Engagement Committee

Agenda

Meeting reference: Engagement 2020-21/01
Date: Thursday 27 August 2020 at
Location: 5.00pm Online
Purpose: Scheduled meeting

*Denotes items for discussion/approval.
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 7 May 2020		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	**Student Engagement**			
6.1	HISA Perth College Update	HISA Perth	Student President	Paper 2
6.2	HISA Perth Draft Plan of Work 2020/21	HISA Perth	Student President	Paper 3
*6.3	Partnership Project 2020/21 - consultation	HISA Perth	Student President	Paper 4
7	**Performance Monitoring**			
*7.1	National Student Survey 2019-20: Key Outcomes	Quality Manager	Associate Principal Academic	Paper 5
*7.2	Postgraduate Taught Experience Survey	Quality Manager	Associate Principal Academic	Paper 6
*7.3	Risk Register – Engagement Committee	Clerk	Clerk	Paper 7

*7.4	Balanced Scorecard update	Project & Planning Officer	Clerk	Paper 8
8	**External Engagement**			
8.1	External Engagement Update	Vice Principal External	Vice Principal External	Paper 9
9	**Staff Engagement**			
9.1	HR Update	Head of HR & Organisational Development	Head of HR & Organisational Development	Paper 10
10	**Board & Policy Development**			
*10.1	Board Development Activities 2020/21	Clerk	Clerk/Principal	Paper 11
*10.2	Addressing Racism – draft brief for SLWG	Independent Board Member	Independent Board Member	Verbal
11	**Committee Minutes** (for noting)			
11.1	EDIT • 18 June 2020			Paper 12
11.2	Staff Engagement Group • 08 May			Paper 13
11.3	Student Engagement Group • 10 June			Paper 14
12	**Date and time of next meeting:** • 3 November 2020 @ 5:00pm		Clerk	
*13	Review of meeting (to include check against Terms of Reference to ensure all competent business has been covered)			Paper 15

Engagement Committee

DRAFT Minutes

Meeting reference: Engagement 2019-20/04
Date and time: Thursday 07 May 2020 at 5.30pm
Location: Online

Members present: Sharon Hammell, Board Member (Chair)
Debbie Hutchison, Board Member
David Littlejohn, Board Member
John Dare, Board Member (Staff)
Margaret Cook, Principal
Michaela Asisten, VP Education & Engagement HISA Perth

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

Apologies: Amy Studders, President HISA Perth

Observing: Alex Wilson, HISA Perth President-Elect
Aimee Cuthbert, Students' Association Coordinator (HISA Perth)

Chair: **Sharon Hammell**
Minute Taker: Ian McCartney
Quorum: 3

Summary of Action Items			
Ref	**Action**	**Responsibility**	**Time Line**
6.2	**HISA Perth Plan of Work** Chair requested additional narrative in future reports.	HISA Perth	Future meetings
9.2	**Risk Register** Current Actions within Risk 3 to be replaced with actions from recently-approved International Strategy.	Clerk	Next meeting

Minutes:

Item		Action
1.	**Welcome and Apologies** The Chair welcomed everyone to the meeting. 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 29 August 2019** The minutes were approved as an accurate record.	
5.	**Matters Arising from Previous Minutes**	
	<u>7.1 Balanced Scorecard</u> **Action:** Clerk to consider feedback for future development of Balanced Scorecard **Action Update**: Balanced Scorecard is being reviewed more widely at the June Board meeting. <u>10.1 Review of Risk Register</u> **Action:** Consideration should be given to splitting Risk 3 into 2 areas – domestic and international **Action Update:** Risk Register is being reviewed more widely at the June Board meeting	
6	**Student Engagement**	
***6.1**	**HISA Perth Update** HISA Perth VP Education & Engagement summarised the key points of Paper 2, highlighting that supporting of Class Reps was now being provided online; that the new Students' Association Coordinator had taken up post; that Perth College reported the highest turnout in Student Elections across the Partnership; and that the OBI Awards	

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	were still going ahead, but now online. Staff Board Member asked about attendance levels for Drop-Ins. HISA Perth VPEE noted that attendance had been mixed, Wednesdays seemed to work best so focus will be on that session. Chair commended work of Students' Association throughout year and in response to COVID-19.	
***6.2**	**HISA Perth Plan of Work** Committee received Paper 3, which summarised work undertaken by HISA Perth throughout year against targets. HISA Perth VPEE noted that some events had been cancelled due to COVID-10, but as many as possible were held online. Committee noted that the format for the report will form the basis for planning 2020/21 objectives, and strategic development work will be rolled forward. Staff Board Member noted the work HISA Perth were doing to promote student engagement during lockdown. Chair thanked HISA Perth for Plan of Work report, however requested additional narrative in future reports.	HISA Perth
7	**External Engagement**	
7.1	**External Engagement Update** Vice President introduced Paper 4, noting that activities during the period February – April have been significantly impacted by COVID-19, and the report predominantly reflects the early impacts emerging. Vice Principal advised that International Development is likely to be heavily impacted re future travel arrangements, and Business Development may be limited for a period due to broad-scale furloughing of staff. Vice Principal noted the ASW had shown good membership retention, and online classes had been very well attended. Board Member queried impact on discussions re Aviation Academy, Vice Principal noted that industry has been hit considerably by COVD-19, but the age profile of the workforce demonstrates there is still a need for developing skilled staff generated by replacement demand rather than growth pressures, albeit levels required are currently unknown. Greater clarity will be required once full impacts	

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	are known.	
8	**Staff Engagement**	
8.1	**HR Update** Head of HR summarised Paper 5, noting that the consultation process around the UK Government's Job Retention Scheme had now concluded and furloughing of certain staff will proceed. Head of HR also advised that both long-term absences and Coronavirus-related absences had reduced since the report was written. Board Member queried the anticipated date for results re Job Evaluation Scheme. Head of HR noted that timescale was 1-3 years for Phase 1, ie those jobs scored in 2018. The ramifications of this are that any pay awards arising from the review will be backdated to September 2018. Staff Board Member sought clarification on whether the Government set aside funds re cost implications of Job Evaluation Scheme. Principal noted that a notional sum of money had been set aside but much will have changed by time process is completed. Board Member queried which areas of College would be impacted by furloughed staff. Head of HR noted that furloughing would be restricted to ASW due to the commercial nature of certain roles affected by the closure of the gym. Chair requested more details re the short life working group on stress being set up by Health & Safety Committee, as noted in report. Head of HR advised that the first meeting had only taken last week but meeting seemed positive.	
8.2	**Consultation Update** Principal advised that the Consultation exercise had been paused, as agreed at the last Board meeting as there was no agreement regarding compulsory redundancy.	
9	**Performance Monitoring & Compliance**	
9.1	**Balanced Scorecard** Clerk presented Paper 6 on the latest update of the Balanced Scorecard.	

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	Chair expressed frustration at the lack of narrative and insight provided in order to allow Committee members to determine what is driving change. Clerk advised that these areas were due to be addressed within the review of the Balanced Scorecard currently being undertaken.	
9.2	**Risk Register** Clerk presented Paper 7 for review by Committee. Vice Principal noted that all Current Actions within Risk 3 had now been completed, and should be replaced with actions from recently-approved International Strategy.	Clerk
10	**Board Development**	
10.1	**Board Development Update** Principal noted that COVID-19 had impacted on plans re Board Development and methods for running sessions with smaller numbers of Board Members with repeating topics is being considered. Principal also noted that initial feedback from External Effectiveness Review was positive, and the full report would be discussed at the June Board meeting.	
11	**Committee Minutes** The minutes for the following meetings were received and noted: • Staff Engagement Group, 10 January 2020 & 6 March 2020; • Student Engagement Group, 3 February 2020 & 4 March 2020. Committee were advised that the EDIT meeting scheduled for 19 March 2020 was cancelled due to lockdown responses to COVID-19 occurring at that time	
12	**Date of Next meeting** Meeting date tbc, pending Board approval of the full Committee Schedule for 2020/21	
13	**Review of Meeting** The Committee agreed the meeting had covered its Terms of Reference.	

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

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

Status of Minutes – Open ☑

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 2018. It is important that fact, rather than opinion, is recorded.

Do the minutes contain items which may be contentious under the terms of the Data Protection Act 1998? **Yes ❒** **No ☑**

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Perth College UHI

Paper No. 2

Committee	Engagement Committee
Subject	HISA Perth Update
Date of Committee meeting	27/08/2020
Author	HISA Perth
Date paper prepared	20/08/2020
Executive summary of the paper	This paper summarises the recent activities for HISA Perth
Consultation How has consultation with partners been carried out?	n/a
Action requested	☒ For information ☐ For discussion ☐ For recommendation ☐ For approval
Resource implications (If yes, please provide details)	~~Yes/~~ No
Risk implications (If yes, please provide details)	~~Yes/~~ No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	n/a

• Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	
Equality and diversity Yes/ No If yes, please give details:	~~Yes/~~ No
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	~~Yes/~~ No If yes, please give details: Click or tap here to enter text.
Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	~~Yes/~~ No Click or tap here to enter text.
Status (e.g. confidential/non confidential)	Non Confidential
Freedom of information Can this paper be included in "open" business?*	Yes~~/ No~~

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

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

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

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

HISA Perth Update

1st July – 20th August 2020

New Team

On Wednesday 1st July the new HISA Perth officer team took office. They will be in their roles until 30th June. The new officers details are as stated below:

- HISA Perth President – Alex Wilson
- HISA Vice President of Activities and Welfare – Michaela Asisten
- HISA Vice President of Education and Engagement - Cameron Murray

Induction

The new HISA Perth officer team have received significant training and induction meetings since starting their roles. They have attended Executive Training with the rest of the local and regional HISA officers, sparqs That's Quality, NUS Scotland's Lead and Change and sparqs Train the Trainer as a team.

They have also had induction meetings with all of the Senior Management Team, Corporate Management Team, Sector Development Directors, Student Engagement Staff, Clerk and Chair of Board of Management and Education Scotland.

The team have also received specific skills training around IT, working from home, time management and governance to name a few

Partnership Project

Consultation on the Perth Partnership Project closed on 17th July and received 98 responses from students across Perth College UHI.

Based on the top three most voted for themes – Mental Health, IT Resources/Materials and Employment/Student Opportunities - HISA Perth will now create an action plan with support from the Head of Student Experience to take to Student Engagement Group for implementing and to embed into regular reporting for the committee.

Freshers 2020

Planning for Freshers 2020 is underway with HISA Perth hosting activity completely online in light of the COVID-19 situation. This will take place from Monday 7th September until Friday 11th September. A range of activities are planned including music bingo, an online raffle and regular live sessions on social media that will be hosted on a range of online platforms. Information will also be shared daily on our social media focusing on different themes – New to Perth, Help Available & Stretching Your Budget, Get Involved and Local Culture.

The full line up will be announced on Friday 21st August and promoted up until Freshers' Week commences.

HISA Perth are also creating input for inductions for academic staff and PATs to share with new students, including the officer of HISA Perth joining a classroom via video conference.

Planning our Year

HISA Perth student officers and HISA Perth staff have begun discussions on the organisation's plan of work for academic year 2020/2021. This will consist of individual officer objectives linked to their manifesto, team objectives, an operational plan of work and a list of events that will take place.

HISA Perth have prepared an indicative plan of work to share with this committee so more information can be found in this paper. A final plan of work will aim to be ready for September and be taken to the first SRC meeting for class reps to ratify the officer's plan of work for the year.

Returning to Campus

HISA Perth have been working in partnership with the college in preparing for students and staff returning to campus, contributing to the staff and student guides that have been created, having membership on the various short life working groups attributed to this line of work and contributing to discussions around communicating with students in the run up to returning to campus.

Facebook Group

Following discussions from the previous officer team, HISA Perth and the Marketing Team have set up a Welcome to Perth College UHI 20/21 Student group on Facebook from new and returning students to join in order to find out more information about the college, finding other students on their course and to ask any questions they have. Students are accepted onto the group after answering set questions about their student status, what they are studying and how they found out about the group as well as agreeing to the rules of the group that are linked to the Student Code of Conduct. The Marketing Team and HISA Perth are monitoring the group daily using a rota split between both teams and content has been created by HISA Perth with contributions from the Marketing Team. As of 10am on 20th August we currently have 188 members.

Student Hardship Fund

HISA Perth have been working with the college's Development Officer and Student Engagement Staff around the development of a new student hardship fund for students who have been negatively impacted by COVID-19. This fund would offer support in terms of buying food, paying utility bills, paying rent and helping purchasing IT equipment on a load basis. The application form is currently being created along with those who will be deciding on how the fund will be distributed.

Class Rep Training

HISA Perth have been having weekly meetings with the Quality Team looking at developing the Class Rep Training for this academic year for delivery online in a live and pre-recorded

way. The work Perth will be doing will also be available for other APs to replicate which we shall share at the UHI Class Rep Group.

Perth College UHI

Paper No. 3

Committee	Engagement Committee
Subject	HISA Perth – Indicative Plan of Work 2020-21
Date of Committee meeting	27/08/2020
Author	HISA Perth
Date paper prepared	20/08/2020
Executive summary of the paper	This paper provides indicative team and operational objectives for HISA Perth during academic year 2020/21, comprising individual and team objectives for the student officer team as well as operational plans for the year including events and recurring activities in the HISA Perth calendar. A fuller plan of work with clearer timelines and objectives will be developed and shared in due course to be ratified by the Student Representative Council (SRC) in its first meeting of the academic year and to inform Perth College UHI of the organisation's intentions for the year.
Consultation How has consultation with partners been carried out?	n/a
Action requested	☒ For information ☐ For discussion ☐ For recommendation ☐ For approval

Perth College UHI

Resource implications (If yes, please provide details)	~~Yes/~~ No
Risk implications (If yes, please provide details)	~~Yes/~~ No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	n/a
Equality and diversity Yes/ No If yes, please give details:	~~Yes/~~ No
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	~~Yes/~~ No If yes, please give details: Click or tap here to enter text.

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

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HISA Perth Indicative Plan of Work 2020/2021

Introduction

Below is the indicative team and operational objectives for HISA Perth during academic year 2020/21. It will give indication of the individual and team objectives for the student officer team as well as operational plans for the year including events and recurring activities in the HISA Perth calendar. A fuller plan of work with clearer timelines and objectives will be developed and shared in due course to be ratified by the Student Representative Council (SRC) in its first meeting of the academic year and to inform Perth College UHI of the organisation's intentions for the year.

The outbreak of coronavirus presents a unique challenge to us as a students' association so the indicative plans below reflect work that we believe to be achievable in an online setting and, if feasible, in a face to face capacity once it is safe to do so.

Officer Objectives

Each officer has been working on developing preliminary objectives linked to the manifesto that they were elected on by the students of Perth College UHI. Below are the officers' main objectives for the year:

HISA Perth President

- Mental Health - Students recognise the importance of mental health and have ways to be supported in that by their students' association
- Inclusivity - All students, regardless of where they are from or how they identify, can participate fully in college whether it be through their learning or extra-curricular activity
- Empowering the Student Voice - Every student at Perth College UHI feels their voice matters and that they are heard by their students' association
- Communication - Every student at Perth College UHI knows what is happening across the college

Vice President Activities and Welfare

- Diverse and regular events on campus - Creating opportunities for students to engage with each other that is accessible, available and inclusive to all, has variety, and creates a friendly culture on campus and an environment of student collaboration
- Increasing engagement with international students - Introducing international students to Scottish culture and integrating them into college life
- Supporting student wellbeing - Students have opportunities and resources available to help improve their welfare and wellbeing
- Clubs and Societies - Perth College UHI has a range of sports clubs and societies that are fully supported by HISA Perth

Vice President Education and Engagement

- Virtual Learning Environments – ensuring that students are able to use VLEs and are able to find everything they need in order to learn
- Engaging with HISA Perth – more students are encouraged to volunteer with HISA Perth through new and improved opportunities
- Working and studying online – PCUHI students feel comfortable working from home and with blending learning
- Opportunities for student engagement - Students can contribute ideas to improve their college experience and utilising ideas for student from students

Team Objectives

The HISA Perth student officer team have also developed three objectives that they wish to complete as a team. A summary of these objectives are as follows:

- Perth Partnership Project – creation of an action plan, reporting on action plan to PCUHI committees and students, utilising all feedback given in consultation and review process for 2021/2022 consultation
- Class Reps – Support in the recruitment of reps, especially in areas that have not had reps in the past, developing and delivering training with Quality Team and reviewing SRC meetings format and regularity
- Black Lives Matter – work in partnership with PCUHI and students to develop ways in which we can work on this across the college

Operational Plan

Along with the individual and team objectives, HISA Perth have developed an operational plan consisting of activities that occur yearly within the organisation – either pre-existing or new additions. These are detailed below:

- HISA Perth input during Inductions
- Freshers Week activities, working with local companies/organisations/charities and integration with regional Freshers' activity
- Promote the Early Experience Survey to help improve participation and HISA Perth score
- Promote and run HISA elections, having all local positions filled and contested as well as maintaining high turnout
- Promote the National Survey to help improve participation and HISA Perth score
- Promote the Student Satisfaction and Engagement Survey to help improve participation and HISA Perth score
- Achieving full attendance of class reps to HISA Con
- OBI Awards – reviewing nomination process and the nomination form as well as achieving nominations from every sector in each category, improving nomination numbers and celebrating winners
- Increase nomination numbers in HISA Awards
- Increase nomination numbers in Sporting Blues

- Looking at ways in which students can engage with HISA Perth online
- Promoting casework support from HISA Perth and monitor/record student queries

Events and Activities

Below is a list of the current events and activities HISA Perth wish to undertake during the current academic year in either a physical or online environment, depending on which is safe. Some events may be added in due course but below is the calendar of events as it currently stands:

- Freshers - September
- Black history Month - October
- Green week - October
- Diwali - October
- GYST (Get Yourself Together) - November
- St Andrews Day – 30th November
- Halloween event- October/November
- Christmas event - December
- Refreshers – January/February
- Chinese New Year - January
- Burns Day – 25th January
- LGBTQ History Month - February
- International Mother Language Day – 21st February
- Valentine's Day - February
- Shrove Tuesday – 16th February
- Women's History Month - March
- Mental Health Awareness Week – 16th -22nd May
- OBIs - May

Perth College UHI

Paper No. 4

Committee	Engagement Committee
Subject	Perth Partnership Project – Initial Consultation
Date of Committee meeting	27/08/2020
Author	HISA Perth
Date paper prepared	20/08/2020
Executive summary of the paper	This paper summarises the main findings of a consultation survey to all students at Perth College UHI to suggest themes that could come together to create a Partnership Project between HISA Perth and Perth College UHI for academic year 2020-2021. Information presented provides key statistics and themes emerging from the qualitative data to inform potential themes, workstreams and next steps for the Project.
Consultation How has consultation with partners been carried out?	n/a
Action requested	☒ For information ☒ For discussion ☐ For recommendation ☐ For approval
Resource implications (If yes, please provide details)	~~Yes/~~ No

Perth College UHI

Risk implications (If yes, please provide details)	~~Yes/~~ No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	n/a
Equality and diversity Yes/ No If yes, please give details:	~~Yes/~~ No
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	~~Yes/~~ No If yes, please give details: Click or tap here to enter text.
Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	~~Yes/~~ No Click or tap here to enter text.

