

# Engagement Committee

## Agenda

**Meeting reference:** Engagement 2019-20/02

**Date:** Thursday 30 January 2020 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.

	<b>Agenda Items</b>	<b>Author</b>	<b>Led by</b>	<b>Paper</b>
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Interest in any Agenda Item		Chair	
4	Minutes of the meeting held on 07 November 2019		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	<b>Student Engagement</b>			
*6.1	HISA Perth College Update	Student President	Student President	Paper 2
*6.2	HISA Perth Plan of Work	Student President	Student President	Paper 3
7	<b>Performance Monitoring</b>			
7.1	Balanced Scorecard	Project & Planning Officer	Clerk	Paper 4
7.2	Student Surveys: Induction Early Experience Survey 2019-20	Head of Student Experience	Depute Principal (Academic)	Paper 5
8	<b>External Engagement</b>			
*8.1	External Engagement Update	Vice Principal External	Vice Principal External	Paper 6

9	<b>Staff Engagement</b>			
*9.1	HR Update	Head of HR & Organisational Development	Head of HR & Organisational Development	Paper 7
9.2	Consultation Update		Principal	Verbal
10	<b>Compliance</b>			
10.1	Review of Risk Register (Committee to review current Risk position within responsibility area and advise on any items discussed affecting the Risk Profile of the College or individual departments)	Clerk	Chair	Paper 8
10.2	Staff Governance Standard	Head of HR & Organisational Development	Head of HR & Organisational Development	Paper 9
11	<b>Committee Minutes</b> (for noting by Committee)			
11.1	EDIT <ul style="list-style-type: none"> <li>• 28 November 2019</li> </ul>			Paper 10
11.2	Staff Engagement Group <ul style="list-style-type: none"> <li>• 08 November 2019</li> </ul>			Paper 11
11.3	Student Engagement Group <ul style="list-style-type: none"> <li>• 22 October 2019</li> </ul>			Paper 12
12	<b>Date and time of next meeting:</b> <ul style="list-style-type: none"> <li>• 07 May 2020</li> </ul>		Clerk	
*13	Review of meeting (Committee to check against Terms of Reference to ensure all competent business has been covered)		Chair	Paper 13

# Engagement Committee

## DRAFT Minutes

**Meeting reference:** Engagement 2019-20/02

**Date and time:** Thursday 07 November 2019 at 5.30pm

**Location:** Room 019

**Members present:** Sharon Hammell, Board Member (Chair)  
Debbie Hutchison, Board Member  
David Littlejohn, Board Member  
Lynn Oswald, Board Member  
Margaret Cook, Principal  
Amy Studders, President HISA Perth

**In attendance:** Lorenz Cairns, Depute Principal (Academic)  
Catherine Etri, Associate Principal (Curriculum)  
Veronica Lynch, Vice Principal (External)  
Katy Harrington, Head of HR & Organisational Development  
Ian McCartney, Clerk to the Board of Management

**Apologies:** John Dare, Board Member (Staff)  
Michaela Asisten, VP Education & Engagement HISA Perth

**Chair:** Sharon Hammell

**Minute Taker:** Ian McCartney

**Quorum:** 3

Summary of Action Items			
Ref	Action	Responsibility	Time Line
6.2	<b>Student Partnership Agreement</b> Clerk to liaise with Principal, HISA Perth and Marketing to arrange for official signing of Agreement	Clerk	ASAP
8.3	<b>International Strategy</b> Further clarity required on income and surplus levels	Vice Principal (External)	F&GP/Audit meetings
8.3	<b>International Strategy</b> Publish final paper following redaction of Appendix 3	Clerk	Completion of approval cycle

**Minutes:**

Item		Action
1.	<p><b>Welcome and Apologies</b></p> <p>The Chair welcomed everyone to the meeting. Apologies were noted.</p>	
2.	<p><b>Additions to the Agenda</b></p> <p>There were no additions to the agenda.</p>	
3.	<p><b>Declaration of Interest in any Agenda Item</b></p> <p>There were no declarations of a conflict of interest.</p>	
4.	<p><b>Minutes of Meeting held on 29 August 2019</b></p> <p>The minutes were approved as a correct record.</p>	
5.	<p><b>Matters Arising from Previous Minutes</b></p>	
	<p><u>6.1 HISA Perth Plan of Work</u></p> <p><b>Action:</b> Plan to be circulated once additional details around targets, etc had been added</p> <p><b>Action Update:</b> Verbal update provided as part Agenda Item 6.1; HISA Perth President to distribute full Plan of Work prior to next meeting.</p> <p><u>6.2 Student Partnership Agreement</u></p> <p><b>Action:</b> Progress to be reported at next meeting</p> <p><b>Action Update:</b> Completed Agreement on Agenda as Item 6.2</p> <p><u>10.1 Promoting a Positive Learning Environment</u></p> <p>Action: Clerk to liaise with the College's Quality Manager to provide clarity of role definition under Section 7.1 of policy</p> <p><b>Action Update:</b> Deferred to next meeting</p> <p><u>10.2 Student Code of Conduct</u></p> <p><b>Action:</b> Clerk to discuss issue over wording with the College's Quality Manager with a view to providing HISA with clearest advice on taking the matter forward.</p>	

	<p><b>Action Update:</b> Deferred to next meeting</p> <p><u>12 EDIT – Disability Confident Scheme</u></p> <p><b>Action:</b> Clerk to explore lapse of Scheme and respond to Committee</p> <p><b>Action Update:</b> Scheme still operation, matter discussed at EDIT and carried forward to November meeting</p>	
<b>6</b>	<b>Student Engagement</b>	
<b>*6.1</b>	<p><b>HISA Perth Update</b></p> <p>President HISA Perth provided a verbal update, summarising the range of work carried out by the HISA Perth team since August.</p> <p>Main points noted included; a shift from output to outcome based work; a higher level of Communications, with particular focus Class Reps, Societies, Halls, and Online communities; working collaboratively with the college and external organisations in order to increase capacity and develop partnerships; ensuring systems are in place to ensure better accountability to our members and stakeholders in terms of outcomes and properly communicate the difference and value we bring to the college, and the wider Perth community.</p> <p>President HISA Perth note that the Association is investigating the possibility of recruiting a student Communications Intern to increase and better manage the promotion and communication of HISA Perth activities, with particular focus on developing the Association’ social media presence.</p> <p>President HISA Perth extended thank to the College for assistance provided in the training provided to Class Reps, in particular the staff support provided in the delivery of numerous training sessions. Feedback from the Reps was positive, and the shift to more interactive sessions than in previous years was well-received.</p> <p>HISA Perth President informed Committee that the planned Rep Conference has been postponed until January due to staffing shortages, and to ensure there is enough time to produce a high-quality event.</p> <p>HISA Perth President noted that the GYST (Get Your Self Together) campaign - focusing on some of the real issues that affects students, eg identity, mental health, welfare, hate crime, bullying, security, etc - is due to start on 4<sup>th</sup> November, and the workshops are being heavily promoted across the College.</p>	

	<p>HISA Perth President also noted that the Association is currently working with the local Council regarding Council Tax Exemptions during the summer for our students progressing from HND to Degree programmes.</p> <p>Committee noted that HISA Perth is currently producing an internationalisation strategy, with a focus on ensuring more culturally diverse (including free-from) food offerings are available on campus; working with the Languages, ESOL and AST to create a buddy system to aid International students better integrate into our community; and assist in the promotion of different cultures and languages to provide students with an edge in employment within a more globalised world.</p> <p>HISA Perth President also noted that the Association will be heavily promoting a Voter Registration drive in advance of the General Election, and asked for assistance in ensure IT facilities were available to assist in this campaign.</p> <p>Board Member noted amount of work being undertaken by HISA Perth and sought reassurance that this was being reflected within the Plan of Work. HISA Perth President confirmed that the Plan of Work would cover the core aspects noted in the verbal update.</p> <p>Chair asked HISA Perth President to expand on the staffing shortages raised during the update. HISA Perth President noted that HISA had arranged for temporary cover and additional support to be in place whilst a key staff member was off sick.</p>	
*6.2	<p><b>Student Partnership Agreement 2019/20</b></p> <p>President HISA Perth introduced the Student Partnership Agreement for 2019/20, noting that the themes had been developed following input by SRC during AY 2018/19, and that the Agreement had been scrutinised and approved by the most recent meeting of Student Engagement Group.</p> <p>Board Member noted a number of positive aspirations within the Agreement, however asked how certain aspects of the Agreement could be resourced, eg the move to paperless classes and course materials. Principal noted that the wording used within the document was a positive factor as it reflected the longer-term nature of the aspirations.</p> <p>Committee <b>APPROVED</b> the Student Partnership Agreement 2019/20. Clerk to liaise with Principal, HISA and Marketing to arrange for a suitable time and venue for the official signing of the Agreement to allow for maximum publicity.</p>	Clerk

*6.3	<p><b>Student Mental Health Agreement 2019/20 - Update</b></p> <p>President HISA Perth noted to Committee that the Student Mental Health Agreement was now a UHI—led project, and therefore does not need approval by partner Colleges. President HISA Perth further noted that HISA Perth would be represented on the UHI committee leading the project.</p> <p>Following a question from the Chair regarding the effect this may have locally, President HISA Perth noted that the approach to the Agreement will be a more generic framework with a small amount of localised input.</p> <p>Principal noted on related topic that Scottish Government funding of 80 counsellors within post-16 education was due to be finalised, and that UHI approach was likely to be centralised retention of this funding with a division of resource to academic partners will be confirmed via Partnership Council.</p>	
7	<p><b>Performance Monitoring</b></p>	
7.1	<p><b>Balanced Scorecard</b></p> <p>Clerk noted that not enough raw data had been provided to produce a meaningful commentary scorecard at this point, with particular shortfall related to the number of full-time programmes containing substantial work experience, and the number of students undertaking apprenticeships.</p>	
8	<p><b>External Engagement</b></p>	
*8.1	<p><b>External Engagement Update</b></p> <p>Vice Principal (External) apologised for the late tabling of the External Engagement paper, which was due to a recent business trip to China, before summarising the document.</p> <p>Vice Principal (External) noted in particular that Perth College was now the top-rated British Council Language School in Scotland; that the partnership with the Hunan Institute of Engineering continues to develop with the highest number of students now progressing to degree level, which will prompt a review of the delivery model given future expansion; that routes to new partnerships are looking favourable in China, US and India; and that the Statement of Assurance from Education Scotland related to UKVI Tier 4 licenses had noted the College’s “exemplary practice”.</p> <p>HISA Perth President noted the paper’s reference to the visit of</p>	

	<p>Richard Lochhead (Minister for FE, HE &amp; Science) to the campus, and asked why the Association had not been informed of this campus visit. Principal apologised for this oversight and assured the Association that such an omission will not be repeated.</p> <p>Board Member queried the focus on developing links with China given the current negative press surrounding digital security and risks. Vice President (External) noted that the College had robust policies and firewalls in place within the ICT department as students based in China can access the College VLE, however consideration was being given to bolstering systems in terms of IP and data.</p>	
<p><b>*8.2</b></p>	<p><b>Business Development Strategy</b></p> <p>Vice Principal (External) introduced the Business Development Strategy paper, noting that the primary goal is to significantly impact the growth and development of the regional economy, while achieving closer engagement between Business Development and Curriculum teams within the College.</p> <p>Vice President (External) noted that a more focused targeting of sources of revenue would be required, as would better alignment to local and regional business needs. A core aspect of the strategy will be the use of a “key account” approach to business development, rather than selling education-based “products”.</p> <p>Vice Principal (External) concluded by noting that the document was very much in an iterative stage as would need discussion and approval at F&amp;GP and Board level, however the initial staff consultation had already been conducted, and the document provides a framework for how to target new business opportunities.</p> <p>Board Member welcomed the paper, noting that it clearly sets out the direction of travel for this area, however asked for clarification on some key data as some information does not tie in with Council projections in terms of timescales for implementation. Clarity was also sought regarding 2-weekly wage figure within the Business Base.</p> <p>Board Member noted that there was no timeline utilised within the RAG summary. Vice Principal (External) will add this to future iterations.</p> <p>Committee discussed the opportunities provided by the College meeting the needs of micro-businesses and the use of collaborative business spaces</p>	

<p><b>*8.3</b></p>	<p><b>International Strategy (CLOSED Item)</b></p> <p>Vice Principal (External) introduced paper 5, noting the strategic need for increased sources of income and the opportunity to build on College's international reputation.</p> <p>The proposed strategy provides a phased approach to developing existing international markets and moving into growing and target markets, assisted by the recent changes to post-study work visas.</p> <p>Vice Principal (External) outlined that the metrics in the growth targets were linked to the Strategy Map &amp; Balanced Scorecard section, producing a projected increase in overall Perth College share of revenues from £900k in current year to £2.7m by Year 5.</p> <p>Board Member thanked Vice Principal for comprehensive paper before seeking further clarity on income and surplus levels. Vice Principal agreed, and would produce an updated paper for consideration by Finance and Audit Committees.</p> <p>Committee discussed closed nature of this item, noting that that paper could be published on the website following redaction of Appendix 3 due to commercially-sensitive information.</p>	<p>Vice Principal (External)</p> <p>Clerk</p>
<p><b>9</b></p>	<p><b>Staff Engagement</b></p> <p>Head of HR &amp; Organisational Development provided update on staffing issues, noting the progress made on job evaluations, and the 6<sup>th</sup> December deadline for feedback being submitted to the consultation process.</p> <p>Head of HR &amp; Organisational Development expanded on the summary of work being conducted on TOIL, noting that analysis of current levels of TOIL was being prepared for the next meeting of CMT. It was also noted that date for transition from old to new TOIL arrangements would need agreed.</p> <p>Following a brief discussion, Committee agreed that Clerk would discuss issue over wording with the College's Quality Manager with a view to providing HISA with the clearest advice on taking the matter forward.</p>	
<p><b>10</b></p>	<p><b>Board Visibility &amp; Understanding of the Board's Role</b></p> <p>Chair introduced a discussion item based around the need to sense-check Committee's current understanding of the Board's role around key issues, particularly within the context of the current consultation</p>	

