

Engagement Committee

Agenda

Meeting reference: Engagement 2019-20/02

Date: Thursday 7 November 2019 at 5.30pm

Location: Room 019

Purpose: Scheduled meeting

*Denotes items for discussion.

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

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Interest in any Agenda Item		Chair	
4	Minutes of the meeting held on 29 August 2019		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Student Engagement			
*6.1	HISA Perth College Update	Student President	Student President	Verbal
*6.2	Student Partnership Agreement	Student President	Student President	Paper 2
*6.3	Student Mental Health Agreement - update	Student President	Student President	Verbal
7	Performance Monitoring			
7.1	Balanced Scorecard	Clerk	Clerk	Verbal
8	External Engagement			
*8.1	External Engagement Update	Vice Principal External	Vice Principal External	Paper 3 (to follow)
*8.2	Business Development Strategy	Vice Principal External	Vice Principal External	Paper 4

*8.3	International Strategy	Vice Principal External	Vice Principal External	Paper 5
9	Staff Engagement			
*9.1	HR Update	Head of HR & Organisational Development	Head of HR & Organisational Development	Paper 6
*10	Board Visibility & Understanding of the Board's Role		Chair	Verbal
11	Chair's Update		Chair	Verbal
12	Committee Minutes (for noting by Committee)			
12.1	EDIT <ul style="list-style-type: none"> • 05 September 2019 			Paper 7
12.2	Staff Engagement Group <ul style="list-style-type: none"> • 06 September 2019 			Paper 8
12.3	Student Engagement Group <ul style="list-style-type: none"> • 09 September 2019 			Paper 9
13	Date and time of next meeting: <ul style="list-style-type: none"> • 30 January 2020 		Clerk	
*14	Review of meeting (to include check against Terms of Reference to ensure all competent business has been covered)			Paper 10

Engagement Committee

DRAFT Minutes

Meeting reference: Engagement 2019-20/01

Date and time: Thursday 29 August 2019 at 5.30pm

Location: Room 019

Members present: Margaret Cook, Principal
John Dare, Board Member (Staff)
Sharon Hammell, Board Member
Lynn Oswald, Board Member
Amy Studders, President HISA Perth
Michaela Asisten, VP Education & Engagement HISA Perth

In attendance: Lorenz Cairns, Depute Principal (Academic)
Veronica Lynch, Vice Principal (External)
Ian McCartney, Clerk to the Board of Management

Apologies: Debbie Hutchison, Board Member
David Littlejohn, Board Member
Catherine Etri, Associate Principal
Katy Harrington, Head of HR & Organisational Development

Chair: Sharon Hammell

Minute Taker: Ian McCartney

Quorum: 3

Summary of Action Items			
Ref	Action	Responsibility	Time Line
6.1	HISA Perth Plan of Work Plan to be recirculated once additional details around targets, etc had been added	HISA Perth	Next Committee meeting
6.2	Student Partnership Agreement Progress to be reported at next meeting	HISA Perth	Next Committee meeting
10.1	Promoting a Positive Learning Environment Clerk to liaise with the College's Quality Manager to provide clarity of role definition under Section 7.1 of policy	Clerk	Next Committee meeting
10.2	Student Code of Conduct Clerk to 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.	Clerk	Next Committee meeting
12	EDIT – Disability Confidence Scheme Clerk to the Board to explore lapse of Scheme and respond to Committee.	Clerk	Next Committee meeting

Minutes:

Item

Action

1. **Welcome and Apologies**

The Chair welcomed everyone to the meeting, and introduced new representatives from HISA Perth to the Committee. Apologies were noted.

2. **Additions to the Agenda**

There were no additions to the agenda.

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

There were no declarations of a conflict of interest.

4. **Minutes of Meeting held on 28 November 2018**

The minutes were approved as a correct record.

5. **Matters Arising from Previous Minutes**

6.1 Presentation on the Future of HISA

Action 1: Results of the Student Survey would be reviewed at next meeting of Committee

Action Update: On Agenda under Item 7.

Action 2: Student Engagement Framework to be further discussed at a future meeting

Action Update: Ongoing - deferred to future meeting of Committee

6 **Student Engagement**

***6.1 HISA Perth Update**

President HISA Perth presented an update paper, summarising the range of work carried out by the HISA Perth team over the summer.

Responding to a question from a Board Member, President HISA Perth acknowledged that, while HISA Perth was still adjusting to its new location, it is expected that the move to the Webster building will prove positive in terms of visibility, and this has already been evidenced by exposure to many more students over the summer recess.

Furthermore, in order to maximise knowledge of the new location amongst students, HISA Perth has purchased two large branded flags for display outside the building, and conversations are ongoing regarding increased signage.

President HISA also presented a draft Priority Plan for the year ahead, highlighting a range of events geared to increase engagement and promote support, the focus of work for the individual officers, and the continual plans for items such as Class Reps and Elections.

Following a question from a Board Member, President HISA Perth outlined some key timescales, noting that many of the events are calendar-specific, so other events would fall around these.

Chair welcomed the Priority Plan, noting that it formed a good framework for the year ahead, and requested recirculation of the Plan once additional details around targets, etc had been added.

HISA
Perth

***6.2 Student Partnership Agreement 2019/20**

President HISA Perth provided an update position on the 2019/20 Student Partnership Agreement, noting that a Paper had been submitted to Student Engagement Group for discussion in June 2019 proposing 3 main themes of Learning Resources, Student Wellbeing and Communication.

Principal clarified that Agreement needs to be discussed at College level, and that it would be preferred to sign the Agreement off earlier than on previous occasions in order to be meaningful.

Progress to be reported at next meeting.

HISA
Perth

***6.3 Student Mental Health Agreement 2019/20**

President HISA Perth presented an update on the 2019/20 Student Mental Health Agreement, noting that it is proposed to retain certain elements of the 2018/19 Agreement, including the categories used, but to update the content within these headings.

Following a question from a Board Member regarding likely impacts of the project, President HISA Perth noted that the focus was on organising events outside the learning environment, promoting a broad range of non-academic activities, and working with other service providers in order to create a less stressful College environment for students. Committee agreed that, in order to measure impact from the project, it would be useful to capture outcomes and experiences from students.

7 Performance Monitoring

7.1 Balanced Scorecard

Principal introduced the updated format of the Balanced Scorecard, describing the concept to new members of the committee, and advising that, while the presentation had changed to provide specific detail for different audiences, the measures being used had been retained due to their link with the Strategic Plan.

In discussing the Balanced Scorecard, Committee expressed satisfaction with the new format, noting that it was easier to read and provided useful detail-within-detail. In response to a query from a Committee Member regarding how to best reflect performance not quite on target but very close, Clerk to the Board noted that future iterations of the Scorecard would include Tolerances which demonstrate how close performance is to Targets, but these had not yet been finalised for inclusion at this stage.

Principal noted that the Balanced Scorecard would continue to be monitored and developed as the full meetings cycle unfolds.

7.2 National Student Survey 2018-19: Key Outcomes

Depute Principal (Academic) summarised the key outcomes from the most recent National Student Survey (NSS), noting that, whilst the College's overall satisfaction rating had fallen from 88% to 85%, this was still above the national average.

Depute Principal (Academic) also highlighted some other good performances against main comparator benchmarks, and noted that staff should be commended on the survey results. Depute Principal (Academic) further noted that any area performing at a rating of below 80% undertakes an Action Plan linked to a curriculum review.

In response to a question from the Chair regarding the low rating for Question 26 relating to effectiveness of student representation, President HISA Perth noted that NSS is still surveying students who pre-dated the formation of HISA, which may have been a factor. President HISA Perth also reiterated the plan to provide a wider range of non-social events and study workshops, which would help support 4th Year students.

Principal noted that NSS was deemed more important than other surveys due to its use in the formation of league tables, and therefore has a higher impact, particularly on RUK students (ie those UK students who are non-Scottish domiciled prior to commencing studies).

7.3 Student Satisfaction & Engagement Survey 2018-19: Key Outcomes

Depute Principal (Academic) introduced the most recent Student Satisfaction & Engagement Survey (SSES), noting that the response rate of 46% was well below target, possibly due to this being the first year of the SSES being conducted online.

Depute Principal (Academic) further noted that the SSES utilised a weighted average in its figures, some questions mirrored those in the NSS, and curriculum areas all scored satisfaction rates in excess of 90%.

President HISA Perth and VP Education & Engagement HISA Perth left the meeting at this point.

7.4 Postgraduate Taught Experience Survey

Depute Principal (Academic) presented the final survey for discussion, the Postgraduate Taught Experience Survey, reporting that the overall College satisfaction rate (against a national average of 80%), albeit with a response rate of 31%.

Depute Principal noted that there is a need to drill down to investigate some issues further, and Principal further noted that due consideration should be given to the potential impact of the low threshold for reporting of responses (minimum 4 responses from course for validity versus a minimum 10 responses in NSS).

8 External Engagement

Vice Principal (External) summarised the External Engagement paper, which focused primarily on activities over the summer period, and noted in particular the success of a refreshed approach to summer marketing, and in particular Open Events, in attracting new students; the excellent outcomes from our international partnership in China; and the success in negotiations with the Construction Industry Training Board (CITB) to increase the candidate fee levels, which will benefit Colleges across the sector.

In response to a query from the Chair regarding resource implications of entering Phase 2 of the UHI International Student Recruitment project, Vice Principal (External) confirmed that the College had agreed to be involved in 2 of the 6 identified work streams, and would assess time and other commitments before further involvement. Furthermore, Principal noted a desire to protect investment made by the College over the years in this area.

Committee thanked Vice Principal (External) for leading the work on CITB fees. Vice Principal (External) noted that other sectors may well benefit from a similar negotiation process, and that Colleges Scotland and the Scottish Funding Council have recognised benefits of approach.

Vice Principal (External) noted that College had been asked to lead on hospitality skills element of Tay Cities Deal, which presents an excellent opportunity for development, although this is unlikely to be a major income generator.

A brief discussion followed regarding the improvements to various parts of the College Estate following the release of brought-forward funds, in particular the nursery and the Academy of Sport & Wellbeing.

9 Staff Engagement

In the absence of Head of HR and Operational Development, Depute Principal (Academic) summarised the HR update, noting in particular the overall reduction in sick days across all areas of the College, with significant reductions across management and support staff.

10

Policy Development

10.1

Promoting a Positive Learning Environment

Committee noted at this Policy, part of the Single Policy Environment, had been approved by CMT.

Board Member sought clarification on Section 7.1 – Roles & Responsibilities with specific regard to Engagement Committee and whether the oversight nature of Committee's role should be better defined.

Committee **approved** the Policy.

In addition, Committee **agreed** that Clerk would liaise with the College's Quality Manager to provide clarity of role definition under Section 7.1

10.2

Student Code of Conduct

Prior to considering the Policy, Clerk to the Board of summarised an issue raised by President HISA Perth regarding the vetoing of the Student Code of Conduct at Moray College UHI due to the use of a phrase in the Gender Based Violence section of the Code.

Clerk

Clerk noted that HISA did not have standing policy in opposition to the Code, nor had HISA been able to consult its members on the issue, hence HISA were comfortable with passing the Code as it stands, albeit with the understanding that, following consultation, they may wish to lobby UHI regarding future iterations of the Code.

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.

Clerk

Committee **formally noted** the Student Code of Conduct.

11

Board Development

Clerk to the Board introduced a draft timetable for the Board Development Plan 2019-20 and summarised the planned sessions.

12

Committee Minutes

The minutes for the following meetings were noted:

- EDIT, 20 June 2019

Chair queried whether the Disability Confidence Scheme (Item 15.d) had lapsed. Clerk to the Board to explore and respond to Committee.

Clerk

13

Date of Next meeting

07 November 2019 at 5.30pm

14

Review of Meeting

The Committee agreed the meeting had covered its Terms of Reference.

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

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**

DRAFT

Perth College UHI

Paper No. 2

Committee	Engagement Committee
Subject	Student Partnership Agreement
Date of Committee meeting	07/11/2019
Author	Amy Studders, HISA Perth President
Date paper prepared	22/10/2019
Executive summary of the paper	This paper constitutes the full 2019-20 Student Partnership Agreement between HISA Perth and Perth College UHI
Consultation How has consultation with partners been carried out?	The Partnership Agreement has been discussed and endorsed by Student Engagement Group, and passed to Senior Management Team for consideration.
Action requested	<input type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input checked="" type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes / No
Risk implications (If yes, please provide details)	Yes / No Click or tap here to enter text.
Link with strategy	The Partnership Agreement seeks to improve the student experience and to show students how they can get involved in that activity.

Perth College UHI

<p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>Students are actively encouraged to become engaged in the processes that helps improve their own education, and successful implementation of this Partnership should improve student feedback across a number of key areas.</p>
<p><u>Equality and diversity</u></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>Yes/ No</p>
<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><u>Data Protection</u></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Status (e.g. confidential/non confidential)</p>	<p>Non-confidential</p>
<p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p>	<p>Yes/ No</p>

Perth College UHI

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

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

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

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and

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Student Partnership Agreement
between
HISA Perth
and
Perth College UHI

Part A 2019-21

Part B 2019-20



Part A of this agreement outlines the general approaches to student engagement and partnership working between Perth College UHI and the HISA Perth 2019-2021.

Part B of this agreement outlines specific project themes to be jointly undertaken during academic year 2019-20.

Introduction

The purpose of this agreement is to present the work being done to improve the student experience in partnership between Perth College ('the College') and the Highlands and Islands Students' Association ('HISA Perth'), and to show students how they can get involved in that activity. It does not replace other strategic documents, and students are not limited by this document – students are actively encouraged to tell us how we can make your education better in any way. This agreement is complementary to the University of the Highlands and Islands Student Partnership Agreement between UHI and HISA (Highlands and Islands Students' Association) which is an agreement between the University and all students across UHI and its academic partners. The College and HISA Perth will work collectively on understanding and enhancing the student experience of all of its students.

Our College Community

Perth College UHI is very proud of our place within the University of the Highlands and Islands, within the local community of Perth and Kinross, and in all communities nationally and internationally where we have an impact through our business and students. Our success is shaped by the skills and talents of our students and our staff, and our commitment to working in partnership is key to understanding and developing shared aspirations and actions.

The College revised its Strategic Plan in 2016 to cover the period 2016-21 and has partnership, change, success and community at its core.

Vision

To be an inspirational partner in economic and social transformation.

Mission

To change lives through excellence in education, research and innovation, developing knowledge and skills and the experience to succeed.

Our student body is central to that purpose and vision. Both the College and HISA Perth value the diversity of our student population and work to make sure everyone feels welcome and supported. All staff and students should interact in a way which helps create an inclusive, pleasant and welcoming environment for everyone.

Students at the College are represented by HISA, and represented to the College by HISA Perth. HISA Perth represents the views and interests of all students through its Student Representative Committee (SRC), Student Forums, the College Board of Management and its committees, and works in partnership with the College to secure the best possible student experience through a broad range of individual, collective, formal and informal routes.

HISA Perth also represents students of the College within the wider Highlands and Islands Students' Association. HISA represents all students within the Highlands and Islands region. HISA Perth officers sit on the HISA executive committee so that the voice of Perth College students feed into decisions on a regional and national level.

What is partnership?

The terms 'partner' and 'partnership' are used in a broad sense to indicate joint working between students and staff. Partnership working is based on the values of:

- Openness;
- Trust and honesty;
- Agreed shared goals and values; and
- Regular communication between the partners.

It is not based on the legal conception of equal responsibility and liability; rather, partnership working recognises that all members in the partnership have legitimate, but different, perceptions and experiences. By working together to a common agreed purpose, steps can be taken that lead to enhancements for all concerned. The terms reflect a mature relationship based on mutual respect between students and staff.

Part A – Student Partnership and Engagement at the College

Formal Student Representation

The college is committed to involving students in the decision making process and making sure that they have the best possible experience while studying with us. All students are automatically members of the Highlands and Islands Students' Association. The College and HISA Perth seek to work closely together to ensure that students are represented on all relevant college and Board of Management committees and are supported and trained to fulfil their roles.