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Status (e.g. confidential/non confidential)	Non Confidential
Freedom of information Can this paper be included in "open" business?*	Yes~~/ No~~

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Perth College UHI/HISA Perth

Perth Partnership Project 2020-2021

Consultation Findings

Introduction

Between 10th June and 17th July, HISA Perth released a consultation survey to all students at Perth College UHI to suggest themes that could come together to create a Partnership Project between HISA Perth and Perth College UHI for academic year 2020-2021. This would be the first time that HISA Perth asked students directly what they wanted their partnership project to be.

Students were asked to select their first, second and third choice for themes to include and state the reason why they selected their themes as well as the biggest issue they felt that HISA Perth and Perth College UHI needed to tackle in relation to said themes.

In these findings we will discuss what themes were voted for, key statistics and themes that came out of the qualitative data to inform potential themes and workstreams based purely on student feedback.

Promotion and Participation

The survey was promoted via the college's SMS system, HISA Perth social media with support from Perth College UHI social media and student emails. An incentive of being entered into a prize draw to win one of two £25 Amazon vouchers was added in promotion for the survey.

Upon the survey closing on Friday 17th July, 98 students have participated in the survey which considering most of this consultation took place outwith teaching and into the summer break, HISA Perth were pleased to have so many students taking part.

Out of the 98 respondents, 100% gave a different answer for each of their choice of themes, meaning each student gave three different themes that they felt was important. 88.8% did not feel that any other themes needed to be considered, with 12.2% saying another theme needed to be added.

When asked to give a reason why they had selected their chosen themes, 82.3% of respondents gave comments and when it came to stating a key issue around this theme, 76.8% of respondents elaborated in the survey.

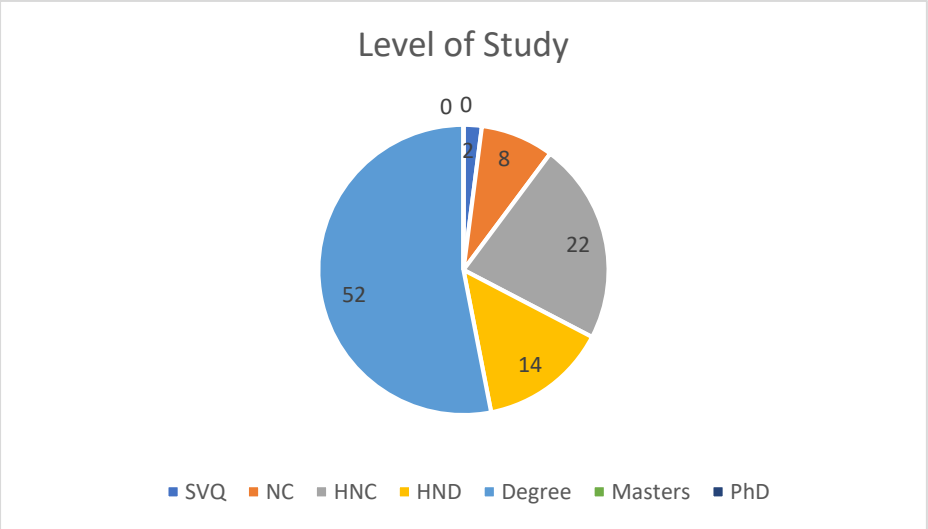
Based on the options listed, the majority of students that participated in the survey (excluding those who selected Other) were from Built Environment and Health and Social Care. The majority of those who selected other stated they were part of administrative studies, aircraft engineering and psychology.

A full breakdown of subject areas can be found below:

Subject		Other (options given)	
Other	22	Admin and information technology	3
Built Environment	13	Food, nutrition and textiles education	2
Health and Social Care	11	Aircraft maintenance engineering and management/ AST	2
Business and Accounting	7	Administration	2

Computing	7	Psychology	2
Sport and Fitness	6	Social science	1
Audio Engineering and Theatre	5	Food, Nutrition and Textiles Education	1
Early Years	5	Counselling	1
Systems (Engineering)	5	Philosophy, Politics and Economics	1
Music and Music Business	5	Technical Theatre	1
National 5 and Highers	4	Counselling & Psychotherapy	1
Aircraft Engineering	3	Philosophy, politics & economics	1
Air Service Training	2	Sports Therapy	1
Hairdressing	2	Business Management	1
Social and Vocational Studies	2	Sport Massage Therapist	1
Arts	1	Archaeology	1
Creative Industries	1		
Lifelong Learning	1		
Science Technology	1		
Automotive Engineering	0		
Beauty Therapy and Wellbeing	0		
Food Studies and Hospitality	0		
Humanities and Social Sciences	0		
Language School	0		
Management	0		
Mechanical and Electrical	0		
Mountain Studies	0		
New Opportunities	0		
Vocational Training and Apprenticeships	0		

When asked about level of study, the majority of participants came from degree level studies by a significant percentage, followed by HNC. There were low numbers in SVQ, Masters and PhD study so work will need to be done in future to ensure these students are involved in the consultation process.



Selection of Themes

As can be seen in the table below, the three key themes highlighted as top choice, both overall and in terms of first, second and third choice are Mental Health, IT Resources/Materials and Employability/Student Opportunities all of which are highlighted in green. Second and third highest ranked choices are highlighted in yellow and blue respectively.

Theme	1st Choice	2nd Choice	3rd Choice	Total
IT Resources/Materials	8	15	10	33
Activities & Events	11	8	12	31
Communication	3	5	10	18
Student Support	10	8	11	29
Collaboration across the partnership	3	1	3	7
Facilities on Campus	6	3	7	16
Local Community	0	5	3	8
Local Transport	7	6	7	20
Mental Health	22	11	8	41
Finances	6	4	7	17
Employability/Student Opportunities	13	10	13	36
Scholarships	3	6	4	13
Sustainability	1	3	3	7
Closing the Feedback Loop	5	3	0	8

Comments

Below is a summary of the comments left by participants when asked to expand on the reason why they chose a particular theme and what they felt was a problem that needed to be tackled. Comments were grouped based on similar themes and no distinction has been made in comments linked to themes marked as participants first, second or third choice when ranking the themes listed above

IT Resources/Materials

Reason Chose Theme	**Mentions**	**Biggest problem to tackle**	**Mentions**
Increased usage of/demand in IT in learning	7	Funding for more/better resources/materials	5
Digital Literacy	3	Easing access/usability	4
Digital Poverty	3	Clearing signposting of best resources to use/support available	4
Lack of resources/material	3	Loosen requirements	2
Need for better equipment	3	Invest in more literature	2
Access to correct materials/software	2	Modernisation	2
Owned devices to being up to requirements	2	Investing in better IT equipment	2
Lack of books	2	Provision of 3rd party servers	1
Personal Choice	1	Regular check-ups/updates on equipment	1
Priority due to covid/working online	1	Updating materials	1
Layout of Brightspace	1	Functionality of Brightspace on all devices	1
Broken links on Brightspace	1	Better ergonomic equipment for IT facilities	1
		Improving WIFI speed	1

Activities and Events

Reason Chose Theme	Mentions	Biggest problem to tackle	Mentions
Lack of events	8	More events (variety of, catering to different ages)	10
Lack of lively environment/student life	6	Advertise more	6
Importance to mental health (year-round)	5	Increase number of events/groups run by students	5
More groups/opportunities needed	4	Creating more societies and encouraging people to join	2
Encourages everyone to work together	3	Lack of awareness of trips	1
Importance for socialising/learning about a new place/making friends	2	Increase sport teams	1
Student organised events	2	Creating spaces for discussion/socialising	1
Lack of awareness of events	2	Providing financial/advertising support for events	1
Lack of gig opportunities for music students	2	Encourage collaboration between different disciplines	1
Importance of mental health (exam time)	2	More not in-person events	1
Lack of variety	2	Partner up with local bars/clubs	1
Want more educations trips	1	Run poll of clubs to create	1
Activities that are there are fun	1	Ask students what events to run	1
Times events held not accessible to all	1	Better facilities in student union	1
[redacted]		Host events at different times of day	1

Communication

Reason Chose Theme	Mentions	Biggest problem to tackle	Mentions
Communication helpful	4	Communicating changes made and why	2
Communication between lecturers and students	4	Better communication between staff and students (including SMT)	2
Involvement in decision making	2	Clearer messaging/communication with students	2
Information around COVID-19/working from home	2	Ensuring messaging relevant to students	2
Knowing who HISA are	1	Communicating changes around COVID-19 and support available	1
Students receiving lots of emails	1	Ensuring better knowledge of lecturers to pass onto students	1
Keeping students in the loop	1	Better communication around events	1
[redacted]		Improve usage of PATs	1
		Feedback provided in timely manner	1
		Keep in regular contact with students	1
		Communication on maintenance	1
		Internal social media platform for college	1

Student Support

Reason Chose Theme	Mentions	Biggest problem to tackle	Mentions
Support important to student success	6	Highlighting support available to students	5
support for distance/online learners	3	Highlight support available during summer months	2
Support during COVID-19/working from home	2	Provision of more eBooks	1
Support importance due to mental health	1	More support available online for distance learners	1
Not knowing where to go	1	Respecting students' pronouns	1
Alleviates stress	1	Days on campus for distance/online students to meet staff and other students	1
Making support accessible	1	Provide support for longer period of time	1
Testing for students with additional needs	1	Provide extra support for those in need	1
Students not asking for support until too late	1	Create bullying policy for students	1
Financial worries	1	One point of contact for students in terms of support	1
Support available not addressing everything	1	Peer support for students	1
Financial support unclear	1	Mental health rep for students	1
Lecturers/pats unaware of full support available	1	Live chat support available online	1
Student Services busy	1	Modernising support	1
Importance of student support	1	Better funding support	1
exam support	1	1 session with student support per student per term	1
		Support for students in note taking	1
heard complaints from other students	1	English to be taught to non-speakers as module in HNC and HND level	1

Collaboration across the partnership

Reason Chose Theme	Mentions	Biggest problem to tackle	Mentions
Course taught at other campus/es	2	Lack of communication between other partners/departments	2
Communication between APs poor	1	APs not working together	1
Connecting with students from other APs	1	[redacted]	

Facilities on Campus

Reason Chose Theme	Mentions	Biggest problem to tackle	Mentions
Car Park Availability	2	Increase capacity	1
Lack of social spaces	1	Improve safety of path between Brahan and ASW	1
Study spaces not fit for purpose	1	Improve quality of road in back car park	1
Lack of facilities	1	More quiet spaces on campus	1
Halls	1	Updating canteen	1
Student bar	1	Control noise in quiet study area in library	1
Food provision	2	More library books for all subjects	1
Spaces for food closing early	1	More student activities	1
Freshers' Fayre	1	Better lighting in twin rooms	1
Lack of using facilities	1	Student bar on campus	1
Better facilities encourage students to stay beyond classes	1	Food	1
Allocation of space for art students	1	Reduce costs on food as expensive	1
[redacted]		More events /bar on campus	1
		Encourage participation in ASW with free use for students at set time	1
		Make better use of union space for non-educational activities	1
		Have permanent gallery on campus to display student work/encourage public to attend	1

Local Community

Reason Chose Theme	Mentions	Biggest problem to tackle	Mentions
Community providing support	1	More awareness of opportunities to give back to the community	2
Working with external groups	1	Host an event in city centre	1
Encouraging students to give back to local community	1	Local businesses at Freshers	1
Involving local area in studies	1	[redacted]	
Disconnect between college and local area/city centre	1		
Have better connection to community studying in	1		

Local Transport

Reason Chose Theme	Mentions	Biggest problem to tackle	Mentions
Reliability/frequency of bus services	5	Reliability of public transport to be improved	3
Costs of transport (general)	3	Link up bus/public transport services better	2
Travelling from rural communities	2	Improve bus timetables	2
Issues with transportation	2	Provide transport for out of the way locations/catchment areas of college	2
Cost of transport to HE students	1	Improve costs for those who do not receive additional support	1
Arriving to college on time	1	Direct transport link from town to college	1

Encourage use of public transports/reduction of car usage	1	Improve costs for students	1
Link to train station	1	Bus stop directly in front of college	1
Helps get in to study	1	Support for commuting students	1
Links to nearby cities	1	More buses passing the campus frequently	1
[redacted]		Quicker route to college from Dundee)	1

Mental Health

Reason Chose Theme	Mentions	Biggest problem to tackle	Mentions
Importance of MH during COVID-19	7	Recognising, raising awareness of and understanding all mental health conditions	8
Importance of MH in relation to study	6	More mental health support and help offered to students	7
Growing issue for students/young people	5	Raising awareness of support available	6
Stigma of mental health	5	Removing stigma of MH	4
Access to support	5	More counselling	4
Everyone has mental health	5	Isolation caused by COVID-19	3
Importance of MH	3	Giving MH advice to large groups of students	2
MH in halls of residences	2	Support for students before and after pandemic	2
NHS Support	2	Lecturers recognising impact of mental health on studies	2
Benefits of counselling	2	Lack of communication	1
Impact finances can have on mental health	1	MH support that has real impact to students	1
MH of new students	1	Effects of male students around MH	1
Lack of understanding around MH	1	Encouraging everyone to treat each other with respect	1
[redacted]		Bullying on campus	1
		More attendance at college	1
		Workload of students	1
		Less twin rooms	1
		Extending online support	1
		Buddy system	1

Finances

Reason Chose Theme	Mentions	Biggest problem to tackle	Mentions
Handling finances as a student	5	Making clear what support is available	3
Work/life balance for students	2	Clear information provided	3
Balancing a job and college work hard	2	Financial strain on students, including mature students	1
Travel Money	1	Travel costs	1
Lack of help with organising finances	1	Ease of setting up travel arrangements	1
Unaware of all the help available	1	Not having anything	1

Money and student parents	1	Payment for compulsory trips	1
Money and mature students	1	Making food more affordable on campus	1
Finances during Covid	1	Making applications for discretionary finance easier	1
[redacted]		Fund for first year students	1
		Helping students how to save money	1

Employability/Student Opportunities

Reason Chose Theme	Mentions	Biggest problem to tackle	Mentions
Using degree for future/post graduation	10	Working closer with local businesses	4
Raising awareness of opportunities	5	Raising awareness of support available	4
Opportunities available for diverse/specific disciplines	4	Local internship/work placement opportunities	4
Work opportunities in Perth/Kinross area	4	Helping upcoming/new graduates find work	3
Information on post graduate opportunities	4	Job searching relevant to degree	2
Lack of work placements/opportunities	2	Help identify local student friendly jobs more easily	2
How to find work	2	Guidance on what can be done after college with qualification	2
Impact of covid on work placements/opportunities	2	Workshops for finding work for students	2
Opportunities off campus limited	2	More communication around job opportunities	2
Lack of experience	1	More opportunities for students	2
Impact of covid on opportunities	1	Internships	2
Work placement opportunities outwith Perth and Kinross	1	More events	2
Knowing what to do before finishing course	1	Dedicated area to display all opportunities available	2
Helping students get into a competitive workplace	1	More networking opportunities	1
Knowing who to speak to	1	More practical skills	1
Students need to find work	1	Volunteering over summer	1
Gaining experience over summer key	1	Ensuring teaching related to real life work	1
[redacted]		Use scholarships to help improve employability	1

Scholarships

Reason Chose Theme	Mentions	Biggest problem to tackle	Mentions
More opportunities needed/to be explored	3	Scholarships to be available to all students	3
Support for international students	2	Raising awareness of scholarships	2
Great for students	2	Scholarships for international students	1

Lack of structure/learning plans	1	Structure/objectives/requirements to be made more available	1
Businesses not complying with learning objectives	1	Linking scholarships with employability	1
Supportive for students needing extra help	1	Make applying easier	1
Lack of awareness	1	Make receiving easier	1
[redacted]		Reduction in fees for well-performing students	1
		Scholarships for students beyond 1st and 2nd year	1
		Offer scholarships	1

Sustainability

Reason Chose Theme	Mentions	Biggest problem to tackle	Mentions
Important to create a more sustainable college/ecosystem	2	Raising awareness of what can be recycled and where/recycling on campus	2
Sustainability needs to be promoted more on campus	1	Separate recycling bins	2
Diverse attitudes on how this affects student experience	1	More active/continuous recycling on campus	2
Important topic	1	Food waste in canteen	1
[redacted]		More recycling bins on campus	1
		Green power to be used on campus	1
		Disposable items on campus	1

Closing the Feedback Loop

Reason Chose Theme	Mentions	Biggest problem to tackle	Mentions
Importance of knowing what has happened	4	Time taken to provide feedback	1
Lack of communication with college	1	Improving student/college experience	1
Feedback not going into meetings/records	1	Making staff student committee meeting notes/QA documents publicly available	1
Not getting notes from meetings	1	Covering all types of feedback - positive and negative	1
Feedback important for improvement	1	Creating issue log for students to see status of issue raised	1
Feedback needs to be clear	1	Using feedback more effectively	1
[redacted]		Lecturers to explain marks/feedback better	1
		Marking scheme for assessments to make clearer criteria	1

Other Themes Suggested

Below is the list of additional themes provided by the 12.2% of participants who felt other themes should be included. As some of the themes suggested link into other themes previously identified at the start of the survey it is felt there is no need to consider any of these additional themes for the partnership project but will be feedback that HISA Perth will take forward.