	<p>process, and asked Committee to consider how the Board could be doing anything differently.</p> <p>The discussion resulted in some suggestions for wider consideration, noting that more reassuring messages about the transparency of PCUHI governance processes would be helpful in building and maintaining staff and student confidence in the college's response to financial challenges which are being experienced across the FE sector.</p>	
<b>11</b>	<p><b>Chair's Update</b></p> <p>Chair noted an intention to step down from the Board in the new year, and outlined the likely process once a leaving date and succession plan had been agreed.</p>	
<b>12</b>	<p><b>Committee Minutes</b></p> <p>The minutes for the following meetings were received and noted:</p> <ul style="list-style-type: none"> <li>• EDIT, 05 September 2019</li> <li>• Staff Engagement Group, 06 September 2019</li> <li>• Student Engagement Group, 09 September 2019</li> </ul>	
<b>13</b>	<p><b>Date of Next meeting</b></p> <ul style="list-style-type: none"> <li>• 30 January 2020 at 5.30pm</li> </ul>	
<b>14</b>	<p><b>Review of Meeting</b></p> <p>The Committee agreed the meeting had covered its Terms of Reference.</p>	

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  (Except Item 8.3)**

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

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

The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 1998. 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. 2

<b>Committee</b>	Engagement Committee
<b>Subject</b>	HISA Perth update
<b>Date of Committee meeting</b>	30/01/2020
<b>Author</b>	Amy Studders, HISA Perth President
<b>Date paper prepared</b>	23/01/2020
<b>Executive summary of the paper</b>	This paper provides an update on the current work being undertaken by HISA Perth
<b>Consultation</b> How has consultation with partners been carried out?	N/A
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	No
<b>Risk implications</b> (If yes, please provide details)	No Click or tap here to enter text.
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with:	Click or tap here to enter text.

## Perth College UHI

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

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

## Perth College UHI

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

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

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

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

and

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



their local student officers to account as well the regional officers, they will also be given the opportunity to question MSPs.



### Student Finances

- We have been campaigning for Council Tax Exemptions during the summer for our progression students (eg: progression from HND to Degree). Access to water fountains and microwaves (installation, cleaning, management, policing, health & safety, etc.) are still high on the agenda. We are working with sodexo for more student friendly meal deals, & budgeting workshops (through GYST) to create a “sticky campus” and keep our members on campus with for longer - for a better education experience

### Internationalisation

- The association will be launching an internationalisation strategy for HISA Perth to ensure that we have a more culturally diverse (+ freefrom & hot) food offerings on campus. This is to further cement our work with the collage, eg: with the languages and ESOL (+ AST) dept to create a buddy system and language cafes to aid our International members integrate into our community and give them an edge in employment - as we move into a more globalised world

### Tea and a chat

- We are looking at creating a socialising space in the College which will allow students to interact with each other and help to tackle mental health.
- The first session will be taking place on the 5th February.

### Refreshers

- We will be providing a ‘refreshers’ day for students in the Union, similar to our HISA House Party. We will be providing a relaxing day for students and allow them to interact with each other and ourselves so that we can gather feedback on Semester 1 and look at what they would like to see for Semester 2.



### Mental Health

- We are contacting various organisations throughout the city of Perth to offer students opportunities for extra support and also volunteer or work experience.
- We are also looking at hosting events in relation to Mental Health Awareness days, working alongside the college and the organisations we are contacting.

### Clubs and Societies

- On 22nd January the Perth College Blizzards played a friendly against Fife College in basketball arranged between HISA Perth and Fife College Students Association.
- An Argentine Tango club is being started up by a student, commencing in February.
- We have 3 teams (men's basketball, women's football, men's football) entered in the Scottish Student Sport College National Finals, matches start in February.



**Perth College UHI**

Paper No. 3

<b>Committee</b>	Engagement Committee
<b>Subject</b>	HISA Perth update
<b>Date of Committee meeting</b>	30/01/2020
<b>Author</b>	Amy Studders, HISA Perth President
<b>Date paper prepared</b>	28/01/2020
<b>Executive summary of the paper</b>	This paper provides an update on the Plan of Work being undertaken by HISA Perth, including key targets and achievements
<b>Consultation</b> How has consultation with partners been carried out?	N/A
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	No
<b>Risk implications</b> (If yes, please provide details)	No Click or tap here to enter text.
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with:	Click or tap here to enter text.

## Perth College UHI

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

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

## Perth College UHI

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

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

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# 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 our members through surveys and the SRC (Student Representative Council) 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. The plan of work shall be produced for presentation to elected course representatives and the HISA executive committee. The plan of work will also be presented to the Perth College UHI Board of Management to aid in it's legal compliance (Education Act 1994).

### Structure

4. There are three parts to the HISA Perth plan of work:
  - a. **Priority** Plan of Work  
This is the agreed priority area of work of the executive committee.
  - b. **Executive** Plan of Work  
Each executive officer leads on particular, personal areas according to their officer portfolio and **manifesto** pledges.  
These are developed during the officer induction and training and worked on during the year.
  - c. **Continual** Plan of Work  
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.

# 1 Priority Plan of Work

## Executive Team

### Engaging our members through a programme of events

HISA Perth will increase how many and how often members 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 HISA's work to its constituency.

The priorities for the HISA Perth executive are focused on increasing engagement of our members 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 of our members reported that they were unsure of the work of HISA Perth.

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.

## Indicators

Output	Date	Indicator	Target	Current	Implementation
Freshers	Aug 19	Promo material student students	1	1	Completed
	Aug 19	Briefing for college staff	1	1	Completed
	Sept 19	HISA engagement day	1	1	Completed
	Sept 19	Freshers fayre	1	1	Takes place - completed
Green week	Oct 19	Event takes place	1	1	Completed
GYST	Sept 19	Programme of events agreed with HISA and key college staff	1	1	Completed
	Nov 19	Event takes place	1	1	Completed
Halloween event	Nov 19	Event takes place	1	1	Completed
Christmas event	Dec 19	Event takes place	1	1	Completed
Mental Health Awareness week	May 20	Event takes place	1	0	-
Diwali	Oct 19	Event takes place	1	0	-
Chinese New Year	Jan 20	Event takes place	1	1	Promotional and educational materials for students to celebrate and learn about Chinese New Year
Burns Day	Jan 20	Event takes place	1		
LGBTQ Month	Feb 20	Event takes place	1		
Valentine's Day	Feb 20	Event takes place	1		

## Strategic Alignment

<p><b>HISA Strategic Plan 2019-2022</b></p>	<p>3.4 Equality, diversity and inclusiveness are embedded in all HISA activity</p> <p>5.1 Every student at UHI has the opportunity to take part in extracurricular opportunities</p> <p>5.2 To enhance the student social experience across the UHI Partnership</p> <p>6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community</p> <p>7.1 All members know who HISA are, the opportunities, and services it offers and how HISA can help them</p> <p>7.2 Members know their role in HISA and feel like they have a stake in their community</p>
<p><b>Perth College UHI Strategic Plan 2016-2021</b></p>	<p>1.4 Increase opportunities for students to shape their own learning, the life and work of the University and College and to share in a diverse range of cultural activities.</p>
<p><b>sparqs (student partnerships in quality Scotland) Student Engagement Framework for Scotland</b></p>	<p>Elements of Student Engagement</p> <ol style="list-style-type: none"> <li>1. Students feeling part of a supportive institution</li> </ol> <p>Features of Effective Student Engagement</p> <ol style="list-style-type: none"> <li>1. A culture of engagement</li> </ol>

# 2 Executive Plan of Work

## Vice President Education and Engagement

### Education and Engagement

HISA Perth Education and Engagement Plan of work aims to improve the delivery of education. Part of their work is to produce research and influence policy discussion at a Strategic Committee and Board of Management level to improve all aspects of education. We also work to improve education at a Regional and National level through partnerships, campaigns, and lobbying through HISA, NUS Scotland, and engaging MP's and MSP's. Our aim is to improve the quality of education through representation and engagement.

### Indicators

Output	Date	Indicator	Target	Current	Implementation
Class reps training	Jun 20	% of trained reps	63%	62%	Collaboration with sparqs and Perth College UHI
SRC's	Jun 20	Number of councils	4	1	SRC review carried out, and format changed following consultation with Education Scotland
		Attendance	50	75	
Internationalisation	Jun 20	Strategy	1		
		Setup buddy system	1		
Campaigns	Jun 20	Council tax exemptions for students transitioning between course levels	1		Negotiating with relevant city officials

## Strategic Alignment

<p><b>HISA Strategic Plan 2019-2022</b></p>	<p>2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representatives system region wide that takes into account all learning modes and demographics</p> <p>2.3 HISA will provide top level training, support and development for its representatives and officers at local and regional level to ensure a world class student academic experience</p> <p>2.4 HISA's officer structure will be innovative, effective and reflect the needs of its students, UHI and the Partners</p> <p>3.3 Throughout UHI, officers, volunteers and representatives will work in partnership with academics and the wider staff community to solve problems and provide an evidence base to drive policy change</p> <p>4.3 To develop employability prospects for all students</p> <p>5.1 Every student at UHI has the opportunity to take part in extracurricular opportunities</p> <p>7.2 Members know their role in HISA and feel like they have a stake in their community</p> <p>7.3 Members are aware of the causes and consequences of student issues and problems</p> <p>7.5 Local, regional and national media see HISA as a vital contributor on education and political issues</p> <p>8.3 HISA will create employment opportunities for students who will gain valuable experience and skills</p> <p>10.1 HISA will operate with outstanding student led governance</p>
<p><b>Perth College UHI Strategic Plan 2016-2021</b></p>	<p>1.1 Give each student the best possible learning experience.</p> <p>1.3 Support and inspire our students to complete their chosen course and attain their qualification.</p> <p>1.5 Empower and support students to develop personal resilience, career management and entrepreneurial skills through building self-awareness.</p> <p>1.6 Continue to develop the appropriate interventions needed to support those furthest from the employment market to access education and raise aspirations.</p> <p>1.7 Enhance student engagement by strengthening the student voice and supporting the further development of a thriving, effective and sustainable Students' Association.</p>

	<p>3.1 Provide a high quality, relevant curriculum which promotes skills for life, learning and work for a proficient and adaptable workforce in regional general and niche specialisms.</p> <p>3.4 Ensure that students gain career management and employability skills that are sought after by employers and have the skills to be successful in their career choices.</p> <p>4.7 Mainstream the values and practices of equality, diversity and inclusiveness.</p>
<p><b>sparqs Student Engagement Framework for Scotland</b></p>	<p>Elements of Student Engagement</p> <ol style="list-style-type: none"> <li>2. Students engaging in their own learning</li> <li>3. Students working with their institution in shaping the direction of learning</li> <li>4. Formal mechanisms for quality and governance</li> <li>5. Influencing the student experience at national level</li> </ol> <p>Features of Effective Student Engagement</p> <ol style="list-style-type: none"> <li>1. A culture of engagement</li> <li>2. Students as partners</li> <li>3. Responding to diversity</li> <li>4. Valuing the student contribution</li> <li>5. Focus on enhancement and change</li> <li>6. Appropriate resources and support</li> </ol>

# 3 Executive Plan of Work

## Vice President Activities and Welfare

### Activities and Welfare

HISA aims to ensure that there are opportunities for our members to attend events, join a society, have access to services that ensures their welfare, and campaign for sustainability. We do this through partnerships across the student movement, departments within Perth College UHI, and local NGO's and Organisations within the City of Perth and beyond. We also work to ensure there are developmental opportunities for our members to enhance their transferable skills to increase their chances of getting a job in their career of choice.