Opportunities to become involved in student representation within the College structure include the following:

- Student representatives are present on all relevant college committees, including: Board of Management and Engagement Committee, Academic Affairs Committee, Quality Enhancement Committee, Health and Safety Committee, Equality Diversity and Inclusion Team EDIT.
- Each course should have a course representative who will attend Student Forums and make student views known on issues related to the learning experience. On-going communication will be encouraged out-with formal meetings.
- Focus groups and consultation events are arranged when major changes to curriculum, resources or wider student services are planned, and students are invited to take part in these groups.

Student representatives are trained and supported in their respective roles. There is also the opportunity to meet with other student reps to support each other.

Students' Association

The Highlands and Islands Students' Association (HISA) represents all students of UHI and its academic partners, and provides a representation structure at Perth College UHI through HISA Perth.

HISA Perth is led by an executive of committee of three officers

- President (full-time, sabbatical position)
- Vice President Education and Engagement (part-time)
- Vice President Welfare and Activities (part-time)

HISA Perth is the representative voice of students at Perth College UHI. It advocates the views and rights of students, organises events and supports clubs & societies and works to influence change within the College and wider society to make the experience of being a student at Perth College better.

There are various ways for students to influence the work of HISA Perth that the students' association provide:

- Standing for election as an executive officer of HISA Perth
- Standing for election as a regional officer of HISA
- Participating in HISA's regional bodies and events
- Becoming a course representative and undertaking training
- Attending the HISA Perth Student Representative Committee, to discuss matters affecting the College student body.
- Attending HISA Regional Council. Regional Council is an annual event which offers an opportunity for students from across the Highlands and Islands to influence the work of HISA.
- HISA Perth students shape student engagement on a national level through work with NUS Scotland, Sparqs, QAA Scotland, Education Scotland and other tertiary-education sector agencies.

Student Engagement in the Life of the College

Student involvement is not restricted to formal representative structures. All students are encouraged to become partners in shaping the life of the college. Opportunities include:

- Participating in HISA Perth events and student-life research activity
- Dropping in to the HISA Perth offices and meeting the elected officers
- Participating in and developing activities and events within the Union Link space
- Participating in volunteering opportunities within and outwith College.
- Giving honest, constructive feedback by taking part in surveys, focus groups and other feedback opportunities.
- Becoming familiar with the Student Take 5 feedback and reflection on learning tool, and using it for students to consider their own learning and how they are taught.
- Sharing opinions with course representatives, or other student reps at SRC.
- Speaking directly with lecturing staff or a Personal Academic Tutor.
- Supporting class activities or activities in the Union Link.
- Developing and taking part in events, societies, clubs and groups.
- Working with other students, staff, Quality, and the Student Engagement Officer to discuss means of enhancing the ways in which we can work together to broaden the participation of students and staff in collectively progressing the student experience at the college.

College staff will seek to engage with students in both formal and informal structures, and ensure that students are a central part of college decision making and informing

of policy and practice. Means of ensuring clear and accessible communication between the wider student community and the college will be continually reviewed jointly to ensure that this is enhanced on an ongoing basis.

Part B - Student Partnership Agreement

Context

As part of the development of a Student Partnership Agreement between Perth College UHI and the HISA Perth discussions were held to inform priorities for 2018-2019.

Feedback from students through student surveys, course committees and college self-evaluation also formed the basis of additional information to inform the three project themes. The three themes selected by students were:

1. Learning Resources
2. Student Wellbeing
3. Communications

The themes will be taken forward through joint work to be undertaken with relevant Students Association Officers, student representatives, and staff members who have responsibilities which encompass these themes.

An action plan specifying student representatives and staff membership will be agreed by each theme and reported through QEC.

Joint Project Theme Overviews

1. Learning Resources

- HISA Perth and the College will work together to map the accessibility, availability and usage of computers and workstations across Perth College UHI. They will then explore opportunities to improve this.
- HISA Perth and the College will work together to explore the plausibility of paperless classes and course materials.
- HISA Perth and the College will work to expand the Prepare to Study programme to include IT induction

2. Student Wellbeing

- HISA Perth and the College will work together to review the accessibility and availability the full range of mental health support that is available to students

- HISA Perth and the College will put forward recommendations for improvements based on the review
- HISA Perth and the College will work together on a “Mental Health Champions” project

3. **Communication**

- HISA Perth and the College will work together to review Student Induction Programme and explore potential improvements
- HISA Perth and the College will work together to investigate ways of improving the provision of timetabling
- HISA Perth and the College will work together to create a “Student Partnership toolkit/resource”

Student Partnership Agreement

Part B: 2019/20

Signed on behalf of

HISA Perth

President

Date

Perth College UHI

Principal and Chief Executive

Date

Perth College UHI

Paper No. 4

Committee	Engagement Committee
Subject	Business Development Strategy
Date of Committee meeting	07/11/2019
Author	Veronica Lynch
Date paper prepared	04/11/2019
Executive summary of the paper	This Business Development Strategy sets out Perth College UHI's ambition to significantly impact the growth and development of the Perth and Kinross and Tay Cities Regional Economy. It outlines the purpose, vision and strategic approaches the College will undertake to achieve that impact.
Consultation How has consultation with partners been carried out?	n/a
Action requested	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes/ No tbc
Risk implications (If yes, please provide details)	Yes/ No tbc

Perth College UHI

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

Perth College UHI

Freedom of information Can this paper be included in "open" business?*	Yes/No
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Perth College UHI Business Development Strategy 2019-2024

Introduction

This Business Development Strategy sets out Perth College UHI's ambition to significantly impact the growth and development of the Perth and Kinross and Tay Cities Regional Economy. It outlines the purpose, vision and strategic approaches the College will undertake to achieve that impact.

1. Executive Summary

Perth College UHI plays an influential role in increasing the business competitiveness and productivity of our customers through supplying and developing the regional workforce of our industry and stakeholder partners across the Tay Cities region. This Business Development Strategy outlines the market context, future vision and strategic focus required to address the market opportunities and challenges open to the College over the next 5 years to 2024. It includes our Strategic Implementation Plan for the period to 2024.

In summary this strategy and structure will allow Business Engagement Team to interface with curriculum and businesses by:

- Developing and implementing with each academic sector a “sector development plan”. This plan will outline our business engagement approach with all academic sectors. The plan will bring together a clear understanding of the skills and other business needs within the region, how we can support those needs and how we work together to maximize our business relationships.
- Scoping out the potential of a separate commercial subsidiary that enhances our competitiveness in our business markets.
- Developing a clearly defined plan for Perth College Development Trust and upcoming projects/initiatives
- Developing a key account system with each business that we are engaging and working with in order to plan, monitor and review our position. In addition, gathering intelligence and trends in order to best serve their needs.
- Assigning a member of Business Engagement Team to each academic sector. This person will have a dedicated remit with each academic sector. In some instances, the Development Trust Manager will be assigned to support projects/initiatives involving Development Trust.
- Ensuring the Business Engagement Team work with academic sectors to support each sectors development plan, strategically and operationally and in addition build knowledge within each sector to support academic colleagues and gain trust.
- Ensuring each member of the Business Engagement Team will work across FWDF and MA's and be pivotal to driving commercial development opportunity and growth with academic colleagues.

- Supporting the Business Engagement Team with access to the equivalent of a 0.5 marketing post to promote and communicate with all relevant partners through modern day communication platforms and channels. Enhancing our ability to influence and educate our business partners on opportunities we can provide and in addition showcase other work we are delivering or have completed.
- Ensuring this new structure enhances our ability to have joint and aligned intelligence and approach to each business account/partner. This require us to have a “customer relationship management” system that is populated accordingly and enables us to maximize opportunities across all areas of Perth College UHI, whilst providing greater value to our business partners.
- Supporting other internal commercial opportunities ensuring we maximize our internal assets, enhance our potential to offer benefits to our business partners, further enhance student experience and raise profile of college even further.
- Ensuring the fundamental outcome of this structure is to meet all our strategic and operational objectives, maximizing our business opportunities through enhanced knowledge, expertise, resource, networks and innovation.
- This strategy and structure be supported by investment that allows for:
 - Academic colleagues and or Associate staff to support business opportunities and delivery
 - Business Engagement Team trained/recruited with remit to drive business and enhance partnerships across all areas of each academic sector
 - The structure, roles and skill-set of Business Engagement Team to be aligned with strategic and operational outcomes
 - Marketing and communication support
 - CRM system to be developed and supported
 - Knowledge exchange across all college departments through collaboration
 - Culture of “business success” established in our work and across all strategic aims
 - Clearly identified and agreed plans and projects that can be supported by the Development Trust

2. Strategic and Market Context

As both a College and a University, Perth College UHI is uniquely placed to support the strategic opportunities and challenges within the Perth and Kinross region, while impacting the Scottish economy in key industry areas including Aviation, Engineering, the Rural Environment, Health, Hospitality, Teaching, Business Management and the Creative Economy. This is due to a combination of teaching and research expertise as well as our location being within 50 miles of 90% of Scotland's population.

Perth College UHI's Regional Connectivity

Perth College UHI is one of the largest partners in the University of the Highlands and Islands and is proud to serve the needs of its local area, as a key partner within the Tay Cities Region as well as the wider Highlands and Islands Region and beyond. Our Business Development activities will predominantly support the Perth and Kinross business and stakeholder community, our niche expertise in specific areas will widen the market opportunity across Scotland and internationally.

The Perth and Kinross regional economy is extremely strong, demonstrated by the following characteristics:

Perth and Kinross Regional Workforce

A population of 151,300 a 0.3% increase from 2016. The region has had a 5% population growth since 2008, 1% above the national average. This is however forecasted to slow to 1% growth by 2028, slightly behind the national average.

Unemployment rates are at 2.9% (below the Scottish average of 4.1%). Workless households reduced from 15.3% to 13.9% since 2017 compared to 17.1% nationally down from 18%. Alongside this, there is a higher level of economic inactivity, not looking for work, primarily impacted by a higher than average retired population of 27.7% compared to 15.3% nationally.

The 2018 Annual Participation Measure showed that 94% of 16-19 year olds were in education, employment or training and personal development above the national average at 91.8%. In addition, the workforce is more highly qualified at all levels of qualifications on average by 3-8% compared to the national average.

With these lower levels of unemployment and higher participation rates, employers finding skilled staff can be more challenging. Perth College UHI has a key role to play in supporting our regional businesses to find their new recruits, expand their workforce and upskilling their existing staff to progress to higher level roles. This will create openings for our students and those looking to get back into work, as well as increasing the productivity of those businesses.

Perth and Kinross Business Base

The region comprises 6,165 enterprises. Of these, 5,435 (88%) are micro businesses, 620 (10.1%) small, 100 medium (1.6%) and 15 large (0.2%) all employing a total of 60,000 employee jobs with a net outward migration of 4,000 people who live in the region but work outside. A further 12,200 people are self-employed.

Perth and Kinross 5 year business survival rate is higher than the Scottish average and self-employment sits at 11.6%, compared to 8.6% nationally.

The region's weekly earnings sits slightly above the national average at £569.70 compared to £562.70 coupled with regional productivity (GVA per job) at £49,500 compared to £47,300 nationally. The growth projections to 2028 are at 1.3% in line with the national average. This despite overall regional GVA growth projections to 2028 being at 1.4% against 1.6% nationally.

Businesses are facing uncertainties in accessing the right skills, exacerbated by Brexit, potentially leading to restrictions on free movement of people and potential lower inward migration of people from EU. Attracting new entrants into the workforce, offering equality of opportunity across the region and increasing productivity within the existing workforce will be key to achieving sustainable economic growth.

In order to match other OECD countries, Scotland’s productivity would need to increase by 20%. With Perth and Kinross GVA growth projected to be 0.2% slower than the national projection, this will require an estimated 22% growth to compete with other nations. Increased levels of innovation coupled with stronger levels of workforce development and work based learning approaches, particularly apprenticeships and vocational qualifications undertaken on the job within the workplace will be required to support that growth.

Re-alignment of Perth and Kinross Skills Profile

Labour market forecasts predict a changing profile of role types across the Perth and Kinross Region. Across the 10 year period, there is a predicted requirement for 18,100 workforce. This includes an expansion demand of 500 people and 17,600 replacement demand to account for leavers and retirements.

P&K Growth Industries to 2028	P&K Industries in Decline to 2028
Health and Social Care Construction Administration Support Services Business and Public Service Professionals Financial and business services Tourism Energy Elementary occupations – Clerical, Sales, Wholesale, Retail	Primary Industries Manufacturing Public Administration Defence Overall decline in demand for mid-level skills

Across that 10 year period, the job profile roles are predicted to realign towards a higher proportion of staff across the region within elementary occupations.

- Lower proportion of workforce in professional and technical occupations (39% in 2018 to 36% in 2028)
- Intermediate skilled occupations (33% in 2018 to 19% in 2028)
- Higher proportion of workforce within elementary occupations (28% in 2018 to 45% in 2028)

This changing employment profile has the potential to reduce the diverse strength of Perth and Kinross regional economy, potentially leading to:

- Greater levels of In-work poverty
- Under employment and reduced productivity
- Reduced levels of Innovation
- Limiting GVA/GDP per head

The Changing World of Work

The OECD predicts that around 14% of jobs in the UK will be at high risk from automation and digital technologies, mostly in the intermediate skilled occupations. In 10-15 years' time, jobs not impacted by automation and artificial intelligence will be the exception.

Industries will be forced to deploy their workforce more efficiently to remain competitive. Labour intensive businesses will need to review and reinvent their business models, making better use of smart technologies and using their staff more effectively. This will all require higher levels of upskilling and reskilling with all staff requiring continued learning throughout their lives to keep pace with rapidly changing working environments.

The nature of work will focus on shorter, flexible contracts, staff being willing to be mobile, and working with a number of companies during their careers, higher levels of, home working, reduction of traditional hours working and undertaking multiple roles concurrently.

Although less conventional working models demonstrate advantages for businesses and for individuals, particularly in terms of flexibility, there are concerns about their perceived disadvantages, including their impact on equality, productivity and growth.

Those not in employment typically have less investment in learning, however with these changing demands of work, a focus on this target group to ensure their skills remain current and ensure they can rejoin the workforce, will be a key focus of this strategy.

The Scottish Government recognises the impact that Colleges have in engaging with employers in shaping and developing the skills needed to address the future challenges faced by business and in re-building the lifelong learning ethos.

This strategy focusses on how Perth College UHI will utilise the range of tools and interventions available from across our range of stakeholder partners to address these opportunities to increase engagement with business to adapt the learning and teaching to support the current and future skills requirements of business, to influence the regional skill mix, to increase the availability of skilled entrants to the market and to upskill and reskill the existing workforce.

3. Competitor Analysis

The College has a range of competitors delivering similar services to business that will impact different strands of activity at various times. These include:

Other Colleges – Inverness, Dundee and Angus, Fife and Forth Valley Colleges all have dedicated Business Development teams with a track record over a longer period of time compared to Perth College UHI. All of these Colleges are active within the Perth and Kinross region with existing commercial relationships with customers for whom Perth College UHI should be their 'home College'. This will require a re-engagement with those businesses to recognise the role that we can play in supporting the full needs of their business.

There are a number of Private Training companies in our region (e.g. NGT Training, Goal Training). Many of these providers are particularly prevalent within the Work based learning space. Industry bodies such as CITB, SECCT, SNIPEF etc. act as Managing Agents for apprenticeships and subcontracting that service to Colleges and other training providers. This means that as a subcontractor, the College receives a proportion of the fee. This can also cause confusion in the marketplace. In addition, many of the larger employers operate their own Modern Apprenticeship contract or in-house training programmes and would not necessarily invest in external training.

