Property	<ul style="list-style-type: none"> Causing any damage to property belonging to Perth College UHI, and/or the University, including staff and student property.
Unauthorised Taking or Use of Property	<ul style="list-style-type: none"> Unauthorised entry onto or unauthorised use of Perth College UHI and/or University premises. Taking property belonging to another without permission. Misuse of Perth College UHI and/or University property (for example computers, workshop and laboratory equipment).
Causing A Health or Safety Concern	<ul style="list-style-type: none"> Behaviour or act causing a health or safety concern to people, animals or the environment. Act/omission/negligence that caused or could have caused harm on Perth College UHI and/or University premises or during activities (for example, interfering with fire safety equipment, smoking cigarettes or vaping in non-designated areas, misuse of equipment, not following safety protocols).
Organisation	
Disciplinary Offence	Examples of Unacceptable Behaviour
Operational Obstruction	<ul style="list-style-type: none"> Acts/omissions/statements intended to deceive Perth College UHI and/or the University or to conceal the misconduct of others. Disruption of the activities of Perth College UHI and/or the University (including academic, administrative, sporting and social). Disruption of or interference with the functions, duties or activities of any student or employee or any authorised visitor to Perth College UHI and/or the University. Fraud, forgery, unauthorised use of funds, financial impropriety, including activity related to student support funds, fee waivers, research funds, scholarships etc. Bribery/attempted bribery. Breach of the Persistent and Vexatious Complaints Policy.
Reputational Damage	<ul style="list-style-type: none"> Behaviour which has caused damage, could have caused damage or may cause damage to the reputation of Perth College UHI and/or the University. Behaviour which has caused damage, could have caused damage or may cause damage to the reputation of Perth College UHI and/or the University.

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Gender Based Violence

Gender based violence (GBV) is a function of gender inequality, and is normally an abuse of male power and privilege. It takes the form of actions that result in physical, sexual and psychological harm or suffering to women and children, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

While it is acknowledged that gender based violence mostly affects women and that predominantly men are the perpetrators, it may impact individuals of any age, gender, sexual orientation, faith or ethnicity.

- Domestic abuse (including coercive control).
- Stalking.
- Harassment or any unwanted conduct which has the purpose or effect of violating the dignity of an individual, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, relating to their gender, sexual orientation or gender identity.
- Rape and sexual assault.
- Child and childhood sexual abuse.
- Commercial sexual exploitation, including prostitution, pornography and trafficking.
- Female genital mutilation.
- Forced and child marriages.
- Abuse by other family members, so called 'honour-based' and dowry-related violence crimes.
- Threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

Gender based violence is not condoned by the University or Academic Partners. We are committed to working in partnership with relevant local organisations to support victims of gender based violence, including assisting victims to report suspected crimes to the police. Allegations or incidents of gender based violence may also be treated as a breach of the Student Code of Conduct and relevant procedures followed.

Precautionary Action

In the event of an allegation of misconduct, a student may be excluded from Perth College UHI until the investigation is completed if there is risk of harm to themselves, other students or staff. During this time they will be able to continue to study remotely and will receive any student support funds they are entitled to. This precautionary action is not a punishment, but is intended to protect the interests of all parties.

Disciplinary Action

Following an investigation disciplinary action that may be applied include, but are not limited to: written apology to the aggrieved party; compulsory attendance at a workshop/coaching session; restrictions/conditions on attendance; verbal warning; written warning; fines for wilful damage, theft or non-return of equipment; exclusion from the course; de-registration (postgraduate research students); removal of university award; permanent exclusion from the University and all Academic Partners.

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The disciplinary action applied will be proportionate and take full account of the individual circumstances of the misconduct.

Multiple or repeated incidents of misconduct may be more serious than a single act of misconduct, and previous incidents may be taken into account when determining what disciplinary action should be applied.

Depending on the disciplinary action applied, students risk losing entitlement to student support funds and may be liable to pay their tuition fees in full.

Alleged Misconduct Which May Constitute a Criminal Offence

Where alleged misconduct may constitute a criminal offence, Perth College UHI, University and Academic Partners will use the following principles:

- 1 The criminal process will take priority and any internal disciplinary procedure will be suspended until further guidance is received from the police.
- 2 Precautionary action will be considered using the Safeguarding Lead Procedures. This involves a risk assessment which may result in reasonable and appropriate action being taken eg imposition of conditions, exclusion from some or all Perth College UHI University or Academic Partner premises, and/or removal of access to services.
- 3 Where necessary, appropriate support will be provided to all parties involved in the incident.
- 4 Irrespective of the outcome of the criminal process Perth College UHI, University and Academic Partners may consider the alleged misconduct as an internal disciplinary matter.