### Indicators

Output	Date	Indicator	Target	Current	Implementation
Sports Clubs and Student Societies	Jun 20	Number of affiliated societies	15	13	Promotional material to educate our members on the benefits and process of starting their own society
GYST – student essential information and advice month	Nov 19	Number of org. & events	15	20	Completed. Lessons learnt for future events
		Average attendance	25	3	
Environmental impact	Jun 20	Ban single use and plastic cups on campus	1		Negotiate with the colleges' catering provider and provide alternative solutions
Members able to heat "pack lunches" on campus	Jun 20	Microwaves on campus	1		Work with the college to provide a solution. Supporting our elected representatives in their efforts
'Tea & chat' wellbeing groups	Jan - Jun 20	Number of groups	5		Current promotion and organisation of event
		Average attendance	10		

## Strategic Alignment

<p><b>HISA Strategic Plan 2019-2022</b></p>	<p>3.1 HISA becomes the place that students and academics alike recognise as providing independent appropriate and quality support advice on academic and welfare issues</p> <p>3.2 HISA will be a vehicle for social change at a local, regional and national level</p> <p>4.3 To develop employability prospects for all students</p> <p>5.1 Every student at UHI has the opportunity to take part in extracurricular opportunities</p> <p>5.2 To enhance the student social experience across the UHI Partnership</p> <p>5.3 To develop clubs, societies and activities that are suitable for UHI students' unique circumstances</p> <p>5.4 To ensure any student wishing to set up a club or society can do so locally or regionally</p> <p>8.3 HISA will create employment opportunities for students who will gain valuable experience and skills</p>
<p><b>Perth College UHI Strategic Plan 2016-2021</b></p>	<p>1.1 Give each student the best possible learning experience.</p> <p>1.3 Support and inspire our students to complete their chosen course and attain their qualification.</p> <p>1.4 Increase opportunities for students to shape their own learning, the life and work of the University and College and to share in a diverse range of cultural activities.</p> <p>1.5 Empower and support students to develop personal resilience, career management and entrepreneurial skills through building self-awareness.</p> <p>1.6 Continue to develop the appropriate interventions needed to support those furthest from the employment market to access education and raise aspirations.</p> <p>1.7 Enhance student engagement by strengthening the student voice and supporting the further development of a thriving, effective and sustainable Students' Association.</p> <p>3.1 Provide a high quality, relevant curriculum which promotes skills for life, learning and work for a proficient and adaptable workforce in regional general and niche specialisms.</p> <p>3.2 Ensure our provision addresses stubborn inequalities in our communities.</p>

	<p>3.4 Ensure that students gain career management and employability skills that are sought after by employers and have the skills to be successful in their career choices.</p> <p>4.1 Work effectively and efficiently to ensure the College and University thrives and prospers in environmentally, socially and financially sustainable ways.</p> <p>4.2 Increase our effectiveness and efficiency through shared processes and services across the College, University and region.</p> <p>4.3 Develop and increase commercial awareness and activity across the college to enable future investments in our facilities that improve the student experience.</p> <p>4.7 Mainstream the values and practices of equality, diversity and inclusiveness.</p>
<p><b>sparqs Student Engagement Framework for Scotland</b></p>	<p>Elements of Student Engagement</p> <ol style="list-style-type: none"> <li>1. Students feeling part of a supportive institution</li> <li>2. Students engaging in their own learning</li> </ol> <p>Features of Effective Student Engagement</p> <ol style="list-style-type: none"> <li>4. Focus on enhancement and change</li> <li>5.</li> </ol>

# 4 Executive Plan of Work

## President

Ensuring that all of our members are aware off, and have timely access to mental health support and services when they require it.

### Indicators

Output	Date	Indicator	Target	Current	Implementation
Mental Health agreement	Jun 20	Agreement signed	1		Passed on to and being lobbied at a regional level
Mental Health First Aid	Jun 20	Number of First Aiders on campus	18	14	Training carried out, and in the process of securing more training sessions for PATs and Reps
Counselling support	Jun 20	Number of counsellors	4.5 FTE	1.5FTE	Working with college and external organisations to find the best solution for our members
Mental Health Awareness Events	Jun 20	Number of events Average attendance	4 25	2 20	Thereapets - done, Tea & Chat - pending, Partnership event with external organisations - , Partnership event with college - done.

### Strategic Alignment

HISA Strategic Plan 2019-2022	<p><b>3.2 HISA will be a vehicle for social change at a local, regional and national level</b></p> <p><b>4.3 To develop employability prospects for all students</b></p> <p><b>6.2 For every UHI students to be able access to the mental health support services when they need to</b></p> <p><b>6.3 Support the UHI Partnership in creating a whole community that is committed to supporting students and communicating well about mental health</b></p>
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<p><b>Perth College UHI Strategic Plan 2016-2021</b></p>	<p>1.1 Give each student the best possible learning experience.</p> <p>1.3 Support and inspire our students to complete their chosen course and attain their qualification.</p> <p>1.5 Empower and support students to develop personal resilience, career management and entrepreneurial skills through building self-awareness.</p> <p>1.7 Enhance student engagement by strengthening the student voice and supporting the further development of a thriving, effective and sustainable Students' Association.</p> <p>3.1 Provide a high quality, relevant curriculum which promotes skills for life, learning and work for a proficient and adaptable workforce in regional general and niche specialisms.</p> <p>3.2 Ensure our provision addresses stubborn inequalities in our communities.</p> <p>3.4 Ensure that students gain career management and employability skills that are sought after by employers and have the skills to be successful in their career choices.</p> <p>4.2 Increase our effectiveness and efficiency through shared processes and services across the College, University and region.</p> <p>5.1 Continue to develop skilful, motivated and adaptable diverse staff.</p> <p>5.5 Support all staff to develop appropriate skills and qualifications through opportunities for training, scholarship and research.</p>
<p><b>sparqs Student Engagement Framework for Scotland</b></p>	<p>Elements of Student Engagement</p> <ol style="list-style-type: none"> <li>1. Students feeling part of a supportive institution</li> <li>2. Students engaging in their own learning</li> </ol> <p>Features of Effective Student Engagement</p> <ol style="list-style-type: none"> <li>5. Focus on enhancement and change</li> <li>6. Appropriate resources and support</li> </ol>

# 5 Continual Plan of Work

## HISA Perth

The continual plan of work details activities that HISA Perth undertakes every year alongside the executive officers' priorities.

### Indicators

Output	Dates	Indicator	Target	Current	Implementation
OBI Nominations	May 20	Improve on 2019 nomination levels	500	350	
Elections Candidates	Mar 20	All officer positions are contested	15	13	
Elections Turnout	Mar 20	Improve turnout on 2019 elections	15%	9.97%	
SPA 2019-20	Oct 19	Student Partnership Agreement for 2019-20 signed	1	1	Completed
SPA 2020-21 consultation	Apr 20	Consultation takes place with students and elected officers for themes in SPA	1		
SPA 2020-21	Jun 20	Agreement with Perth College on 2020-21 SPA themes and action plan	1		

## Strategic Alignment

<p><b>Perth College UHI Strategic Plan 2016-2021</b></p>	<p>1.4 Increase opportunities for students to shape their own learning, the life and work of the University and College and to share in a diverse range of cultural activities.</p> <p>1.7 Enhance student engagement by strengthening the student voice and supporting the further development of a thriving, effective and sustainable Students' Association.</p> <p>5.3 Continue to foster a culture of personal leadership and empowerment, enterprise, innovation and ownership among all staff and students.</p> <p>5.4 Ensure that all staff are valued and informed.</p>
<p><b>sparqs Student Engagement Framework for Scotland</b></p>	<p>Elements of Student Engagement</p> <ol style="list-style-type: none"> <li>1. Students feeling part of a supportive institution</li> <li>4. Formal mechanisms for quality and governance</li> </ol> <p>Features of Effective Student Engagement</p> <ol style="list-style-type: none"> <li>2. Students as partners</li> <li>3. Responding to diversity</li> <li>4. Valuing the student contribution</li> </ol>

## References

1. Education Act 1994, Section 22 Available at: <http://www.legislation.gov.uk/ukpga/1994/30/section/22> (Accessed: 24 January 2020).
2. HISA Strategic Plan 2019-2022, Available at: <https://cutt.ly/DrQ7H1q> (Accessed: 24 January 2020).
3. Perth College UHI Strategic Plan 2016-2021, Available at: <https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/strategic-plan/perth-college-uhi-strategic-plan.pdf> (Accessed: 24th January 2020).
4. sparqs Student Engagement Framework for Scotland, Available at: <https://www.sparqs.ac.uk/upfiles/SEFScotland.pdf> (Accessed: 24th January 2020).

<b>Committee</b>	Engagement Committee
<b>Subject</b>	Balanced Scorecard
<b>Date of Committee meeting</b>	30/01/2020
<b>Author</b>	Kirsty Campbell, Project & Planning Officer
<b>Date paper prepared</b>	23/01/2020
<b>Executive summary of the paper</b>	<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 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><b>The following points on the layout are to be noted:</b></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 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</p>

## Perth College UHI

	owners of the data on how best to identify and capture these figures to allow for benchmarking/comparison.
<b>Consultation</b> How has consultation with partners been carried out?	Click or tap here to enter text.  For measure 1a and 1c the Head of Student Experience was consulted  For measures 1b and 13 the interim Head of Business Development was consulted
<b>Action requested</b>	<input checked="" type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	No
<b>Risk implications</b> (If yes, please provide details)	No  Click or tap here to enter text.
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	The Balanced Scorecard KPI's stems directly from the Perth College UHI Strategic Plan 2016-21.
<u><b>Equality and diversity</b></u> Yes/ No	No

## Perth College UHI

If yes, please give details:	
<b>Island communities</b> Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	No If yes, please give details: Click or tap here to enter text.
<u><b>Data Protection</b></u> Does this activity/ proposal require a Data Protection Impact Assessment?	No Click or tap here to enter text.
<b>Status</b> (e.g. confidential/non confidential)	Non-Confidential
<b>Freedom of information</b> Can this paper be included in "open" business?*	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 type="checkbox"/>	Its disclosure would constitute a breach of confidence actionable in court	<input type="checkbox"/>
Its disclosure would constitute a breach of the Data Protection Act	<input checked="" type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>

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

## Perth College UHI

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

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

and

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

# 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	Green
Target progress maintained	Amber
Target missed	Red

Measure	Key Performance Indicator or Target	Performance
	<b>Students and Staff Achieving their Potential</b>	
1	a) Number of FT programmes that offer opportunities for work experience of equivalent to one unit or more	↔
	b) Number of students undertaking apprenticeships (total): a) SDS-funded b) Non-SDS Funded	↔
	c) Number of Vocational qualifications delivered to senior phase students	↑
	<b>Sustainability</b>	
13	Number of businesses that engage with Perth College UHI	↔

## Section 2: Detail of Performance by Measure

### Detail of Performance: Measure 1a

Students and Staff Achieving their Potential			
Measure	Key Performance Indicator or Target	Performance	Trend
1	<b>Students and Staff Achieving their Potential</b>		
	a) Number of FT programmes that offer opportunities for work experience of equivalent to one unit or more		

**Baseline:** 20

**Target:** Improve on previous year's performance

**Trend:** Maintaining improved performance from previous year

**Tolerance:** tbc  
(+/-)

**Sector Average:** tbc  
(+/-)

### Note on performance

The number of FT programmes remains stable from 2017-18, which is reflected in no change to the number of courses offering work experience equivalent to 1 unit or more.

The college wide curriculum review currently underway will be an opportunity to review and where applicable increase the number of courses offering work experience as part of the programme.

**Detail of Performance: Measure 1b**

Students and Staff Achieving their Potential			
Measure	Key Performance Indicator or Target	Performance	Trend
1b	a) Number of students undertaking apprenticeships (total): i. SDS-funded ii. Non-SDS funded	↔	

**Baseline:** a) 348 i. 145 ii. 203

**Target:** Improve on previous year's performance

**Trend:** Maintaining performance from 2017-18; overall downward trend from baseline

**Tolerance:** tbc  
(+/-)

**Sector Average:** tbc  
(+/-)

**Note on performance****The number of SDS (Skills Development Scotland) Funded Apprenticeships 2018-19:**

124 SDS funded Modern Apprenticeships

In addition, 46 Foundation Apprenticeships started in 2018

**The number of non-SDS funding apprenticeships (per subject area) 2018-19:**

43 Construction and Joinery

62 Automotive Engineering

23 Electrical

**Total number of apprenticeships 2018-19:**

298

**Total number of apprenticeships 2017-18:**

299

### Detail of Performance: Measure 1c

Students and Staff Achieving their Potential			
Measure	Key Performance Indicator or Target	Performance	Trend
1c	Number of Vocational qualifications delivered to senior phase students	↑	

**Baseline:** 75

**Target:** Improve on previous year's performance

**Trend:** Continued increase the number of senior phase pupils enrolled on vocational qualifications

**Tolerance:** tbc  
(+/-)

**Sector Average:** tbc  
(+/-)

#### Note on performance

This figure represents the 3rd consecutive year on year improvement in the number of senior phase pupils enrolled on vocational qualifications with 214 pupils enrolled for 2018-19 and increase from 165 pupils in 2017-18.

This increase reflects the parallel growth in the number of Foundation Apprenticeship programmes offered by the college.

**Detail of Performance: Measure 13**

Sustainability			
Measure	Key Performance Indicator or Target	Performance	Trend
13	Number of businesses that engage with Perth College UHI		
	Number of businesses on Contact Database recorded as having an interaction with Perth College UHI	↔	—

**Baseline:** n/a (new criteria in place for 2018/19)

**Target:** Improve on previous year's performance

**Trend:** n/a (new mechanism for measuring for 2018/19)

**Tolerance:** tbc  
(+/-)

**Sector Average:** tbc  
(+/-)

**Note on performance**

Figures are based on number of business contacts we have within Business Development Team. The figure of 300 is the number of contacts for both National Training Programme Manager and Business Link Manager.

The Development Trust also has database of individuals we communicate with when fundraising for various projects. These have not been included in the figures.

The ownership of other business contacts will sit with the curriculum and therefore at this time, these numbers have also not been included in the figures. However, we are looking to develop "sector business development plans" over the coming months, this should give Business Development, and the curriculum greater alignment in the number of business contacts as a whole interact with Perth College UHI.