4. SWOT Analysis

Strengths

- Knowledge of Regional Business community needs
- Connected to regional business community through Business Development and Curriculum teams
- Current work and impact with regional business community
- Current impact within FWD and MA's
- ASW growing as a commercial business – this can be used as template for other internal commercial opportunities
- Connected and visible through Colleges Scotland forums

Weaknesses

- Business approach not aligned within Perth College UHI
- Departments are working individually rather than collectively
- Lack of cohesive strategy and approach surrounding Business Development
- Lack of pricing/costing model that provides clarity to all our work
- Lack of marketing and communication strategy to business community and our own internal commercial activities
- Lack of any business development plans for each academic sector
- Lack of appropriate systems to manage business relationships
- Generic rather than industry specific knowledge within BD team
- Time and capacity within academic sectors to support BD opportunities and delivery

Opportunities

- To re-start, re-centre and refresh our approach to our regional business community with “professional” aligned approach supported by SMT and driven through modern marketing and communication platforms as well as influencing through strong networks of people and customer relationships
- Develop a cohesive approach to all business opportunities for PC UHI
- Develop a cohesive and aligned business marketing and communication strategy
- Develop a clear and competitive pricing structure for all our business opportunities
- Develop clear understanding of our ambition to drive commercial opportunities internally with our own assets
- To create a commercial culture across all agreed areas of PC UHI
- To reward and celebrate commercial success
- Develop fully functional systems to enable business engagement and improved co-ordination and communication of opportunities including a Business Opportunity process and a CRM system
- To employ/train talented individuals to enhance BET (Business Engagement Team), in turn enhancing confidence of our curriculum sectors to work cohesively
- To develop academic sector business development plans that prioritise work in each sector and provide a more cohesive approach between BET, curriculum sectors and regional business community
- Build marketing and communication platforms/collateral that ensure clarity of our services, products, prices and impact
- To further develop commercial opportunities on campus that complement and enhance current commercial assets enabling greater impact commercially and enhance business and community relationships

Threats

- A lack of resource to support above (failure to speculate to accumulate)
- Trying to move too quickly and only serve to damage reputation further
- Opening doors for other competitors to impact in our region
- Not matching our competitor ambitions
- Not having the appropriate individual and organisational talent to maximise our potential
- Not embedding the appropriate systems and processes to ensure cohesive, aligned and analytical approach to businesses

5. Mission, Vision & Strategic Aims

Mission

“Maximise the potential of our students, staff, partners and commercial assets”

Vision

“A business engagement team that makes a difference. We inspire, support and deliver by working in partnership” – Alternative suggestion – ‘A Successful Regional College that positively impacts business skills, competitiveness and productivity through the provision of high quality industry focussed learning, qualifications, workforce development and innovation.

Strategic Aims



Profit

“To be focused on securing a diverse source of revenue, whilst managing resources efficiently and sustainably with optimal impact”



Programmes

“To deliver exemplary programmes and levels of service that meet the needs of our students, staff, partners and customers, ensuring sustainable business relationships”



Processes and systems

“To develop and implement processes and systems that cultivate an environment of joint working, alignment, knowledge exchange and enhance our business intelligence and outcomes”



People

“To invest in, support and empower people by developing and creating opportunities that lead to a high quality workforce that can meet the needs of our region, our partners and our own internal commercial opportunities”



Places

“To develop and create a business development environment that attracts and enables people, services and facilities to maximise their potential”



Profile

“To ensure our Business Engagement Team is able to promote, inform and influence through modern marketing and communication channels”



Partnerships

“To develop relevant partnerships that realise business opportunities, enhance our reach and foster sustainability”

Values

- To develop relationships that make a positive difference in the lives of our students, staff, partners and customers
- To provide an outstanding service and deliver premium value
- To work together to meet the needs of our students, staff, partners and customers
- Value our people, encourage and support their development and performance- their success is our success
- We exhibit a will to win in the marketplace, we celebrate success and we encourage it
- We encourage entrepreneurial thinking and practice
- We are personally accountable as individuals and as a team to deliver on our commitments

We want to be recognised as:

- Fully understanding, supporting and influencing the demographic and economic needs of our region
- Welcoming and encouraging stakeholder involvement
- Enabling our staff, students and partners to excel
- Fully understanding the potential of our own assets and how we maximise their value
- Being innovative and successful
- Being a valued and integral partner that supports the local, regional and national economy
- Securing a diversity of resource by constantly developing and enhancing our reach and influence through innovative, sustainable partnership working

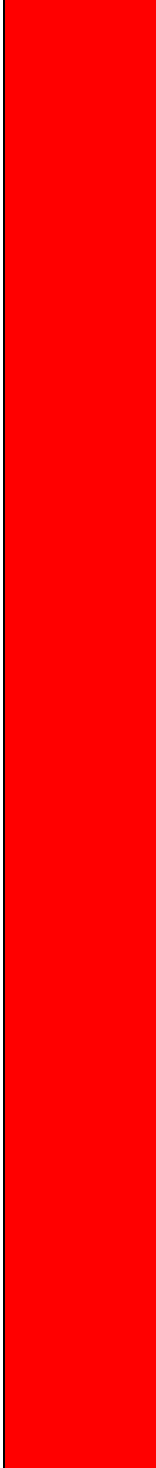
Strapline:

#WORKINGWITHYOU

6. Strategy Map & Balanced Scorecard

Strategic Objective	KPI	Target	RAG Status
<p>“To be focused on securing a diverse source of revenue, by making us more competitive in the marketplace, whilst managing resources efficiently and sustainably with optimal impact”</p>	<p>To increase our income generation on MA's and FWDF by 10% year on year from 20-21</p>	<p>Scope out the potential for a separate subsidiary company for all commercial work undertaken by the Business Engagement Team</p>	<p>Yellow</p>
	<p>To increase our private training contract to business partners by 10% year on year from 20-21</p>	<p>To develop business plans for all internal commercial opportunities/operations</p>	<p>Red</p>
	<p>To increase revenue in ASW by 5-10% year on year from 19-20</p>	<p>To put in place appropriate staffing model for all our work, that enables us to be competitive and maximize return</p>	<p>Yellow</p>
	<p>To increase the number of public contracts applied for and being successful by 10-15% year in year from 20-21</p> <p>To ensure the Development Trust has clearly defined plans to meet income targets</p>	<p>To identify projects for the Development Trust through clearly defined plans for fundraising</p>	<p>Yellow</p>
	<p>To always ensure a margin/profit in all our business negotiations/bids/contracts</p>	<p>To develop a costing model that ensure competitiveness in our market places</p> <p>Review our current budget structure to encompass range of activity within Business Engagement Team, ascertain and mitigate risk and develop financial foot-print for all things commercial</p>	<p>Yellow</p>

<p>“To deliver exemplary programmes and levels of service that meet the needs of our students, staff, partners and customers, ensuring sustainable business relationships”</p>	<p>To spend time significantly enhancing our business intelligence on the needs of our business partners to support targets above</p>	<p>Develop and install a key account system/process with each our business partners and within our operations</p>	
	<p>To increase the number of industry advisory Boards we currently work with by 2-3 each year</p>	<p>Through our key account system and networks within industry look to have 1-2 industry advisory Board meetings per year that support our requirement for regional and industry needs</p>	
	<p>Ensure we continually understand the needs of our customers/users of all our internal commercial operations</p>	<p>Set up a number of user forums for all internal operations in order we are delivering needs of customer and are businesses are relevant to demand/market changes.</p> <p>Ensure we are up to date with industry competitors/trends through research and appropriate networks in place</p>	

<p>“To develop and implement processes and systems that cultivate an environment of joint working, alignment, knowledge exchange and enhance our business intelligence and outcomes”</p>	<p>To significantly improve the way as a College we engage and monitor our position with business partners</p> <p>To have maximum of 2 points of contact for each business partner</p> <p>To openly share intelligence and networks between all colleagues to ensure we are maximizing our business potential with each partner</p> <p>To ensure the systems and processes we use and operate continually enhance business intelligence and allow us to enhance our service provision and generate additional and sustained business</p> <p>Develop “dashboard” monitoring tools that allow us to monitor our business impact</p>	<p>Develop a CRM system that is populated through our</p> <ol style="list-style-type: none"> 1. Sector development planning and operation 2. Sharing of intelligence across all the sector plans. 3. Training on CRM and continual updates of CRM are embedded in our operation 4. Commitment to allow time for key personnel to develop and continually improve our planning, operation, process and systems across BET and academic sectors <p>Continually improve systems and processes within our own internal commercial assets including XN leisure management</p> <p>Review our system provision in relation to point of sales systems at ASW, catering provision and other commercial areas. One system approach across College?</p> <p>Quantitative and Qualitative measures (see paragraph 11 for examples)</p>	
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<p>“To invest in, support and empower people by developing and creating opportunities that lead to a high quality workforce that can meet the needs of our region, our partners and our own internal commercial opportunities”</p>	<p>To employ/train people to have required skill set required to develop and meet our business targets</p>	<p>Develop an enabling staffing structure within BET to increase revenue across the College.</p>	
	<p>Develop a platform to continually engage with business partners that provides alignment, business intelligence, builds trust and sustainable relationships and in doing so ensures PC UHI has the intelligence to develop regional workforce and attracts greater share of business</p>	<p>To assign each staff member with agreed KPI's and targets both quantitative and qualitative to internal and external partners using key account system and process</p>	
	<p>Ensure our BET and internal commercial assets are staffed by appropriately skilled people. Create an environment of commercialism with key staff.</p>	<p>In developing our separate subsidiary company ensure key staff have the ability to be incentivized by meeting targets and that our staffing awards are matched to others in the industry in order to keep key staff and also ensure we are competitive in other staffing areas.</p>	
<p>“To develop and create a business development environment that attracts and enables people, services and facilities to maximise their potential”</p>	<p>To create a culture with staff we employ within the BET of understanding the business and people of each business in all our negotiations and work with each business partner</p>	<p>To develop industry advisory boards across all academic sectors that inform further our understanding of business needs and ability to provide be-spoke opportunities.</p> <p>To develop a business partner benefits programme that enhances our position with each business we work with and provides support for employees of each business and their families. Build Loyalty to Perth College UHI.</p>	

	To ensure within all our commercial assets that our customer service is at the forefront of our culture to ensure growth and sustained business loyalty	To develop an environment where “we go the extra mile” to provide a service that others cannot match (quality of partnership/ service /partner benefits, in doing so we become “destination of choice” for our partners/customers	
“To ensure our Business Development Department is able to promote, inform and influence through modern marketing and communication channels”	To continually showcase our services, our people and our impact in addition to growing our reach and profile. To enhance our social media reach by 50% in 20-21 within the BET and also grow our commercial internal marketing and communication reach (ASW) by 10% each year.	To develop a marketing and communication strategy and operation that allows us to better inform all our partners and customers of our services, in doing so also showcase our successes.	
	When working with business ensure we can meet with them and present to them in a professional and be-spoke manner	Develop FB/LinkedIn /Twitter pages for BET Develop appropriate marketing collateral that enhances our ability to sell our services and leaves a lasting impression with business contacts.	
	Create a culture that understands the essential need for continuous marketing support, initiatives and operation within a commercial environment. Ensuring we are relevant to today’s society and up to date with new forms of marketing and communication	Support from marketing (equivalent 0.5) post to cover BET and all commercial assets including ASW	
“To develop relevant partnerships that realise business opportunities, enhance our reach and foster sustainability”	Continually grow our “live” business accounts as highlighted above. In addition also recognize business accounts and sectors that are not bearing fruit in order to focus resources on “best return”	Through our sector development planning and effective use of our CRM system and staff working within our business region develop our ability to prioritize the focus of our work for best return on investment.	

	<p>Develop initiatives with BET, internal and external colleagues that may open up new partnerships and environments, improve position on existing environments leading to business opportunity, greater reach and advanced position in the market place with other competitors</p>	<p>Embed a collaborative commercial culture across the College with a view to:</p> <ol style="list-style-type: none"> 1. Winning more, competitiveness in marketplace 2. Aligned and joint approach to winning business 3. Profit. 4. Sustainable partnerships. profile and reach 5. Establish customer relationships within each business that give access to influence decision makers 	
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7. Key Initiatives to Achieve the Strategic Objectives

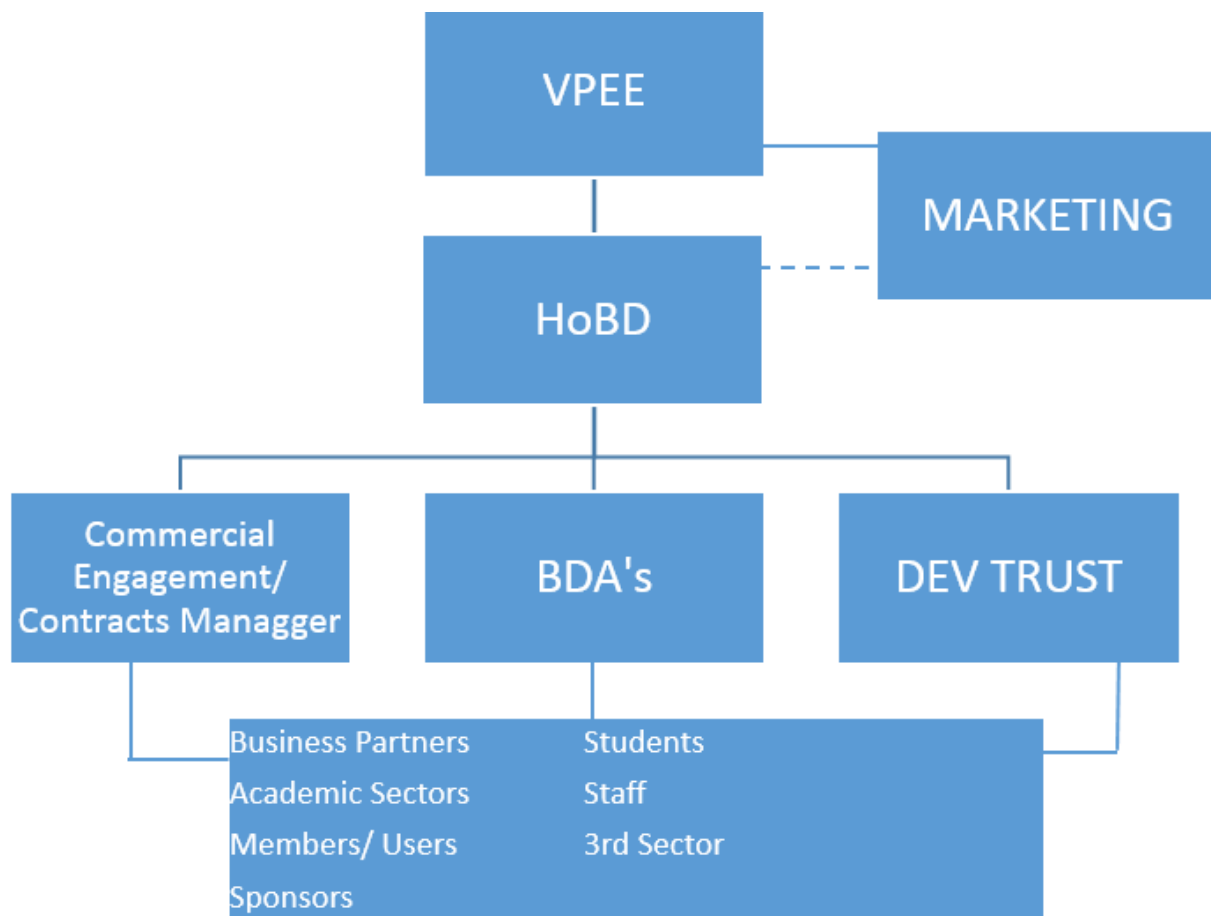
Phase 1 (2019/20)	Phase 2 (2020-2022)	Phase 3 (2023-2024)
<p>a. Introduce Industry Advisory Boards and sector development plans across sectoral teams in order to:</p> <p>Influence skills and programmes</p> <p>Capture and utilise market intelligence</p> <p>Offer opportunities to attract new skilled workforce</p> <p>Support existing workforce development needs</p> <p>Ensure aligned and joint approach</p> <p>Grow Knowledge between BET and Academic Departments</p> <p>Increase capacity to grasp opportunity and maximize outcomes</p> <p>b. Identify Key Target customers, donors and alumni for range of commercial and sponsorship services</p> <p>c. Implement Key Account Approach introducing a tiered service across customer base</p> <p>d. Introduce CRM System with a cross College implementation plan</p> <p>e. Introduce range of cohesive services to business including</p> <p>Work based learning portfolio (FA, MA, GA, VQs) Commercial, short and bespoke courses</p>	<p>a. CRM system in place, used and supported and updated by all areas within College, assisting us with business intelligence and increased business across all sectors of Perth College UHI</p> <p>b. FWD and MA's increased by minimum of 10% each year from 2020-21 being met</p> <p>c. Increase in private training contracts to business partners by 10% year on year from 20-21 met</p> <p>d. increased revenue in ASW by 5-10% year on year from 19-20 met</p> <p>e. increase in the number of public contracts applied for and being successful by 10-15% year in year from 20-21 being met</p> <p>e. One to one business meetings with key business partners carried out, supported by professional presentation and collateral and impact as above</p> <p>f. significantly improved our position to react and be proactive to funding opportunities that are available through our sector development</p>	<p>Industry Advisory Board set up across all 4 academic sectors</p> <p>Our targets for public and private commercial work have been met and are now showing sustainable trends</p> <p>Business relationships with all business partners are now well established through joint planning and delivery with all partners</p> <p>Be-spoke and off the shelf programmes are now being delivered across our business partners and we are making impact with industry focused projects</p> <p>Our marketing and communication strategy and operation has ensured we have significantly increased our reach and influence. In addition we now have a "bank" of professional presentations, marketing collateral that is relevant to generic and specific business operations.</p> <p>Our sector development plans and interaction with academic colleagues and associate staff now allow us to work with more trust, agility and velocity</p> <p>Development Trust and Development Committee are now more pro-active with funding generated for strategic projects and pipeline projects in place for next 3 years with</p>