With respect to 4), where a student is convicted of or cautioned or warned for a criminal offence, this may be relied upon as evidence in any disciplinary proceedings provided that the circumstances leading to that conviction are directly relevant to the allegation. Any sentence or order pronounced by a court may be taken into account in the imposition of any sanction.

Professional Standards and Fitness to Practise

Students on courses accredited by a Professional, Statutory and Regulatory Bodies (PSRB) are also subject to the professional standards and/or Codes of Conduct issued by the PSRB. The student will be advised if this is applicable at the start of their course.

Any breach of the Student Code of Conduct or professional standards may be reported directly to the PSRB and/or trigger a Fitness to Practise procedure.

This may lead to a student being withdrawn from their course, dismissed from their job, barred from employment in that profession, and/or a criminal investigation.

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Perth College UHI

Paper No. 13

Committee	Engagement Committee
Subject	Board of Management Development Plan 2019-20
Date of Committee meeting	29/08/2019
Author	Ian McCartney, Clerk to the Board Of Management
Date paper prepared	22/08/2019
Executive summary of the paper	<p>This paper summarises dates and proposed topics for Board of Management Development sessions during 2019-20.</p> <p>Engagement Committee is invited to consider relevant topics for the coming months.</p>
Consultation How has consultation with partners been carried out?	Outline discussions with Chair of Board and Principal
Action requested	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes/ No
Risk implications (If yes, please provide details)	Yes/ No Click or tap here to enter text.

Perth College UHI

<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>Improves effectiveness and decision-making at Board level</p>
<p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>Yes/ No</p>
<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Status (e.g. confidential/non confidential)</p>	<p>Non-confidential</p>

Perth College UHI

Freedom of information	Yes/ No
Can this paper be included in "open" business?*	

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

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

Perth College UHI

Board of Management Development Plan - Academic Year 2019-20

Strategic Development Days

Date	Topics	Participants
28 September 2019	<ul style="list-style-type: none"> • Estates Future Planning • Scenario Planning 	All Board members plus Senior Management Team
28 March 2020	Topics to be agreed	All Board members plus Senior Management Team

Development Evenings

Date	Topics	Participants
14 November 2019	Guaranteeing Good Governance (tbc)	All Board members plus Senior Management Team
14 May 2020	Innovation and enterprise Dr Ken Thomson, Principal of Forth Valley College (tbc)	All Board members plus Senior Management Team

Equality Diversity and Inclusion Team (EDIT)

Note of meeting held on Thursday 20 June 2019

09.30am, Room 019, Brahan

Present: Jennifer McGillivray, HR Interim (Chair)
Ian Bow, Health, Safety and Wellbeing Adviser
Lorenz Cairns, Depute Principal Academic
Charlie Collie, Subject Leader, SVS
Jane Edward, Unison Representative
David Gourley, Head of Learning & Teaching Enhancement
Gerald McLaughlin, Additional Support Team Leader
Sara O'Hagan, EIS-FELA Representative
David Snowden, Exams Manager, AST
Gilbert Valentine, Head of Estates

Apologies: Catherine Etri, Associate Principal (Academic)
Stuart Hope, Unison Representative
Susan Hunter, Head of HR & OD
Christiana Margiotti, SDD,CCI

Note Taker: Kirsty Campbell

Summary of Action Items

Ref	Action	Responsibility	Timeline
4.	Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting		
	a) LGBT Charter of Rights Inform SH that the responsibility for taking forward should sit with UHI and that Perth would welcome being involved in any work as part of a wider UHI group.	JMcG/E&D Adviser	July 2019
	b) Menopause Policy A draft college policy to be presented at the next EDIT meeting.	JMcG/E&D Adviser	Sept 2019
6	Commemoration of E&D Days SLWG involving HISA Perth to be formed to take forward drafting of a schedule of 4 to 5 days the College would commemorate for AY 2019/20 and bring schedule to next EDIT meeting	RO	Sept 2019