# Student Engagement Committee

Paper for Consideration

Paper No. 5

**Subject:** Early Student Experience Survey  
**Author:** Deborah Lally – Head of Student Experience  
**Date of paper:** 22 January 2020  
**Date of meeting:**

**Action requested of committee:**

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

**Cost implications:**

(Tick as appropriate) Yes:  No:

**Executive Summary:**

We continue to utilise the JISC Online Survey tools to carry out surveys. This methodology invites students via email to participate in the survey and they follow a link discrete to them to do so. Whilst the survey is sector wide it is not part of a statutory return, therefore there is not data available at this level to benchmark against, however, the system we use is in partnership with our UHI colleagues enabling us to benchmark across the UHI accordingly.

A total of 2454 students were targeted with a response rate of 54% (1313). Information attached provides summary response rates for each sector area.

There were a total of 24 questions asked, with an overall satisfaction score of 95%.

The attached chart provides response rates to all the questions asked with a comparator against last academic year. In almost all questions, we have remained static or shown slight improvements.

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

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

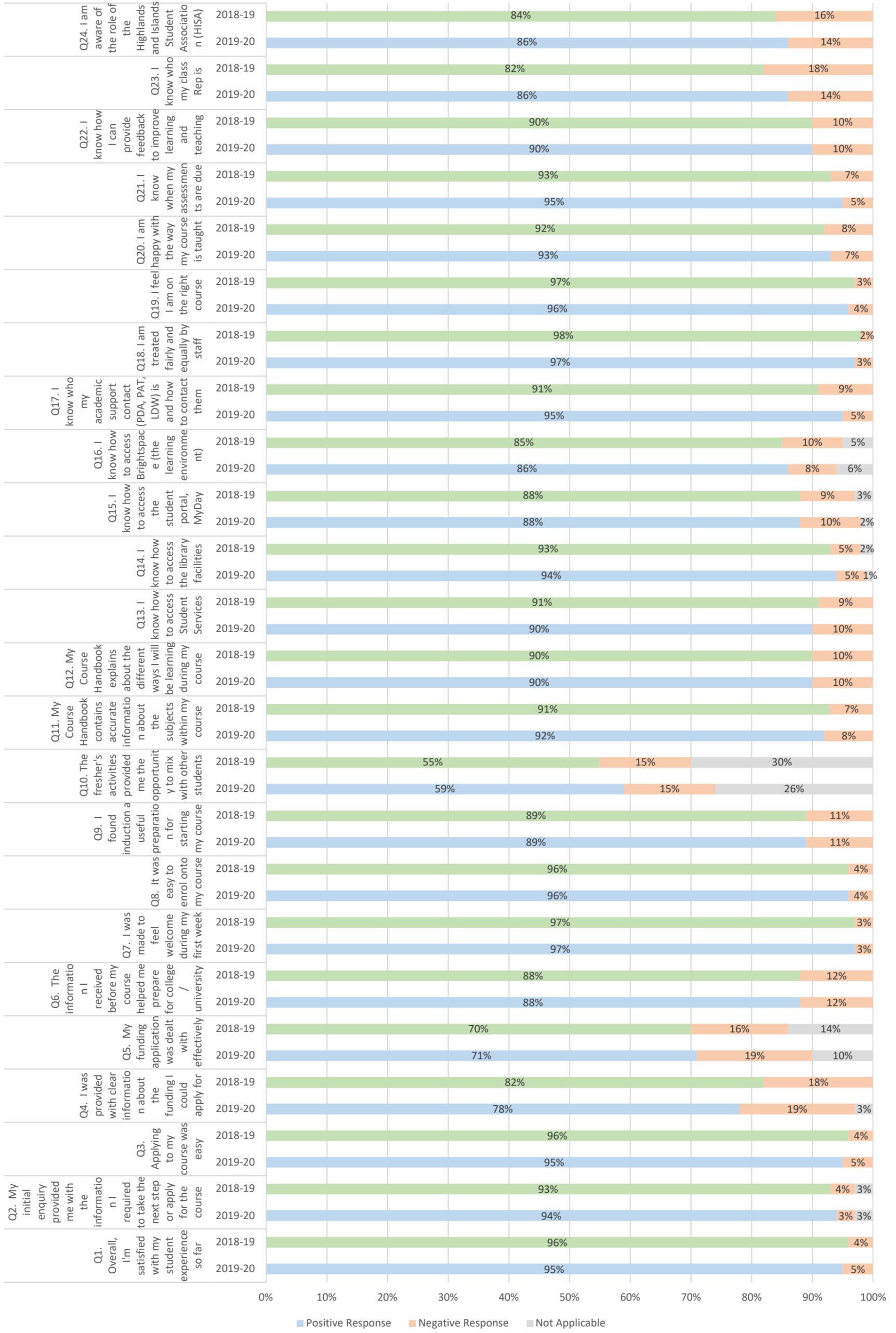
An **open** item is one over which there would be no issues for the College in releasing the information to the public in response to a freedom of information request.

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

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

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

## Perth College UHI - Early Student Experience Survey (ESES) - 2019/20



■ Positive Response   
 ■ Negative Response   
 ■ Not Applicable

## Response Rates by Sector Area

DIRECTORATE/SECTOR AREA/COURSE DETAILS	TARGET	RESPONSE	(%)
<b>Overall Response Rates</b>	<b>2454</b>	<b>1313</b>	<b>54%</b>
<b>Applied Life Studies</b>	<b>928</b>	<b>487</b>	<b>52%</b>
<i>Beauty Therapy</i>	100	65	65%
<i>Early Education and Childcare</i>	281	164	58%
<i>Hairdressing</i>	55	40	73%
<i>Health and Social Care</i>	175	66	38%
<i>New Opportunities</i>	91	64	70%
<i>Social Sciences</i>	226	88	39%
<b>Business Management Computing Leisure</b>	<b>556</b>	<b>383</b>	<b>69%</b>
<i>Business and Accounting</i>	202	148	73%
<i>Computing</i>	79	53	67%
<i>Hospitality</i>	104	76	73%
<i>Management</i>	2	1	50%
<i>Sport and Fitness</i>	169	105	62%
<b>Creative and Cultural Industries</b>	<b>408</b>	<b>219</b>	<b>54%</b>
<i>Art and Creative Technology</i>	63	27	43%
<i>Audio and Sound Engineering</i>	111	82	74%
<i>Language School</i>	107	69	64%
<i>Music and Music Business</i>	127	41	32%
<b>Science Technology Engineering Maths</b>	<b>562</b>	<b>224</b>	<b>40%</b>
<i>Aircraft Engineering</i>	30	10	33%
<i>Automotive Engineering</i>	107	43	40%
<i>Construction</i>	201	92	46%
<i>Engineering</i>	142	46	32%
<i>Science</i>	82	33	40%

<b>Committee</b>	Engagement Committee
<b>Subject</b>	External Engagement Update
<b>Date of Committee meeting</b>	30/01/2020
<b>Author</b>	Veronica Lynch, Vice Principal External
<b>Date paper prepared</b>	24/01/2020
<b>Executive summary of the paper</b>	<p>This paper provides an overview of the External Engagement activities for the period from November 2019 to January 2020.</p> <p>Members are asked to note the contents of this paper.</p>
<p><b>onsultation</b></p> <p>How has consultation with partners been carried out?</p>	Perth College Senior Management Team
<b>Action requested</b>	<input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<p><b>Resource implications</b></p> <p>(If yes, please provide details)</p>	Yes/ <b>No</b>
<p><b>Risk implications</b></p> <p>(If yes, please provide details)</p>	<p>Yes/ <b>No</b></p> <p>Click or tap here to enter text.</p>
<p><b>Link with strategy</b></p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p>	<p>Provide a summary of the how the paper links to key College priorities and what they are</p> <p>External Engagement</p>

## Perth College UHI

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

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

## Perth College UHI

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

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

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## Perth College UHI

### ENGAGEMENT COMMITTEE

### PAPER FOR INFORMATION

### EXTERNAL ENGAGEMENT UPDATE

30 JANUARY 2020

### INTRODUCTION

This paper provides an overview of the External Engagement activities for the period from November 2019 to January 2020.

### MARKETING

The College January Open Recruitment Event took place on 14 January 2020 and was well attended with 200 attendees interested in a combination of January and September 2020 programmes as well as some part time and leisure provision. September applicants were reviewing UCAS offers and applications will primarily come through this route. Comparative January applications are approximately 100 higher than the same period 2019.

Marketing will support the recruitment for an additional range of programmes which will be introduced in the next few weeks in order to address the projected shortfall in ESIF credits. This offer will focus primarily on part time deliver to support in-work progression. Recruitment for 2020/21 continues.

The College obtained a range of mixed press coverage during the period. Negative coverage has resulted from the current consultation process underway as a result of the requirement for savings to be achieved by the College as well as a range of Freedom of Information requests. In addition, UHI's HESA stats on early withdrawals was wrongly attributed by one of the National papers as relating to Perth College alone. The College is currently pursuing a retraction.

Positive coverage included:

- Industry funded scholarships for Perth College UHI students
- Student winning an industry 'bonnet spraying' competition in Glasgow and was the only female who made it to the final. The competition was run by the Scottish Motor Trade Association in association with the Institute of the Motor Industry.
- A hospitality student being awarded a prestigious industry scholarship. In February 2020, the student will travel to Switzerland to attend the HIT Scotland-funded course at [Ecole Hoteliere de Lausanne](#), consistently regarded as the best hospitality school in the world.
- A third year Perth College UHI Plumbing apprentice, winning Silver at the UK SkillPLUMB final at the NEC in Birmingham.
- Coverage of the College hosting the national cookery competition, Future Chef. Seven competitors from five Perthshire schools competed - St Johns RC Academy, Perth Academy, Perth High, Blairgowrie High and Kinross High. The Perth Local Final winner from Kinross High School will compete in February against 14 other young people in Glasgow.

## Perth College UHI

### INTERNATIONAL

Relationship management of existing international partnerships continue. Notable activities during the quarter have included:

The First UHI/ Hunan Institute of Engineering (HIE) Research Conference is scheduled for April 2020. The teaching of UHI degree students at HIE is progressing well. Work is progressing well in teaching the students in China and in recruiting the group to start year 1 in 2020. A new risk has however risen in relation to HIE students choosing to study their Honours year in Perth. Numbers have grown from 2 in 2017 to 5 in 2018 and 8 in 2019. Graduating Honours students from HIE have a good track record of success with one First Class Honours, 2 students obtaining a 2:1 and a further 2 obtaining a 2:2 and all have progressed to good universities for Masters. Current Honours students however applying to similar universities are being disadvantaged based on UHI's ranking. Discussions with UHI in relation to the potential of establishing articulation agreements for Masters with universities with a strong reputation in this field.

The College continued to progress discussions towards obtaining Chinese Ministry of Education approval for its newest Transnational Education partnership with Sichuan University of Arts and Science. This is now in Phase 2 scoring and an imminent decision is expected.

Zhengzhou University of Aeronautics (ZUA) and Chengdu Aeronautics Polytechnic are sending 3 staff and 3 students to Perth in February. For this and for staff due to visit China in March, FCO travel advice will be tracked while the coronavirus is still causing concern to ensure that any risk is minimized.

International recruitment for September 2020 and for Summer Schools in July continues. To date, the international revenue projections are on track for 2019/20.

The UHI EO 'International Student Recruitment Phase 2 project' is progressing. This involves 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 are part of the Steering Group and a number of the workstreams to support the development of this activity. This is at the stage of confirming the group objectives. Further progress will be provided once available.

### BUSINESS ENGAGEMENT

The College continues to deliver £146k of short course and bespoke training for Levy Paying businesses funded through the Flexible Workforce Development Fund, approved from 2018/19. The 2019/20 FWDF continues to be promoted to Perth and Kinross businesses. 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 are now beginning with SECCT and SNIPEF in a similar way to the successful Scotland's Colleges wide Construction Industry Training Board (CITB) negotiation. This will enable the sector to work as a collective body in renegotiating the contracts for a more favourable position to achieve greater viability.

## **Perth College UHI**

A Development Committee took place in January to review Funding priorities for the Trust. A key focus will be to raise £1.2m to support the equipment costs of the Aviation Academy for Scotland. 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 1600 members and reached 4000 climbing registrations. With this growth in membership, a review of a potential extension of the gym to support that growth is underway alongside other potential investments to utilize the Ball on the Wall donations sourced through the Development Committee. These potential investments will further enhance the ASW and improve the customer experience. One investment currently under review is an all weather floodlit 5 a side pitch. A business case is under development.

The launch of the Sports Injury Clinic which took place in October is proceeding well with good demand for the service. This provides an excellent commercial student experience with a demand led service adding value to the other offer.

### **STAKEHOLDER ENGAGEMENT**

Relationships with regional Tay Cities Deal partners continue alongside the continued development of the Aviation Academy for Scotland business case. Discussions are underway with UHI in relation to potential investment within the project to support the development ahead of grant payment.

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 TCD Team are awaiting a date from UK and Scottish governments to progress the sign off of the full deal.

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

A short life working group of senior education and skills professionals has now successfully concluded. Work to strategically implement the Learner Journey Strategy for Perth and Kinross has now been established and will be taken forward through the Associate Principal and Schools Lead in partnership with Perth and Kinross Education Strategic staff, Skills Development Scotland and the Developing the Young Workforce team.