<p>Innovation, consultancy and research Business Partner benefits package</p>	<p>approach and increased knowledge and trust between colleagues and departments</p>	<p>sustainable annual growth in scholarships</p>
<p>f. Industry Focused Projects g. Recruit all staff into new BET structure</p>	<p>Established various new commercial contract and businesses within Perth College UHI, all of which are making financial surplus and in doing so adding value to our business partner employees, families etc and creating enhanced student experiences</p>	<p>Enhanced networks and our position in the regional marketplace result in hosting major employers forums, with speakers, workshops in collaboration with our partnership network</p>
<p>h. Develop and implement sector development plans with all academic sectors</p>	<p>Perth College UHI is now a destination of choice for business partners when investing in training and looking for business support</p>	
<p>i. Develop marketing and communication strategy supported by appropriate platforms and collateral</p>	<p>Development trust has met its targets and is now working with new projects for the next 2 years to support College initiatives</p>	
<p>j. Develop marketing and communication strategy supported by appropriate platforms and collateral</p>	<p>Development trust through its networks and contacts has increased scholarships by 15%</p>	
<p>k. Agree monthly meetings with all academic sectors with view to supporting current opportunities and planning for 20-21</p>	<p>Dashboard monitoring now in place across all commercial activities</p>	
<p>l. Recruit all staff into new BET structure</p>	<p>Marketing modern apprentice/support in place for 20-21</p>	
<p>m. Development Trust to have agreed income targets and identified projects for next 2-3 years (Scholarships, Scottish Aviation Academy and others)</p>	<p>Marketing reach target is met through above support and growing reputation in market place</p>	

8. Strategic Roadmap

See Appendix A

9. Proposed Structure to Deliver Strategy



10. Principles of Success

This strategy and organisational structure will specifically allow the Business Engagement Team to meet its strategic aims and have appropriate:

- Leadership
 - Clear vision and priorities
 - Cohesive leadership team/s
- Decision making and structure
 - Clear roles and accountabilities
 - Organisational structure that support objectives- focused/committed
- People
 - Organisational and individual talent necessary for success
 - Performance measures and incentives aligned to objectives
- Work processes and systems
 - Effective and efficient support process and systems that enhance operation and outcome
 - Superior execution of work processes
- Culture
 - High performance values and behaviours
 - Capacity to innovate, change, adapt, be proactive and enjoy challenge/success/meeting targets

11. Measures of Success

The strategy, structure and operation will also be measured with a number of “dashboards” to track & manage progress both quantitative and qualitative

- Number of business accounts
- Number of live business accounts
- Number of companies interested in MA'S/FWD
- Number of companies engaged in MA's/FWD
- Income generated from MA's and FWD
- Number of companies investing in training programmes/contract
- Income generated from training programmes/contracts
- Number of public contract bids submitted
- Number of successful public contract bids
- Marketing and communication reach
- Income generation targets
 - ASW- gym/climbing/sports hall/sports injury clinic
 - Merchandising shop
 - Theatre
 - Others
- Feedback from partners on benefit/impact of working partnership
- Feedback from partners on quality of our programme content/delivery

Business Development Strategy - References to Government National Strategies

Enterprise and Skills Strategic Board

SFC Strategic Framework 2019-2022

Scotland's Wellbeing – Delivering the National Outcomes

SDS Skills Investment Plan and Regional Skills Assessments for Perth and Kinross/ Tayside

NOMIS Labour Market Data 2018

Tay Cities Deal Strategic Plan

		Year 1				Year 2				Year 3				Year 4				
		Aug, Sept, Oct	Nov, Dec, Jan	Feb, Mar, Apr	May, Jun, July	Aug, Sept, Oct	Nov, Dec, Jan	Feb, Mar, Apr	May, Jun, July	Aug, Sept, Oct	Nov, Dec, Jan	Feb, Mar, Apr	May, Jun, July	Aug, Sept, Oct	Nov, Dec, Jan	Feb, Mar, Apr	May, Jun, July	
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
PROFIT	To be focused on securing a diverse source of revenue, whilst managing resources efficiently and sustainably with optimal impact	To increase our income in MA's and PPOF by 10% year on year from 20-21																
		To increase our training delivery to business partners by 10% year on year from 20-21																
		To increase income in ASW by 5-10% year on year from 19-20																
		Increase number of public contracts applied for and being successful by 10% year on year from 20-21																
		To continually develop costing model that ensures competitiveness in our markets																
PROGRAMMES	To deliver exemplary programmes and levels of service that meet the needs of our students, staff, partners and customers, ensuring sustainable business relationships	Our targets for public and private commercial work have been met and are sustainable																
		Ensure Development Trust has clearly defined plan and programmes for fundraising projects and income for next 3 years																
		Develop and implement sector development plans with each academic sector																
		Deliver programmes and products within our internal commercial assets that meet customer needs and drive increased revenue																
		Review our current budget structure to encompass range of work within BET and develop financial footprint for all commercial activity																
PROCESSES & SYSTEMS	To develop and implement processes and systems that cultivate an environment of joint working, alignment, knowledge exchange and enhance our business intelligence and outcomes	Develop a CRM system that enforces our internal and external alignment and communication																
		Develop and implement key account system with all our business partners																
		Review our current system provision in relation to point of sales across college one system?																
		Develop dashboards that monitor progress of KPI/targets both quantitative and qualitative																
		To review current staffing structure with view to aligning model that will meet needs of the 19-24 strategy																
PEOPLE	To invest in, support and empower people by developing and creating opportunities that lead to a high quality workforce that can meet the needs of our region, our partners and our own internal commercial opportunities	To employ/train/recruit people with required skill-set to develop and meet our business targets																
		To support the outcomes of business development across the College find a mechanism that increases capacity to maximise outcomes (e.g. associate staff)																
		Marketing personnel support agreed to ensure BET can promote and communicate effectively and professionally																
		Ensure Perth College UHI is "destination of choice" for our business partners when investing in business opportunities																
		To develop sector development teams to support sector development plans and ongoing work/projects																
PLACES	To develop and create a business environment that attracts and enables people and partners, through our services, programmes and facilities to maximise their potential	To develop business partner benefits programme that enhances loyalty and buy in																
		To develop business advisory Boards and user forums across all academic sectors and commercial products that further our understanding of business needs and ability to deliver appropriate products																
		To develop a marketing and communication strategy and operation that allows us to enhance our reach, influence and profile																
		Develop appropriate social media provision for BET and all internal communication assets																
		Develop appropriate marketing collateral that enhance our ability to sell services and leave professional impression with partners and customers																
PROFILE	To ensure our business development services and our internal commercial opportunities are able to promote, inform and influence through modern marketing and communication channels	To support BET equivalent of 0.5 marketing position/commitment																
		Embed a culture of collaboration across the college that enables 1. competitiveness in marketplace 2. aligned and joint approach 3. winning/profit 4. sustainable partnerships 5. building of loyalty																
		BET staff aligned to specific internal and external partners																
		To ensure our business development services and our internal commercial opportunities are able to promote, inform and influence through modern marketing and communication channels																
		To ensure our business development services and our internal commercial opportunities are able to promote, inform and influence through modern marketing and communication channels																
PARTNERSHIPS	To develop relevant partnerships that realise business opportunities, enhance our reach and foster sustainability	Embed a culture of collaboration across the college that enables 1. competitiveness in marketplace 2. aligned and joint approach 3. winning/profit 4. sustainable partnerships 5. building of loyalty																
		BET staff aligned to specific internal and external partners																
		To ensure our business development services and our internal commercial opportunities are able to promote, inform and influence through modern marketing and communication channels																
		To ensure our business development services and our internal commercial opportunities are able to promote, inform and influence through modern marketing and communication channels																
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Perth College UHI

Paper No. 5

Committee	Engagement Committee
Subject	International Strategy
Date of Committee meeting	07/11/2019
Author	Veronica Lynch
Date paper prepared	04/11/2019
Executive summary of the paper	This International Strategy sets out Perth College UHI's ambition to significantly impact the growth and development of the College and the University of the Highlands and Islands through deepening and diversifying its International Partnerships and Recruitment. It outlines the purpose, vision and strategic approaches the College will undertake to achieve that impact.
Consultation How has consultation with partners been carried out?	n/a
Action requested	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	Yes/No tbc
Risk implications (If yes, please provide details)	Yes/No tbc

Perth College UHI

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

Perth College UHI

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

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

Its disclosure would substantially prejudice a programme of research	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input type="checkbox"/>
Its disclosure would substantially prejudice the commercial interests of any person or organisation	<input 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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Further guidance on application of the exclusions from Freedom of Information legislation is available via:

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

and

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

Perth College UHI International Strategy 2019-2024

Introduction

This International Strategy sets out Perth College UHI's ambition to significantly impact the growth and development of the College and the University of the Highlands and Islands through deepening and diversifying its International Partnerships and Recruitment. It outlines the purpose, vision and strategic approaches the College will undertake to achieve that impact.

1. Executive Summary

Perth College UHI plays an influential role in increasing the international business of the University through delivery of Transnational Education Partnerships as well as hosting international students and staff from partner universities, thereby broadening the cultural diversity of the experience of students on campus. This International Strategy outlines the market context, future vision and strategic focus required to address the market opportunities and challenges open to the College over the next 5 years to 2024. It includes our Strategic Implementation Plan for the period to 2024.

2. Strategic and Market Context

There are a number of strategic drivers to support the College's increasing investment into international development. Internationalisation is one of the 4 key pillars of Scotland's Economic Strategy and through the Scottish Funding Council's Strategic Framework, Colleges and Universities are encouraged to develop International Partnerships to increase the financial sustainability of our organisations. This will become increasingly necessary as projections for the sector by Audit Scotland predict a widening gap between income and expenditure. Increasing the proportion of non-government income to counter the increased cost base will be required. Targeting the domestic market alone would limit the opportunities open to the College. Building on and diversifying existing international partnerships will support the College's strategic aim to achieve continued financial sustainability.

The UK's planned departure from the EU will further increase the risk of reducing revenue streams as a result of uncertainties over the mobility of EU nationals. The College's reliance on revenue from EU sources equates to approximately 7% and with potential year on year reductions in EU students, particularly with a No Deal Brexit, non-EU revenue streams will become increasingly important.

A positive announcement in April 2019 by the Scottish Government confirmed that students from EU27 countries starting an undergraduate degree in 2020-21 will continue to be funded for the duration of their studies. There is a risk, that the Scottish Government might remove some or all of the funded places currently filled by EU students from 2021-22 onwards. This will be kept under review to minimise the impact on the College, however targeting an increase in the numbers of non-EU students would be prudent.

Depending upon the outcome of Brexit negotiations, the UK Government White paper proposes EU students ultimately requiring a Tier 4 visa to study in the UK beyond 2022. This scenario will be likely to significantly reduce the number choosing the UK to study. With comparatively lower RUK and International student numbers, UHI will be likely to see a bigger per capita reduction in EU students than other universities and therefore growing the international and RUK student numbers will widen the diversity of the student population and the broader cultural experience on campus.

The proposed re-introduction of the Post Study Work visa will open non-EU markets, particularly India and Perth College UHI would benefit from being fully prepared for this opportunity.

Perth College's role within UHI

At University level, UHI's proportion of students from outwith Scotland are much lower than other universities. Approximately 50% of the university's international business originates from Perth College led recruitment and delivery. The University's strategic objective is to increase International revenue from £2m to £4m within 5 years. Perth College will play a key role in the achievement of this target. To achieve this, international revenue streams will require 50% year on year growth from the projected £900k budgeted in 2019/20. Appendix 1 provides an overview of that projected revenue to 2024/25.

An International Steering Group has been established with 6 Workstreams involving representation from all Academic Partners with the goal of creating a UHI International Strategy to achieve this £4m target. Based on the current MicroRam funding model, any Academic Partner generating increased International students on campus-based network programmes or delivered on a TNE basis, receive a share of that revenue.

Perth College is working with EO and Academic Partners to review the continued suitability of the MicroRam funding model and how it is applied within the International student delivery context to provide some recognition for the partner sourcing and managing the international business. Alongside this, agreement will be sought on an agreed approach to offering scholarships, particularly in the context of UHI Networked programmes to ensure that the scholarship value offered to students applies proportionately across all academic delivery partners.

Current Market Reach

On behalf of the University, Perth College leads international partnership relationships in China, Japan, India, North America and Europe. Targeting AST international partnerships for the benefit of Perth College will provide another growth opportunity. The first of these will be within Kuwait for the BSc Aircraft Engineering and Management. Appendix 1 provides a breakdown of these partnerships, and the current status.

Target Market Growth Projections

The College will further develop existing and new relationships within markets where we already have partnerships.

Established Markets

China – The University of the Highlands and Islands Perth College has existing Chinese Ministry of Education partnerships for delivery of Electrical, Mechanical and Aircraft Engineering degrees. These partnerships result in delivery of degrees in China with a total of 310 students registered for UHI degrees in 2019/20. As part of the 3+1 arrangements with our partner universities, a number of those students can then choose to study for their Honours degree in Perth. A total of 8 students have taken up this offer in 2019/20.

Guest lecturing is also delivered in China to Zhoukou Normal University where 55 students receive lectures from Perth College's Music and Music Business staff.

Future China Business Opportunities

There are further pipeline projects at different stages of development, including Sichuan University of Arts and Science where a decision on MoE approval is awaited for the delivery of degrees in Visual Communication and in Music. If this partnership obtains MoE approval, this will be the final MoE partnership allowed for UHI and the opportunity for growth within this market will be to grow student numbers within existing partnerships and to broaden the range of programmes that will gain MoE approval.

This will be particularly relevant with our existing Henan Institute of Engineering partner where the UHI Micro Campus was opened in November 2018 and which includes the potential for research collaborations, the delivery of Masters programmes and the opportunity to deliver broader degree programmes as part of an Institutional Partnership agreement.

There is also interest from Chengdu Aeronautics Polytechnic to jointly deliver Diplomas in Engineering.

Japan – The College has a number of partnership agreements with schools in Japan who send students for language tuition to Perth. Many partnerships have been established for a number of years and continue to send students annually for Summer Schools and one semester English programmes.

Further work will be undertaken during 2019/20 and for the duration of this strategy to target additional schools and Universities in Japan to establish new partnerships for English language tuition. The Market Entry strategy for Japan is through an Agent based in market who receives a commission per student.

This market relies upon successful British Council Accredited Language School status. As the top ranked school in Scotland in the 2019 review, this stands Perth College in good stead.

Factors limiting growth include the current language school capacity, however, increased recruitment from Japan will balance the projected reduction in EU students as a result of Brexit. Growth of the Home Stay provision within Perth city will be another key factor in attracting additional Japanese students, primarily due the demand from under 18 year old students.

Growing/ Emerging Markets

India – This market has been a dormant one for the College until 2017. The re-introduction of the Post Study Work visa will bring India back as a key target market. This is a highly price sensitive market with the availability of scholarships critical to success. The focus of the India market is on employability skills and where work experience can be built into the programme, this makes these courses even more appealing.

The MBA is a key product of interest to Indian students as are undergraduate courses in Engineering, Computing, Business and for Teaching.