Key themes		**Why include theme**	
Diversity/Equality	3	Important	1
		Need to actively support those who have been discriminated against	1
Student apathy	1	Decisions on college can be made by minority and not all students	1
Mediation options	1	Lack of this between lecturers and students	1
Accommodation	2	Limited amount	1
Social space/activities on campus	2	No space students want to use	1
Getting back to college	1	Help needed for those who have had time out of education	1
Personal learning support plans	1	Important to have these in place at start of year	1
Discrimination/Bullying	1	Lack of policy for students	1
Finance	1	Extra funds for students needed	1

Next Steps

Now that the consultation process has been completed, the following next steps are being proposed:

- Taking forward the three themes identified by students as the most popular choices – Mental Health, IT Resources/Materials and Employability/Student Opportunities – as the themes for the Perth Partnership Project 2020-2021
- Using the qualitative data to identify the key problems in these areas that can produce workable and achievable solutions for students
- Work in partnership with Perth College UHI staff - particularly Senior Management Team, Head of Student Experience, Quality Team, Student Engagement and members of the Student Engagement Group – to develop an action plan that shares responsibility for the completion of the project between HISA Perth and appropriate Perth College UHI departments
- Plan to be approved by students through Student Representative Committee and through appropriate committees at Perth College UHI as soon as is convenient
- Report back on the action plan regularly through Student Representative Committee, Student Engagement Group, Engagement Committee and Board of Management to hold all parties to account on continual work on the project
- HISA Perth and Perth College UHI to use other feedback provided in this consultation to solve problems identified by students

Perth College UHI

Paper No.5

Committee	Board of Management
Subject	National Student Survey 2020
Date of Committee meeting	27/08/2020
Author	Jessica Borley
Date paper prepared	20/08/2020
Executive summary of the paper	The NSS is open between January – April and so although it was kept open through lockdown it was not felt to have been greatly compromised by this. The following Executive Summary has been produced for UHI results: • The UHI response rate decreased by 8% compared to 2019 (80%) with 734 of 1018 targeted students responding to the survey (72%). • Overall satisfaction for the University has decreased by 2.27% from 2019 results to 82.22%. This is at the University's benchmark for this question and is below the Scottish sector average of 85.04%. • Scores for the University have increased for 12 of the 27 questions within the survey • The university is also performing above the Scottish sector for the following question scales: Learning Opportunities, Assessment & Feedback, Academic Support and Student Voice. The following Executive Summary has been produced for Perth College results: • Overall satisfaction decreased by 4% from 2019 results to 81%, this continues the downward trajectory of overall satisfaction over the last 3 years having been 88% in 2018. • Scores for the college have increased for 8 of the 27 questions within the survey • The college is performing above the UHI level in the following question scales: Assessment and Feedback, Academic Support, Organisation and Management, Student Voice.

Perth College UHI

	Further analysis will be completed at a programme level by UHI and relevant action planning taken forward by the team to report back to an NSS action group consisting of the UHI Dean of Faculty, UHI Subject Network Leader, PC Sector Development Director, PC Sector Manager and PC Quality Manager.
Consultation How has consultation with partners been carried out?	National survey administered by Ipsis Mori
Action requested	☒ For information only ☐ For discussion ☐ For recommendation ☐ For approval
Resource implications (If yes, please provide details)	Yes/ **No**
Risk implications (If yes, please provide details)	Yes/ **No** Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	Student experience / National Student Survey
Equality and diversity	**Yes**/ No

Perth College UHI

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

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

Its disclosure would substantially prejudice a programme of research	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] NSS data analysed to this level is not published	☒

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For how long must the paper be withheld? forever

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

University of the Highlands & Islands

National Student Survey results 2020

1 About the survey

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

2 Executive summary

- The response rate decreased by 8% compared to 2019 (80%) with **734 of 1018** targeted students responding to the survey **(72%)**.
- Overall satisfaction for the University has **decreased by 2.27%** from 2019 results to **82.22%**. This is at the University's benchmark for this question and is below the Scottish sector average of 85.04%.
- Scores for the University have **increased for 12 of the 27 questions** within the survey
- The university is also performing **above the Scottish sector** for the following question scales: Learning Opportunities, Assessment & Feedback, Academic Support and Student Voice.

3 Results for item 27, Overall Satisfaction

3.1. Scottish HEIs

Institution	2020	Benchmark	2019	2018
University of St Andrews	93	85	95	94
Robert Gordon University	90	82	89	85
Abertay University	89	82	87	79
University of Dundee	88	84	90	88
University of Glasgow	87	85	86	88
University of Stirling	87	83	83	84
University of Aberdeen	87	84	87	86
University of Strathclyde	86	83	86	84
Edinburgh Napier University	86	81	79	74
Royal Conservatoire of Scotland	86	80	73	77
Glasgow Caledonian University	85	81	81	81
Scottish HEI Average	**85**		**84**	**83**
University of the West of Scotland	85	82	84	85
Heriot-Watt University	84	83	85	81
UK HEI Average	**84**		**84**	**83**
Queen Margaret University	83	81	82	82
University of the Highlands and Islands	**82**	**82**	**84**	**85**
University of Edinburgh	78	84	78	77
SRUC	72	85	72	70
Glasgow School of Art	58	79	69	67

Table 1: NSS results by Scottish Higher Education Institution 2018-20: % agree for question 27: overall satisfaction.

3.2. By academic partner

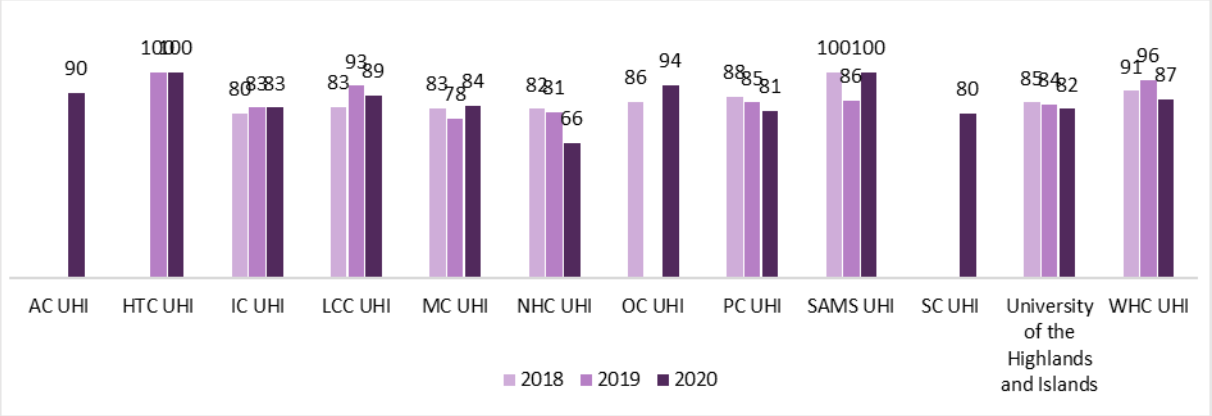

Figure 1: NSS results by academic partner 2018-2020: % agree for question 27: overall satisfaction.[1]

3.3. By subject network

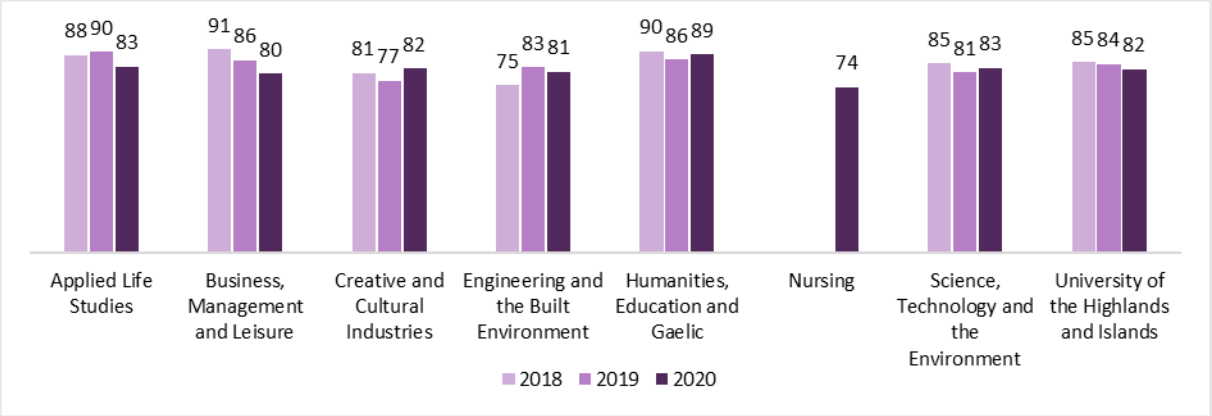

Figure 2: NSS results by subject network 2018-2020: % agree for question 27: overall satisfaction

[1] 2020 results are not included for Sabhal Mòr Ostaig UHI as the number of responses at this partner fell below the ten required for data publication. There were no students at NAFC UHI within the NSS pool for 2020.

3.4. By programme

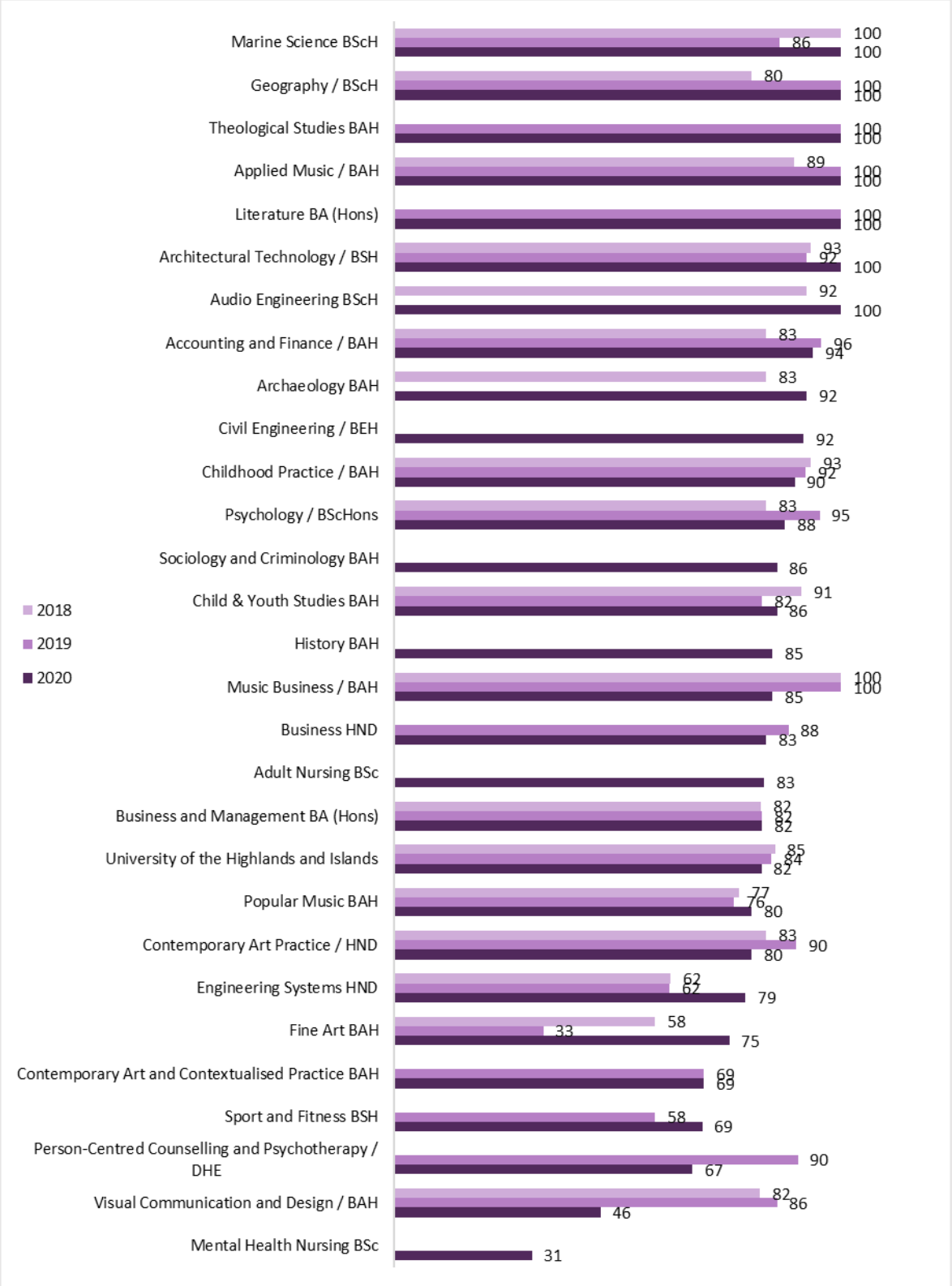

Figure 3: NSS results by programme 2018-2020: % agree for question 27: overall satisfaction. Results are only available for programmes with > 10 respondents.

4 Results for all items

4.1. Results by question scale

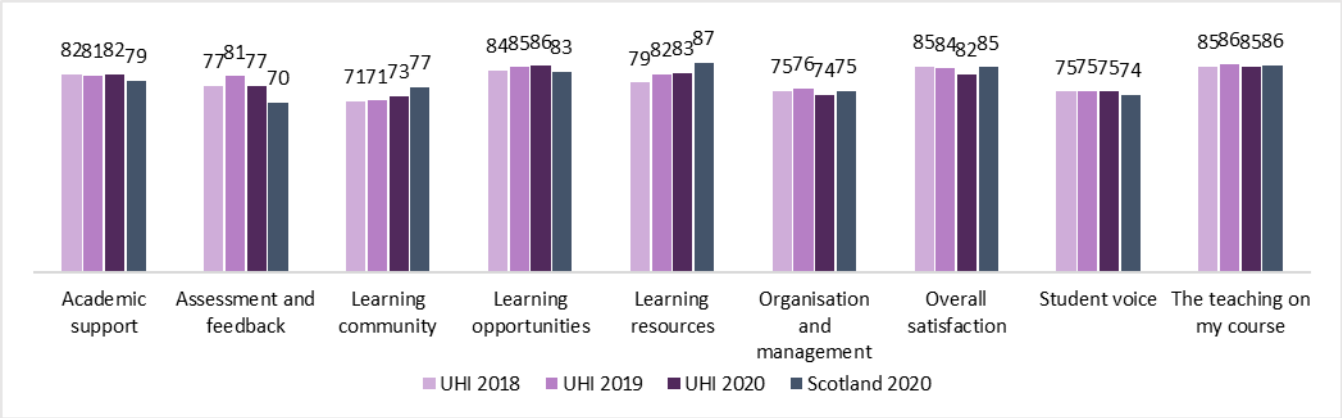

Figure 4: NSS results by question scale: % agree for UHI 2018-2020, and Scotland 2020

4.2. Results by individual item

NSS Item	UHI 2018	UHI 2019	UHI 2020	Scotland 2020
A00 The teaching on my course	**85.1**	**86.5**	**85.4**	**85.8**
A01 Staff are good at explaining things	88.6	89.1	90.2	90.1
A02 Staff have made the subject interesting	84.6	86.4	83.9	84.3
A03 The course is intellectually stimulating	85.7	86.6	84.9	86.8
A04 My course has challenged me to achieve my best work	81.5	84.1	83.0	82.1
B00 Learning opportunities	**83.8**	**84.9**	**85.6**	**83.2**
B05 My course has provided me with opportunities to explore ideas or concepts in depth	83.6	88.7	86.8	84.7
B06 My course has provided me with opportunities to bring information and ideas together from different topics	87.7	85.8	88.5	85.0
B07 My course has provided me with opportunities to apply what I have learnt	80.1	80.2	81.6	79.9
C00 Assessment and feedback	**77.4**	**81.3**	**77.2**	**70.3**
C08 The criteria used in marking have been clear in advance	77.7	80.1	74.6	71.5
C09 Marking and assessment has been fair	81.4	84.9	79.1	73.8
C10 Feedback on my work has been timely	71.8	76.0	73.1	65.6
C11 I have received helpful comments on my work	78.7	84.1	82.0	70.5
D00 Academic support	**82.2**	**81.5**	**82.1**	**79.2**
D12 I have been able to contact staff when I needed to	87.0	87.1	88.4	87.1
D13 I have received sufficient advice and guidance in relation to my course	81.2	82.2	81.3	77.9
D14 Good advice was available when I needed to make study choices on my course	78.2	74.6	76.1	72.5
E00 Organisation and management	**75.2**	**76.1**	**73.7**	**75.2**
E15 The course is well organised and running smoothly	65.1	69.9	64.3	67.9
E16 The timetable works efficiently for me	82.8	81.5	82.4	80.3
E17 Any changes in the course or teaching have been communicated effectively	77.5	77.3	74.5	77.5
F00 Learning resources	**78.6**	**82.1**	**82.5**	**86.9**
F18 The IT resources and facilities provided have supported my learning well	78.4	81.1	80.7	84.2
F19 The library resources (e.g. books, online services and learning spaces) have supported my learning well	78.2	82.2	82.2	88.2
F20 I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	79.9	83.5	85.1	88.5
G00 Learning community	**70.9**	**71.1**	**73.1**	**76.8**
G21 I feel part of a community of staff and students	66.8	67.0	68.0	67.7
G22 I have had the right opportunities to work with other students as part of my course	75.7	76.3	78.4	86.1
H00 Student voice	**74.8**	**75.1**	**74.9**	**73.7**
H23 I have had the right opportunities to provide feedback on my course	86.3	86.8	88.1	88.0
H24 Staff value students' views and opinions about the course	77.1	79.9	78.9	75.7
H25 It is clear how students' feedback on the course has been acted on	60.7	58.5	57.4	57.3
H26 The students' union (association or guild) effectively represents students' academic interests	47.0	45.4	49.0	54.5
I00 Overall satisfaction	**85.3**	**84.5**	**82.2**	**85.0**

Table 2: 2020 NSS results. % agree by individual item

Perth College UHI

Paper No. 6

Committee	Board of Management
Subject	Postgraduate Taught Experience Survey (PTES) 2020
Date of Committee meeting	27/08/2020
Author	Jessica Borley
Date paper prepared	20/08/2020
Executive summary of the paper	PTES took place entirely within the lockdown period this year, so the results may be viewed as an indication of satisfaction with the new methods of delivery that we are now using. UHI overall satisfaction rate has dropped from 89% to 85%. However, this is still ahead of the Scottish average (78%), and we remain 13th overall out of 57 participating institutions across the UK. Perth College overall satisfaction rate dropped from 84.6% in 2019 to 63.6%. Further analysis to drill down to programme level and student qualitative comments will be done and taken forward by the college Sector Development Director, Sector Manager and Quality Manager.
Consultation How has consultation with partners been carried out?	National survey administered by Ipsis Mori
Action requested	☒ For information only ☐ For discussion ☐ For recommendation ☐ For approval

Perth College UHI

Resource implications (If yes, please provide details)	Yes/ **No**
Risk implications (If yes, please provide details)	Yes/ **No** Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	Student experience / National Student Survey
Equality and diversity Yes/ No If yes, please give details:	**Yes**/ No Demographical information is available on request from UHI
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	Yes/ **No** If yes, please give details: Click or tap here to enter text.

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

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

Its disclosure would substantially prejudice a programme of research	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] NSS data analysed to this level is not published	☒

For how long must the paper be withheld? forever

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

University of the Highlands and Islands Postgraduate Taught Experience Survey 2020

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1. Introduction

1.1 The Postgraduate Taught Experience Survey (PTES) is a national survey, co-ordinated by Advance HE, and run by the university using 'Online Surveys' software.

1.2 The survey was run by EO Student Services.

1.3 The survey ran from 13/04/20 until 05/06/20.

1.4 It is the opportunity for taught postgraduates to feedback their experiences on teaching and learning, and the most significant survey of taught postgraduates in the UK.