### **BREXIT UPDATE**

The College continues to keep abreast of the potential implications of BREXIT. Recruitment will be continued to be monitored with increased marketing to non EU markets to counter any potential reduction in EU student numbers.

Replacement funding post EU withdrawal consultation exercise is underway. The College is actively participating in this exercise.

**Perth College UHI**

Paper No. 7

<b>Committee</b>	Engagement Committee
<b>Subject</b>	HR Update
<b>Date of Committee meeting</b>	30/01/2020
<b>Author</b>	Katy Harrington
<b>Date paper prepared</b>	27/01/2020
<b>Executive summary of the paper</b>	This is an update on the activities the HR team have undertaken.
<b>Consultation</b> How has consultation with partners been carried out?	N/A
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	No
<b>Risk implications</b> (If yes, please provide details)	No Click or tap here to enter text.
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with:	Click or tap here to enter text.

## Perth College UHI

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

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

## Perth College UHI

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

For how long must the paper be withheld? Permanently

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and

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## Engagement Committee HR&OD Update

**Prepared by:** Katy Lees, Head of HR & Organisational Development

**Date:** 26 January 2020

### Joint National Consultation Meetings

#### Lecturers

We are currently working strongly with EIS-FELA to determine how to implement the off-site working option that was agreed during national bargaining. The proposal from management is being taken to the next EIS-FELA staff meeting which is due to take place next week.

#### Support

We have been advised by Colleges Scotland that the national job evaluation analysts will shortly be starting evaluating Perth College roles. The current expectation is that any queries related to these will be routed through HR and must be responded to within 1 week. No results are expected until all Colleges have been evaluated.

### Restructuring

8 consultation meetings with UNISON, EIS-FELA and the employee representative for management staff have taken place to date. We have shared the counter-proposals put by staff and are working through with the consultation groups on what we should take forward. The Colleges request to have a Voluntary Severance Scheme has been submitted, and is currently with the SFC awaiting their decision. An initial risk assessment on the proposal was submitted and a second version is currently under review. The EQIA on the proposal is being completed.

### Health, Safety and Wellbeing

#### Sickness Absence Statistics

Please find below college sickness absence information for the academic year 2019/20

CIPHR	2018/2019 (full year)		2019/2020 (year to date 01/08/19 – 31/12/20)	
	Total Sick Days	Average Sick Days per Head	Expected if trend follows 18/19*	Actual Total Sick Days
Management	15	0.6	6.25	14
Support	1908	5.9	795	1582
Academic	1011	4.5	421	727
Total	2934	5.19	1222	2323

When sickness absence for the 19/20 academic year is broken down into short term and long term sickness absence there are more academic staff on long term sickness than short term, but for support staff there are more staff on short term sickness absence than long term sickness

absence. In December 2019 we had 6 members of staff off with work related staff (5 support and 1 academic).

	Cumulative (Aug - Dec 2019)	Cumulative (Aug - Dec 2019)
	Short Term - Total Sick Days	Long Term - Total Sick Days
<b>Management</b>	14	0
<b>Support</b>	961.5	621
<b>Academic</b>	276	451
<b>Total</b>	1251.5	1072

All staff who report work related stress are referred to Occupational Health so that the College is able to get advice and guidance on what can be done to support the member of staff. The data also shows that there is an increase in sickness absence levels than would be expected at this time of year. Further work needs to be done to identify any root causes and what actions can be taken to reduce general and specific sickness absence levels.

### Staff Wellbeing

Proposals were put to UNISON about TOIL guidelines to ensure that there was more management involvement in staff who work additional hours, and that staff are able to take the time back that they have accrued in a timely manner. These have now been agreed

The College was successful in retraining its Healthy Working Lives Accreditation (Gold standard) and we are currently undertaking the required Healthy Working Lives survey which is due to close on the 28 January 2020. We are also sending 2 members of staff on the Healthy Working Lives Mental Health Training to determine whether this training would be useful for more staff.

### **Organisational Development**

A number of mandatory trainings are being re-rolled out to staff who either have not completed them or completed them more than 3 years ago. This is the first stage of this review as we are currently only asking staff to complete trainings that are on the Marshalls platform. There have been a number of technical challenges relating to this but we are expecting to see significant increases in staff completing these training. The modules that must be completed are

Modules to be completed by all staff

- Diversity in the Workplace
- Health and Safety part 1
- Health and Safety part 2
- Stress Management for All Staff
- Bullying and Harassment part 1
- Bribery Act
- Data Protection (GDPR)
- Safeguarding in FE Colleges

The following modules need to be completed by Managers only

- Bullying and Harassment part 2

This request to staff was only made on the 17 January 2020 so updates will be provided at the next engagement committee.

<b>Committee</b>	Engagement Committee
<b>Subject</b>	Risk Review – Engagement Committee
<b>Date of Committee meeting</b>	30/01/2020
<b>Author</b>	Ian McCartney, Clerk to the Board of Management
<b>Date paper prepared</b>	23/01/2020
<b>Executive summary of the paper</b>	<p>Board of Management agreed at the meeting of 18/12/19 to Risk being discussed at each sub-Committee meeting to ensure risks were owned and discussed at the appropriate level. This paper provides Engagement Committee with an opportunity to scrutinise and assess those Strategic Risks determined to be within the Committee's purview.</p> <p>Committee members are asked to:</p> <ul style="list-style-type: none"> <li>i) Discuss the appropriateness of each Risk for the Committee;</li> <li>ii) Consider the accuracy of the level of Risk and actions recorded;</li> <li>iii) Consider any additional areas of Risk not identified within the current Register.</li> </ul>
<b>Consultation</b> How has consultation with partners been carried out?	Members of SMT have ownership of the risks within the register and have been consulted on Committee allocation.
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval

## Perth College UHI

<p><b>Resource implications</b> (If yes, please provide details)</p>	<p>No</p>
<p><b>Risk implications</b> (If yes, please provide details)</p>	<p>Without continual review of the risk register there are potential implications that strategic objectives are not met.</p>
<p><b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	<p>The Strategic risk register is the core risk management tool used within Perth College UHI.</p>
<p><b><u>Equality and diversity</u></b> Yes/ No If yes, please give details:</p>	<p>No</p>
<p><b><u>Data Protection</u></b> Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>No</p>
<p><b>Status</b> (e.g. confidential/non confidential)</p>	<p>Non-Confidential</p>
<p><b>Freedom of information</b> Can this paper be included in “open” business?*</p>	<p>Open Business</p>

## Perth College UHI

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

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Ref	Risk Status	Strategic Category	Risk Description & Primary Sub-Committee	Causes	Impacts/Evidence	Owner	Likelihood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend	ACTION PLAN		
													Actions to minimise risk TO DO	Action Owner	Completion Date
23	Active	UHI Common Risk	Poor Student Experience  <b>Engagement</b>	Poor college estate. Dispersed campus with limited facilities for social interaction. Technology failures. Limited teaching/library resources.	Poor performance in national student satisfaction surveys. Reputational damage. Impact on ability to recruit future cohorts. Risk to core income streams.	Depute Principal Academic	3	3	9	<ul style="list-style-type: none"> <li>Partnership approach with HISA</li> <li>Continuous student engagement, feedback and dialogue.</li> <li>Ongoing Estate Maintenance and minor Refurbishments</li> </ul>	6  (2,3)	↑	<ul style="list-style-type: none"> <li>Goodlyburn Boilerhouse refurbishment</li> <li>CCTV installation around Perth Campus</li> <li>Various minor building works during summer recess 2019</li> </ul>	Head of Estates	September 2019

Note: Risks 4, 5, 7, 8, 10, 12, 15, 19-24 are UHI Common Risks.

**LIKELIHOOD CRITERIA** **TIMESCALE 3 YEARS**

Score	Descriptor	Probability
5 - Almost Certain	More than likely – the event is anticipated to occur	>80%
4- Likely	Fairly likely – the event will probably occur	61-80%
3 - Possible	Possible – the event is expected to occur at some time	31-60%
2 - Unlikely	Unlikely – the event could occur at some time	10-30%
1 - Very Rare	Remote – the event may only occur in exceptional circumstances	<10%

**IMPACT CRITERIA** **TIMESCALE 3 YEARS**

Score	Descriptor	Financial	Operational	Reputational (need to link to communications process for incident management)
5 - Catastrophic	A <b>disaster</b> with the potential to lead to: <ul style="list-style-type: none"> <li>loss of a major UHI partner</li> <li>loss of major funding stream</li> </ul>	> £500,000 or lead to likely loss of key partner	<ul style="list-style-type: none"> <li>Likely loss of key partner, curriculum area or department</li> <li>Litigation in progress</li> <li>Severe student dissatisfaction</li> <li>Serious quality issues/high failure rates/major delivery problems</li> </ul>	<ul style="list-style-type: none"> <li>Incident or event that could result in potentially long term damage to UHI's reputation. Strategy needed to manage the incident.</li> <li>Adverse national media coverage</li> <li>Credibility in marketplace and with stakeholders significantly undermined.</li> </ul>
4 - Major	A <b>critical</b> event which threatens to lead to: <ul style="list-style-type: none"> <li><b>major</b> reduction in funding</li> <li><b>major</b> reduction in teaching/research capacity</li> </ul>	£250,000 - £500,000 or lead to possible loss of partner	<ul style="list-style-type: none"> <li>Possible loss of partner and litigation threatened</li> <li>Major deterioration in quality/pass rates/delivery</li> <li>Student dissatisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Incident/event that could result in limited medium – short term damage to UHI's reputation at local/regional level.</li> <li>Adverse local media coverage</li> <li>Credibility in marketplace/with stakeholders is affected.</li> </ul>
3 - Significant	A <b>Significant</b> event, such as financial/ operational difficulty in a department or academic partner which requires additional management effort to resolve.	£50,000 - £250,000	<ul style="list-style-type: none"> <li>General deterioration in quality/delivery but not persistent</li> <li>Persistence of issue could lead to litigation</li> <li>Students expressing concern</li> </ul>	<ul style="list-style-type: none"> <li>An incident/event that could result in limited short term damage to UHI's reputation and limited to a local level.</li> <li>Criticism in sector or local press</li> <li>Credibility noted in sector only</li> </ul>
2 - Minor	An <b>adverse</b> event that can be accommodated with some management effort.	£10,000 - £50,000	<ul style="list-style-type: none"> <li>Some quality/delivery issues occurring regularly</li> <li>Raised by students but not considered major</li> </ul>	<ul style="list-style-type: none"> <li>Low media profile</li> <li>Problem commented upon but credibility unaffected</li> </ul>
1 - Insignificant	An <b>adverse</b> event that can be accommodated through normal operating procedures.	<£10,000	<ul style="list-style-type: none"> <li>Quality/delivery issue considered one-off</li> <li>Raised by students but action in hand</li> </ul>	<ul style="list-style-type: none"> <li>No adverse publicity</li> <li>Credibility unaffected and goes un noticed</li> </ul>

**Note:** Select criteria most appropriate. Use highest score if more than one criterion applies.

**RISK MAP (for Gross risk & residual risk)**

**TIMESCALE 3 YEARS**

<b>IMPACT</b>					
<b>5 - Catastrophic</b>	5	10	15	20	25
<b>4 - Major</b>	4	8	12	16	20
<b>3 - Significant</b>	3	6	9	12	15
<b>2 - Minor</b>	2	4	6	8	10
<b>1 - Insignificant</b>	1	2	3	4	5
	<b>1 -Very Rare</b>	<b>2 - Unlikely</b>	<b>3 - Possible</b>	<b>4 - Likely</b>	<b>5 - Almost Certain</b>
<b>LIKELIHOOD</b>					

Attention should also be paid to risks that are very rare or unlikely that could cause a catastrophic impact.

<b>Committee</b>	Engagement Committee
<b>Subject</b>	Staff Governance Standard
<b>Date of Committee meeting</b>	30/01/2020
<b>Author</b>	Katy Lees, Head of HR & Organisational Development
<b>Date paper prepared</b>	28/01/2020
<b>Executive summary of the paper</b>	<p>It has been identified that the College has not conducted an exercise specifically reviewing compliance against the Staff Governance Standard, as laid out within the Code of Good Governance.</p> <p>Paper 9a lays out the Staff Governance Standard.</p> <p>Paper 9b demonstrates the College's current level of compliance with the Standard and advises on future developments to ensure best practice.</p> <p>Following recommendation from Engagement Committee, this review will be brought before the Board of Management for approval, plus an outline Action Plan for future developments.</p>
<b>Consultation</b> How has consultation with partners been carried out?	n/a
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input checked="" type="checkbox"/> For recommendation <input type="checkbox"/> For approval

## Perth College UHI

<p><b>Resource implications</b> (If yes, please provide details)</p>	<p>No</p>
<p><b>Risk implications</b> (If yes, please provide details)</p>	<p>Failure to conduct the review will extend non-compliance against a key governance measure.</p>
<p><b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	<p>n/a</p>
<p><b><u>Equality and diversity</u></b> Yes/ No If yes, please give details:</p>	<p>No</p>
<p><b><u>Data Protection</u></b> Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>No</p>
<p><b>Status</b> (e.g. confidential/non confidential)</p>	<p>Non-Confidential</p>
<p><b>Freedom of information</b> Can this paper be included in “open” business?*</p>	<p>Open Business</p>

## Perth College UHI

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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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 Scotland's Colleges

**stuc**

Staff Governance  
Standard

# Staff Governance Standard

*Throughout the following document it is acknowledged by Scotland's Colleges and STUC that staff governance issues cover all staff and recognised trades unions.*

Staff Governance is defined as a system of corporate accountability for the fair and effective management of all staff. Implicit in the Standard is that all legal obligations are met and that all policies and agreements are implemented.