Longer term, there are opportunities to deliver TNE in India with partner universities for years one and 2 as a feeder for recruitment to Perth in years 3 and 4.

Recruitment in the market will be undertaken on an agency basis with a commission based approach.

AST Partnerships – With the introduction of the BSc in Aircraft Design and Maintenance, there is an opportunity for the College to target partners of AST in order to increase the international business. The first AST customer to undertake the degree will be College of Aviation Technology, Kuwait. This will be subject to PUC Approval with a start date projected of September 2020.

Further AST customers will be targeted for future years to determine the demand for the degree.

Other Target Markets

North America – The US market will be a key target for Summer schools and credit bearing programmes for 1 Semester. The College has 7 US Universities where opportunities are being progressed. One partnership is already at the point of implementing a Student Exchange Agreement for 1 Semester student recruitment in the area of Sport Management. Other opportunities exist for Business programmes, particularly where companies are involved within the programme.

The most appropriate time to offer an international experience for US students is after 2nd year moving into 3rd year.

Generally, the USA system operates in 2 semesters, from August to December and from January to May so approximately one month ahead of PCUHI semesters. The preference is for students to travel in May. In addition, this month is particularly important for students studying at public universities, normally students will apply for either loans, bursaries a scholarships in the period between May and July, to be eligible to apply students must complete 6 credits worth of study, many universities offer summer schools abroad that provide this opportunity.

The Market Entry approach is through an external consultant bringing contacts to Perth College UHI.

Europe – With Brexit, EU students will potentially require a Tier 4 visa to continue to study in the UK if they apply from September 2021 onwards. While it will be less likely that students will apply for full time courses, there may still be an opportunity to continue offering Summer language school programmes.

Malaysia - By 2025, the Ministry aspires to increase access to and enrolment in higher education. If Malaysia were to successfully improve tertiary enrolment rates from 36% currently to 53% (and higher education enrolment from 48% to 70%), this will bring Malaysia on par with the highest enrolment levels in ASEAN today. This growth scenario will require an additional 1.1 million places by 2025, mainly through growth in technical and vocational education and training (TVET), private HLIs and online learning. The exact pace and nature of the expansion plan will be determined in close collaboration with industry to ensure supply matches demand.

Malaysia is transforming its HE sector with higher levels of online learning. There are potential opportunities for 3+1 or 2+2 degree programmes that are industry focussed.

Vietnam - Vietnam remains one of the fastest-growing economies in Asia. The solid increase pace is projected to reach €248.8 billion by 2020. The government of Vietnam spends significantly more on education than other countries in the region, with 20% of its total public spending going to education in 2020.

Young Vietnamese are more proficient in English, as the predominant foreign language in Vietnam. Vietnam ranked 34th on the Education First English Proficiency Index in 2017, and 7th among Asian countries. With the launch of the ASEAN Economic Community and the country's desire to compete in a global marketplace, it is crucial for Vietnam to improve its English learning system. In that effect, the Vietnamese government has ordered that public universities implement English as a second language. English has been compulsory from grade 3 onward since 2018. Greater investment in English language is required across all programmes.

There are 235 Higher Education Institutes in Vietnam, 65 of those are private universities targeting high income Vietnamese citizens and ex-pats.

This market will be targeted for Summer School and one semester language programmes potentially leading into partnerships to deliver TNE opportunities for a 2+2 programme approved by the Ministry of Education and Training. International qualifications are rated as providing a competitive advantage in increasing employment opportunities, particularly in STEM areas. Business and accounting.

Networks will be generated in Vietnam through British Council who have a strong presence in the country, particularly for English language provision, academic exchange and cultural promotion.

3. Competitor Analysis

In UK terms, other universities have a greater track record in recruiting International students. Appendix 3 shows the UHI's relative undergraduate and postgraduate recruitment in the context of other Scottish universities, with Appendix 4 showing the comparison in relation to TNE where UHI fares better and punches above its weight relative to its size.

Other countries which are often more appealing than the UK to international students are Australia, US and Canada, primarily as a result of the Post Study Work (PSW) opportunities provided. The reintroduction of PSW will enable the UK to compete again, however the proposed offer is for 6 months initially with other countries offering longer PSW visas.

4. SWOT Analysis

CHINA

<p>Strengths</p> <ul style="list-style-type: none"> Expertise in market knowledge and contacts Experience in TNE delivery, developed over 7 years. Understanding of market entry and approval processes Successful models with strong attainment rates, recognised by Chinese Ministry of Education Actively contributing towards China's programme of education reform Student support Good facilities in Perth/ UHI and within Chinese partner institutions Very strong relationships with supportive partners Responsive Competitive Fees Small class sizes Location – safe and secure 	<p>Weaknesses (internal)</p> <ul style="list-style-type: none"> Location - rurality VC delivery can impact student satisfaction Staffing capacity and person dependency in key areas, particularly in Engineering
<p>Opportunities</p> <ul style="list-style-type: none"> Institutional agreements Re-introduction of PSW Developing new types of business/ research Broaden into wider curriculum areas Developing new partnerships – Tier 3 and 4 cities progressing into Tier 2 cities. Review delivery models for greater financial sustainability English language development Marketing – Chinese website Alumni engagement to broaden education and industry partnerships 	<p>Threats (UHI)</p> <ul style="list-style-type: none"> Academic Ranking Structure Limited international support Limited product recognition for the market Research profile Competitors Immigration regulations In-country approval policies English language proficiency limiting to student attainment levels

INDIA

<p>Strengths</p> <p>Responsive Supportive Market knowledge In-country representation with strong networks of academic contacts Competitive Fees Student support Our niche programmes currently fit market demand AST Location – safe and secure</p>	<p>Weaknesses (internal)</p> <p>VC delivery not always conducive to international student engagement Limited international development resources Location – rurality. Not so well known outwith UK Admissions processes – students are asked to pay full tuition fee in advance Lack of internationalisation Scholarship policy is limited Fee structure within market is low. Student volume required for sustainability.</p>
<p>Opportunities</p> <p>Aircraft Engineering and Management is a high priority area in India AST Demand for MBAs in India Re-introduction of PSW opportunities Quality Assurance of Learning and Teaching</p>	<p>Threats (UHI)</p> <p>High tuition fee Limited marketing support Limited brand awareness Brexit Competitors Immigration regulations Student Quality</p>

5. Mission, Vision and Strategic Aims

Mission - To change lives through excellence in education, research and innovation, developing knowledge and skills and the experience to succeed.

Vision - To be an inspirational partner in international education, research and social transformation.

Values – Ambition, Integrity and Respect

Strapline – Adding Value and Inspiration in Learning. Alternatives – Broaden your Future

Strategic Aims

- i. To deliver high quality programmes that will generate mutually beneficial international partnerships leading to increased student recruitment and collaborative research opportunities
- ii. To internationalise the curriculum to broaden the education and cultural experiences of students and staff
- iii. To raise the international profile of University of the Highlands and Islands Perth Campus

6. Strategy Map & Balanced Scorecard

Theme	Strategic Objective	KPI	Target	RAG Status
Financial	Increase the Financial Sustainability of the College	International Revenue (£)	Yr 1 - £900k Yr 5 - £2.7m	Green
		Margin	Yr 1 - 30% Yr 5 - 40%	Yellow
Customer	Increase the quality of mutually beneficial international partnerships and student recruitment	International Partnerships	Yr 1 - 16 Yr 5 - 30	Yellow
		Student satisfaction	85%	Green
		New Markets	Yr 5 - 4	Yellow
		TNE students	Yr 1 - 365 Yr 5 - 669	Green
		On Campus students	Yr 1 - 25 Yr 5 - 100	Yellow
	Deliver increased attainment through an enhanced student experience	Student attainment	Yr 1 - 80% Yr 5 - 85%	Green
		Student retention	Yr 1 - 85% Yr 2 - 90%	Green
	Create opportunities for visiting international scholars	International scholars	Yr 2 - 2 Yr 5 - 10	Yellow
Process	Deliver quality programmes internationally	New programmes	Yr 5 - 6	Yellow
	Adapt delivery models to support customer and market needs	Student satisfaction	85%	Yellow
	Retain UKVI Tier 4 License	Visa refusals	<10%	Green
		Enrolment	>90%	
		Student Completion	>85%	

Theme	Strategic Objective	KPI	Target	RAG Status
	Increase international partnerships and recruitment through improved marketing and communications	Positive international coverage	International Communications Strategy Chinese website Social Media In-market Alumni Network	Yellow
	Introduce commercial subsidiary for international business	Dedicated international staff	Yr 1 –0 Yr 5 - 6	Red
		Increased margin	Yr 1 – 30% Yr 5 – 40%	Yellow
	Introduce Scholarship policy tailored to market demands	Increased recruitment	Yr 5 - 100	Red
	Increase accommodation options for Perth international students	Increased host families	Yr 1 – 35 Yr 5 - 70	Yellow
		Increased residences	Yr 1 – 0 Yr 5 - 25	Yellow
People	Embed a collaborative commercial culture across the College	Staff delivering international programmes	Yr 1 – 6 Yr 5 - 16	Yellow
		Academic programmes delivered internationally	Yr 1 – 2 Yr 5 - 10	Green

7. Key Initiatives to Achieve the Strategic Objectives

Phase 1 (2019/20)	Phase 2 (2020-2022)	Phase 3 (2023-2024)
i. Deepen and establish new relationships- £900k	China – Implement Micro Campus, ZUA, HUUC new delivery	China – Implement Research collaborations
ii. Review delivery models inc commercial subsidiary	AST Partnerships – develop new relationships for PC	China – Szechuan University of Arts and Science new delivery
iii. Develop exchange opportunities for students and staff	India – establish VES MBA and create opportunities to develop learning centres	Develop Partnerships in new South East Asian markets
iv. Enhance comms incl Chinese website and social channels		Establish Learning Centres in India

	North America – establish sport, business and music	
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8. Resources

For international student activity, there are a number of delivery approaches which result in varying levels of margin, thereby varying the cost effectiveness of the business. The table below shows the relative resourcing requirements, the impact on the student experience and the level of margin generated from the delivery.

International Delivery	Resource requirements	Impact on Home Student Experience	Margin
On campus (taught with home students)	Low	Positive Limited disruption/ High cultural impact	High
On campus (dedicated group delivery)	Med	N/A Med cultural impact	Med (numbers dependent)
In market (flying faculty)	High	Increased risk of disruption	Low
In market (dedicated staff)	High	N/A	Medium/ Low

For new international activities in market where Perth College and other UHI staff travel to the international partner institution, consideration will be given to recruiting dedicated delivery staff. These staff may be recruited through the College's commercial subsidiary with those staff falling outwith the National Bargaining arrangements, in a similar way to AST staff contracts.

References

Scotland's Economic Strategy, Scottish Government, 24 October 2018

National Performance Framework, Scottish Government, 1 July 2019

Strategic Framework 2019-2022, SFC

Scotland's Colleges 2019, Audit Scotland June 2019

The Quality Assurance Agency for Higher Education Market Report for China, 2017

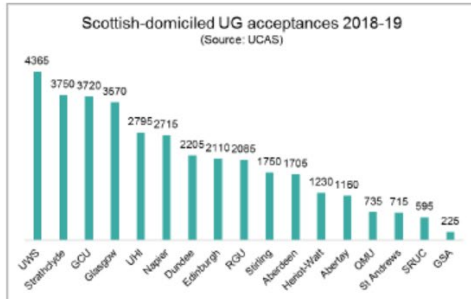
Malaysia Education Blueprint – 2015-2025 (Higher Education)

EU Vietnam Business Network Education Report, 2018

Appendix 2

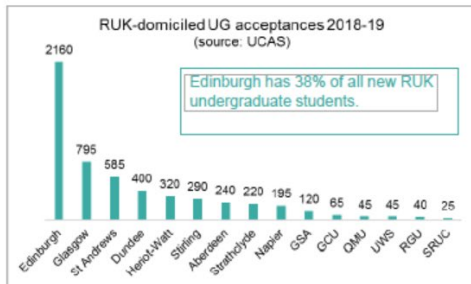
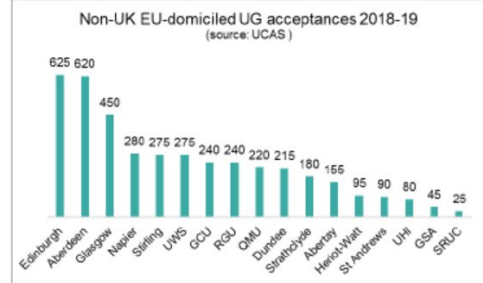
Scottish sector: 2018 undergraduate acceptances

This data show UCAS undergraduate acceptances to Scottish universities for entry in academic year 2018-19. It is the most recent snapshot available.



SFC-funded students (Home and EU)

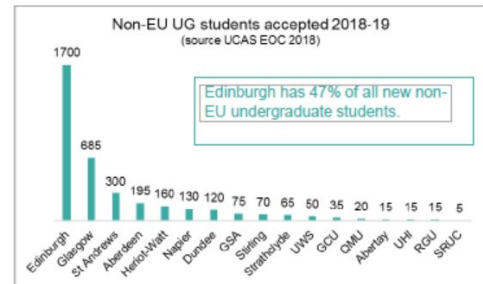
Modern universities = 30% of Scottish-domiciled acceptances



Non-SFC funded (RUK and non-EU)

Modern universities = 7% of acceptances from RUK

8% of the international non-EU students



Scottish sector: international (non-EU) taught postgraduate (PGT) students

Over half of the new PGT students from outwith the EU who came to Scotland in 2017-18 registered at the universities of Glasgow and Edinburgh. Only 14% went to the modern universities

39% of non-EU PGT students in Scotland are studying on a business programme.

36% of those non-EU business students are studying at the University of Glasgow.

NEW NON-EU PGT 2017-18	TOTAL	share
The University of Glasgow	3090	27%
The University of Edinburgh	2815	24%
The University of Strathclyde	1135	10%
The University of Aberdeen	730	6%
Heriot-Watt University	595	5%
The University of Stirling	510	4%
The University of Dundee	470	4%
Edinburgh Napier University	425	4%
The University of St Andrews	415	4%
The University of the West of Scotland	375	3%
Glasgow Caledonian University	370	3%
The Robert Gordon University	270	2%
Glasgow School of Art	195	2%
Queen Margaret University, Edinburgh	85	1%
Royal Conservatoire of Scotland	60	1%
University of Abertay Dundee	35	0%
University of the Highlands and Islands	20	0%
SRUC	0	0%
TOTAL	11595	100%

NEW NON-EU PGT 2017-18	TOTAL	share
(D) Business & administrative studies	4515	39%
(9) Engineering & technology	940	8%
(B) Social studies	885	8%
(I) Education	670	6%
(8) Computer science	590	5%
(3) Biological sciences	510	4%
(C) Law	490	4%
(2) Subjects allied to medicine	450	4%
(H) Creative arts & design	425	4%
(A) Architecture, building & planning	395	3%
(6) Physical sciences	350	3%
(G) Historical & philosophical studies	330	3%
(F) Languages	315	3%
(7) Mathematical sciences	270	2%
(1) Medicine & dentistry	165	1%
(E) Mass comms & doc.	165	1%
(5) Agriculture & related subjects	125	1%
(4) Veterinary science	5	0%
(J) Combined	0	0%
TOTAL	11595	100%

This data show registered students at Scottish universities. Source: HESA. 2017-18 is the most recent data available..