1.5 The survey is confidential, and the results are anonymised so that no individual can be identified during the reporting.

2. Executive summary

2.1 The overall satisfaction rate for UHI was **85%** while the average overall satisfaction rate for Scottish institutions was 78%.

2.2 In 2019 the overall satisfaction rate for UHI was **89%,** while the Scottish average was 80%.

2.3 The overall response rate for the survey at UHI was **14%** with a Scottish response rate of 19.6%.

2.4 Response rates have decreased from 2019 when it was 31.5% with a national response rate of 31%.

2.5 At UHI the survey took place entirely within the COVID-19 lockdown. In order to provide a reliable comparison, HEA have only analysed data gathered during lockdown.

2.6 When ranked, UHI placed **13th out of 57 participating institutions for overall satisfaction.**

2.7 In 2019 we ranked 10th out of 84 participating institutions (some did not participate this year due to COVID-19)

2.8 As in 2019, the statements with the **highest scores** were related to **teaching, assessment and information**.

2.9 Statements with the **lowest scores** related **to information, resources and skills development**, the latter two in common with 2019.

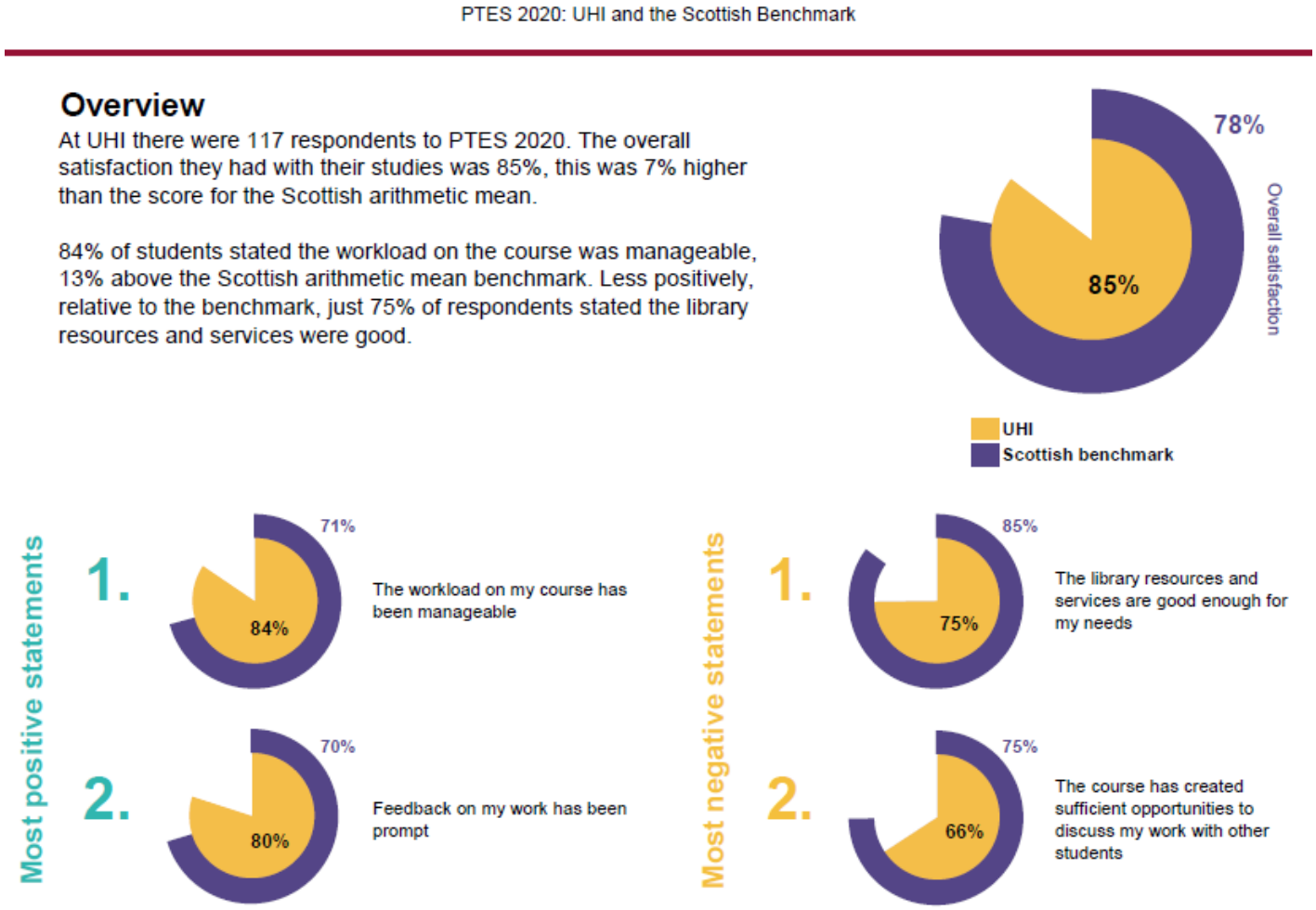
2.10 The university is still performing **above the Scottish average in all but one area**, which is resources.

2.11 **Resources** is also the only area we rank significantly lower than other institutions overall – being **50th out of 57 institutions UK wide**.

2.12 This year, for the first time, each student was sent a personal login removing the need to enter a username and password. This resulted in a significant reduction in survey access issues reported to us.

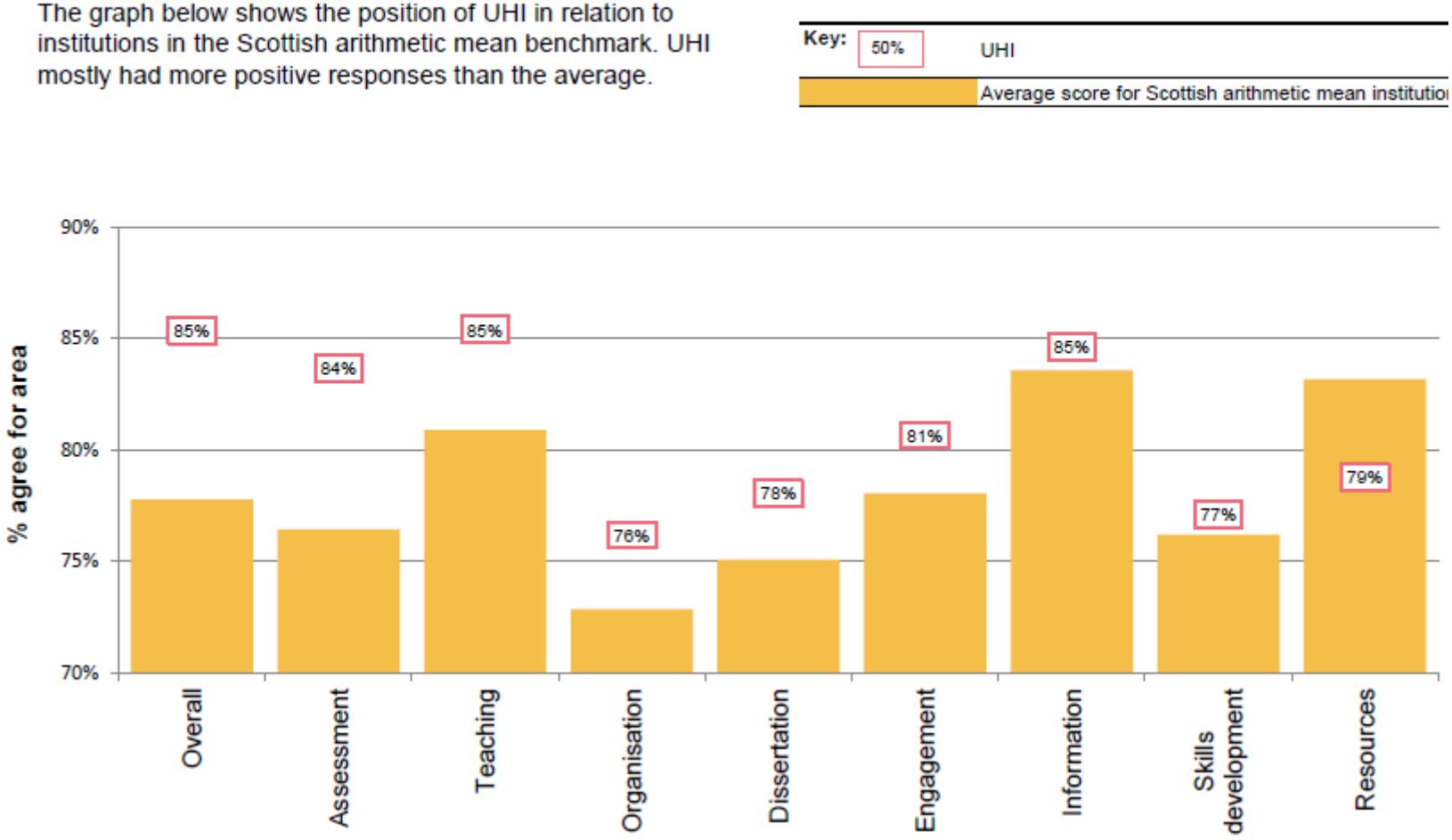
3. Summary of results by area and benchmarking

3.1 The University has received a higher overall satisfaction level than the Scottish average. UHI is also ahead of the Scottish average in all areas other than resources. In comparison to 2019 our overall satisfaction level has reduced from 89% to 85%, while the Scottish average reduced from 80% to 79%.

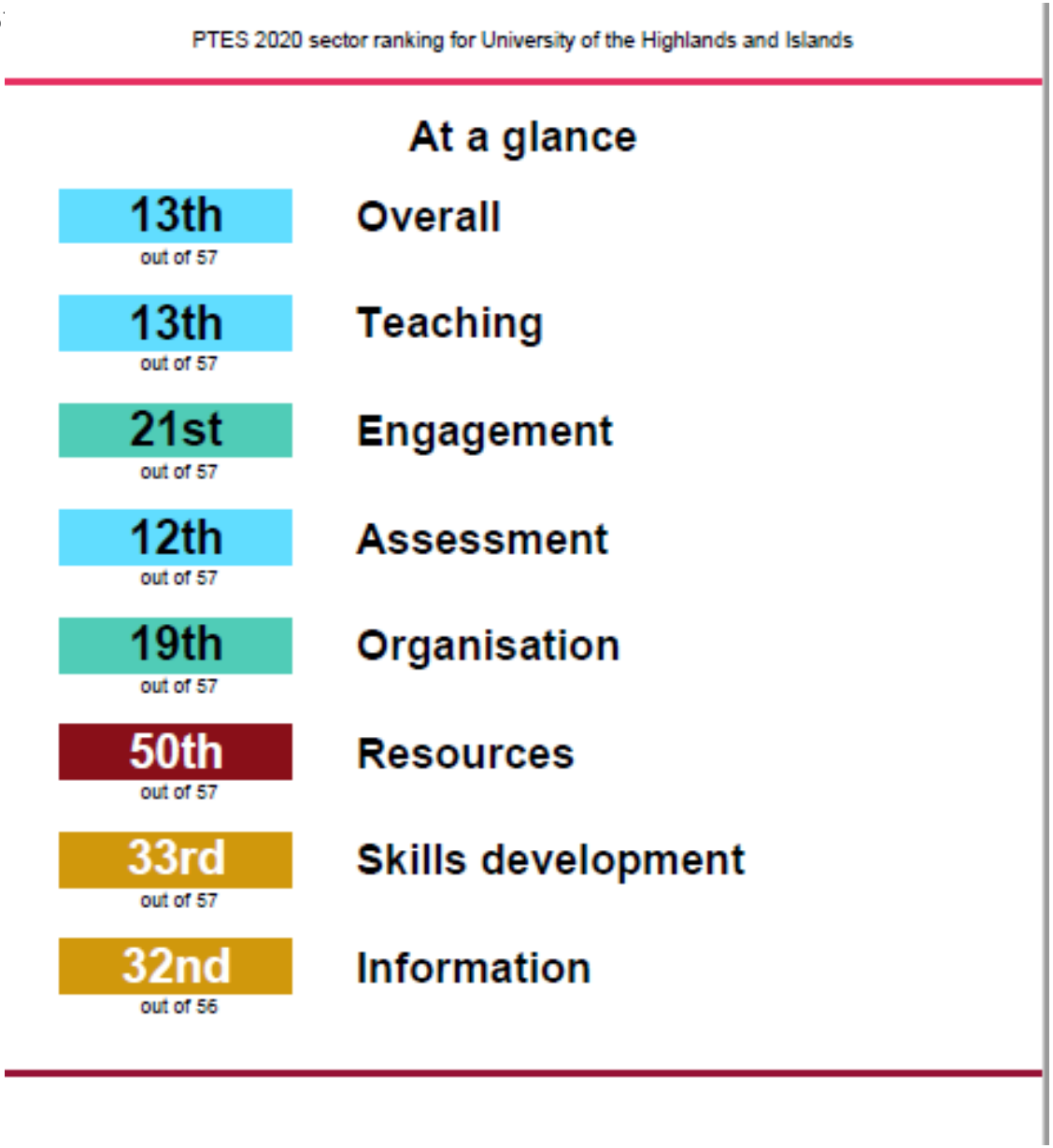


Scores by area of experience

The graph below shows the position of UHI in relation to institutions in the Scottish arithmetic mean benchmark. UHI mostly had more positive responses than the average.



3.2 The University is placed 13th overall in the UK out of 5



part. A number of institutions did not participate this year due to COVID-19.

4. Comparison of programmes and academic partners

4.1.1 Detailed information on programmes is available on request.

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

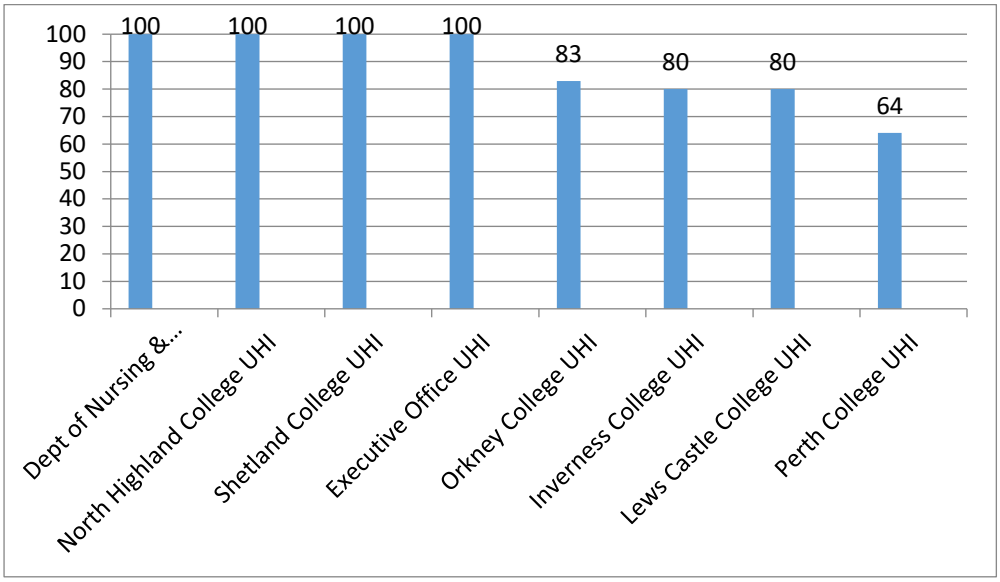
4.1.3 Response rates are shown as a percentage of possible responders and the actual number of students who responded.

4.1.4 The lower response rate this year accounts for why relatively few courses met the reporting threshold.

	Combined satisfaction rate %	Definitely agree (satisfaction) %	Mostly agree (satisfaction) %	Response Rate %	Response Rate – Number
Art and Social Practice MA	100	75	25	33	12
Sustainable Rural Development MSc	100	78	22	35	9
Archaeological Studies MLitt	88	63	25	22	8
University average	**85**	**57**	**28**	**14**	**117**
Viking Studies MLitt	83	83	0	24	6
Health and Wellbeing MA	80	60	20	9	5
Leadership and Management MSc	66	33	33	21	6
Tertiary and Higher Education Med	66	44	22	20	9
Advanced Nurse Practitioner MSc	-	-	-	5	4
Aquaculture, Environment and Society MSc	-	-	-	3	1
Archaeological Practice MSc	-	-	-	10	1
Aviation MBA	-	-	-	10	1
British Studies MLitt	-	-	-	29	2
Business Administration MBA	-	-	-	11	3
Coastal and Maritime Societies and Cultures MLitt				0	0
Critical Enquiry MEd	-	-	-	6	2
Developing Low Carbon Communities MSc	-	-	-	25	1
Digital Pedagogy MEd	-	-	-	15	2
Engineering Scheme MSc	-	-	-	25	2
Global Entrepreneurship PGCert	-	-	-	40	2
Health Leadership and Management PGCert				0	0
Highlands and Islands Culture MLitt	-	-	-	25	1
Highlands and Islands Literature MLitt	-	-	-	33	1

History and Archaeology of the Highlands and Islands MLitt	-	-	-	10	1
History MLitt	-	-	-	17	2
History of the Highlands and Islands MLitt	-	-	-	16	3
Human Resource Management MSc	-	-	-	5	1
Infection Prevention and Control MSc	-	-	-	4	1
Interpretation - Management and Practice MSc	-	-	-	11	1
Island Studies MLitt	-	-	-	11	1
Material Culture and Gaidhealtachd History MSc	-	-	-	33	2
Midwifery PgDip	-	-	-	3	3
Music and the Environment MA	-	-	-	40	4
Orkney and Shetland Studies MLitt	-	-	-	50	1
PG Dip Teaching Qualification (practitioner route)	-	-	-	6	2
Psychology Conversion MSc	-	-	-	15	4
Research Methods PGCert	-	-	-	30	3
Resilience Leadership and Management PGCert	-	-	-	33	1
Specialist Qualification in Headship MEd				0	0
Sustainable Energy Solutions MSc	-	-	-	13	3
Sustainable Mountain Development MSc	-	-	-	12	3
Tourist Guiding North Highlands CertHE	-	-	-	17	3
Web Technologies MSc	-	-	-	0	0

4.1.5 The chart below shows the overall course satisfaction rate % for each academic partner. S.A.M.S UHI, Sabhal Mor Ostaig UHI and West Highland College UHI had response rates below 5 so are not included.



5. Table of all responses by category and question

5.1 In all overall categories and individual questions other than resources, the university has a higher score than the Scottish average.

5.2 Students often express a greater satisfaction with their course as a whole than individual aspects of their student experience.

5.3 Teaching – most questions score highly in this area with the exception of contact time and support from staff on the course.