The Standard focuses on how staff in Scotland's colleges are managed and feel they are managed. It recognises the pivotal role of staff in providing education and support services within Scotland's colleges. The Standard assists colleges to demonstrate that they are exemplary employers, and have systems in place to identify areas that require improvement and to develop action plans to address the issues.

A Staff Governance Standard is a strategic framework of minimum standards, continuous improvement, and ongoing consultation and negotiation between the College Board, management, staff, recognised trades unions.

It is expected that all colleges implement a broad range of up to date staffing policies negotiated/consulted, as appropriate, with recognised Trade Unions which reflect current good practice and which provide a positive platform and framework for the effective management, engagement and governance of all staff.

In addition to this, the Standard, in accordance with the Information and Consultation Regulations (ICE), entitles all staff to be:

1. well informed
2. appropriately trained
3. involved in decisions which affect them
4. treated fairly and consistently
5. provided with a safe working environment.

There will also be processes for reviewing and evaluating all of the above areas. Staff should be:

## 1. well informed through:

- receiving regular information about their college, and having opportunities to contribute ideas. Recognised trade unions, should also be part of a meaningful consultation/ negotiation system on organisational issues as appropriate at all levels.

## 2. appropriately trained and developed through:

- a minimum entitlement of 6 days pro rata CPD to all staff, to be delivered and supported in a manner which is meaningful to all staff and ensures that CPD activity adds value to an individual, team and college level.
- the wide promotion of training and development opportunities.
- meaningful and appropriate encouragement, opportunity and support for staff to use their skills effectively.
- the support of Union Workplace Representatives, Health & Safety Representatives and Union Learning Representatives, who are given reasonable time off for their respective duties.

### 3. involved in decisions which affect them through:

- working in partnership to enable the involvement of all staff, through recognised trades unions.
- working together by developing an appropriate framework within colleges with recognised Trade Unions to enable effective involvement in strategic college issues. This framework will also provide for the opportunity to review and evaluate Staff Governance on an on-going basis.

### 4. treated fairly and consistently through:

- the implementation of up to date staffing policies, after negotiation/consultation as appropriate with the recognised trade unions, which promote good practice and which are communicated to all staff (including through recognised trades unions). These policies should include appropriate arrangements to ensure dignity at work, eliminate discrimination and positively promote equality.

### 5. provided with a safe working environment through ensuring:

- effective Health & Safety arrangements are in place, which promote good practice and working with recognised union Health & Safety representatives.

In recommending this Staff Governance Standard, *Scotland's Colleges* and STUC acknowledge that good practice in staff governance should apply to all staff. As a minimum standard; appropriate negotiation/consultation and communication arrangements should be in place through agreed recognition arrangements with sector trade unions and through other arrangements in accordance with the Information and Consultation of Employees Regulations (2005).



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Chief Executive  
*Scotland's Colleges*



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General Secretary  
STUC



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**REVIEW OF COMPLIANCE WITH THE [STAFF GOVERNANCE GUIDE](#)**

Area of the Standard		Evidence	Conclusion	Improvement Actions
<b>Section A: Well informed</b>				
<b>A1</b>	Receiving regular information about their college, and having opportunities to contribute ideas. Recognised trade unions, should also be part of a meaningful consultation/ negotiation system on organisational issues as appropriate at all levels.	Regular JNC meetings in place with recognised trade unions meeting 4 times per year Staff conference days allow for all staff updates (4 per year) System in place to cascade information up and down through the management structure from committees/groups up to and including the Board of Management Staff engagement group in place to act as a communication aid and this group meets 4/5 times per year Change policy in place to ensure appropriate management of change processes	Compliant	Standard annual JNC agenda to be identified to improve communication with trade unions  Staff Engagement Group is currently reviewing ToR to improve understanding and engagement with staff  Training to be created on using change process
<b>Section B: Appropriately trained</b>				
<b>B1</b>	A minimum entitlement of 6 days pro rata CPD to all staff, to be delivered and supported in a manner which is meaningful to all staff and ensures that CPD activity adds value to an individual, team and college level.	In annual review of data for 2018/2019 based on CPD undertaken divided by FTE of staff to take account of part time staff the number of CPD days per staff member was 8 days.	Compliant	CPD reporting to be reported quarterly to the SMT CPD strategy to be reviewed
<b>B2</b>	The wide promotion of training and development opportunities	CPD opportunities are input into CIPHR which all members of staff can access. Emails are also sent to all staff to make them aware of training opportunities	Compliant	
<b>B3</b>	Meaningful and appropriate encouragement, opportunity and support for staff to use their skills effectively.	This takes place during 1:1 meetings between staff and their line manager.	Compliant	Review of more formal processes to capture this information
<b>B4</b>	The support of Union Workplace Representatives, Health & Safety Representatives and Union Learning Representatives, who are given reasonable time off for their respective duties.	The College gives both recognised trade unions an agreed amount of facility time. There was also approval for local trade union officials to undertake training relevant to their trade union role during 2018/2019	Compliant	

Area of the Standard		Evidence	Conclusion	Improvement Actions
<b>Section C: Involved in decisions which affect them</b>				
<b>C1</b>	Working in partnership to enable the involvement of all staff, through recognised trades unions.	Regular JNC meetings taking place. New policies which affect staff go through the JNC meetings for consultation.	Compliant	
<b>C2</b>	Working together by developing an appropriate framework within colleges with recognised Trade Unions to enable effective involvement in strategic college issues. This framework will also provide for the opportunity to review and evaluate Staff Governance on an on-going basis.	Regular JNC meetings taking place. New policies which affect staff go through the JNC meetings for consultation.	Compliant	Staff Governance to be added as a standard agenda item on the JNC annual agenda.  Trade Union membership of Board of Management to be confirmed on conclusion of legislation guidance.
<b>Section D: Treated fairly and consistently</b>				
<b>D1</b>	The implementation of up to date staffing policies, after negotiation/consultation as appropriate with the recognised trade unions, which promote good practice and which are communicated to all staff (including through recognised trades unions). These policies should include appropriate arrangements to ensure dignity at work, eliminate discrimination and positively promote equality.	All relevant policies go through the local JNC with the local trade unions.  Joint UHI policy on equality, diversity and inclusion has been sent to all members of the EDIT committee for review to determine whether it should be recommended to the Board of Management that it be accepted by the College. The EDIT committee includes membership from the local Trade Unions.	Compliant	Review of all staff policies
<b>Section E: Provided with a safe working environment</b>				
<b>E1</b>	Effective Health & Safety arrangements are in place, which promote good practice and working with recognised union Health & Safety representatives	Annual review of Health and Safety Policy including sign off by Board of Management.  Health and Safety Committee takes place on a regular basis which includes trade union representation. Minutes of these go to Board committee. A member of the Board of Management sits on the Health and Safety Committee.  Departmental Health and Safety Reporting being put in place to ensure H&S matters are owned at a local level and regular reporting	Compliant	Review of new Departmental Health and Safety Reporting to take place in May 2020 (3 months after implementation)  H&S review to be undertaken by auditors during 2019/2020

## Equality Diversity and Inclusion Team (EDIT)

Note of meeting held on Thursday 28 November 2019

09.30am, Room 019, Brahan

**Present:** Katy Lees (KL), Head of HR & OD (Chair)  
 Anna Maria Kaczmarek (AMK), EDI Adviser  
 Catherine Etri (CE), Associate Principal (Academic)  
 David Snowden (DS), Exams Manager, AST  
 Gerald McLaughlin (GM), Additional Support Team Leader  
 John Small (JM), Director of Studies, Language School – Deputy for  
 Christiana Margiotti  
 Les Hutchison (LH), Estates Officer  
 Ian Bow (IB), HSW Adviser  
 Lorenz Cairns (LC), Depute Principal Academic  
 Winston Flynn, Unison Representative

**Apologies:** Christiana Margiotti (CM), SDD,CCI  
 David Gourley (DG), Head of Learning & Teaching Enhancement  
 Debbie Das Choudhury (DDC), HISA VP Welfare & Activities  
 Richard Ogston

**Note Taker:** Carolyn Sweeney-Wilson

### Summary of Action Items

Ref	Action	Responsibility	Timeline
4.	<b>Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting</b>		
	<b>a) Period Poverty (free sanitary wear) – update</b> LH to circulate the current list of products to HISA who would review and feedback to LH.	Les Hutchison	ASAP
	<b>b) Brexit - Arrangements for supporting EU staff and students – update</b>		
	<ul style="list-style-type: none"> <li>GM to advise Student Services that students should apply for an EHIC before Brexit and ask that they make relevant students aware of this.</li> </ul>	Gerald McLaughlin	Immediately
	<ul style="list-style-type: none"> <li>JS to work with the ESOL students to ensure they are aware.</li> </ul>	John Small	Immediately
	<ul style="list-style-type: none"> <li>AMK to arrange for an 'all student email' circulation directly to students.</li> </ul>	Anna Maria Kaczmarek	Immediately

## Summary of Action Items

Ref	Action	Responsibility	Timeline
	<p><b>d) Cross College Hearing Equipment – update</b> LH to arrange for the Induction Loop at the ASW Reception to be fixed and to arrange for appropriate signage.</p>	Les Hutchison	19/03/2020
5.	<p><b>Commemoration of E&amp;D Days</b></p> <ul style="list-style-type: none"> <li>AMK to have a conversation with RO to keep him updated on her discussions.</li> <li>AMK to meet with HISA to discuss the way forward.</li> <li>AMK to then speak with KL re the calendars and which ones are recommended to use.</li> </ul>	All actions for Anna Maria Kaczmarek	19/03/2020
9.	<p><b>Shuttle Bus – update</b></p> <ul style="list-style-type: none"> <li>GM to frame a question regarding the transfer of funds from UHI to Perth College from the Additional Support Needs for Learning Fund, send to LC, who would then forward it on to UHI for response.</li> <li>SLWG to identify a suitable vehicle and costs involved for a Shuttle Bus and provide these proposals by the end of January 2020.</li> </ul>	Gerald McLaughlin	19/03/2020
		Gerald McLaughlin Ian Bow Les Hutchison Charlie Collie	19/03/2020
11.	<p><b>Use of Lifts</b></p> <ul style="list-style-type: none"> <li>GM to do some research into current practice within the sector.</li> <li>IB to look at more, better directed, signage.</li> <li>LH to check what the lifetime of the lift would be.</li> </ul>	Gerald McLaughlin	19/03/2020
		Ian Bow	19/03/2020
		Les Hutchison	19/03/2020
17.	<p><b>AOCB</b></p> <p><b>Access &amp; Inclusion Strategy</b> CSW to add 'Access &amp; Inclusion Strategy' to the March agenda.</p> <p><b>Healthy Working Lives Survey</b> AMK to circulate minutes of the UHI EDICT meetings to EDIT members.</p>	Carolyn Sweeney-Wilson	19/03/2020
		Anna Maria Kaczmarek	ASAP

**MINUTES:**

Item	Action
<p><b>1. Welcome &amp; Apologies</b></p> <p>KL welcomed all present to the EDIT meeting.</p> <p>Apologies were noted.</p>	
<p><b>2. Addition to the Agenda for AOCB</b></p> <p>Access &amp; Inclusion Strategy 2020-23 - GM Forces Veterans – GM Health Working Lives Survey - IB</p>	
<p><b>3. Minutes of previous meeting</b></p> <p>AMK asked for a small correction to be made on page 7, item 9. Subject to that correction being made, the minutes of the EDIT meeting held on 5 September 2019, which had been previously circulated, were approved as an accurate reflection of the discussions that had taken place.</p>	
<p><b>4. Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting</b></p> <p><b>c) Period Poverty (free sanitary wear) – update</b> LH said that, as GV had now left the College, he had spoken with Procurement, who provided the 3 quotes that GV had received as part of the tender process. However, the specification had not yet been done, although LH had emailed HISA this week to ask for guidance on what product specification they wanted. LH advised that there were 35 products specified and that was too many to include in a tender process. He would need guidance on narrowing down the list of products.</p> <p><b>Action:</b> LH to circulate the current list of products to HISA, who would review and feedback.</p> <p><b>d) Brexit - Arrangements for supporting EU staff and students – update</b> KL advised that this guidance had now been issued and was situated on the College website.</p> <p>JS advised that, with regard to the European Health Insurance Card (EHIC), any student commencing their course before Brexit would be covered for the entirety of their study.</p> <p>KL queried how the College should ensure that students apply for their EHIC before the Brexit date. GM noted that there was nothing in the Student Induction Pack and suggested that the Student</p>	<p>LH</p>