Appendix 3 - Perth College UHI International Strategy Summary

Mission Statement	To change lives through excellence in education, research and innovation, developing knowledge and skills and the experience to succeed.			
PC International Vision	To be an inspirational partner in international education, research and social transformation.			
Values	Ambition, Integrity, Respect			
Strapline	Adding Value and Inspiration in Learning			
Impact towards achievement of National Performance Framework Outcomes	<p>Our people:</p> <ul style="list-style-type: none"> • Are creative citizens where their vibrant and diverse cultures are expressed and enjoyed widely. • Have a globally competitive, entrepreneurial, inclusive and sustainable economy. • Are well educated, skilled and able to contribute to society. • Are open, connected and make a positive contribution internationally. 			
Strategic Aims	<p>To deliver high quality programmes that will generate mutually beneficial international partnerships leading to increased student recruitment and collaborative research opportunities</p> <p>To internationalise the curriculum to broaden the education and cultural experiences of students and staff</p> <p>To raise the international profile of University of the Highlands and Islands Perth Campus</p>			
Strategic Themes	<i>Financial Sustainability</i>	<i>Improved Student and Staff Experience</i>	<i>Quality Programmes, Partnerships, Recruitment and Research</i>	<i>Growing International Profile</i>
KPI's	<p>Revenue</p> <p>Yr 1 - £900k</p> <p>Yr 5 - £2.7m</p> <p>Margin</p> <p>Yr 1 - 30%</p> <p>Yr 5 - 40%</p>	<p>Student Satisfaction 95%</p> <p>Student Growth</p> <p>Yr 5 - 300%</p> <p>Student Attainment -85%</p> <p>Student Retention - 90%</p>	<p>Retain Tier 4 License</p> <p>New International Programmes(6)</p> <p>International Partnerships (30)</p> <p>Commercial Subsidiary</p>	<p>International Communications Strategy</p> <p>Chinese website</p> <p>Social Media In-market</p> <p>Alumni Network</p>
Phase	Priority Countries / Markets			
1. 2019/20	Established markets	China	Japan	Europe
2. 2020/22	Growing / Emerging Markets	AST Partnerships	US	India
3. 2022/24	Other Target Markets	Vietnam	Malaysia	Thailand

Appendix 4 - Target Market Background Information

China - People's Republic of China (China) is the largest country in Asia and the world's most populous country, with a population of 1,379 million. Population growth is currently set at a 0.5 per year increase. Just over 58 per cent of the population comprises people below the age of 30, and around 17 per cent below the age of 15.

China's Gross Domestic Product (GDP) is estimated by the World Bank at 11,199 trillion USD, with an annual growth of 6.7 per cent, and a GDP per capita of 7,924 USD. China is the world's 2nd largest economy, after the United States, with a 15 per cent share of global economy; it is expected to become the largest world economy by 2050.

National GDP spent on education is 1.9%, (World Bank 1999). This percentage has been increasing steadily over the years with a view to reaching the target of 4% set in the National Plan for Medium and Long Term Educational Reforms and Development 2010-20 (the Plan).

Key policy drivers

The Plan, issued by the State Council, is currently the key guidance document in Chinese education. It sets a series of concrete goals to be achieved by 2020 to support reform and development of education at all levels during these years, including:

- increasing national GDP spent on education to 4%
- increasing the higher education gross enrolment rate to 40%
- supporting the development of western and middle regions of China
- improving the quality and international reputation of education and research
- promoting different forms of international exchanges and cooperation.

The implementation of these goals is supported by the 13th Five Year Plan for Economic and Social Development of China which stresses the need to modernise the education system, raise the overall quality of education and promote fairness in education, at all levels.

With regard to further and higher education, the 5 Year Plan outlines the need to:

- improve the vocational education system and to better integrate it with higher education as part of an integrated system for lifelong learning and training
- support the development of a number of world-class universities and disciplines and improve universities' capacity for innovation
- improve the system for ensuring the quality of higher education
- strengthen and develop higher education in the central and western regions to ensure a more equitable access to higher learning across the country
- support the development of teacher training
- continue to support the internationalisation of higher education,

The Chinese higher education sector currently comprises a total of 2,914 higher education institutions. Among these institutions, 2,631 are regular higher education institutions, and 283 are adult higher education schools.

The regular sector includes universities and vocational colleges, offering four-year bachelor's degrees and three-year diplomas (dazhuan) more focused on vocational and occupational skills. Adult higher education institutions offer 2 and 4 year diploma programmes, with a more flexible teaching format, including distance learning and part-time study.

The China Transnational Education (TNE) landscape

Overseas providers in China cannot offer their own degree programmes without a Chinese partner. TNE, therefore, takes the form of partnerships between Chinese and overseas universities, which are referred to as China-Foreign Cooperation in Running Schools (CFCRS). CFCRS include both joint institutes and joint programmes delivered at Chinese universities in partnership with overseas providers.

Significantly, UK TNE in China plays an important role in facilitating student mobility to the UK. It has been calculated that 55 per cent of Chinese students studying in England start their studies on UK TNE programmes in China. This importance cannot be underestimated given that China is by the far the main country sending international students to the UK.

The regulatory landscape in China is complex. At national level, the Ministry of Education (MoE) is the agency of the State Council that oversees education, devising macro policies and more specific measures to implement the broader strategic guidelines set out at government level. At the provincial and municipal level in China, there are departments of education or commissions that are in charge of implementing the policies and strategies designed by the MoE at a local level.

The MoE, working with the provincial and municipal educational authorities, regulates education through a licensing system, with three-year diploma programmes requiring provincial or municipal approval, and programmes leading to bachelor's degrees or above requiring approval from the MoE itself. The MoE and local authorities decide on a number of specific issues including how many students can be admitted to individual institutions each year through the national quota system, what subject areas may be taught, and how much institutions can charge for tuition (primarily a local authority decision).

Similar sharing of responsibilities applies to the approval of applications for foreign education provision in China. The MoE is responsible for the approval of CFCRS at undergraduate and above levels, while the provincial or municipal education departments are responsible for the approval of diploma-level CFCRS. These will, however, still need registering with the MoE, which retains the overall responsibility for issuing licenses to operate as a CFCRS.

The current MoE position is that overseas providers should deliver at least 1/3 of a CFCRS programme, preferably by core faculty to ensure the same quality of the CFCRS programme to similar programmes delivered at the home campus of the overseas university.

The MoE now encourages the majority of time spent at joint programmes and institutes to be conducted in China. At the bachelor's level, this means that programmes with a '3+1' model (three years of study in China plus one year abroad) or '4+0' model (four years in China, with or without a period of study overseas) are favoured, while '2+2' programmes are seen less as CFCRS and more as mechanisms for student mobility.

CFCRS are encouraged to focus on subject areas that address provincial and national development needs, while programmes in oversupplied subject areas, such as business, finance and management, will be looked upon much less favourably.

India

Political

2014 – With a new Government came new policies. Major reforms were put in place in such as demonetisation and the introduction of GST (Goods and Services Tax).

Economic

Economic Forecast - 7.4% growth for 2018

Government Priorities for economic growth

Faced with weakening export growth the government is looking to achieve balanced and diversified growth by investing in less labour-intensive, world-class manufacturing, major infrastructure projects, government and key services as well as innovation and protecting intellectual property under the 'Make in India' plan. Under this plan, the high-value areas of: **Defence, Railways and Construction** have been opened up to foreign investors and the following key sectors have been identified:

Cars and car parts, **Aviation**, Biotechnology, Chemicals, **Electrical machinery, Electronic systems**, Food processing, IT, Business process management (BPM), Leather, **Media and entertainment, Mining, Oil and gas**, Pharmaceuticals, **Transport (ports, railways, roads and highways)**, Space, Textiles and garments, Thermal power, **Tourism and hospitality, Wellness**.

India has significant potential in its tourism sector, which accounted for 6.2 per cent of GDP and 4.9 per cent of jobs in 2013 and grew at the fastest rate in the G-20, alongside China, in 2014 (World Tourism Council).

Other high-potential job creation areas are IT under the Digital India project, which could create 50 million jobs, as well as **renewable energy, transport, construction** and start-ups.

Demographics

Two-thirds of India's 1.3 billion (as of 2017) are below 35 years of age. 50% of the population is under the age of 25.

In order to harness the potential of this demographic the Government needs to invest in education, health and employment. Education and skills training is a large part of the focus.

Youth unemployment is a key issue with some reports estimating up to 10% unemployment within this section. It is highest among recent graduates.

While constituting roughly 20.3% of India's population in 2015-16, the middle class is projected to grow to 37.2% by 2025-26. India needs 10 million jobs every year in the coming decade to meet demand.

Education

In 2013 the Ministry of Human Resources and Development set a target of raising the HE gross enrolment ratio (GER) from 18 to 30 per cent by 2020. Coupled with the youth population bulge this requires India to accommodate an additional 14 million students in tertiary education. Demand is outstripping supply, especially of good quality education. While government funding for HE is rising, the private sector is being relied upon to meet the demand. Rapidly rising incomes and aspirations coupled with the high costs associated with education mean that household education spending is rising.

In a response to the perceived poor quality of India's universities by international standards, the Government has pushed for increased internationalisation and greater autonomy for its best institutions. This opens up the opportunities for international educators.

Additional Drivers for Indian institutions to internationalise:

- Lack of internationalisation holds back rankings
- They require more foreign and foreign qualified faculty
- They would like a good proportion of international students
- There is a need for international research collaborations
- High demand vs short supply
- Quality/rankings

Education institutions in India in 2016

- 799 universities (254 in 2000)
- 39,000 colleges
- 12,000 stand-alone institutions (diploma-level technical and teacher training institutes)

Education Demand

India is the world's second largest source of international students and the only market with the potential to displace China from the top spot. The number of Indian students enrolled abroad doubled from 2005 – 2015

HESA Stats – Indian Students Abroad

Scotland - 2012/13	- 1665 (Indian domiciled students on UK courses)
Scotland - 2016/17	- 1430 (430 UG, 220 PGR, 780 PGT)
UK - 2014	- 21,000
UK - 2016/17	- 17,700 (less than half as compared with 2010/11)
World - 2017	- 278,000 (UNESCO) Up 21% from previous 5 years.

Traditionally India has predominantly been a PG market for UK recruiters.

Competition – USA is number one for recruitment of Indian students. Australia is about to overtake the UK to become 2nd place – it has a simplified visa system. Canada offers Post Study Work and immigration possibilities. Germany offers free education - 1 million Indian students now learning German at school level and access to graduate jobs in engineering make it an attractive study destination. France is also starting to compete.

College of Aviation Technology Kuwait	£2,100	£0	£0	70	£177,000
India Partnerships	£1,000	£0		100	£100,000
		£0	£90,000		£1,188,700

2022/23		2023/24		IS Plan
Students	Total	Students	Total	Total
220	£440,000	220	£440,000	£1,860,000
65	£97,500	65	£97,500	£402,500
94	£206,800	94	£206,800	£723,800
100	£150,000	100	£150,000	£751,500
120	£471,000	120	£534,000	£1,548,000
	£0		£0	£0
	£1,365,300		£1,428,300	£3,411,630

2022/23		2023/24		IS Plan
Students	Total	Students	Total	Total
80	£560,000	80	£560,000	£2,240,000
10	£112,640	10	£112,640	£506,880
	£55,000		£55,000	£270,000
	£20,000		£25,000	£105,000
5	£11,750	5	£11,750	£58,750
12	£24,000	12	£24,000	£96,000
2	£27,000	2	£27,000	£135,000
	£810,390		£815,390	£3,411,630

£2,175,690 **Total** **£2,243,690** £6,823,260

2022/23		2023/24		IS Plan
Students	Total	Students	Total	Total
300	£600,000	300	£600,000	£1,800,000
120	£270,000	120	£360,000	£900,000
94	£103,400	94	£155,100	£310,200
40	£80,000	40	£80,000	£240,000

	70	£324,000	70	£324,000	£825,000
	100	£100,000	100	£100,000	£300,000
		£1,477,400		£1,619,100	£4,375,200

Perth College UHI

Paper No. 6

Committee	Engagement Committee
Subject	HR Update
Date of Committee meeting	07/11/2019
Author	Katy Harrington
Date paper prepared	01/11/2019
Executive summary of the paper	This is an update on the activities the HR team have undertaken.
Consultation How has consultation with partners been carried out?	N/A
Action requested	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	Click or tap here to enter text.

Perth College UHI

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

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

Perth College UHI

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

For how long must the paper be withheld? Permanently

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

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

and

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

Engagement Committee HR&OD Update

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

Date: 30 October 2019

HR&OD Structure

The HR & OD department is now fully staffed and the interim Team Leader left in August 2019.

Staff Conference Day

The next Staff Conference Day is in November with a theme of Self-evaluation.

National Bargaining

Lecturers

We are reviewing the position of all staff who may be in scope for permanency with a view to bring details to the SMT near the end of November. This process has involved reviewing all contracts and timesheets submitted since April 2017. A stronger process going forward is being established.

Support

The College will have submitted over 95% of the roles that needed to be evaluated by the deadline of the 7 November 2019. A number remain outstanding due to staff leaving, sickness or maternity leave and work is being done to address these gaps.

Restructuring

The 4th consultation meeting with UNISON, EIS-FELA and the employee representative for management staff is taking place on the 5 November 2019. It is expected that at this time the representatives will provide feedback on managements proposals, including the proposed package for voluntary severance.

Equality and Diversity

Work is progressing on the statutory reporting requirements that are outstanding, with a draft Equal Pay Statement, Gender pay report being reviewed by the Head of HR & Organisational Development, and the draft Mainstreaming report expecting to be completed by the end of October 2019.

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 – 30/09/19)	
	Total Sick Days	Average Sick Days per Head	Expected if trend follows 18/19*	Actual Total Sick Days
Management	15	0.6	2.5	2
Support	1908	5.9	318	391
Academic	1011	4.5	168.5	172
Total	2934	5.19	489	565

* expected is based on 2/12th of total sick days in 2018/2019

As can be seen the sickness levels are slightly higher than a notional 2/12th of the 18/19 picture. Trend data going forward will look at short term and long terms sickness absence as there is the potential to manage this differently.

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.

The colleges Healthy Working Lives Accreditation (Gold standard) is due for its annual review and this will be taking place prior to the end of the calendar year.

Organisational Development

A number of members of staff are enrolled on the CMI programmes funded through the Flexible Workforce Development Fund:

- Level 6 – Certificate in First Line Management (10 places)
Includes Introduction to First Line Management and Improving team Performance
- Level 8 – Certificate in Management and Leadership (12 places)
Includes Managing teams and individual performance and Meeting stakeholder and quality needs

Equality Diversity and Inclusion Team (EDIT)

Note of meeting held on Thursday 5 September 2019

09.30am, Room 019, Brahan

Present: Katy Harrington, Head of HR & OD (Chair)
 Anna Maria Kaczmarek, EDI Adviser
 Charlie Collie, Subject Leader, SVS
 Christiana Margiotti, SDD,CCI
 David Gourley, Head of Learning & Teaching Enhancement
 Gerald McLaughlin, Additional Support Team Leader
 Gilbert Valentine, Head of Estates
 Ian Bow, HSW Adviser
 Sara O'Hagan, EIS-FELA Representative
 Debbie Das Choudhury, HISA VP Welfare & Activities

Apologies: Catherine Etri, Associate Principal (Academic)
 Lorenz Cairns, Depute Principal Academic
 David Snowden, Exams Manager, AST

Note Taker: Carolyn Sweeney-Wilson

Summary of Action Items

Ref	Action	Responsibility	Timeline
4.	<p>Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting</p> <p>a) Period Poverty (free sanitary wear) – update GV to speak to College Procurement staff and liaise with HISA regarding a tender specification and bring this to the next EDIT meeting. Also to look at the packs and the content.</p> <p>b) Brexit - Arrangements for supporting EU staff and students – update KH to put the Brexit information on various College e-media sites and then send an email out in due course to staff/students to advise location of the information.</p>	<p>Gilbert Valentine</p> <p>Katy Harrington</p>	<p>28/11/2019</p> <p>ASAP</p>