5.4 Engagement – scores highly with the exception of opportunities to discuss the course with other students.

5.5 Assessment and dissertation – high scores are recorded with the exception of feedback, progress support and timescales for marking.

5.6 Organisation – support at the start of the course, organisation and involvement in decision making are the weaker areas in this section.

5.7 Resources – library resources and course – specific resources score lower than other areas.

5.8 Skills development – within the course and in terms of career preparation are lower scoring areas.

	UHI - 2020	Scottish sector - 2020	UHI – 2019	Scottish sector – 2019
Overall Satisfaction	**85%**	**79%**	**89%**	**80%**
Teaching	**85%**	**81%**	**85%**	**83%**
1. Staff are good at explaining things	87%	86%	89%	87%
2. Staff are enthusiastic about what they are teaching	91%	86%	93%	89%
3. The course is intellectually stimulating	91%	85%	95%	86%
4. The course has enhanced my academic ability	90%	83%	91%	86%
5. The learning materials provided on my course are useful	86%	82%	86%	83%
6. There is sufficient contact time to support effective learning	72%	69%	67%	66%
7. I am happy with the support for my learning I receive from staff on my course	80%	76%	75%	74%
Engagement	**81%**	**78%**	**81%**	**78%**

1. I am encouraged to ask questions or make contributions in taught sessions	88%	88%	92%	86%
2. The course has created sufficient opportunities to discuss my work with other students	66%	75%	63%	75%
3. My course has challenged me to produce my best work	85%	81%	86%	81%
4. The workload on my course has been manageable	84%	71%	78%	71%
5. I have appropriate opportunities to give feedback on my experience	79%	76%	84%	77%
Assessment	**84%**	**76%**	**82%**	**72%**
1. The criteria used in marking have been made clear in advance	83%	80%	85%	75%
2. Assessment arrangements and marking have been fair	86%	79%	85%	72%
3. Feedback on my work has been prompt	80%	70%	73%	67%
4. Feedback on my work has been useful	86%	77%	84%	72%
Dissertation	**78%**	**75%**	**82%**	**79%**
1. I understand the required standards for the dissertation / major project	81%	77%	80%	81%
2. I am happy with the support I received for planning my dissertation / major project	74%	68%	73%	72%
3. My supervisor has the skills and subject knowledge to adequately support my dissertation / major project	82%	82%	93%	84%
4. My supervisor provides helpful feedback on my progress	75%	72%	84%	78%
Organisation	**76%**	**73%**	**75%**	**73%**
1. The timetable fits well with my other commitments	84%	77%	77%	76%
2. Any changes in the course or teaching have been communicated effectively	81%	82%	78%	78%
3. The course is well organised and is running smoothly	78%	71%	81%	72%
4. I was given appropriate guidance and support when I started my course	79%	77%	82%	75%

5. I am encouraged to be involved in decisions about how my course is run	60%	57%	54%	61%
Resources	**79%**	**83%**	**80%**	**85%**
1. The library resources and services are good enough for my needs	75%	85%	79%	86%
2. I have been able to access general IT resources when I needed to	84%	86%	84%	89%
3. I have been able to access subject specific resources necessary for my studies	73%	80%	83%	85%
4. I am aware of how to access the support services at my institution	82%	80%	72%	78%
Skills Development	**77%**	**76%**	**74%**	**77%**
1. As a result of the course I am more confident about independent learning	82%	81%	82%	82%
2. My confidence to be innovative or creative has developed during my course	80%	76%	74%	73%
3. My research skills have developed during my course	86%	81%	87%	83%
4. My ability to communicate information effectively to diverse audiences has developed during my course	75%	76%	66%	75%
5. I have been encouraged to think about what skills I need to develop for my career	65%	72%	64%	74%
6. As a result of the course I feel better prepared for my future career	73%	71%	69%	75%
Information	**85%**	**84%**	**87%**	**84%**
1. Information for prospective students was easy to find	85%	84%	88%	86%
2. Information for prospective students was useful	83%	85%	89%	87%
3. Information for prospective students was accurate	86%	81%	84%	80%

6. Analysis of free text comments

6.1 Due to the limited number of free text comments, and the breadth of their content, it is difficult to draw conclusions on a programme level. However, selected comments that are representative of comments received have been identified and grouped into themes in this section.

6.1.1 Free text comments tend to have a more negative tone than overall scoring. This is likely because respondents are being asked to think carefully about the question and in particular if there are areas they would like to see improvement.

6.1.2 The analysis below is provided to give an idea of areas that could be enhanced.

6.2 Quality of learning and teaching comments

6.2.1 The responsiveness of / general contact with academic staff was a recurring theme:

- "During this time it has been difficult to gain clear updates from tutors – I appreciate the timing and holidays but the uncertainty has been disconcerting."
- "Haven't had any direct feedback from my department since the uni shut down although my PAT did email me. But I have been in the dark other than by generic statements."
- "I have had no synchronous contact with staff. The only learning contact is via a forum where we answer pre-set questions, and there are only written notes in the guise of lectures. I have found this uninspiring and frankly difficult to remain engaged with. "

6.2.2 However, other students remarked on the high level of contact with and support from academic staff:

- "Two modules have been great, really well set up and organised with lots of contact and support."
- "As always, teaching staff are of a very high level and always available for feedback."
- "Tutors go above and beyond their responsibilities to work around students requirements and if anything are likely to compromise their own wellbeing by giving up chunks of their own time into late evening etc to accommodate awkward requests."

6.2.3 The quality of module learning resources was frequently mentioned:

- “Some of my modules had excellent resources, in particular the [module]run by [lecturer]. Some have been nothing short of atrocious. The [module] had significant and repeated errors in the learning materials which led to me finding the module almost impossible.”
- “The instructor is very knowledgeable and enthusiastic about his course. However since COVID he simply uploaded lectures from last year.”
- “The learning materials have not fulfilled the expectations I have of course. I feel this is case in regards to both the nature and content of the learning materials and in terms of their overall quality.”
- “Most if not all the materials recommended for reading were out of date. Are courses ever updated?”

6.2.4 Students also commented on their desire for discussion and participation opportunities:

- “Some classes are more friendly and interactive than others and for me personally, I find it better if the lecturer can manage to encourage more participation during the online classes.
- “I feel that there was not enough stimulation from tutors on the discussion board when it started to flag and falter, as it always seems to do on all modules I have done. Not enough injection of stimulating thought to add to the lectures if they haven't sparked enough discussion in themselves.”
- “I wonder if the number of students enrolled directly affected the experience during face to face (virtual) contact time - the smaller class made it difficult to get more discussions going.”

6.2.5 Many students made reference to their appreciation of staff:

- “I completed this course under challenging personal circumstances and was supported by the staff to get myself through.”
- “Really helpful tutors who are very engaging and explain things really well.”
- “[This is] an acknowledgment to the determination and hard work of the staff to provide support to students through this difficult time.”

6.3 Engagement comments

6.3.1 Within engagement the most frequent comments related to opportunities for online discussion:

- “There has been little to no engagement in some of my modules however I appreciate it is a fully online course and therefore some participants will choose not to engage with the discussion boards made available. I don't think the 10% of module grade attached to discussion boards is sufficient to encourage engagement.”
- “Discussion boards are very good resources but lecturers use them in different ways- some more effectively than others.”
- “A number of lectures did not provide the chance for the more timid or some people on the VC to engage in debate or discussion. Many lectures were dominated by the same students contributing and I felt that more could have been done at times to include others.”
- “Some classes make full use of the discussion boards, actively encourage small groups and tutor sessions. Others have not.”

6.3.2 The second largest group of comments were related to managing the workload, partly due to the impact of coronavirus:

- “Workload is well placed throughout the course, however Covid 19 has impacted in that I am now juggling [childcare], my own employment + home schooling in addition to [course].”
- “The course work has not been manageable for me but that has been in the context of the CV outbreak, severe difficulties at work with funding, having to home school the children and caring for my [relative]. That is not the fault of the course, but it has made it very difficult to manage this year’s work.”
- “The workload on learning materials are too much.”
- “The amount of reading and writing within tight deadlines is utterly unmanageable. It would be hard work for someone who was studying fulltime, let alone in a few grabbed hours of an evening. No compensation has been made for the fact that I work a 6 day week in my [workplace]. UHI seems deadline-obsessed rather than supporting each student individually.”

6.4 Assessment and feedback comments

6.4.1 The most frequent comments related to the usefulness of feedback, with many students saying that it was not useful:

- “The feedback on two modules I attend have been very brief, which is annoying as I want more explanation.”
- “Marking is poor, usually a shortish comment which doesn't explain how to achieve a higher mark next time; too often comments hone in on one small point in my assignment, which feels ridiculous when nothing else is referred to. The comments do not refer to the assessment criteria at all...”
- “I find it difficult to know from the feedback what to improve. So, great written feedback, really complimentary and positive and then I get [mark]. The feedback doesn’t tell me how to improve to get a higher score. I’d like that information.”
- “More developmental feedback would be beneficial, but again this varies from tutor to tutor. A tutorial to give further feedback was useful however the feedback given did not reflect the mark.”

6.4.2 However, many students commented that feedback had been useful:

- “Feedback from [tutor] has always been very helpful and constructive.”
- “Feedback good, tutors always willing to give additional feedback.”
- “...quality and usefulness of comments had been excellent...”
- “Feedback is always thorough and helpful.”

6.4.3 Many comments related to the timeliness or lack of feedback:

- “Took months to get a mark from the [course].”
- “Some modules did not provide feedback until the very end of the marking deadline, which in some cases was too close to the submission deadline of the next assignment. As a result, any criteria highlighted by the lecturers was hastily applied to the assignments due.”
- “I never got feedback for my dissertation presentation in my dissertation module.”
- “For semester two, I received no written feedback on the assignments due in May. If there was any I have not been able to access it or have missed it. There were [a number of assignments] due at that time. I am not sure where to look if feedback is not emailed to me.”

6.4.4 Others said they would like more information on marking criteria:

- “It would be useful to have a copy of the marking grid and detailed assessment grid with the assessment itself, so that I didn't have to search/ask for it.”
- “No use of rubrics or indications of what assessment criteria would be.”
- “I'm none the wiser as to the marking criteria. I just follow what I'm told to do but to be frank I don't really understand what I actually need to do to pass. This should be in a document online. Maybe it is?”
- “The marking criteria sheet was not supplied in advance, just some generic statements regarding the expected content.”

6.5 Dissertation or major project comments

6.5.1 The most frequent comments related to supervisor support, with the majority of comments expressing satisfaction:

- “[Lecturer] is my supervisor and he has been really helpful, he has encouraged a group of 2 other students and myself to work together which is also helping with motivation. I'm in the early stages of writing my dissertation but [lecturer] has been helpful in providing advice and helpful feedback so far.”
- “My supervisor was better than I could ever have imagined. A real professional.”
- “Very happy with my supervisors and their enthusiasm and knowledge has been a great help. Contact was regular and they were easy to approach with any questions.”
- “My supervisor has been brilliant, very supportive and knew a lot about my topic.”

6.5.2 However, some students had negative comments about their supervisor’s support:

- “I do not consider myself to have a research supervisor. I was not assigned a supervisor until [time] into the course... [The support from the supervisor has been extremely lacking]...I asked for a new research supervisor...however I was told this could not happen in time.”
- “I have had very limited contact with my supervisor.”
- “I wasn’t happy with the amount of support I got from my supervisor. They were quite disorganised...[I received conflicting advice and feedback]. They also didn’t take an active role with setting deadlines...and didn’t really seem to be engaged or care about my process that much.”

6.5.3 A few students commented that they would have benefited from more general guidance:

- “I have been given no information at all about how to plan my dissertation (due to start at the beginning of next semester. I am strongly considering not continuing.”
- “I just felt not quite enough guidance at the end.”
- “Currently awaiting guidelines for changes to structure due to COVID.”
- “I think it would have been helpful prior to submitting the project proposal last year to have had discussions about the scale of projects - some have been much larger and more complicated than others.”

6.6 Organisation and management comments

6.6.1 Comments were wide ranging with few patterns. One theme related to communication about changes or out-of-date information:

- “...frequent changes with little communication...”
- “There have been several schedule changes that have been confusing and the course flow has become somewhat disjointed.”
- “...even before [coronavirus] there were a lot of class cancellations or re-scheduling dates repeatedly. Often people show up to a class on VC, and the lecturer does not show up...there’s no clarity, but when we ask for clarity, we are just told ‘look in your handbook/revised diary – it’s crystal clear’. But it really isn’t crystal clear. As evidenced by the fact that staff themselves miss these events, or [day] dates are labelled [day] etc/last year’s data is still visible online, issuing of previous years handbooks, etc.”
- “The course handbook contain lots of out of date or missing information especially around the timetables section. It would be good to have clarity regarding the timetabling of modules especially when trying to coordinate choices between semester 1 and 2. Many of the modules contain old information - dates on assessments etc are often from 2 years ago, leading to confusion.”

6.6.2 Students also mentioned issues to do with the VLE and other technological challenges:

- “...occasional technological issues which aren't the fault of the course organisers e.g. guest speakers sound over Webex is difficult to hear.”
- “...there was no orientation to the individual idiosyncrasies of UHI's ICT systems as a distance learner.”

- “There have been IT issues over accessing some journals remotely and I feel tutors may not believe or want to be troubled by such issues – they definitely seem to feel it is initially an issue from a student not being aware of how to search electronically rather than try to help with resolving the issue. The IT desk are very helpful. Lecture notes are still citing Blackboard, and some lecturers still don't know how to upload their notes so all can see them - I have often had to let tutors know that their links/notes/references are missing.”

6.6.3 However, there were also many positive comments made:

- “Again the two academic modules have been well organised and prepared.”
- “Due to COVID there have been some changes, but we are always kept informed and have regular Webinar updates that keep us informed if any issues and opportunity to voice concerns.”
- “All very well run.”
- “I was especially impressed by how well the residential went having been rescheduled to take place virtually rather than face to face at such short notice.”

6.7 Resources and services comments

6.7.1 Most comments were in relation to the library service, either online or local libraries.

6.7.2 A frequent theme was difficulties accessing online library resources:

- “I have found that the online library catalogue isn't as extensive as I'd like eg JSTOR not accessible.” *[UHI does have access to JSTOR].*
- “Some access issues for some journals. There seem to be specific ways to access some journals, once you know the trick then it works fine but it is time consuming to ask IT for help each time. Should it be like that?”
- “I have found that the overwhelming majority of the books I have wanted/needed to access have not been available through the university library as ebooks, which has been extremely difficult at times. While the resources available online via the library are generally very good, I have really struggled in accessing books/ebooks of my particular subject [course].
- “I found the library was sometimes not containing or showing relevant literature and I used Google scholar more often.”

6.7.3 However, some students did make positive comments about the online library resources:

- “There were previously issues sometimes in accessing the online library on weekends which was problematic, but this seems to have improved lately.”
- “The online Library is mostly very good - not all books are available as advertised on the course but I think that's an issue for the course coordinator to have sorted before we hit the reading?”
- “Good availability of resources online although it was not possible to access the [on-site library] during this particular module making this challenging at times.”

6.7.4 Some comments related to problems navigating or accessing IT systems or software:

- “A dedicated workshop for some of the more technical programmes would have been useful for me. e.g. SPSS and the design capabilities in PowerPoint.”
- “Whole interface and library resources for the course provide everything needed. However, even with upgrading from black board, this remains confusing and complex to negotiate and can sometimes put you off studying as it can be hard to navigate where things are... Efforts to simplify navigation at IT level would always be helpful on this particular course I think.”
- “IT at UHI is rubbish. IT Staff are very helpful but system is not fit for purpose.”
- “It would be good if we were able to access academic license software e.g. Geoplot for the geophysics course, either as remote login, VPN etc .”

6.7.5 There were also frequent comments praising library and IT staff:

- “...the librarians are very helpful.”
- “Library services are knowledgeable and very useful and able to help with queries.”
- “ IT Staff are very helpful.”
- “IT support has been fantastic and quick, even when "shut".”

6.8 Skills development comments

6.8.1 Comments were wide ranging with few patterns, however, one theme related to issues of confidence:

- “I have become more confident in some ways but also realise there's even more to know about my subject which makes me feel less confident again!”

- “I just feel at the moment I have lost my confidence a bit due to COVID 19 and the stress of worrying about changes and having to work in [workplace] worrying about potentially infecting my family.”
- “I have improved in confidence...”
- “The challenges of this year have created a crisis of confidence. I feel like I am clinging on by my fingernails. Although my grades were good for my first semester, that felt like a complete surprise and that’s a reflection, I think of my lack of control.”

6.8.2 Students made comments which seemed to express feeling lost about future career plans, partly due to coronavirus:

- “I had hoped to grow but seem stuck at mid range and no further forward in understanding if I have what it takes to be researcher. So if not then I need to consider other options, and that means abandon what I was aiming to do.”
- “Would love some specific career guidance as to how to proceed once the [course] is finished. Sad that due to Covid I have been unable to take up the offer of a work experience placement with [workplace].”
- “I have tried to get help through UHI career and business services but there seems to be little available at postgraduate level. People tend to assume that as a mature student studying at a high level, you must have everything sorted out for a career. Sadly that’s not quite the case.”
- “I had fantastic help to produce a PhD proposal for [opportunity] but when that was unsuccessful, I didn’t really know what to do next.”

6.8.3 However, other students talked about what they have gained from studying, in particular research skills:

- “My research, literacy and analytical skills have been further enhanced by this course of study.”
- “I have improved in confidence and in my research skills.”
- “Presentation assignments and assessments have been very helpful.”
- “My career opportunities have already opened up due to undertaking this course.”

6.9 Overall positive comments

6.9.1 Overall comments on the thing that students valued most about their course focused on good staff, the opportunity to interact with other students (and staff), developing knowledge and skills, interest and enjoyment of the course, quality of the course, impact on job or career, the variety of subjects and guest speakers:

6.9.2 Good staff:

- “The lecturers made every class fun and interesting, they are all very knowledgeable and very helpful whenever there have been questions on assignments or class work.”
- “The [lecturer] is a renowned and wonderful expert and writes very well. His lectures and seminars are fun (I would like "fresh" ones however). He is eager to share his knowledge and is approachable and enthusiastic about the topic. He encourages creative and synthetic thinking.”
- “Particularly happy about the excellent tutor for [module]. [Lecturer] is an exceptional tutor who provides outstanding support for her students.”

6.9.3 Opportunity to interact with other students (and staff):

- “Meeting a diverse group of students from all ages and locations, with varying interests.”
- “Getting to know other students and tutors and sharing ups and downs and inspiring one another even though we are very different from one another and far away.”
- “Meeting new people and being able to hear other people’s different ways of working.”

6.9.4 Developing knowledge and skills:

- “Developing my overall critical learning and seeing how it connects with all aspects of pedagogy.”
- “Learning more interesting techniques for locating and assessing data.”
- “Developing the skills to perform [projects] in a cohesive and evidenced manner.”