Item	Action
<p>Services Team ensure that students were aware of this, particularly the January starts.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• GM to advise Student Services that students should apply for an EHIC before Brexit and ask that they make relevant students aware of this.</li> <li>• JS to work with the ESOL students to ensure they are aware.</li> <li>• AMK to arrange for an 'all student email' circulation directly to students.</li> </ul> <p><b>e) E&amp;D and poverty, especially food and fuel poverty - update</b>  AMK said she had met with Sodexo, who had been managing this service. Previously, there had been a trial period from April to June 2019 and an email had been circulated to all students about this service but, this year, there had been no email circulation so far and this seems to be reflected in the low numbers of uptake. Numbers last year didn't exceed x20. In September there were 51 students using the service, October there were 44 and in November there were 20. AMK said she wanted to encourage the uptake and felt there was a need to increase the marketing, plus an email to students and information on the website.</p> <p>CE said this had not been an easy initiative and there was a need to deal with this quite sensitively. Funding of it was coming directly from Sodexo and they had allocated a set fund for this. The original agreement was for the students to have cereal and toast and a flask of hot water, but once the flask was finished then only cold drinks would be available. AMK said she had discussed the timing of the provision and this had been changed from last year. CE said this was as a result of feedback from last year in regard to the rural students, who arrive slightly later. AMK said there also had been a slight change in the type of food provided to include fruit as well as cereal, but not toast. CE said that she hoped Sodexo would continue this provision up to the end of the academic year and felt it would not be beneficial to make further changes at this time, particularly as the catering provision at the College was currently going through a new tender process. CE said that previously, HISA took it upon themselves to send out an all student email.</p> <p><b>Action:</b> AMK to speak to HISA to advise them that the numbers using this service have dropped and suggest they may wish to re-send the 'all student' email.</p> <p>Fuel Poverty – AMK said there was no update on this.</p> <p><b>d) Cross College Hearing Equipment – update</b>  GM said he had spoken with Ray Crabb and Tony McGregor regarding this.</p>	<p><b>GM</b></p> <p><b>JS</b> <b>AMK</b></p> <p><b>AMK</b></p>

Item	Action
<p>As part of the Brahan Theatre Refurbishment, two hearing systems were purchased. The Brahan Theatre has been fitted with an integrated induction loop, allowing the use of the T setting on hearing aids with the use of no additional equipment.</p> <p>ASW Sports Hall: As lifting the floor for the installation of an integrated induction loop was not possible, advice from an independent engineer was sought and further information from a world-leading manufacturer, thereafter ASW was supplied with a Digital Radio Frequency system. This would require the use of a neck loop device, which would create a personal induction loop for the user and allows the hearing aid T setting to be used. Alternatively, a set of headphones could be plugged into the device for those without hearing aids. The costs of both systems were included in the refurbishment for the Theatre, so actual costs may be difficult to identify.</p> <p>There was still a requirement to identify and purchase signage for for both systems; permanent for the Brahan Theatre and temporary to be put out when the ASW system is used. However, we are now compliant.</p> <p>The AV Team have just upgraded the screens in one of the video conferencing studios to allow a student to use his personal hearing equipment. This would be beneficial to future users of this studio and would also be taken into account when screens will be replaced in VC studios in the future.</p> <p>LC queried if there was a simple adaptation for VCs for multiple headphones. LC thought this could be provided as an interim measure, prior to UHI providing the necessary facilities.</p> <p>A 'Roger Pen' was in operation at Brahan Reception, but there was, however, a real need for a hearing loop there, as this would be a better facility. GM said he would be speaking with RO regarding this.</p> <p>GM advised that there was no induction loop yet in the Goodlyburn Theatre. This Theatre was also hired out to external groups, so this would need to be addressed as soon as possible.</p> <p>GM advised that in his team they have 3 personal hearing loops to rent out to students and will he would be looking to upgrade these shortly.</p> <p><b>Action:</b> LH to arrange for the Induction Loop at the ASW Reception to be fixed and to arrange for appropriate signage.</p>	<p>LH</p>
<p><b>5. Commemoration of E&amp;D Days</b></p>	

Item	Action
<p>GM said he had spoken with RO about this, but nothing further had happened, as the person identified to take this forward was currently out of College.</p> <p>AMK said that this had, however, been taken forward at UHI level and there was the possibility of a UHI calendar. In the meantime there were widely available calendars to use. AMK said there was a need for engagement leads, but AMK said she was hoping to meet with HISA in December, to review the plan, and new events, and discuss the way forward, before the inspection in April.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• AMK to have a conversation with RO to keep him updated on her discussions.</li> <li>• AMK to meet with HISA to discuss the way forward.</li> <li>• AMK to then speak with KL re the calendars and which ones are recommended to use.</li> </ul> <p>CE said this would be a really positive step forward to make sure all cultures were represented. However, this should really be planned for this on an annual basis and CE said she wouldn't want to see that it was just put together specifically for the inspection visit.</p>	<p><b>AMK</b></p> <p><b>AMK</b></p> <p><b>AMK</b></p>
<p><b>6. UHI Equality, Diversity and Inclusiveness Policy - update</b></p> <p>AMK advised that UHI had drafted a policy but, as yet, she had still to hear from Stuart Hall regarding the status as to whether the policy had been finally approved. The decision then would be for the College to decide whether it adopts the UHI policy or develops its own.</p> <p>It may be useful to review all the policies to see if would be worth moving to one policy.</p> <p>There was also need to ensure contractors met the requirements of the College E&amp;D policy. This also applied to guest speakers etc. KL said some of this should already be built into the checks we have in place for any external user of College facilities. However, there was a concern about people using College facilities who may have extreme views and the need to have a balance.</p> <p><b>Action:</b> AMK to look at the legal policy/procedure for external use of our facilities.</p>	<p><b>AMK</b></p>
<p><b>7. British Sign Language – update</b></p> <p>GM said there had not been a great amount of movement on BSL at the moment, although this had been subsumed by UHI.</p>	

Item	Action
<p>GM said he had spoken with MIS regarding student enrolment forms for next year and having student input into the forms.</p> <p>GM said he was looking at having a survey next year for BSL users, so this could be fed into the plan.</p>	
<p><b>8. Employee Information Action Plan – update</b></p> <p>KL asked members if anyone else would like to join this SLWG and LC was co-opted. KL said she would now start working on this plan and feed this to LC, before coming back to EDIT.</p> <p>AMK said there was a general need to review the data but also invite more people to be involved in the equality monitoring. KL felt that it was important to start with the staff first, then look at the students next term.</p>	
<p><b>9. Shuttle Bus – update</b></p> <p>GM and CC provided a paper on this item and GM spoke to this.</p> <p>The Shuttle bus had been discontinued and it was important to review this service and put something else in place to make the campus accessible. The paper reviewed numbers in terms of previous use of the service as well as numbers moving forward. Even though future numbers of students who may use the service were low, GM suggested that this service was required in some form or another to comply with the College’s equality duties.</p> <p>LC queried why the shuttle bus had stopped. GM referred to numbers provided by GV, but was not sure if these were accurate. However, he said the service needed to be advertised so that it would be well used. LC said the previous data was very low and suggested the service wasn’t being used. CE said the biggest issue was that the campus was not accessible for those with mobility difficulties and she thought that, in the short term, there was a need to find some sort of solution to make the campus accessible.</p> <p>LH said that the College did still have a mini bus with a tail lift, but this was used for other trips and was, therefore, not on campus all the time. KL clarified that a dedicated vehicle would be required, but there was also still the issue of a driver. Previously, the Caretakers were driving the mini bus, but that then pulled them away from their other duties. It was noted that at the last EDIT meeting, GV had supplied costs for a dedicated vehicle and driver, but these were thought to be too costly.</p> <p>JS suggested a small fleet of mobility scooters. LC said there would be a weather issue in relation to the scooters, particularly with coming up the hill in winter. LC said there would need to be a</p>	

Item	Action
<p>costing done around whatever option was chosen and it would also need to be timetabled.</p> <p>There then followed a detailed discussion about the various options; who would manage bookings or taxis etc and where this would be budgeted from.</p> <p>GM mentioned the Additional Support Needs for Learning Fund, monies from which goes to the institution and it was then up to the institution to decide how this money was spent. However, LC pointed out that monies that came via UHI tended to come in one batch and it was then difficult to itemise the funding and how much money was being received. GM agreed to frame a question regarding this fund and the transfer of monies, forward it to LC, who would then forward it to UHI. LC suggested having an adapted car, which any member of staff would then be able to use. CE suggested an electrical vehicle that could transport students.</p> <p>IB said that the NHS use covered buggies. However, anyone using these would probably need client handling training. AMK said there was also the legal aspect for staff volunteering that there was appropriate insurance cover etc. IB said that the current policy states that a driver and student cannot be alone in a vehicle.</p> <p>GM suggested a SLWG to look at this outwith EDIT. It was agreed that GM, IB, LH and CC would form a SLWG to look at Shuttle Bus provision.</p>	
<p><b><u>Action:</u></b></p> <ul style="list-style-type: none"> <li>• GM to frame a question regarding the transfer of funds from UHI to Perth College from the Additional Support Needs for Learning Fund, send to LC, who would then forward it on to UHI for response.</li> <li>• SLWG to Identify a suitable vehicle and costs involved for a Shuttle Bus and provide these proposals by the end of January 2020.</li> </ul>	<p><b>GM</b></p> <p><b>GM, IB, LH, CC</b></p>
<p><b>10. Equal Pay and Occupational Segregation reporting – update</b></p>	
<p>AMK reported that this draft report had now been made available to KL and once she had signed it off, it would then be circulated to EDIT. KL said she was hoping to circulate this as soon as possible for EDIT members to feedback on.</p>	
<p><b>11. Use of Lifts</b></p>	
<p>IB advised that in a previous EDIT meeting a decision was taken to remove the lift pass. However, there was now an issue with able-bodied people using the lifts in large numbers and the lift was being mis-used and abused. This was causing issues with those who required to use the lift having to wait a long time. Also, those</p>	

Item	Action
<p>requiring to use it to take equipment etc up to the higher floors were being impeded. IB was recommending that the lift pass be reinstated. GM said he was not so keen on this as this creates exclusivity and also singles out those who need to use it. This would go against the College being inclusive. AMK thought good practice would be to send a message, through appropriate marketing, to encourage students to take the stairs.</p> <p>DS suggested that this could be done through education and better signage for students, but also for staff.</p> <p>IB said that there had already been a big debate regarding lift use, at the previous EDIT, but also on the wording for signage and from an H&amp;S point of view, the signage has tried to promote using the stairs, but this was still not working. IB said he had checked with local schools and at least 2 schools have lift passes.</p> <p>CE the problem is that it is definitely being mis-used. Normally, she would be in favour of not introducing the lift pass, but it is massively being mis-used and something needed to be done to control use. There were notices at the lifts asking people to give consideration to those who really need it, but there is probably no other way to allow staff to challenge people. GM said that people would be stigmatised by this and the College would be making use of the lifts exclusive. Also, GM said there would be an issue of how the passes were distributed and how soon these were provided to people who needed them. GM said he would be happy to check around the sector to see what others were doing and what their solutions were.</p> <p>LC expressed concern about the over use of the lifts and the maintenance aspect of that overuse. LC wondered if the College were going to have an even bigger problem if everyone was allowed to use it and the possibility of the lift having more 'out of action' days due to breakdowns with overuse. Having said that, LC said that there seemed to be only two options, whereby the situation continued as present, or the lift pass was brought back. CE agreed with GM that it would be a good idea to find out what other colleges did. IB said he had spoken to other College H&amp;S officers at a recent conference and those he spoke to said they issued lift passes.</p> <p>KL said that, in the short term, there needed to be more signage, and better directed signage, while GM reviewed the practices elsewhere in the sector.</p> <p>CE said that if there was a pass system then it had to be a system for everyone, including staff. GM said there was also the issue of how to police the pass system.</p>	

Item	Action
<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• GM to do some research into current practice within the sector.</li> <li>• IB to look at more, better directed, signage.</li> <li>• LH to check what the lifetime of the lift would be.</li> </ul>	<p><b>GM</b> <b>IB</b> <b>LH</b></p>
<p><b>12. Mainstreaming Equalities and Equality Outcomes reporting – update</b></p> <p>KL said this report was currently with her to review and she would circulate it once this was completed.</p>	
<p><b>13. Equality targets and policies mapping</b></p> <p>AMK indicated that this had been incorporated into one integrated report which helps us comply with legislation.</p> <p>The document maps all the equality actions and the next step would be to review these actions, with a view to delegating to the leads for these actions. AMK said she would be meeting with Quality to look at the actions and a prioritisation process and who would be the designated leads for the actions.</p> <p>KL said this would come to this group for members to see the mapping that had been carried out. AMK said the mapping had already been done and would be added to the Mainstreaming report.</p>	
<p><b>14. Equality, Diversity &amp; Inclusion Adviser – update on any other items not included elsewhere on the Agenda</b></p> <p>AMK said that there needed to be a review of E&amp;D training for staff.</p> <p>KL said that Quality were carrying out a full audit of all the polices and reviewing where they needed to be sited. KL expected this to be done soon, so that it can go forward to SMT.</p>	
<p><b>15. EDIT Quorate Numbers – ToR – update &amp; Deputies</b></p> <p>GM advised that his deputy was Becky Angus. DS to provide the name of his deputy to CSW.</p> <p>KL referred to the number of members on EDIT and asked members if they thought adding anyone else who would be beneficial. KL advised she had received a request from Susanne Thomson (ST) but she would first have a conversation with her line manager, RO, in terms of ST's capacity.</p> <p>There were no further suggestions in terms of membership.</p>	