Summary of Action Items

Ref	Action	Responsibility	Timeline
	<p>c) E&D and poverty, especially food and fuel poverty - update</p> <ul style="list-style-type: none"> AMK to speak to Sodexo to assess uptake of the breakfast support for students from last year. AMK to find out who in the College manages this initiative. DDC to look at how to raise awareness within students and staff and liaise with AMK re this. 	<p>Anna Maria Kaczmarek</p> <p>Anna Maria Kaczmarek</p> <p>HISA VP Welfare & Activities</p>	<p>ASAP</p> <p>ASAP</p> <p>ASAP</p>
5.	<p>Commemoration of E&D Days</p> <p>CSW to add this to the agenda for the next EDIT meeting in November.</p>	<p>Carolyn Sweeney-Wilson</p>	<p>28/11/2019</p>
8.	<p>Cross College Hearing Equipment – update</p> <p>GM to check with RC at what stage his audit of the Hearing Equipment was and what it costs were involved.</p>	<p>Gerald McLaughlin</p>	<p>28/11/2019</p>
9.	<p>Employee Information Action Plan – update</p> <p>KH and AMK to bring an update on the EIAP to the next EDIT meeting in November.</p>	<p>Katy Harrington/ Anna Maria Kaczmarek</p>	<p>28/11/2019</p>
10.	<p>Gender Action Plan - update</p> <p>KH and AMK to bring an update on the GAP to the next EDIT meeting in November.</p>	<p>Katy Harrington/ Anna Maria Kaczmarek</p>	<p>28/11/2019</p>
11.	<p>Shuttle Bus – update</p> <ul style="list-style-type: none"> CC/GM to produce a paper on a Shuttle Bus service, highlighting where we are now and for moving forward and possible potential. This paper to be brought to the next EDIT meeting in November. GV to look at the implication of allocating some dedicated parking bays at Goodlyburn for staff with mobility difficulties per the provision at Brahan. 	<p>Charlie Collie/ Gerald McLaughlin</p> <p>Gilbert Valentine</p>	<p>28/11/2019</p> <p>28/11/2019</p>

Summary of Action Items

Ref	Action	Responsibility	Timeline
13.	<p>Equality, Diversity & Inclusion Adviser update:</p> <p>f) Staff Conference – recruitment of Champions: KH to check if there would be remission time for staff who take up the role of Equality Champion and feed back to EDIT members.</p> <p>g) Equality Information: EDIT members to let KH know if they wished to be a member of the group looking at the Equality Information.</p>	<p>Katy Harrington</p> <p>All EDIT</p>	<p>28/11/2019</p> <p>Immediately</p>
14.	<p>EDIT Quorate Numbers – ToR – update & Deputies</p> <p>KH to update the EDIT ‘overview’ document and then discuss at next meeting to if a formal ToR would be required.</p>	Katy Harrington	28/11/2019
16.	<p>AOCB</p> <p>Review of accessibility toilets/baby changing facilities etc.</p> <ul style="list-style-type: none"> • AMK to draft a proposal on use of accessibility toilets/baby changing facilities for wider discussion. • GV to provide AMK with a list of current toilet/washing facilities and current expected use and share with EDIT. 	<p>Anna Maria Kaczmarek</p> <p>Gilbert Valentine</p>	<p>28/11/2019</p> <p>ASAP</p>

MINUTES:

Item	Action
<p>1. Welcome & Apologies</p> <p>Katy Harrington (KH) introduced herself to the committee and welcomed all present to the first EDIT meeting of the new academic year.</p> <p>Apologies were noted.</p>	
<p>2. Addition to the Agenda for AOCB</p> <p>Review of accessibility toilets/baby changing facilities etc - AMK</p>	
<p>3. Minutes of previous meeting</p> <p>The minutes of the EDIT meeting held on Thursday 20 June 2019, which had been previously circulated, were approved as an accurate reflection of the discussions that had taken place.</p>	
<p>4. Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting</p> <p>d) Period Poverty (free sanitary wear) – update</p> <p>GV confirmed the sanitary dispensing machines had now been removed from toilets. This had been replaced with a box which contained free sanitary wear. Tenders were still to be evaluated from suppliers on a range of products. GV said that input from EDIT members would be helpful, as the 3 suppliers who tendered were difficult to compare.</p> <p>EIS pointed out that the products provided doesn't cover those people who need supplies during holiday periods and suggested that packs be provided for when students were not at College. EIS said that other items could be included in these boxes and members weren't sure this would give the right message.</p> <p>DDC said that the issue is the box is thrown on floor, behind the toilet door and suggested a shelf for the box/es to be sited on. DDC said the box was not the issue, but the placement of it. She also pointed out that the current supplier doesn't provide variety of products for different flow, or for different times of a person's period. She also suggested that the College should look at menstrual cups, which could be re-used.</p> <p>GV suggested that there was perhaps a need to re-tender and to produce a detailed specification that was required and that it should be done in a way that it didn't single out a particular product.</p>	

Item	Action
<p>Action: GV to speak to College Procurement staff and liaise with HISA regarding a tender specification and bring this to the next EDIT meeting. Also to look at the packs and the content.</p> <p>e) Brexit - Arrangements for supporting EU staff and students – update</p> <p>KH said that at the moment this was ongoing, so she could only point people to the information available at the time. Paper 2 will be loaded onto PerthNet and staff/students would be informed as to where to go for the information.</p> <p>DG suggested putting this on ‘My Day’ for students and PerthNet for staff; also on the web pages. Students won’t see PerthNet.</p> <p>DDC said the info should be provided on various sources as not everyone will use one site. Suggested putting an email out to everyone to advise where the information will be held.</p> <p>Action: KH to put the Brexit information on various College e-media sites and then send an email out in due course to staff/students to advise location of the information.</p> <p>AMK also suggested a list of appropriate people/contacts be added to the document, so people would know who to contact for whichever information they were looking for.</p>	<p>GV</p> <p>KH</p>
<p>f) E&D and poverty, especially food and fuel poverty - update</p> <p>AMK said that during the workshops at the Staff Conference concerns were raised about food poverty for students. Various suggestions were made, but whatever help was provided, the privacy of the students would want to be preserved. AMK queried how the College would go about supporting these students. DG said that, in the previous year, breakfast support was put in place. GM said this was continuing, however, there was not a great uptake for it. It is mentioned in all the induction talks with students, so the information should reach the right students. AMK questioned who was managing this initiative. DG said that Sodexo was providing and managing the breakfast support.</p> <p>KH said it would be useful to know the uptake from last year and what student expectations were for this year. EIS said this was introduced late last semester, so figures might not be indicative of the reality.</p> <p>CM said that dissemination amongst staff needed to be improved as not all know about this initiative.</p>	

Item	Action
<p>Action:</p> <ul style="list-style-type: none"> • AMK to speak to Sodexo to assess uptake of the breakfast support for students from last year. • AMK to find out who in the College manages this initiative. • DDC to look at how to raise awareness within students and staff and liaise with AMK re this. <p>DG should we be capacity building and perhaps giving students cooking lessons. DDC said she was planning something for the month of November, to provide students with life skills that perhaps should have been taught in school - "Get Your Shit Together" (GYST) programme.</p>	<p>AMK</p> <p>AMK DDC</p>
<p>5. Commemoration of E&D Days</p> <p>AMK advised that there had been discussions about a cross-college diversity calendar for UHI.</p> <p>However, as RO was not in attendance at this meeting, this item will be forwarded to the agenda for the next meeting.</p>	
<p>Action: CSW to add this to the agenda for the next EDIT meeting in November.</p>	<p>CSW</p>
<p>6. UHI Equality, Diversity and Inclusiveness Policy - update</p> <p>AMK advised that this policy would go through the UHI F&GP Committee today. The Policy was, however, reflective of Perth's E&D Policy. KH said this Policy will be fed back to the local level and the College would have the opportunity to decide whether or not to adopt it. If EDIT agree to adopt this Policy, then it would go through to the College Board of Management to approve.</p>	
<p>7. British Sign Language – update</p> <p>GM said that there was now a short video on the College website providing an introduction to Student Services and GMs team in particular. GM advised that RO was looking at organising induction talks. However, the College currently does not have any BSL users.</p> <p>BSL responsibilities were UHI responsibilities and this had been subsumed by Disability Practitioner Group.</p> <p>GM said he was looking at various options for students who were hard of hearing, particularly in regard to VC, including getting transcripts of lectures etc.</p>	

Item	Action
<p>8. Cross College Hearing Equipment – update</p> <p>GM said he had no major update on this since the audit of College equipment, carried out by iHear, had been completed.</p> <p>GM said that the Acting ICT Manager, Ray Crabb (RC), had completed an audit and costed this, but GM said he didn't know if this had been taken any further forward yet.</p> <p>Action: GM to check with RC at what stage his audit of the Hearing Equipment was and what it costs were involved.</p>	GM
<p>9. Employee Information Action Plan – update</p> <p>KH advised that she and AMK were working through the EIAP and drafting a plan. KH advised that an update on this will be brought to the next meeting.</p> <p>AMK said she was currently liaising with staff to put together the workplace profile.</p> <p>Action: KH and AMK to bring an update on the EIAP to the next EDIT meeting in November.</p>	KH, AMK
<p>10. Gender Action Plan - update</p> <p>KH said that she and AMK were working through this and drafting a plan. KH advised that an update on this will be brought to the next meeting.</p> <p>Action: KH and AMK to bring an update on the GAP to the next EDIT meeting in November.</p>	KH, AMK
<p>11. Shuttle Bus – update</p> <p>GV advised that he had contacted A&B taxis to discuss provision of taxis and compared the costs of this with the College having its own vehicle. A&B have 2 taxis on call for wheelchair users but need 2 hours' notice. There would be no extra cost for a wheelchair taxi.</p> <p>GV advised the members of the various costs involved, including the hiring of a dedicated minibus driver, and compared the two sets of costs. In terms of expense, it would be much more expensive for the College to have its own facility. GV commented that, last year, there was low uptake of the Shuttle Bus.</p> <p>GM queried why there would be a need to hire a driver when the bus had previously been driven by the Caretakers. However, GM noted that he would be happy with whatever service was put in place as long as it was suitable.</p>	

Item	Action
<p>GV said that he had costed for a dedicated driver as he felt that if the College was purchasing a vehicle, it would need to be appropriately resourced and used, rather than having the vehicle sitting unused. As the Caretakers have other duties, they would not be available all the time and this was why GV had factored in the cost of hiring a dedicated minibuss driver.</p> <p>There followed a detailed discussion on the merits of the two options, particularly regarding what type of vehicle should be used and how this would be resourced.</p> <p>KH said it would be useful to know the likely future need as this would help inform how the College moves forward with this service.</p> <p>Action: CC/GM to produce a paper on a Shuttle Bus service, highlighting where we are now and for moving forward and possible potential. This paper to be brought to the next EDIT meeting in November.</p> <p>DG said there was also a need to consider the social aspect of student lives and whether we need to support students who, for example, might want to use the ASW facilities.</p> <p>CM also commented that there were staff who struggle with the hill and that perhaps there was a need to make this service available to staff as well. Previously staff had felt unable to use the shuttle bus.</p> <p>There was a short discussion regarding the allocated parking bays for staff and it was noted that, other than the 'Blue Badge' bays, there were no bays allocated at Goodlyburn, for staff with mobility difficulties who don't have a Blue Badge.</p> <p>Action: GV to look at the implications of allocating some dedicated parking bays at Goodlyburn for staff with mobility difficulties per the provision at Brahan.</p>	<p>CC, GM</p> <p>GV</p>
<p>12. Disability Confidence Scheme/ Reasonable Adjustment Passport scheme – update</p> <p>Carried forward to next meeting.</p>	
<p>13. Equality, Diversity & Inclusion Adviser update:</p> <p>a) Audit Report – progress briefing</p> <p>AMK advised that she was due to report on progress and has drafted updates and circulated the report.</p>	

Item	Action
<p>KH intimated that the updates were mostly relating to who would be taking actions forward and deadlines.</p> <p>EDIT members agreed with the updates.</p> <p>b) Equal Pay Report</p> <p>AMK indicated that this had been progressed and was near completion.</p> <p>The final report was due in April 2019, so this is now very overdue and will be a priority.</p> <p>c) Equality Outcomes and Mainstreaming Equalities Report</p> <p>AMK indicated that this report was also overdue. There would now only be one report, rather than the previous two. The plan will be to align the outcomes to the general duties with the aim of not having any overlapping or duplication.</p> <p>KH said that information had been requested from departments and AMK was now looking to the department manager to ensure they understood what was required and what different areas could action to take it to the next level.</p> <p>DH said he thought staff would need support in terms of workshops eg regarding the EIA, where there had been flux and change and staff don't know now what is correct.</p> <p>AMK said she was looking at producing an EQIA tool, which would be evidence based. Other forms have been adapted eg from SFC for protected characteristics. Training will accompany these tools.</p> <p>CM queried what the timeline was for producing this. A potential timeline would be brought back to the next meeting.</p> <p>d) Annual Workforce Profile</p> <p>AMK said that the last profile was compiled in 2017 and she was working with colleagues in updating this information. The draft would be go to the EDIT meeting November.</p> <p>e) Staff Survey</p> <p>AMK indicated the survey had been drafted and suggested inclusion of E&D questions. If anyone wishes to have anything added to the questions, to let AMK know. AMK will circulate the survey questions when it is close to its final version.</p> <p>KH advised that the survey questions were being produced through the Staff Engagement Group.</p>	

Item	Action
<p>15. EDIT Members Updates</p> <p>None</p>	
<p>16. AOCB</p> <p>Review of accessibility toilets/baby changing facilities etc. AMK said she had reviewed the College accessible toilets and looked at how to widen out the access. She felt there was a need to think about more baby changing facilities in the accessible toilets and looked at fitness of facilities for different groups.</p> <p>AMK said she had looked at the washing/cleansing facilities for muslim groups and it appeared that only men had access to washing/cleansing facilities.</p> <p>AMK said she was also looking at using the First Aid rooms for breast feeding mums.</p> <p>She felt there was also a need to re-assess the use of the Quiet Rooms.</p> <p>DDC said she thought there was a need to think about how the Quiet Rooms were being used, so that they were not being used for multiple uses.</p> <p>KH suggested it would be useful to list how many facilities the College has on this campus, assess how often the rooms were used and then assess staff and student needs.</p> <p>AMK said she would put together a proposal for wider discussion.</p> <p>Action: AMK to draft a proposal on use of accessibility toilets/baby changing facilities for wider discussion.</p> <p>GV pointed out that he had previously provided the last HISA President with a plan, which had the majority of facilities marked on. GV also confirmed there was female washing facilities, but that they were further away from Quiet Room, than the male washing facilities.</p> <p>Action: GV to provide AMK with a list of current toilet/washing facilities and current expected use and share with EDIT.</p>	<p>AMK</p> <p>GV</p>
<p>17. Dates and times of future meetings:</p> <p>28th November 2019</p> <p>Meeting End: 11.20am</p>	

Staff Engagement Group

Minutes

Date and time: Friday 06 September 2019, 09.30

Location: Room 019, Brahan

Members present: Emma Davie, Lee Dunn, Craig Lindsay, , Mandy MacDonald, Sara O'Hagan, Victoria Rice, Lesley Sutherland

Apologies: Jacqui Allison, Nuria Camps, Kathleen Connor, Richard Fyfe, Ian McCartney, Christine Walker, Aida Grier

In Attendance: Katy Harrington/Anna Kaczmarek (on behalf of Richard Fyfe), Claire Vecik

Chair: June Wilson

Note Taker: Kirsty Campbell

Summary of Actions

Ref	Action	Responsibility	Time Line
Meeting 06 September 2019			
3.2.1	Professional Fees – will be going to SMT 4 June 2019 for discussion (carried forward from 22 April meeting)	Lorenz Cairns	This week
3.2.2	Policies and Procedures – update on review process/EIS clarification	June Wilson/ Sara O'Hagan	For next meeting
3.2.3	Central Events Calendar – provide update from meeting with Marketing Team Leader	Mandy MacDonald	For next meeting
3.2.5	Peer Review Process – to discuss Group suggestions with David Gourley and report to next meeting.	June Wilson	For next meeting
5	CMT Update – confirm CMT/Staff EG 2-way communication process	June Wilson	For next meeting
	raise scheduling of Staff EG meetings on a Friday for 2019/20	June Wilson	For next meeting
6	Staff Engagement Group ToR – Take ToR back to teams and submit feedback to JW ahead of the next Staff EG meeting.	All	Before next meeting
	Schedule of all college committee meeting dates and reporting structure to be circulated	June Wilson	ASAP

Summary of Actions

Ref	Action	Responsibility	Time Line
7	Staff Survey – SLWG to update next meeting	SLWG	For next meeting November
8	Curriculum Review – carry forward to next meeting on 08 November 2019.	Aida Grier	November