6.9.5 Interest and enjoyment of the course:

- “An interesting and most enjoyable course.”
- “The most enjoyable module has been the [module] as I was interested in the subject matter and the tutor was very enthusiastic.”

- “I find the subject matter really interesting. We've been signposted to really interested reading and resources.”

6.9.6 Quality of the course:

- “The course so far has been excellent and exceeded my expectations – very stimulating with great tutor, material and discussions.”
- “Many of the lectures have been outstanding.”
- “Overall Course Design - Agile delivery of material by staff combined with a fantastic programme of guest speakers.”

6.9.7 Impact on job or career:

- “I have definitely learned a lot and I am a much better [professional] because of doing the [course]. My [clients] and colleagues have both benefited from this.”
- “...it has encouraged me to be more open minded about varying [work] practices in different types of organisations. The course has also enabled me to become a [professional body] member which has enabled me to network and continue my personal development.”
- “I have been inspired to think of new ways of developing my professional practice which could further my career.”

6.9.8 The variety of subjects:

- “Being able to access such a variety of subjects.”
- “I have enjoyed the diverse range of topics presented by the modules of the course.”
- “The wide range of topics covered within the course modules.”

6.9.9 Guest speakers:

- “Guest lectures - Having real access (lecture +discussions, q&a's, follow ups etc.) to the expertise of outstanding professional practitioners helps cement the quality and standard of delivery on the course overall.”
- “The variety of external speakers. Invaluable experience.”
- “...fantastic programme of guest speakers.”

6.10 One thing that would most improve the course experience

6.10.1 Overall comments on what students felt would improve the course included: student participation in online discussions and activities, IT problems, videoed lectures, lecturer communication / contact / organisation, provision of guidance and face-to-face contact.

6.10.2 Student participation in online discussions and activities:

- “Better online discussion of the materials. It can be very stiff and regulated, but also more than half the students each course don't participate and no one can force them, so not sure this can be fixed.”
- “I feel like a lot of students do not participate in the weekly activities or VC's and it was often just myself attending which really put me off as I was the only one to be asked questions etc.”
- “Some live sessions for facilitated discussion with classmates on some of the topics.”
- “A greater number of students would have provided for better discussion during online sessions.”

6.10.3 IT problems:

- “Nearly every session we have had problems with Webex, either sound or visual not working, someone not being able to log in, the classroom set up not working for the tutor. It eats up a lot of time.”
- “We rely on technology and often the connections are weak and we lose contact with some of the participants. Better internet connections would improve the experience.”
- “IT. The video conferencing, online access to apps, everything is slow, cumbersome, difficult to use and often doesn’t work. For a university that is based on IT this is a constant source of failure.”
- “As a student studying abroad there have been technological difficulties engaging with the course. An awareness of this among the IT department at the university may help to alleviate these issues in the future.”

6.10.4 Videoed lectures:

- “Even a video of a lecture would have been welcome to break the reliance on written word as the principle form of communication.”
- “I think that more video resources or similar would break up the amount of reading we're expected to do, just as a different approach to learning/communicating key theory.”

- “I think online / filmed lectures would have helped my understanding of certain aspects of the course. I resourced these myself, mostly on youtube, which made a big difference in helping get to grips with [topic]. I find that I personally struggle with just reading alone. Listening / watching a lecture helped a great deal.”
- “I found pre recorded video lectures very useful and felt this helped greatly with me being able to gain an understanding while combining this with class notes. I think seeing and hearing a lecturer talk about theoretical ideas had more value than simply reading the notes.”

6.10.5 Lecturer communication, contact and organisation:

- “More direct communication from the departments you are working with.”
- “Better organisation, better quality lecturing, some consideration about the amount of taught time on the course (e.g. more than [time] per module).
- “Contact between student/ supervisor.”
- “Better organisation of staff and clearer procedures for e.g. dissertation module.”

6.10.6 Provision of guidance:

- “Inductions to UHI guidelines (referencing/assessment) etc should be clear from the beginning of the course, not after assessments.”
- “Stronger guidance at the beginning.”
- “Some of the guidance around submitting work for assessment has changed quite frequently. Whilst I understand this comes about due to student feedback it is not always easy to keep up with changing requirements.”
- “Clearer guidance on what is required for assessments, including a more concise assessment brief, alongside more developmental feedback.”

6.10.7 Face-to-face contact:

- “One face to face meeting at the start of each module.”
- “Face to Face groups encouraged and set up by the tutor.”
- “The course is fully on line and it means you never interact or share face to face interaction with other students or staff.”
- “Perhaps built in face to face online sessions with tutors or with other students would be good going forward. We have all become much more video conference capable as a result of

covid 19, that could offer great opportunities for building a stronger community of post graduate students."

6.11 The information provided to help you choose your course

6.11.1 The most frequent comments were in relation to wanting more detailed information about module content:

- "I liked the information about the course provided on the web pages but would have liked more on specific units."
- "I had to email for more detail about the course modules before I signed up. Greater detail about modules would be helpful to prospective students - there's just not enough about the course (PGCert Research Methods) on the website to explain what the course covers."
- "I had to ask for more detail on each module in advance - it wasn't accessible to see until I had become a student - so it is there just not accessible for a non-student to see, when it would be most useful."
- "I think the website could do a lot better in communicating content of the different modules available."
- "I do find module details difficult to find, although the whole course details are easily accessible."

7. Conclusions and possible areas for development

7.1 Our taught postgraduate students are generally happy with their student experience.

7.2 Many students expressed their appreciation for staff: lecturers, dissertation supervisors, and library and IT staff. Where specific staff were named, they have been notified of this praise.

7.3 Further research will be carried out to understand why the area of 'research' has a lower score, and in particular what this refers to.

7.4 Similarly, data will also be examined to determine why one academic partner had lower scores than others.

7.5 Availability of staff for student contact and support is an area that may benefit from enhancement.

7.6 Greater facilitation and encouragement by lecturers for use of the discussion boards would increase students' opportunities for discussion and participation.

7.7 Students would like more opportunities to build learning communities with their peers, both face to face and online.

7.8 There appears to be a desire for greater opportunity for students to consider career development within their programme of study and to access individual careers support.

7.9 There may be benefit from reviewing the robustness and ease of use of IT systems as well as provision of greater induction and/or guidance in their use. In particular students would welcome videoed lectures.

7.10 Course organisation is very important to students. The accuracy and timeliness of communication around changes, as well as up-to-date course administration and course content are areas where improvements could be made.

7.11 Students would like more detailed information about modules to help them choose their course.

Kevin Sinclair
Student Engagement Manager

August 2020

University of the Highlands and Islands Perth College

Perth College UHI

Paper 7

Committee	Engagement Committee
Subject	Risk Review – Engagement Committee
Date of Committee meeting	27/08/2020
Author	Ian McCartney, Clerk to the Board of Management
Date paper prepared	20/08/2020
Executive summary of the paper	Board of Management agreed at the meeting of 18/12/19 to Risk being discussed at each sub-Committee meeting to ensure risks were owned and discussed at the appropriate level. This paper provides Engagement Committee with an opportunity to scrutinise and assess those Strategic Risks determined to be within the Committee's purview. Committee members are asked to: i) Discuss the appropriateness of each Risk for the Committee; ii) Review the currency of the Action Plan; iii) Consider any additional areas of Risk not identified within the current Register, in particular any considerations related to COVID-19 impacting on areas related to the remit of Engagement Committee **Board Members are asked to note that additional information and actions have been added to Risk 3 (highlighted in red)**
Consultation How has consultation with partners been carried out?	Members of SMT have ownership of the risks within the register and have been consulted on Committee allocation.
Action requested	☒ For information ☒ For discussion ☐ For recommendation ☐ For approval

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Resource implications (If yes, please provide details)	No
Risk implications (If yes, please provide details)	Without continual review of the risk register there are potential implications that strategic objectives are not met.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	The Strategic risk register is the core risk management tool used within Perth College UHI.
Equality and diversity Yes/ No If yes, please give details:	No
Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	No
Status (e.g. confidential/non confidential)	Non-Confidential
Freedom of information Can this paper be included in "open" business?*	Open Business

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

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

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

Further guidance on application of the exclusions from Freedom of Information legislation is available via:
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and
http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

UHI STRATEGIC RISK REGISTER TEMPLATE **PARTNER: Perth College UHI** **DATE: August 2020**

All items in red are where updates were made since the last review of the risk register

													CURRENT ACTION PLAN		
Ref	**Risk Status**	**Strategic Category**	**Risk Description & Primary Sub-Committee**	**Causes**	**Impacts/ Evidence**	**Owner**	**Likeli-hood**	**Impact**	**Gross Risk**	**Actions to minimise risk IN PLACE**	**Residual Risk**	**Trend**	**Actions to minimise risk TO DO**	**Action Owner**	**Completion Date**
1 *	Active	Working in partnership to meet the needs of our local economy and beyond. Providing a progressive curriculum which meets economic and social needs and aspirations.	Operations limited due to outcome of central or remote decision making reducing local impact and focus. Lack of understanding or clarity of the academic partnership within our external operating environment. **Engagement**	• Collective reporting • Dilution of local need within decision making • Changes to Partnership structures/ organisation.	• Reduced student numbers. •Declining performance. • Loss of commercial potential.	Principal	4	4	16	• College Board of Management and Chair kept informed of arising issues. • UHI Vice Principal Further Education and Chair of Further Education Regional Board made aware of issues. • SMT proactive in decision making forums. • Perth & Kinross CPP single outcome agreement embedded in ROA. • Create positive working relationships with Colleges Scotland and Scottish Government.	16 (4,4)	↔	• Continue to highlight as appropriate. • Continue to work on and implement recommendations of current Programme Board • Work proactively within partnership and beyond. • Be proactive in discussions re. future integration	Principal Principal Principal Chair	Ongoing Ongoing Ongoing Ongoing
3 *	Active	Developing a successful and sustainable organisation.	Lack of International student recruitment. Lack of RUK student recruitment. Sustaining International Partnerships Student recruitment behind targets Deteriorating relations between UK and key international governments (eg China)	• UK Regulation Registration (UKVI) • In country adverse political environment • Availability of suitable product • Marketing and attraction strategy **COVID-19**	• Loss of income. • Bad publicity. •Lack of student diversification **Likely downturn in international recruitment**	Vice Principal External	5	4	20	• Student Testimonials. • Closer links with the curriculum areas. • Working with UHI World/UHI VP International and External Engagement • Explore combined product offering between College and AST. • Delivery of Trans National Education • Protection of Tier 4 UKVI Licence • Review opportunities for employing staff in market • New International Strategy Approved by Board	20 (5.4)	↔	• Deepen and establish new relationships • Review delivery models inc commercial subsidiary • Develop exchange opportunities for students and staff • Enhance comms incl Chinese website and social channels • maintain strong relationships with our China partners • work to diversify our international business across other o/s markets to reduce reliance on China.	Vice Principal External	July 2020

Ref	Risk Status	Strategic Category	Risk Description & Primary Sub-Committee	Causes	Impacts/ Evidence	Owner	Likeli-hood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend		Actions to minimise risk TO DO	Action Owner	Completion Date
23	Active	UHI Common Risk	Poor Student Experience **Engagement**	Poor college estate. Dispersed campus with limited facilities for social interaction. Technology failures. Limited teaching/library resources. **COVID-19**	Poor performance in national student satisfaction surveys. Reputational damage. Impact on ability to recruit future cohorts. Risk to core income streams. **Likely down-turn in Survey scores due to lack of contact time from March 2020**	Depute Principal Academic	4	3	12	•Partnership approach with HISA •Continuous student engagement, feedback and dialogue. •Ongoing Estate Maintenance and minor Refurbishments	12 (4,3)	↔		• Identify estates requirements. • Commission tender process for Estates Strategy	Depute Principal Academic Head of Estates	Ongoing December 2020

LIKELIHOOD CRITERIA TIMESCALE 3 YEARS

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

IMPACT CRITERIA TIMESCALE 3 YEARS

Score	Descriptor	Financial	Operational	Reputational (need to link to communications process for incident management)
5 - Catastrophic	A **disaster** with the potential to lead to: • loss of a major UHI partner • loss of major funding stream	> £500,000 or lead to likely loss of key partner	• Likely loss of key partner, curriculum area or department • Litigation in progress • Severe student dissatisfaction • Serious quality issues/high failure rates/major delivery problems	• Incident or event that could result in potentially long term damage to UHI's reputation. Strategy needed to manage the incident. • Adverse national media coverage • Credibility in marketplace and with stakeholders significantly undermined.
4 - Major	A **critical** event which threatens to lead to: • **major** reduction in funding • **major** reduction in teaching/research capacity	£250,000 - £500,000 or lead to possible loss of partner	• Possible loss of partner and litigation threatened • Major deterioration in quality/pass rates/delivery • Student dissatisfaction	• Incident/event that could result in limited medium – short term damage to UHI's reputation at local/regional level. • Adverse local media coverage • Credibility in marketplace/with stakeholders is affected.
3 - Significant	A **Significant** event, such as financial/ operational difficulty in a department or academic partner which requires additional management effort to resolve.	£50,000 - £250,000	• General deterioration in quality/delivery but not persistent • Persistence of issue could lead to litigation • Students expressing concern	• An incident/event that could result in limited short term damage to UHI's reputation and limited to a local level. • Criticism in sector or local press • Credibility noted in sector only
2 - Minor	An **adverse** event that can be accommodated with some management effort.	£10,000 - £50,000	• Some quality/delivery issues occurring regularly • Raised by students but not considered major	• Low media profile • Problem commented upon but credibility unaffected
1 - Insignificant	An **adverse** event that can be accommodated through normal operating procedures.	**<**£10,000	• Quality/delivery issue considered one-off • Raised by students but action in hand	• No adverse publicity • Credibility unaffected and goes un noticed

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

RISK MAP (for Gross risk & residual risk) **TIMESCALE 3 YEARS**

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

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

University of the Highlands and Islands
Perth College

Perth College UHI

Paper No. 8

Committee	Engagement Committee
Subject	Balanced Scorecard
Date of Committee meeting	27/08/2020
Author	Kirsty Campbell, Transitions Project Coordinator
Date paper prepared	21/08/2020
Executive summary of the paper	The attached paper is the Balanced Scorecard, aligned with the aims and measures for the strategic plan Vision 2021, outlining where possible, the final measures for AY 2018-19. The data is presented in 2 parts: Part One - is a summary of the measures in a simple table layout with measures of current performance categorised as Red (worsening), Amber (stable) and Green (improving) Part 2 – Provide more detailed analysis and insight with a trendline giving a pictorial representation of data over the past 3 years. **The following additions have been made for 2019/20 in response to the recommendations made to the College by the External Auditors that metrics should be provided:** **Part One** • A column has been added to the master table giving the metrics for 2019/20 **Part Two** • The 2019/20 metric has been given, indicated by 'Actual 2019/20'; • The +/- difference in the metric figure from the previous academic year has been provided.

	Please note in addition that a further review of the Balanced Scorecard has commenced, with Data Owners contacted to identify tolerances and sector averages (where possible) and the timing of provision of data, and progress will be reported back to the October Board of Management meeting.
Consultation How has consultation with partners been carried out?	Click or tap here to enter text. For measure 3 the Head of HROD was consulted For measures 4, 5 and 6 the Quality Manager was consulted
Action requested	☒ For information ☒ For discussion ☐ For recommendation ☐ 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: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	The Balanced Scorecard KPI's stems directly from the Perth College UHI Strategic Plan 2016-21.

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

Perth College UHI

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Its disclosure would substantially prejudice a programme of research	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
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Strategic Plan Targets and KPIs: Progress Report 2019-20

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

Key: KPI performance status

Improving	↑
Maintaining	↔
Worsening	↓

Key: Target performance status

Target achieved	
Target progress maintained	
Target missed	

Measure	Key Performance Indicator or Target	Metric 2019/20	Performance
	Students and Staff Achieving their Potential		
3	Staff		
	a) Number of staff days spent on CPD/year (average per head)	7.6d	↑
	b) Percentage of permanent staff with TQFE or equivalent	63%	↓
	c) Number of staff: presenting papers of conferences	8	↔
	number of publications	10	↑
	Student Satisfaction		
4	Track FE and HE Student Satisfaction through national student surveys		
	The proportion of students overall satisfied with college experience in: a) Student Satisfaction and Experience Survey	-	-
	b) National Student Survey	81%	↓
5	Proportion of classes with a student representative or agreed structure i. HE	70%	↓
	ii. FE	71.5%	↑
6	Proportion of Students that agree or mostly agree with the statements from the Student Satisfaction and Experience Survey (SSES): a) Course / Achievement	-	-
	i. I feel this is the right course for me (prev.The course was what I expected) ii. I feel (prev. I am achieving what I set out to do)	-	-
	b) Destination i. My time at college has helped me develop knowledge and skills for the workplace	-	-

	(prev. I am aware what I can do after my course) ii. I have received sufficient advice and guidance in relation to my course (prev. I feel prepared to take my next steps)	-	-
	c) College i. Overall I am satisfied with my college experience (prev. I would recommend the College to a friend)	-	-
	Sustainability		
11	Staff rates of: a) Turnover	26%	
	b) Sickness absence	7.8d	
12	Number of accidents reported to HSE	0	

Section 2: Detail of Performance by Measure

Detail of Performance: Measure 3a and b

Students and Staff Achieving their Potential			
Measure	**Key Performance Indicator or Target**	**Performance**	**Trend**
3	Staff		
	a) Number of staff days spent on CPD/year (average per head)		
	b) Percentage of permanent staff with TQFE or equivalent		

Baseline: a) 5.3 days b) 84%

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

Actual: a) 7.6 days b) 63%

Difference from 2018-19 (+/-): a) +2.6 days b) -9%

Trend: a) Overall maintaining improved performance above target
b) Worsening performance compared to both baseline and previous academic years

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

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

Note on performance for measure 3 a and b

a) Our target of 6.5 days has been achieved which shows a noted improvement from previous years. This partially can be attributed to significant work carried out to in ensure staff undertook mandatory training which had not been refreshed for a number of years.

b) This figure is an estimate and needs to be reviewed. There has been a reduction in staff with TQFE due to turnover and no staff undertook this qualification in 2019/20. Many new academic staff appointed are also not qualified with a teaching qualification when appointed. In 2020-21, it is expected that 21 members of staff will be put forward for the TQFE qualification.