Summary of Action Items

Ref	Action	Responsibility	Timeline
7	<p>Period Poverty (free sanitary wear) Coan machines to be removed in the interim and the use of machines and supply of products to be reviewed once the new supplier is appointed.</p>	GV/RO	Sept 2019
8	<p>UHI Equality, Diversity and Inclusiveness Policy JMCG to distribute policy and collate feedback from members to bring to the next EDIT meeting.</p>	JMcG/All	Sept 2019
9	<p>Internal Audit JMCG to send out internal audit doc to members.</p> <p>E&D Working Groups/cross-college support for new E&D Adviser to be advised for priority workflows – statutory reporting, strategic and operational planning, gender action plan.</p>	JMcG JMcG	June 2019 July 2019/ongoing
14	<p>Shuttle Bus A costing exercise for a campus mobility service for students to be carried out.</p>	GV/GMcL	Sept 2019
15	<p>Unison Items</p> <p>a) Brexit Circulate settlement scheme information to all staff/students with the proviso that it may be subject to change</p> <p>b) E&D and Poverty Ask marketing to produce promotional materials to communicate the college support networks and initiatives</p> <p>c) Disability Pay Gap/Disability Confidence Scheme/Disability Adjustment Leave Policy/Reasonable Adjustment Passport scheme To keep as an agenda item and for these issues to be revisited once HR and the new E&D Adviser had caught up with legislative requirements.</p>	JMcG JMcG CSW	June/Aug/Sept 2019 August 2019 Sept 2019/Ongoing

Summary of Action Items

Ref	Action	Responsibility	Timeline
16	EDIT Quorate Numbers – ToR The Overview document to be updated to advise that full attendance was expected at all meetings. Nominations for deutes to be submitted to JMcG/CWS by all members	JMcG/CSW All	Immediately August 2019

MINUTES:

Item	Action
<p>1. Welcome & Apologies</p> <p>Jen McGillivray welcomed all present to the EDIT meeting.</p> <p>Apologies were noted.</p>	
<p>2. Addition to the Agenda for AOCB</p> <p>No additional items were noted.</p>	
<p>3. Minutes of previous meeting</p> <p>Approved as a true and accurate record</p>	
<p>4. Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting</p> <p>a) LGBT Charter of Rights LC had received an update from SH to say that was something he had started while in post at Perth and had thought Perth were continuing to take forward. After discussion, the meeting agreed that the responsibility for taking forward should sit with UHI and that Perth would advise that they would welcome being involved in any work as part of a wider UHI group.</p> <p>b) Menopause Policy JMcGill fed back on Menopause at Work Seminar held at Perth Theatre on 26 April. The event had been very informative and gave examples of good workplace practice including: Raising awareness Training for line managers Support groups Environmental adjustments</p>	<p>JMcG/E&D Adviser</p> <p>JMcG/E&D</p>

Item	Action
<p>After discussion, EDIT members agreed the issue of menopause in the workplace did merit a college policy and a draft policy would be presented at the next meeting.</p>	<p>Adviser</p>
<p>5. Equality, Diversity and Inclusion Adviser Appointment JMcG advised members that a new Adviser had now been appointed and was due to start Wednesday 26 June 2019.</p>	
<p>6. Commemoration of E&D Days Members reiterated the discussion that took place at the previous EDIT meeting on 21 March 2019 and agreed that a short life working group be set up to take this forward.</p>	<p>RO</p>
<p>7. Period Poverty (free sanitary wear) update GV confirmed that signs were now on all dispensing machines saying freely available for use, plus boxes providing sanitary products were situated in all female and accessible toilets. – still decision outstanding on whether keep or remove dispensing machines. Tender up for renewal of sanitary service, current supplier COoan have declined to tender – tenders still being evaluated, procurement in process of clarifying tender.</p> <p>The College is in the process of renewing its tender. Coaan the current provider, had declined to submit a bid on this occasion and therefore the contract would go to a new supplier who would continue with the same service of providing sanitary bins and filling dispensing machines and providing individual products.</p> <p>Members discussed what arrangements the College should have in place. There was also a need to provide sanitary products during holiday periods when individual products dispensed from a machine might not be a suitable solution. It was noted that the Curriculum Administration Team were happy to keep a stock of emergency products for distribution.</p> <p>It was agreed that the Coan machines should be removed in the interim and the need for machines and supply of products to be reviewed once the new supplier is appointed. A decision can be at a later stage on whether the College would procure its own products.</p>	<p>GV/RO</p>
<p>8. UHI Equality, Diversity and Inclusiveness Policy – update JMCG to distribute policy and collate feedback from members to bring to the next EDIT meeting.</p>	<p>JMcG/All</p>
<p>9. Internal Audit - update JMcG referred to the paper extracted from the Henderson Loggie report and the 9 identified actions relating to equality mainstreaming.</p>	