Minutes

Item	Action
<p>1. Welcome and Apologies</p> <p>June Wilson welcomed everyone to the meeting. Apologies were noted.</p>	
<p>2. Additions to the Agenda for AOCB</p> <p>No additional items were noted for AOCB.</p>	
<p>3. Minutes of Meeting held on 03 June 2019</p> <p>The minutes were approved. The draft minute had been presented to CMT on 19 June 2019.</p> <p>Matters Arising</p> <p>3.2.1 Professional membership fees Still to receive feedback from LC – carry forward to next meeting</p> <p>3.2.2 Policies & Procedures CMT agreed that approval process for policies and procedures to be reviewed. JW to update at next meeting.</p> <p>It was noted that EIS and Unison in their joint negotiating capacity already have an input into this process, and the review of the process has not been brought to the attention of the unions. The EIS representative would seek clarification on this point.</p> <p>3.2.3 Central Events Calendar Mandy meeting with Marketing Team Leader next week and to provide an update at next Staff EG.</p> <p>It was noted that events might be part of the remit of the new digital staff newsletter and there was a need to ensure this did not lead to duplication of information, it was</p>	<p>LC</p> <p>JW</p> <p>SO'H</p> <p>MMcD</p>

Item	Action
<p>important to have one place where information could be found.</p>	
<p>3.2.4 Intranet Proposal The Group was advised that the UHI Partner wide proposals discussed at the last meeting were being progressed with an external consultant carrying out a scoping exercise due to be completed by the end of October.</p> <p>An interactive workshop took place at staff conference on 23 August for college staff to scope what they would like from the replacement intranet. An Intranet Project Group will also be set up and led by Lisa Findlay, Marketing Team Leader to take forward internal workflows and processes related to implementation of a new platform.</p> <p>3.2.5 Peer review process The Head of Learning & Teaching Enhancement had confirmed that the peer review process in its current format, did not apply to Support staff. The existing academic peer review process will remain in place but will change in the near future to align with changes brought in by the national bargaining process.</p> <p>Members commented that the peer review process would be valuable for Support staff as well as Academic staff. It could also allow interaction between academic/support staff or form part of the induction programme for new members of staff to help understand the organisation and forging networks.</p> <p>Themes could be communication/good practice/customer service/processes.</p> <p>If taken forward it should be on a voluntary basis and managed properly, a pilot programme would also be worth considering.</p> <p>Confidentiality/data protection concerns would be mitigated by the either the student agreeing to peer presence or by the practitioner and reviewer being together at all times and the reviewer not put into inappropriate situations.</p> <p>JW to discuss with Head of Learning & Teaching Enhancement.</p>	<p>JW</p>
<p>4. Staff Conference Feedback (21 June & 23 August 2019)</p>	

Item	Action	
<p>Members agreed to limit the discussion to the recent Staff Conference on 23 August. Feedback from the Group to be emailed to Kathleen Connor for the Planning Group's consideration.</p> <p>Early feedback was again that the choice of workshops were better suited to academic staff and that the August conference day conflicted with other work priorities at the start of session.</p> <p>The Staff Conference Planning Group proposed to send out a survey to staff to ask for their comments and members suggested that a reminder of the programme be attached to the survey and that the survey's purpose and output should be clearly communicated to staff.</p>	All	
5.	<p>CMT Update</p> <p>Staff Engagement Group meetings for 2019/20 scheduled for Fridays. Members asked whether it was possible to change the timings of the meeting to fit in better with staff availability.</p> <p>JW to meet with LC to discuss the 2-way communication process between Staff EG and CMT and timings of meetings for 2019/20.</p>	JW/LC
6.	<p>Staff Engagement Group Terms of Reference Review</p> <p>JW referred members to the Terms of Reference and welcomed comments from the group on whether they remained fit for purpose.</p> <p>A discussion took place on the frequency and timings of meetings. Suggestions included the group to sit a maximum of 3 or 4 times per academic year in line with Board committees and the timings of meetings could fit in with JNC meetings in order to feed smoothly into the consultation process for policies and procedures. Another suggestion was that items for discussion should have synergy with CMT agenda items.</p> <p>JW to circulate the schedule of all College committee/group meeting dates.</p> <p>A discussion on membership agreed the College's Head of HR and Organisational Development be a permanent member.</p> <p>The Purpose of the Group needs to be clearly defined with the consideration of the Duties in line with and distinct from other Committees and Engagement Groups. It is also important for the Group to have a strong voice and meaningfully communicate staff related issues and concerns.</p>	JW
	All	

Item		Action
7.	<p>Staff Survey – Update</p> <p>The Chair confirmed to the meeting that Mandy and Richard had stepped down from this SLWG due to time commitments. Mandy happy to input ideas from a health and wellbeing perspective. The new membership for the SLWG going forward would be Jacqui, Ian, Katy and Anna who would set up the survey on the Bristol Online platform.</p> <p>The Group agreed a staff survey was important to capture an accurate picture of staff morale, issues and concerns. The SLWG to update at next meeting.</p>	JA/IM/KH/AK
8.	<p>Curriculum Review</p> <p>The Associate Principal, Curriculum mentioned at staff conference on 23 August, that a curriculum review would take place during 2019/20. No further information available at this time. Item to be carried forward to next meeting.</p>	AG
9.	<p>AOCB</p> <p>None</p>	
10.	<p>Date of Next Meeting</p> <p>08 November 2019</p> <p>All meetings are on Fridays, 0930-11.00, Rm 019</p>	
11.	<p>Date of Next CMT Meeting</p> <p>25 September 2019</p>	

Student Engagement Group - Minutes of Meeting held on 17 September 2019 Room 033

Present: Jessica Borley, Kathleen Connor, Sam Monie, William Mohieddeen, Amy Studders, Richard Ogston, Lesley Sutherland, Maureen Paris, Gilbert Valentine, Mandy McDonald other HISA person

Apologies: Lesley Connaghan, Ray Crabb, Lisa Finlay, Ian Gibb, Sharon Porter, Nick Green, Jane Edwards, David Stewart

In Attendance:

Chair: Deborah Lally

Minutes: Lorna Matheson

Agenda Items		Action
1. Welcome and Apologies	Deborah welcomed the group and apologies noted as above.	DL
2. Additions to the Agenda for AOCB	JB informed of additions to Agenda with regards to student surveys	
3. Minutes of Previous Meetings	Unfortunately, the minutes of the previous meeting were not available therefore, no matters arising.	
4. Matters arising not included elsewhere on the agenda / review of actions from previous meeting		

<p>5. Safeguarding</p>	<p>RO gave a presentation with regards to Safeguarding, what it used to contain and what it looks like now. He informed that every member of staff at the College has a duty of care and this applies to both HE and FE. The rule applies to applicants with a known risk.</p> <p>PC used to have a blanket approach which included the criminal convictions questionnaire. This was deemed no longer appropriate therefore the need to introduce the Safeguarding policy and procedure.</p> <p>RO informed he records, investigates or passes on to Police 15 – 20 cases each year and is required to provide support to students with risk plans.</p> <p>Some of the areas involved are Government priority groups, Gender Based Violence, hate crime, safety and social media risks.</p> <p>UHI have set up a Safeguarding group.</p> <p>DL suggested that some issues may come from a confusion between fitness to study and student conduct?</p> <p>There may also be underlying factors that cause a change in a student throughout their course.</p> <p>JB suggested a fitness to study support mechanism being pulled together to support students.</p> <p>JB gave a brief update on UHI Policy procedure.</p> <p>JB suggested RO presents Safeguarding at the Operational Planning Group meeting.</p> <p>MP to give RO dates of meetings</p> <p>RO informed of the small group tasked with dealing with safeguarding issues, Angela Barrie, Janice Scott, Susanne Thomson, Gerald Mclaughlin</p> <p>DL shared the good news that RO been asked to deliver a talk in Manchester at a national conference re safeguarding in November.</p>	<p>MP</p>
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Agenda Items		Action
<p>6. Student Services webpage and developments update</p> <p>Care experience webpage developments</p>	<p>RO informed of the background which resulted in the need for creating a webpage with regards to care experience students.</p> <p>Working title “we care about caring”.</p> <p>RO requested staff forward information or queries to him.</p>	<p>ALL</p>
<p>7. UHI Paper Usage</p>	<p>GV presented a report to CMT with regards to the enormous amounts of paper being used at Perth College UHI. A study was undertaken by UHI Environment Sustainability Group which found PC UHI are the highest paper users throughout the UHI.</p> <p>MP informed RC has volunteered to undertake a more detailed investigation.</p> <p>RO asked if anyone is monitoring who still uses paper such as handouts for courses etc. and do we really need to be printing out hand-outs?</p> <p>MP said that was discussed at the Operational meeting.</p> <p>DL suggested a promotion in college for students to “think before you print”? To be included in emails etc.</p> <p>JB asked with moving on to using Brightspace, how many courses still have course hand books? DTP could determine this and following on from that Course Tutors could be asked to justify printing hand-books.</p> <p>DL – Task all teams within the college when doing self-evaluation to look at their own plan within their team and how they can reduce papers.</p> <p>RO asked if the paper used at PC UHI comes from sustainable sources? Is this a cost issue or green issue?</p> <p>GV confirmed it is both regarding costs and being environmentally friendly.</p> <p>The time it takes to print out a document and then retrieve it from the printer should also be considered.</p>	<p>GV</p>

Agenda Items		Action
<p>7. cont</p>	<p>KC informed the Library supplies thousands of e-books but lots of students then print these out.</p> <p>JB suggested training on how to use online annotation etc.</p> <p>KC informed of the issue with only being able to buy single user e-books instead of multi-user because of the cost implications.</p> <p>Students are given a time limit of 24 or 48 Hours and they can print 5% if FE or 10% if HE. Students print the portion of e-book due to the long waiting lists for an e-book or the short timeframe they have access to the e-book.</p> <p>DL suggested UHI needs to promote to students what the most useful books to purchase are. JB suggested lecturers need to be informed of this also. RO enquired if we can ask students to pass on their books to others when moving on. KC supported this, however, stressed there is no room to keep books. DL suggested a shelf in the Webster Building for books to be left available? Look at the possibility of promoting this at induction/fresher's fair.</p> <p>KC also suggested we ask to lecturers to digitise chapters?</p>	
<p>8. Print Charges – update</p>	<p>Pre-loaded credit remains at £8 per student. RC was going to take this to CMT but unsure if this was done, RC to update.</p> <p>Talked about making it more fair as opposed to students who print more than others. RO enquired if it depended on the level of study? KC informed VLE may have an impact on this but not certain. DL asked if all students knew about this credit being available? Students are informed at Induction. RC informed the print charges are being looked at across the UHI.</p> <p>JB stressed the importance of these studies being linked ie. paper/print costs</p> <p>DL asked if it was possible to take the data from the printers to identify what is students and what is staff.</p> <p>JB suggested RC looks at this for next meeting.</p>	<p>RC</p>

Agenda Items		Action
<p>9. Carers Qualification Award – Update</p>	<p>RO is putting a paper together to go to CMT to inform them of this initiative.</p> <p>Carers Trust put together two recognition awards for both FE and HE</p> <p>Going further Going Higher</p> <p>It has been seen there is a need to do more within the community for Care Experienced students. This award will be evidence based, however we need to look at how we identify carers and then go forward supporting them to exit.</p> <p>Item to be included on agenda going forward for updates.</p>	<p>RO/DL/LM</p>
<p>10. NSS Survey Results – Summary</p>	<p>JB informed she would present details on all 3 surveys at this point.</p> <p>NSS, given to final year students.</p> <p>This showed an overall decrease in satisfaction of .75% with Perth overall satisfaction going down. JB stressed the importance of appreciating this is still a better result than a few years ago.</p> <p>Survey looks at 8 sections – academic support etc. learning community etc. Highlands and Islands increased in student resources area. Student feedback went down drastically and Student Voice was also down. Student Association has gone up which highlights how well HISA is doing.</p> <p>Overall satisfaction 84%</p> <p>Of the 47 programmes that can be included 20 programmes fell below requirement to report on.</p> <p>10 fell below par, each of those programmes goes through a process of action planning.</p> <p>5 of the 10 programmes are led by Perth,</p>	

Agenda Items		Action
<p>10. Cont</p>	<p>DL suggested we look at how we promote the survey to students to ensure a larger response, how and when do we launch?</p> <p>JB stressed we had an 80% response rate which is extremely high, also must consider that the strike action may have had a detrimental effect.</p> <p>DL enquired about looking at the various methods on how students can engage in the survey ie. various booths etc placed round College, pop ups on computers “have you completed your survey”.</p> <p>Early student experience survey This is only given out to students on new courses. Both tertiary being launched across UHI. JB needs to decide when best to launch, won't be ready until early October and we need to figure out when this would be most effective.</p> <p>Student satisfaction and engagement survey – funding council consulting on some of the questions as we didn't like the wording of them answers back to Kenny Wilson 27 September</p> <p>NSS goes live mid January and promotes February.</p>	<p>JB</p>
<p>11. Mental Health First Aid Training – Update</p>	<p>No update – mental health first aid training on offer to all staff throughout the College</p>	<p>RO</p>
<p>12. Induction Week – Update</p>	<p>DL – Induction short life working group ran out of time so reverted back to what had happened before.</p> <p>RO to feedback at next meeting</p> <p>RO informed some students were coming down from the library and joining tours. Received a good response. MP stressed the Admin team do not get the information ie pdp packs and this needs to be looked at for future inductions.</p> <p>MP also noted she had overheard some lecturers giving wrong information to students about certain areas eg IT suite availability.</p>	<p>ALL</p>

<p>12 cont</p>	<p>DL has informed she will start induction planning earlier with the short life working group starting in March. DL suggested individuals keep a note of the points to feed back on to ensure this can be dealt with at induction planning.</p> <p>JB informed the PDP pack is old and needs revamped and DG was updating.</p> <p>DL also informed the PDP has taken a slightly different approach as SDS is involved with DG taking forward with PATS. DG been working with SDD and SMs delivering training sessions to PATS.</p> <p>DL explained role of SDS in this matter.</p>	
<p>13. Freshers Fayre</p>	<p>AS informed this had been a great success and had received positive comments with Tue/Wed being oversubscribed. Thursday saw a new initiative in the “HISA House Party”. There is consideration for hours to be increased due to the high volume of attendees.</p> <p>Debbie planning month in November “GYST” which will cover budgeting, cooking a healthy meal, etc.</p> <p>It has been found that more work needs done to encourage tutors to inform their students and encourage them to go down to freshers. Could this be schedules into the induction timetable for students? Noted there is a Map in the student guide but not specific to highlighting where freshers takes place.</p> <p>DL suggested swapping induction days which will allow new students to visit Freshers instead of current students which is what has happened this year.</p>	<p>HISA President</p>
<p>14. HISA – the year ahead: Vision</p>	<p>Paper – HISA Perth update</p> <p>HISA has had a few busy months getting a plan of action for the year together. November event as discussed previously. Looking to circulate a programme of events to get the students engaged:</p> <p>Mental Health Week Awareness days</p> <p>The committee have asked people to send them suggestions to go forward.</p>	

Agenda Items		Action
<p>14. Cont</p>	<p>AS highlighted next week is green week and they could possibly need some help with this. JB suggested approaching specific courses for students that would have more knowledge about that. Contact PAT or sector manager for that area Heidi Hope.</p> <p>Anna, the Perth College Equality and Diversity Officer might have range of dates that may be of interest, student support also have a list of dates.</p> <p>GV informed of climate week which runs 7-13 October.</p> <p>It was suggested HISA Circulate list /calendar of events once this is ready. RO – discussed at edit committee – Debbie is on this</p> <p>It was suggested the list could also go to the operational group.</p> <p>JB informed the group that clarity needs to sought on who is taking forward co-ordination and training of class reps.</p> <p>The Class rep vision needs to be discussed with both HISA Perth and the college as a whole. There was a thought of not going forward with department reps this year. There was discussions with regards to changing the whole class rep system and having department reps would be too much.</p> <p>The vision was to recruit any class reps that show initiative and then give them more responsibility to go forward. Still in discussions going forward to put plans in place.</p> <p>DL commended the work HISA had done so far and informed there is a staff page on sharepoint with regards to what a class rep is etc . DL to forward link Class–rep Brightspace link</p> <p>JB asked for an up to date list of PATS.</p>	<p>HISA President</p>

20. Study Provision	KC informed the study space provided to students over the Easter exam period proved to be well used and they are looking to extend this but requires to be made official. DL informed CMT meet on 25 th Sept and she will update at this meeting and ask for endorsement.	DL
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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