Detail of Performance: Measure 3c

Students and Staff Achieving their Potential	

Measure	Key Performance Indicator or Target	Performance	Trend
3	Staff		
	c) Number of staff: presenting papers of conferences	↔	
	number of publications	↑	

Baseline: 19 and 8

Target: **I**mprove on previous year's performance

Actual: 2019/20 8 and 10

Difference from 2018-19 (+/-): **-**12% and +11%

Trend: Maintaining overall performance

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

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

Note on performance for measure 3c

The figures reflect an increase in the number of staff undertaking research collaborations with other universities. A number of the publications have received a provisional 2* or 3* grading as part of the UHI's Research Excellence Framework (REF) 2020-21 submission for the Education Unit. For 2020-21 the college is looking to introduce updated criteria for identifying those staff to be given remitted time for research and this will include supporting early career researchers at the start of their research career.

Detail of performance: Measure 4

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

Baseline: a) 93% b) 76%

Target: Improve on previous year's performance

Actual: 2019/20 a) n/a b) 81%

Difference from 2018-19 (+/-): a) n/a b) -4%

Trend:
a) n/a for 2019/20
b) Overall maintaining improved performance although dip recorded for 2019/20 compared to previous academic year

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

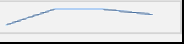
Sector Average: 85%
(+/-)

Note on performance for measure 4 a, b

The SSES was launched to students in early March 2020, however due to the COVID19 situation, SFC announced that they would not expect a return of statistics for their question set (Qs1-10). SMT then took the decision to cancel the SSES as uptake from students had been low and recognising that the unprecedented circumstances had made it difficult to carry out a successful survey for academic year 2019-20.

The NSS survey is open from January-April and Ipsos Mori who manage the national survey, kept the survey open throughout the COVID19 lockdown. The UHI response rate of 72% represented an 8% decrease from 2019-20. Overall satisfaction for the University also decreased by 2.3% to 82.2%. This is the University's benchmark for this question and is below the Scottish sector average of 85%. The Perth College UHI overall satisfaction rate went down by 4% to 81% which is still 5% above the baseline measure for this KPI and continues the upward trend. Further analysis will be conducted by subject areas and improvement action planning put into place to continue this positive progress.

Detail of Performance: Measure 5

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

Baseline: a) 52% b) 34%

Target: Improve on previous year's performance

Actual: 2019/20 a) 70% b) 71.5%

Difference from 2018-19 (+/-): a) -9% b) +6.5%

Trend:
a) Overall improving although with worsening downward trend from previous academic year
b) Overall maintaining improving upward trend

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

Sector Average: (+/-)

Note on performance for measure 5

For 2019/20 there were 330 classes FE and HE, asked to elect a Student Rep, of those 45 classes in total did not elect a Rep for 2019/20. The remaining 285 classes were represented by 252 Reps with some classes opting to elect more than one Rep and a proportion of Reps representing more than one class/year. Of the 252 Reps, 144 were HE and 108 FE. 154 Reps (61.5%) attended the face to face training sessions run by the Student Engagement Officer with support from HISA Perth officers, at the beginning of the academic year; a further 3 completed the online training module and 95 (38%) did not take up the opportunity to receive training, eg where they were a continuing Rep from the previous academic year and had already attended training. HISA Perth will be promoting the role of Student Rep at the beginning of academic year 2020/21 in particular to those courses/subject areas that did not elect a Rep in 2019/20.

Detail of Performance: Measure 11

Sustainability	

Measure	Key Performance Indicator or Target	Performance	Trend
11	Staff rates of:		
	a) Turnover		
	b) Absence		

Baseline: a) 15.4% b) 9.2 days (avg. per employee)

Target: a) Improve on previous year and maintain staff turnover (%) below national average (20.5%)
b) Improve on previous year by reducing the no. of days of staff absence

Actual: 2019/20 a) 26% b) 7.8 days

Difference from 2018-19 (+/-): a) +7% b) +2.8 days

Trend: a) Worsening upward trend
b) Overall improving with worsening upward trend compared to previous academic year

Tolerance: **tbc**

Sector Average: (+/-)

Note on performance for measure 11

a) Staff turnover is at 26%, however there has been a considerate cleanse of the HR system, which is impacting on the data. When hourly paid leavers have been removed the turnover rate is 13.7%. We see a turnover of 7% during the months of June and July which is when hourly paid contracts usually end.

b) The number of days spent on sick leave increased by 50% when compared to 2018-19 figures. This was highlighted early in the leave year, and over 50% of the absence can be attributed to long term sickness absence.

Detail of Performance: Measure 12

Sustainability	

Measure	Key Performance Indicator or Target	Performance	Trend
12	To maintain a healthy and safe working environment		
	Number of accidents reported to HSE:		

Baseline: 3

Target: Improve on previous year and maintain safe working environment

Actual: 2019/20 0

Difference from 2018-19 (+/-): **- 1**

Trend: Improving downward trend

Tolerance: **tbc**

Sector Average: (+/-)

Note on performance for measure 12

No accidents were required to be reported to RIDDOR this year. The Health, Safety & Wellbeing Officer is undertaking a review of risk assessments across the college and risk assessment training has been widely rolled out to staff as part of an increased focus on the importance of health and safety in the workplace.

Perth College UHI Paper No 9

Committee	Engagement Committee
Subject	External Engagement Update
Date of Committee meeting	27/08/2020
Author	Veronica Lynch, Vice Principal External
Date paper prepared	19/08/2020
Executive summary of the paper	This paper provides an overview of the External Engagement activities for the period from May to August 2020. Members are asked to note the contents of this paper.
Consultation How has consultation with partners been carried out?	Perth College Senior Management Team
Action requested	☒ For information only ☐ For discussion ☐ For recommendation ☐ For approval
Resource implications (If yes, please provide details)	Yes/ **No**
Risk implications (If yes, please provide details)	Yes/ **No** Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with:	Provide a summary of the how the paper links to key College priorities and what they are External Engagement

• Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	Financial Sustainability
Equality and diversity Yes/ No If yes, please give details:	There are no Equality and Diversity Implications arising from this paper.
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	Yes/ **No** If yes, please give details: Click or tap here to enter text.
Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	Yes/ **No** Click or tap here to enter text.
Status (e.g. confidential/non confidential)	Non Confidential
Freedom of information Can this paper be included in "open" business?*	Yes

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

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

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University of the Highlands and Islands Perth College

Perth College UHI

ENGAGEMENT COMMITTEE **PAPER FOR INFORMATION**

EXTERNAL ENGAGEMENT UPDATE **27 AUGUST 2020**

INTRODUCTION

This paper provides an overview of the External Engagement activities for the period from May to August 2020. Activities during this period have been significantly impacted by COVID-19 and this report predominantly reflects the impacts emerging from this pandemic.

MARKETING

A number of College Online Open Recruitment Events have been undertaken during lockdown. These have proved extremely valuable and were embraced by staff and were well received from potential students. Post results events were well attended and generated new applications. Competition from other Universities is high, as each institution manages the impacts of COVID-19. Applications for both HE and FE have held up well compared to target and in comparison with 2019, particularly in FE, however HE numbers are impacted with a greater push required before courses start in September.

The College obtained a range of press coverage during the period including:

- College supporting Care Home residents to connect through donation of laptops and tablets through the WEEE centre.
- Regional Carbon Management and Sustainability Plan launch
- HISA student and staff awards
- A range of COVID-19 related press coverage. The COVID-19 Regional Testing Facility and the financial impact of COVID were most prominent.

Weekly staff communications have been received extremely positively by staff, particularly where progress on national announcements from Scottish Government, SQA assessment guidelines, SFC and SDS decisions on funding and student hardship related support have been able to be clarified.

INTERNATIONAL

Relationship management of existing international partnerships worked will during the lockdown period which saw the College's Chinese partners impacted by COVID-19 prior to this emerging in Europe. As a result, notable activities during the quarter have included:

- The teaching of UHI degree students at HIE had progressed where possible through online approaches. Success rates were good with 5 HIE students progressing to Honours year in Perth in September 2020. While 14 had expressed interest at the outset, a combination of exam performance, English language rates and concerns from some parents over COVID have reduced that number to 5. Agreement has been reached that all HIE students will stay with Homestay partners during the academic year and will become part of their family bubble.
- COVID-19 has impacted the growth of students progressing into their honours year in Perth. Numbers have grown from 2 in 2017 to 5 in 2018 and 8 in 2019. Graduating Honours students from HIE have a good track record of success with one First Class Honours, 2 students obtaining a 2:1 and a further 2 obtaining a 2:2 and all have progressed to good universities for Masters.

Perth College UHI

- COVID-19 has impacted recruitment of the HIE group to start year 1 in 2020 but it is too early to say by how much.
- Delivery of year 3 of the UHI programme BEng Electrical & Electronic Engineering Systems is due to start at Henan University of Urban Construction in September 2020. Students were progressing from a guest lecturing model to a full degree delivery model. A total of 30 students will complete the UHI degree with a further 60 continuing with the guest lecturing model. Alternative approaches have been created to ensure some form of delivery and where possible progression onto the degree programme is still provided with the agreement of HUUC and UHI. These models are scenario planned based on either staff's ability to travel or otherwise, delivery of aspects online. This situation will be monitored to ensure the optimum solution is delivered to meet Health and Safety needs of our staff and students, as well as maximising the student experience.
- Chinese Ministry of Education approval discussions had had no progress due to COVID for its newest Transnational Education partnership with Sichuan University of Arts and Science. An imminent decision had been expected.
- Work to continue engagement with Zhengzhou University of Aeronautics (ZUA) who are preparing their progressing students from year 1 into year 2 ahead of the UHI BEng degree starting in September 2021. English language training for these students will continue this year by contract staff in market.
- International recruitment for September 2020 is not expected to generate any significant interest as a result of uncertainties with visa offices and IELTS testing centres in market remaining closed until recently and other broader COVID concerns. We had received 49 applications compared to 29 in the previous year.
- Summer Schools scheduled for July 2020 were cancelled. Candidates from Japan offered a place in the Language School for October remained interested and discussions over whether this will be able to proceed continue.

The UHI EO 'International Student Recruitment Phase 2 project' is progressing slowly, primarily due to reduced resources. This involves an International Steering Group supported by 6 workstreams with a target of achieving £4.3m (an additional £2.2m revenue) by 2022/23. These projections will require to be reviewed. Perth College are part of the Steering Group and a number of the workstreams to support the development of this activity. Progress updates will be provided once available.

BUSINESS ENGAGEMENT

The College has been delivering the remainder of the £146k of short course and bespoke training for Levy Paying businesses funded through the Flexible Workforce Development Fund, approved from 2018/19 where it has been possible to deliver to customers online. Around £31k has been unable to be completed due to COVID-19.

The 2019/20 FWDF continues to be promoted to Perth and Kinross businesses and around £50k out of an estimated £180k has been committed through signed applications, despite many employers having furloughed staff. This had caused delays with companies unable to progress their applications during lockdown. The 2020/21 fund will shortly be open for applications. This fund will continue to enable greater strategic engagement with the larger companies in Perth and Kinross which should support a longer term partnership with those businesses.

Perth College UHI

Employers who hosted Modern Apprentices have been in a similar situation with an estimated 90% of the MA's being furloughed during lockdown with the exception of Care employers and some engineering businesses. To date only 10 out of 121 MA's remain furloughed. As a result, planning and risk assessments are underway for workbased assessments which will require to recommence over the next few weeks.

Negotiations with SECCT and SNIPEF in a similar way to the successful Scotland's Colleges wide Construction Industry Training Board (CITB) negotiation will be slower as many of the staff within these Managing Agents are also furloughed. Once this work can recommence, this will enable the sector to work as a collective body in renegotiating the contracts for a more favourable position to achieve greater viability.

The Development Team has been focusing on raising funds for laptops for students facing hardship during COVID-19. This raised £8,000. Future funding priorities for the Trust and Development Committee include raising £1.2m to support the equipment costs of the Aviation Academy for Scotland, £60k to create a wellness garden on campus and seeking donations and sponsorships from businesses and local trusts to support the College's current Scholarship Programme. These potential scholarships will be proposed for later in the year where up to 50 students annually could receive a funded scholarship and work experience with regional businesses. It is not clear at this time how these projects will be impacted by COVID-19 but likely that many of these projects would be delivered remotely.

ACADEMY FOR SPORT AND WELLBEING

ASW has suspended gym membership of 1600 members. With the exception of 50 cancellations, all members are comfortable with that offer and this should provide a strong membership base to begin the new session following exit from lockdown. Online classes being delivered for members and the community at no charge are well supported with 500-600 views of each class.

Online Sports Injury Clinic sessions have been scheduled to continue engagement with this customer base with a good level of interest

Plans are underway for re-opening on 14 September 2020.

STAKEHOLDER ENGAGEMENT

Relationships with regional Tay Cities Deal partners continue alongside the continued development of the Aviation Academy for Scotland business case. Discussions continue with UHI in relation to potential investment within the project to support the development ahead of grant payment. The scale of the impact of COVID-19 on the aviation industry poses a potential risk to the project but this is too early to say to what extent this will impact.

BREXIT UPDATE

The College continues to keep abreast of the potential implications of BREXIT which has been superseded by COVID-19. Recruitment will be continued to be monitored. The College had targeted increased marketing to non EU markets to counter any potential reduction in EU student numbers, however the pandemic will have a projected impact of between 50-90% reduction in international student numbers.

Perth College UHI

Paper No. 10

Committee	Engagement Committee
Subject	HR Update
Date of Committee meeting	27/08/2020
Author	Katy Lees
Date paper prepared	20/08/2020
Executive summary of the paper	This paper provides an update on current HR activities and statistics.
Consultation How has consultation with partners been carried out?	N/A
Action requested	☒ For information ☐ For discussion ☐ For recommendation ☐ 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.

• Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	
Equality and diversity Yes/ No If yes, please give details:	No
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	**No** If yes, please give details: Click or tap here to enter text.
Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	No Click or tap here to enter text.
Status (e.g. confidential/non confidential)	Non-Confidential
Freedom of information Can this paper be included in "open" business?*	Yes

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Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Click or tap here to enter text.	☐

For how long must the paper be withheld? Permanently

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Engagement Committee HR&OD Update

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

Date: 19 August 2020

National Job Evaluation Scheme

The College is still receiving requests for clarification on some roles being analysed, this has been delayed due to annual leave/COVID19 reasons. No results are expected until all Colleges have been evaluated.

COVID-19

The College got agreement with UNISON that professional services staff could be furloughed. Agreement was reached with EIS-FELA that when required leisure tutors could be furloughed but not lecturing staff.

A number of staff were therefore furloughed if they were not able to work during the period of lockdown. Some remain furloughed and will do so until the end of the furlough scheme.

The College has been working on ensuring that when essential staff are able to return to campus and has put in place appropriate Test and Protect measures through the use of QR codes which staff and students use to scan in and out of College buildings. Appropriate measures have been taken for staff with all staff who are being approved to return to campus completing an Occupational Health review to determine their level of risk of return. Where a staff member is identified as high risk they are not permitted to return to campus at the current time and will where possible work from home.

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 (full year)	
	Total Sick Days	Average Sick Days per Head	Total Sick Days	Average Sick Days per Head
Management	15	0.6	35	1.95
Support	1908	5.9	3161.5	12.65
Academic	1011	4.5	852	3.46
Total	2934	5.19	4048.50	7.88

The cumulative sickness absence rates for the College for 2019/2020 have increased compared to 2018/2019. This was identified early on in the 19/20 year and it was felt that the total number of sickness days would be more in line with previous years.

When you do consider the three year trend the total number of days sickness absence has increased. In relation to the average sick dates per head this has also increased and by more than expected but this can be attributed to an overall reduction in the number of staff on the HR system at the end of July 2020. Previously fixed termed contracts have been allowed to progress over the whole of the summer which is their annual leave period but this has created issues in relation to permanisation so this process has stopped and there is now better management of fixed term staff. In addition there has been a cleanse of the HR system and staff have been removed where they have not worked for more than 2 years which again has seen a drop in headcount.

CIPHR	2017/2018 (full year)		2018/2019 (full year)		2019/2020 (full year)	
	Total Sick Days	Average Sick Days per Head	Total Sick Days	Average Sick Days per Head	Total Sick Days	Average Sick Days per Head
Management	118.5	5.38	15	0.6	35	1.95
Support	2385.75	9.21	1908	5.9	3161.5	12.65
Academic	1031.5	5.67	1011	4.5	852	3.46
Total	3538.25	5.51	2934	5.19	4048.5	7.88

In 2019/20 we started to evidence the split between short term (less than 4 weeks) and long term (4 weeks and more) sickness absence and the cumulative date for this is show below. This will allow for more robust comparisons in future years.

	Cumulative (Aug 2019 - July 2020)	**Cumulative (Aug 2019 - July 2020)**
	Short Term - Total Sick Days	**Long Term - Total Sick Days**
Management	35	0
Support	1522.5	1639
Academic	339	513
Total	1896.5	2152

In 2019, the average number of working days lost per employee in the Public Sector was 8.5 % with the Education Sector reporting a figure of 5.9%. For 2019/20 we have exceeded this benchmark but I would caveat this when considering our short term sickness absence only, where the average number of sick days per head is only 3.7 days as the average sick days per head, with our long term sickness absence exceeding this at 4.2 days per head.

Overall I think 2019/20 has been a challenging year for Perth College in relation to sickness absence due to the number of staff who have been off with long term sickness absence and also COVID19 had had an impact.

The College is following the trend seen with an increase of staff reporting mental health absence and we are looking at ways we can support staff further. We will be creating a short life working group looking specifically at Stress once the work related to COVID-19 has reduced.

Organisational Development

Staff were asked to complete a number of mandatory trainings in January 2020 and completion rates are as set out below. There has been an overall improvement, and managers have received regular updates on the staff training that is outstanding. It has also been identified that the Health and Safety Training needs a review which is in progress. Staff are being given time to undertake this training on an upcoming Staff Development Day.

	Completed at				
Course name	**29/01/2020**	**17/02/2020**	**25/02/2020**	**18/05/2020**	**19/08/2020**
Bribery Act v.1	28%	56%	58%	78%	88%
Bullying and Harassment Part 1 v.1	20%	50%	53%	74%	85%
Data Protection (GDPR) v.1	32%	58%	61%	80%	88%
Diversity in the Workplace v.1	18%	48%	51%	72%	83%
Health and Safety Part 1 v.1	17%	40%	43%	65%	79%
Health and Safety Part 2 v.1	18%	47%	50%	72%	81%
Safeguarding in FE Colleges v.1	21%	49%	52%	74%	84%
Stress Management for All Staff v.1	23%	51%	53%	74%	84%

University of the Highlands and Islands
Perth College

Perth College UHI

Paper No.11

Committee	Engagement Committee
Subject	Board Development Activities
Date of Committee meeting	27/08/2020
Author	Ian McCartney, Clerk to the Board of Management
Date paper prepared	20/08/2020
Executive summary of the paper	Paper outlines Board Development Activities for AY 2020/21
Consultation How has consultation with partners been carried out?	n/a
Action requested	☐ For information ☒ For discussion ☐ For recommendation ☐ For approval
Resource implications (If yes, please provide details)	~~Yes/~~ No
Risk implications (If yes, please provide details)	~~Yes/~~ No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance	n/a

• National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	
Equality and diversity Yes/ No If yes, please give details:	~~Yes/~~ No
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	~~Yes/~~ No If yes, please give details: Click or tap here to enter text.
Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	~~Yes/~~ No Click or tap here to enter text.
Status (e.g. confidential/non confidential)	Non Confidential
Freedom of information Can this paper be included in "open" business?*	Yes~~/ No~~

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Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
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Perth College UHI

Board Development Activities 2020/21

Introduction

Each year, a series of events are organised for members of the Board of Management to provide an opportunity to work on strategic development, areas of key interests identified by the Board and/or Senior Management Team, and the provision of information and skills from sector experts.