Item	Action
<p>JMcG advised that the 9 actions relating to equality mainstreaming identified by the Henderson Loggie report would be priority work for the newly appointed E&D Adviser. The timeline for completion was now March 2020.</p> <p>Members agreed that it was important that the new E&D Adviser be supported in the large volume of work required to be undertaken; where relevant this should include work groups or partnership working involving other key members of staff.</p> <p>Action: JMcG to send out internal audit documents to members for reference.</p>	<p>JMcG</p> <p>JMcG</p>
<p>10. British Sign Language – Update GMcL gave a verbal update.</p> <p>RO/GMcL had attended an event in Edinburgh which identified various, different approaches across the college sector.</p> <p>Next steps for BSL Bill – responsibility for taking this forward sits with UHI and it was now a standing item at the UHI Disability Practitioners Group. GMcL is a member of this group.</p> <p>CPD for staff training had been approved – member of student support team will undertake the Level 2 BSL. The course was over 150 hours and costs £600.</p>	
<p>11. Cross College Hearing Equipment GMcL gave a verbal update</p> <p>Action of Hearing Loss had been to the college to carry out an audit, and made a recommendation for a hearing loop system in ASW. This had been costed and was now underway. Moving forward will also look at providing systems in reception areas, which would be a much less costly exercise.</p>	
<p>12. Employee Information Action Plan – update JMcG advised that the current plan is from 2015, therefore there was a need to review its relevance and accuracy.</p> <p>The new E&D Adviser had been appointed to a 0.6 post with the immediate priority to be equality reporting. This would take precedence over strategic and operational planning.</p> <p>The meeting noted its concern that the College was behind in its public sector equality reporting duties.</p>	
<p>13. Gender Action Plan - update JMcG reiterated the 2020 timeline for the College to produce a Gender Action Plan which gave leeway for the work to be picked up by the new E&D Adviser.</p>	

14. Shuttle Bus

GMcL raised the matter of the provision of this facility and his concern that there was no longer a dedicated minibus available to provide this service.

The meeting discussed the issues around the very low uptake for the service noting that there was a need to provide a fit for purpose system in place to ensure learners were able to access all campus building.

The meeting agreed that a costing exercise be carried out into the most efficient model to put in place.

GV/GMcL

15. Unison Items

JE highlighted the following key agenda items:

a) Brexit – arrangements for supporting EU staff and students

Agreed that the information poster on the settlement scheme be communicated to all staff/students with the proviso that it may be subject to change pending approval by parliament of the draft withdrawal agreement in Autumn 2019.

JMcG

b) E&D and poverty (food and fuel poverty)

These were big issues faced by all members of the college community.

The meeting agreed the college's priority, as an education provider, was to recognise and continue with what it was already doing eg breakfast club, working with the Trussel Group, being a living wage employer and ensure this work is communicated effectively. Delivering a good education to enable learners to succeed ultimately is how the College can support its student community.

Action: ask marketing to produce promotional materials to communicate the college support networks and initiatives

JMcG

b) Disability Pay Gap

TUC currently lobbying the UK Government to make this a statutory reporting

Disability Confidence Scheme – the College membership is currently lapsed, although it is probably still meeting the requirements for first level membership of this scheme

Disability Adjustment Leave Policy – a college policy together with signing up to the Reasonable Adjustment Passport scheme would benefit the organisation and its staff. Benefits would include allowing absence to be recorded as a reasonable adjustment rather than sickness absence and allowing smoother transitions for employees

when moving between posts or when there are changes to line management.

Members commented that these were worthwhile and important initiatives that merited consideration and proper consultation to introduce. It was agreed to keep as an agenda item and for these issues to be revisited once HR and the new E&D Adviser had caught up with legislative requirements.

CSW

16. EDIT Quorate Numbers – ToR – update

JMcG advised that a Quick Overview for Staff document set out the purpose of EDIT meetings. The overview did not include a reference to quorate numbers

After discussion, members agreed that the reference to quorate numbers in the Overview document should state that full attendance was expected at all meetings. There should also be a deputy system in place.

Action: all members to send in nominations for deputies to JMcG/CSW

All

Action: quorate similar to H&S full attendance required and go ahead anyway.

JMcG/CSW

17. EDIT Members Updates

No further updates were raised.

18. AOCB

No items were raised for discussion under AOCB.

19. Dates and times of future meeting:

The dates for the 2019-20 cycle of meetings to be confirmed and circulated.

CSW

All meetings are on Thursdays, 9.30-11.30, Rm 019.

Meeting End

The meeting ended at 10.55am.

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