Item	Action
<p><b>16. EDIT Members Updates</b></p> <p>None</p>	
<p><b>17. AOCB</b></p> <p><b>Access &amp; Inclusion Strategy</b> – GM said this would require to be renewed between 2020-2023. It was being taken forward post-Christmas, but had to be completed by March 2020. UHI were pulling together a template for this strategy. This should be in place as well.</p> <p><b>Action:</b> CSW to add 'Access &amp; Inclusion Strategy' to the March agenda.</p> <p><b>Forces Veterans</b> - GM said that Veterans had been identified as a priority group and it was important for the College to look to see what could be done to support this group. LC said that the university (UHI) had signed up to the covenant. The other significance was that the College was being asked to report on this in terms of the ROA. The College would also need to have the data available for the Education Scotland Inspection due next year. KL said the College group had held its first meeting.</p> <p><b>Healthy Working Lives Survey</b> – IB said that he had reviewed the Gold submission and the Employee Wellbeing Survey had to be circulated and completed soon. IB and KL would be reviewing the questions to tailor them appropriately. KL said the survey would go through the JNCs and there were meetings due to take place in a fortnight. IB said this was something that had to be done in order for the College to retain the award and be part of HWL. KL said she was anticipating that the survey would be circulated at the end of January. The results would be circulated to EDIT to discuss and review staff responses.</p> <p>AMK said that UHI now had a cross college EDICT partnership and she queried if members felt it would be of benefit for her to circulate the minutes of these meetings to them. EDIT agreed.</p> <p><b>Action:</b> AMK to circulate minutes of the UHI EDICT meetings to EDIT members.</p>	<p><b>CSW</b></p> <p><b>AMK</b></p>
<p><b>18. Dates and times of future meetings:</b></p> <ul style="list-style-type: none"> <li>• 19<sup>th</sup> March 2020</li> </ul> <p><b>Meeting End:</b> 11.08am.</p>	

## Staff Engagement Group

### Minutes

**Date and time:** Friday 8 November 2019, 09.30

**Location:** Room 019, Brahan

**Members present:** Lynne Taylor, Mandy MacDonald, Victoria Rice, Katy Lees, Lesley Sutherland, Emma Davie

**Apologies:** Craig Lindsay, Claire Vekic, Kirsty Cassells, Kathleen Connor, Sharon McGuire

**In Attendance:**

**Chair:** Lorenz Cairns

**Note Taker:** Trudy Guthrie

### Summary of Actions

Ref	Action	Responsibility	Time Line
	<b>Meeting 08 November 2019</b>		
3.2.1	<b>Professional Fees</b> – Update still required from UHI	Lorenz Cairns	For next meeting
3.2.3	<b>Central Events Calendar</b> – Central events calendar to be discussed with Carolyn Sweeney-Wilson	Mandy MacDonald	For next meeting
3.2.5	<b>Peer Review Process</b> – to discuss Group suggestions with David Gourley and report to next meeting.	Lorenz Cairns	For next meeting
4	<b>New Chair</b> – Volunteers requested for new Chair	All	Two Weeks
5	<b>CMT Update</b> – Request to alternate days of the week for this meeting as they have all been scheduled for Fridays. TG to arrange	Trudy Guthrie	After new Chair is appointed
6	<b>Staff Engagement Group ToR</b> – KL to make small amendments and circulate	KL	For next meeting
	Schedule of all college Committee meeting dates and reporting structure to be circulated	TG	Asap
7	<b>Staff Survey</b> – SLWG to update next meeting	SLWG	For next meeting

## Summary of Actions

Ref	Action	Responsibility	Time Line
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### Minutes

Item	Action
1. <b>Welcome and Apologies</b>  Lorenz Cairns welcomed everyone to the meeting. Apologies were noted.	
2. <b>Additions to the Agenda for AOCB</b>  No additional items were noted for AOCB.	
3. <b>Minutes of Meeting held on 06 September 2019</b>  The minutes were approved. The draft minute had been presented to CMT on 23 October 2019.	
<b>Matters Arising</b>	
<b>3.2.1 Professional membership fees</b> LC advised he has asked UHI for their opinion but they have not yet responded. Item to remain on agenda	LC
<b>3.2.2 Policies &amp; Procedures</b> KH stated that the decision re policies will go through the normal consultation process then will come to this group to be disseminated. The purpose of this group is to review them not to implement them	KL
<b>3.2.3 Central Events Calendar</b> After meeting with Marketing, now need to meet with Carolyn Sweeny-Wilson re central events calendar	MMcD
<b>3.2.4 Intranet Proposal</b> Not discussed	
<b>3.2.5 Peer review process</b> To discuss Group suggestions with David Gourley and report to next meeting	LC
4. <b>New Chair</b>  All discussed the need to vote for a new Chair. LC asked for volunteers to put forward their suggestion to KL within the next 2 weeks	All

Item		Action
5.	<b>CMT Update</b>	
	A request has been put in to delay the next CMT as the team are looking at the restructure proposal document which was recently circulated. This minute will be taken to the next CMT when it has been rescheduled	LC
6.	<b>Staff Engagement Group Terms of Reference Review</b>	
	It was discussed that there has been no changes made and no feedback received. KL asked to make changes and will amend the document and circulate once completed	KL
7.	<b>Staff Survey – Update</b>	
	The Short Life Working Group have not been able to meet so an update was not available. LC asked that the survey result should be seen to be purposeful i.e. how can we better things that people are worried about	SLWG
8.	<b>Curriculum Review</b>	
	Documentation being worked on and near point of dissemination. Self-evaluation will be introduced at next Staff Conference on the 15 <sup>th</sup> November. LC advised he has a meeting with UHI later today to discuss UHI wide curriculum review	LC
9.	<b>New Claim Forms</b>	
	KH discussed the reason for the change in the forms is to make them clearer therefore making it easier for people to be paid correctly, They have been approved by the Unions. Staff will be asked to use the new forms straight away, old forms will be able to be used until the end of January thereafter only new forms will be accepted. Forms will be uploaded to PerthNet and training will be provided for managers	KL
10.	<b>AOCB</b>	
	None	
11.	<b>Date of Next Meeting</b>	
	10 January 2019	

All meetings are on Fridays, 0930-11.00, Rm 019

12. **Date of Next CMT Meeting**  
20<sup>th</sup> November 2019



## Student Engagement Group - Minutes of Meeting held on 22 October 2019 Room 033

**Present:** Maureen Paris, Kathleen Connor, Lesley Sutherland, Lesley Connaghan, Amy Studders, Michaela Asisten, William Mohieddeen, Ray Crabb

**Apologies:** Jessica Borley, Dave Stewart, Richard Ogston, Jane Edwards, Nick Green, Sharon Porter

**In Attendance:**

**Chair:** Deborah Lally

**Minutes:** Louise Torrie

Agenda Items		Action
1. Welcome and Apologies	Deborah welcomed the group and apologies noted as above.	DL
2. Additions to the Agenda for AOCB	None noted	
3. Minutes of Previous Meetings	The minutes were agreed as being an accurate	
4. Matters arising not included elsewhere on the agenda / review of actions from previous meeting	<ul style="list-style-type: none"><li>• Update on paper usage Ray Crabb - Carried Forward</li><li>• Safeguarding is moving forward – Carried Forward</li><li>• Carers Qualification Award – Carried Forward</li><li>• Student Survey – Carried Forward</li><li>• ASW usage of study room – CMT approved permanent fixture for library study in ASW, also open when college closed in October break (Mon and Tues)</li><li>• Book Sharing Scheme being endorsed in ASW by CMT</li></ul>	

Agenda Items		Action
<b>5. Student Services webpage and developments update</b>	Carried Forward.	
<b>6. St Johns Kirk Carillion</b>	Carried Forward	
<b>7. Royal Zoological Society Scotland Project</b>	Carried Forward	
<b>8. Early student experience</b>	<p>DL got oversight of the student survey but due to staffing issues in Quality, this has not been promoted. HISA will participate in a push forward with Students.</p> <p>To be added to SMs agenda.</p> <p>PATs to take forward in Personal Development Planning classes. DL to contact PATs.</p>	<p>HISA</p> <p>LC</p> <p>DL</p>
<b>9. Carers Qualification Award</b>	Carried Forward.	
<b>10. Mental Health First Aid Training</b>	Carried Forward	
<b>11. Food and Drink in Library</b>	<p>Historically, this was allowed as the carpet was old and stained. New carpeting, PC's, Lighting etc over the summer so have stopped food and drink, except bottled water. 1 complaint received. New students seem to accept this but existing students are resisting.</p> <p>Tutors have told students in the classrooms that they will allow this, mixed messages and trying to stop this.</p>	

	<p>Hygiene of keyboards is another consideration with this. Damage to equipment and books is a potential issue. H&amp;S implications.</p> <p>Students computers in Costas to be reduced from 7 to 4 in favour of ports for plugging their own IT devices in.</p> <p>AS made the point that Students with a hot drink and work better, would re-useable coffee container be allowed? KC thinks this will encourage people to ignore the rules so would prefer to stick to water.</p> <p>SMT has already approved the rule of no food or drink except water.</p> <p>What is in closed cups cannot be policed but having signage to advise against using equipment whilst eating or drinking to discourage practices.</p> <p>SM's to discuss implementing across curriculum to avoid mixed messages and take a blanket approach. Feedback to come to next meeting.</p> <p>Student Reps meetings- AS to introduce this as a rule.</p> <p>MP suggested this also be included in student inductions.</p>	<p>LC</p> <p>AS</p>
<p><b>12. Induction week - Update</b></p>	<p>Carried Forward.</p>	

Agenda Items		Action
<p><b>13. Freshers Fayre 'GYST'</b></p>	<p>GYST – taking place in Nov – info on essential themes – variety of workshops to be held - mental and physical health, resilience, citizens advice for financial advice, student support for study skills. Basic premise behind this is things you should know but don't get taught at school. 4 November Andy man's club coming to college.</p> <p>Push to all staff to have students attend the talks and presentations. Weekly information to be provided with weekly themes. Goodlyburn and Brahan lecture theatres booked for events.</p>	<p>ALL</p>
<p><b>14. Community Education Provision</b></p>	<p>Not a great uptake on leisure courses. Non-credit bearing courses, 55 courses offered but only 12 ran due to low numbers. AS stated that Leisure courses were not easy to find on the website for potential applicants. AS asked if students can apply online? DL advised this is problematic, as they need to complete full detailed forms rather than just basic information, which is off-putting for non-credit bearing courses.</p> <p>SMT confirmed that term 2 will run. DL has approached tutors for term 2 to start provision 22 January term 2 start.</p> <p>Advertising of term 2 Jan start courses such BA Child and Youth studies being promoted with upcoming Open Day.</p>	<p>DL</p> <p>DL</p>
<p><b>15. Student Partnership Agreement</b></p>	<p>Agreement between HISA and college. Taken 3 themes from last agreement from 6 previously. Theme 1 - Learning Resources – accessibility of computers and workstations. Return to learning programme – different name on website. Prepare to study - name change may be required as it causes confusion with Return to Study programme. Plausibility of paperless classes using online only materials.</p> <p>Theme 2 - Student wellbeing – accessing mental health support and availability. Mental Health Champions – HISA and college work together to maintain this every year, not just to be a one off. Toolkit resource, website created by inverness college (AS to e-mail link) student partnership for students in the college to carry out, not HISA. Good project for college and HISA to work on throughout the year on what college expect and what students expect.</p> <p>Theme 3 – Communication – DL, RO and LS – student induction programme, timetabling DL and Student Records. HISA to be invited to meetings and be involved in student inductions planning after Christmas.</p>	<p>AS</p> <p>DL</p>

	LC stated that there is already a Mental Health Toolkit from UHI but not widely promoted at Perth College. DL will look into this with a view to disseminating information to all.	DL
<b>Agenda Items</b>		<b>Action</b>
<b>16. Student Basic IT skills</b>	<p>Increase in mature students who have no basic skills and onus is landing on Library staff to teach them which is not in their remit. Students not tested in their skills prior to starting college. Often mature students who have been away from education for a significant period. Brightspace has caused issues for less confident IT users. David Gourley getting an IT training suite available for staff, but could we get a drop in session for students?</p> <p>Imperative that PAT's know if there is an issue so they can take forward, Library to start advising students to contact their PAT in first instance. DL to take forward to CMT. Prepare to study can be used or a specific IT Prepare to study course but more concerned with current students who have already been inducted and enrolled but limited IT skills.</p> <p>Students seem unaware they can get Microsoft office for free. This needs to be more actively promoted.</p>	<p>DL</p> <p>DL</p> <p>ALL</p>
<b>17. National Outdoor Classroom Day</b>	LC wanted opinions on encouraging this across the college – marker for learning outside of the classroom. 7 November so weather may be an issue. Something different for engaging the students so might be a welcome change. Library could offer the book club outside, AS suggested the garden under the willow tree, blankets may need to be available. LC to take forward at SMs meeting. Update to be provided at next meeting for feedback.	LC
<b>18. AOCB</b>	Printing charges differ across partners, Inverness don't get any credit but it is cheaper printing, Moray get £10 but it's more expensive printing. This needs to be standardised across the partners. AS to bring this up at next HISA meeting.	AS
<b>19. Next Meeting</b>	5 December 2019 11am – 1pm Room 019	

## **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**