These development activities allow Board members to delve more deeply into subjects not normally afforded within meetings, as well as providing an opportunity for engagement outside of the boardroom environment

In a standard annual Board cycle, it is expected that Board Development activities would comprise 2 full-day sessions held on a weekend, plus 2 evening sessions, split evenly across the academic year.

However, given the current climate and uncertainty around such meetings taking place physically on campus, planning for the Board Development Activities needs to build in a high degree of flexibility.

In addition, conducting development activities fully online within a single large group could be challenging and, potentially, unproductive, therefore it may be necessary to split the work into smaller groups.

Proposal

It is proposed that the main focus of Board Development activities for 2020/21 are centred around work to produce a new Strategic Plan for presenting to the Board at the March or June Board meetings.

In addition, some activities planned to be tackled pre-COVID need to be addressed to allow specific strategic activities to occur.

Outline Plan

Term 1:	Business Development Strategy – consultation (carried over from 2019/20)
Term 1:	Strategic Planning – Phase 1: initial scoping of strategic & local priorities
Term 2:	Strategic Planning – Phase 2: further refinement informed by UHI Strategy
Term 3:	Developing College Governance (subject to review depending on progress on Strategic Planning)

Should the above plan be approved, specific dates will be identified to progress these activities.

Ian McCartney
Clerk to the Board of Management
August 2020

Perth College UHI

Paper Nos. 12, 13, 14

Committee	Engagement Committee
Subject	Committee Minutes
Date of Committee meeting	27/08/2020
Author	Various
Date paper prepared	20/08/2020
Executive summary of the paper	The following committee minutes are presented for noting: • Paper 12 – EDIT Committee 18 June 2020 • Paper 13 – Staff Engagement Group 08 May 2020 • Paper 14 – Student Engagement Group 10 June 2020
Consultation How has consultation with partners been carried out?	n/a
Action requested	☒ For information ☐ For discussion ☐ For recommendation ☐ 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.

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Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	n/a
Equality and diversity Yes/ No If yes, please give details:	~~Yes/~~ No
Island communities Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	~~Yes/~~ No If yes, please give details: Click or tap here to enter text.
Data Protection Does this activity/ proposal require a Data Protection Impact Assessment?	~~Yes/~~ No Click or tap here to enter text.
Status (e.g. confidential/non confidential)	Non Confidential

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

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Equality Diversity and Inclusion Team (EDIT)

Note of meeting held on Thursday 18 June 2020

09.30am, By Webex VC

Present: Katy Lees (KFL), Head of HR & OD (Chair)
Catherine Etri (CE), Associate Principal (Academic)
David Snowden (DS), Exams Manager, AST
Debbie Das Chaudhury (DDC), HISA VP Welfare & Activities
Gerald McLaughlin (GM), Additional Support Team Leader
Kevin Lynch (KL), Head of Estates
Lorenz Cairns (LC), Depute Principal Academic
Sara O'Hagan, EIS-FELA Representative
Winston Flynn, Unison Representative

Apologies: Anna Maria Kaczmarek (AMK), EDI Adviser
Charlie Collie, Subject Leader, SVS
Christiana Margiotti (CM), SDD,CCI
David Gourley (DG), Head of Learning & Teaching Enhancement
Ian Bow (IB), HSW Adviser

Note Taker: Carolyn Sweeney-Wilson

Summary of Action Items

Ref	Action	Responsibility	Timeline
4.	**Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting**		
	4.1 Period Poverty (free sanitary wear) – update		
	• KL to chase up with LH the provision of more detailed information regarding the free sanitary wear products to be sent to DDC.	Kevin Lynch	Next meeting
	• GM to speak with DL about how to take forward the distribution of free sanitary wear products.	Gerald McLaughlin	Next meeting
	• DDC to ask students for their preferences on how they would want these products to be distributed.	Debbie Das Chaudhury	Next meeting
	4.2 Brexit – Arrangements for supporting EU staff and students – update		

Summary of Action Items

Ref	Action	Responsibility	Timeline
	• CSW to add this item to the first EDIT meeting of 2020-21.	Carolyn Sweeney-Wilson	Next meeting
	• KFL to pass the request on to the International team to provide some guidance, or produce FAQs, for returning students.	Katy Lees	ASAP
	4.4 Cross College Hearing Equipment – update		
	• GM to raise the matter of purchasing a hearing loop for Brahan Reception, with DL.	Gerald McLaughlin	Next meeting
	• KL to chase up with LH to find out what was happening with checks at ASW on their equipment.	Kevin Lynch	Next meeting
	• GM to forward any information on previous plans to KL.	Gerald McLaughlin	Next meeting
5.	**Commemoration of E&D Days** KFL and GM to liaise so the outcome of the survey on Commemoration of E&D Days could be progressed.	Katy Lees, Gerald McLaughlin	Next meeting
7.	**British Sign Language – update** CSW to add this as a standard agenda item, for the foreseeable future.	Carolyn Sweeney-Wilson	Next meeting
9.	**Access and Inclusion Strategy** KFL to check to see if anything had been received from UHI regarding a template for this strategy.	Katy Lees	Next meeting
10.	**Shuttle Bus – update** KL to speak with Graham Little to see if there was room in the Estates budget to purchase a vehicle and, if so, to proceed with said purchase.	Kevin Lynch	ASAP
11.	**Equal Pay Statement** KFL to see if it possible to provide mean and median gender pay gap comparisons for years 2015 and 2017 and provide that information to DDC.	Katy Lees	Next meeting

DRAFT

Summary of Action Items

Ref	Action	Responsibility	Timeline
12.	**Use of Lifts - Update** CSW to add to the EDIT agenda, of the first meeting in 2021 cycle, an item on a feasibility study for a 2nd lift in the Brahan Building.	Carolyn Sweeney-Wilson	First meeting of 2021-22 cycle
14.	**COVID-19 – impact on certain equality strands** DS to send KL an email detailing what facilities would be required to provide extra prayer space. DS to also provide any guidance he has on prayer space provision to KFL and KL.	David Snowden	ASAP
16.	**AOCB** Mainstreaming Equality report: GM and DL to review the wording of the protected characteristics question relating to gender, in the survey of new student admissions.	Gerald McLaughlin	Next meeting

MINUTES:

Item		Action
1.	**Welcome & Apologies** KL welcomed all present to the EDIT meeting. Apologies were noted.	
2.	**Addition to the Agenda for AOCB** None	
3.	**Minutes of previous meeting** The minutes of the EDIT meeting held on 28 November 2019, which had been previously circulated, were approved as an accurate reflection of the discussions that had taken place.	
4.	**Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting** 4.1 Period Poverty (free sanitary wear) – update	

DRAFT

Item	Action
KL advised that he had been liaising with Deborah Lally (DL) regarding this matter and she would be taking this forward and ensuring that students receive the free sanitary wear. KFL indicated that Les Hutchison (LH) had intended to send a list of products, which had gone out on the tender, to HISA to see what students would like. DDC said that LH had sent her the list of products and her last communication with him was to ask LH for more detailed information on those products. She had just this week sent LH a reminder to request this information.	
Action: KL to chase up with LH the provision of more detailed information regarding the free sanitary wear products to be sent to DDC.	**KL**
KFL said that the College may need to go out to tender again on this. SOH asked what was being done currently, given students were not in College and had there been any requests from students for products while the College was closed. CE said products had been supplied to the students in the Halls of Residence. CE also advised she had received an email from PKAVS, informing her that they were distributing free sanitary wear products to those in financial difficulty and had set-up collection points for this. CE said that the College had, therefore, provided PKAVS with all the products that were not likely to be needed, which could be replaced in the future, when students were back in College. CE said these collection points were publicised on the College Facebook and Twitter accounts.	
DDC queried how the distribution would be done when students return to College. Currently students could touch multiple products and DDC was concerned about the safety of this. KFL said this was an issue that would need to be discussed. KFL said there would need to be a review of how the distribution was managed as the current method, of just having products in an open basket, could not be used.	
Action: • GM to speak with DL about how to take forward the distribution of free sanitary wear products. • DDC to ask students for their preferences on how they would want these products to be distributed.	**GM** **DDC**
4.2 Brexit – Arrangements for supporting EU staff and students – update	
KFL said this item would need to be reviewed again, probably at the start of the new academic year, particularly re visa challenges and the impact going forward. KFL suggested this matter was, therefore, deferred to the first EDIT meeting in the 2020-21 cycle.	

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CE suggested the International staff could be asked to do some research on this now, and to prepare guidance, or produce FAQs, to provide some reassurance to returning students. **Action:** • CSW to add this item to the first EDIT meeting of 2020-21. • KFL to pass the request on to the International team to provide some guidance, or produce FAQs, for returning students. 4.3 E&D and poverty, especially food and fuel poverty - update KFL said that the College previously had done a lot of work on this around the breakfast clubs and asked EDIT members if they were aware of anything else being done outside College. CE said that, while this was not specifically on food and fuel poverty, the College had made available the Hardship Funds to more students. There had subsequently been a substantial increase in applications and following on from that a distribution of more money. This fund was still open, but the College were waiting on final guidance, as to whether or not it could remain open over the summer, as not all the funds had been used up. CE said it would be the Scottish Government/ SFC that would make this decision. All colleges were waiting on this decision. 4.4 Cross College Hearing Equipment – update GM said there had not been a great deal of movement in this matter. It had been the case that there was to be a check of equipment at ASW which GM was not sure if that had been completed. The other aspect was the Brahan Reception, where they had Roger Pens and which were not the most appropriate equipment to use. GM had discussed this with his previous line manager, who had now left the College, and that it was felt a hearing loop would cost approximately £200 and GM's previous line manager had said he would pay for this out of his budget. However, since then, no further action had taken place with regard to this. **Action:** • GM to raise the matter of purchasing a hearing loop for Brahan Reception, with DL. • KL to chase up with LH to find out what was happening with checks at ASW on their equipment. • GM to forward any information on previous plans to KL. GM said the only other issue was in regard to the Goodlyburn Studio Theatre, which was needing a hearing loop, but GM felt this would likely be prohibitively expensive at the moment, so this would need to be a long term plan. LC said that when the building was originally built, it included an induction system, but as it was on the	**CSW** **KFL** **GM** **KL** **GM**

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	back wall, it was found not to work well and so the equipment was removed. However, as far as LC was aware, the wiring was still in place for an induction system. If this was the case, and the wiring was still in good condition, it might not then be so prohibitively expensive to install a new system.	
5.	**Commemoration of E&D Days**	
	GM advised that the member of staff who had been tasked with this project was now on secondment elsewhere, so nothing further had been taken forward. KFL said there had been a staff and student survey on this matter and Sam Monie, and AMK, were looking at the results. KFL asked if anyone had seen the outcome of that survey. GM said he had not seen this, but would speak with Sam about this.	
	Action: KFL and GM to liaise so the survey on Commemoration of E&D Days could be circulated to EDIT.	**KFL, GM**
6.	**UHI Equality, Diversity and Inclusiveness Policy - update**	
	KFL reminded EDIT that this new policy had been circulated to members in January/February and that it had now gone to CMT, this week, for approval. This was a cross-UHI policy and there was some issues flagged up by the unions which would need to be amended and the document also needed to be processed so it was in the correct College format. Once these amends have been finalised and the formatting completed, it would be published on the College website.	
7.	**British Sign Language – update**	
	GM said this was now a cross-UHI matter and was being taken up at the cross-UHI IPM meeting, which was due to take place next week. GM said he would have more information after that meeting and he would update members at the next EDIT meeting.	
	GM advised that, as part of the Operational Planning Portfolio requests, he had requested that a team member be given permission to continue with BSL training on to Level 3. This would give them a good level of BSL for communication with students.	
	Action: CSW to add this as a standard agenda item, for the foreseeable future.	**CSW**
8.	**New EQIA Process**	
	KFL reminded members that Equality Impact Assessment was a process that, as a public sector body, had to be carried out on every policy, strategy and business plan the College produced. At the moment, there was in place a Rapid EQIA process, but this	

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	was very brief, and it did not allow for significant reflection on impact. The new process would require staff to conduct a rapid assessment of any new policy/procedure etc, to determine if there was likely any potential, or actual, risks of breaching the Equality Act 2010. If so, staff would then need to follow-up with the full EQIA process. KFL advised that all EQIA reviews would be submitted to either AMK or KFL. All EQIAs should be published, although this was not done currently by the College. This process had been piloted, informally, on 2 HR processes and KFL said she would like to take this pilot forward over the next year, with a review at the end of the 2020-21 academic year. If agreeable, staff would receive training on the new EQIA process. SOH queried in relation to going forward, when policies would be presented at JNCs, would the EQIA accompany these documents. KFL confirmed the EQIA would accompany any policy and that there should be no policy approved until an EQIA had been completed. EDIT approved the new EQIA process and for the trial of this process to be conducted over the next academic year.	
9.	**Access and Inclusion Strategy** At the last EDIT meeting, GM had advised that this Strategy would require to be renewed between 2020-2023, but that UHI were pulling together a template for this strategy. **Action:** KFL to check to see if anything had been received from UHI regarding a template for this strategy.	**KFL**
10.	**Shuttle Bus – update** GM reminded EDIT members that CC/GM/IB/LH had formed a SLWG and had been tasked to identify a suitable vehicle and costs involved for a Shuttle Bus and provide these proposals by the end of January 2020. GM said that the SLWG had met and identified that potentially 20-22 students would fall into the category of requiring in-campus transport, over the next couple of years. The proposal submitted by the SLWG had identified some potential solutions for this issue. GM said that the SLWG had investigated various options for an in-campus transport provision, including a small van, minibus, golf	

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cart and taxi and provided some costings for each of these options. The SLWG came to the conclusion that the small van would be the best value of all the options. However, GM noted that the COVID-19 situation had now overtaken this and would probably mean the SLWG would have to re-convene to review the health and safety issues of transporting students about the campus, in light of social distancing etc. LC expressed concern about the use of a van. He was not keen on the concept of using a van with no windows. He indicated that he had conducted some research on types of vehicles that were wheelchair accessible. LC provided a note of some options and said that the benefit of these vehicles was that, when not in use for their primary purpose, they could also be used as a generic fleet vehicle. These vehicles also had the added benefit that they could be driven by staff with a normal driving licence making it easier for all staff to use when not in use for in-campus transport. GM said that the van that had been quoted for in the paper did have windows. KL queried if the vehicle would be used every day for in-campus transport and GM said that it would not be used every day as it would not be a large amount of students who would be using this. This was why the previous shuttle bus service had been withdrawn as it was not well used. LC said he would prefer to look at the purchase of one of the vehicles he had mentioned. There was also the opportunity to add decal trim to the vehicle with the College logo and contact numbers. LC suggested that KL speak to Graham Little to see if his budget could be used to purchase this. KL agreed to take this forward. **Action:** KL to speak with Graham Little to see if there was room in the Estates budget to purchase a vehicle and, if so, to proceed with said purchase.	**KL**
11. Equal Pay Statement KFL advised that the Equal Pay (EP) Statement was a statutory document and had now been published on the College's website. Actions from this would, however, need to have revised dates and KFL said she would make these amendments and submit the Action Plan to the next EDIT meeting. SOH queried if any analysis was carried out on any Minority Ethnic Pay Gap. KFL confirmed this had been done only in relation to Occupational Segregation but would be considered in an updated Action Plan. The College was required to provide an EP Statement	

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	every 4 years, but the Action Plans from this would be brought to the next meeting, so there was clear visibility and discussion on this topic.	
	Action: KFL to bring updated action plan to next meeting.	**KFL**
	DDC referred to the statistics quoted under the Gender Pay Gap 2019 heading and requested more comparison figures between the mean and median for 2015 and 2017, as these weren't shown for these years. KFL said she would look to review the comparisons and provide this information for DDC.	
	Action: KFL to provide mean and median gender pay gap comparisons for years 2015 and 2017 and provide that information to DDC.	**KFL**
12.	**Use of Lifts - Update**	
	KL updated EDIT on the current situation with regard to the Brahan Lift. He had commissioned a survey on the lift and, unfortunately, this has shown that expensive repairs would be required. However, KL said he needed to do some further checking to ensure that any repairs would last for a considerable time. With the lift being used more, KL said he would need to increase the amount of maintenance carried out on the lift. Going forward, therefore, there would be higher annual costs to maintaining the lift - with increased use, would come increased maintenance. KL advised that he hoped the lift would be fixed in time for students returning to College, but he just needed to get clarity on costs - what this would cover and dates for when the work could be scheduled to be carried out.	
	LC queried if the College were liable for the costs for the cables. KL said he needed to check the contract for the replacement of the lift and what was covered in that contract. KL said the issue was to do with the pully ropes and if the contract covered their replacement, when the lift was replaced, KL would argue this should be covered under warranty. However, if the replacement of the pully cables was not part of the contract for replacing the lift, then the College would be liable for costs. LC pointed out that the lift had been regularly serviced and issues with the pully cables had not shown up in the servicing. It had only been a couple of years since this lift had been installed and LC said he couldn't believe that the pully cables had disintegrated to this level in that time, if they had been replaced. KL said it may only have been the lift cab that was replaced. However, he agreed, any issue with the pully cables should have been picked up at servicing. KL said he needed speak to Schindler about all these matters.	
	WF asked why the College did not add another lift, instead of relying on the one lift. LC said the structure of the building would	

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not allow for anything within the building, due to having to create another shaft, so the structural change would be prohibitively expensive. There would need to be an incredible amount of structural change in order to accommodate this along with a huge cost. WF said that a lift external to the structure could be added, like Goodlyburn. KL agreed with LC and said the cost involved in this would be astronomical and could be around £500K or more. This would be a major project to add in a lift to go up 3 stories. DDC said she thought WF had made a good point, particularly if the College was reliant on one lift for everything. She said the cost on having to rely on one lift, if things continued to go wrong, could impact on student numbers. KL said there was another lift, in the Study Centre, however, it did not go up to the top floor. GM said there was a flight of stairs between that lift and level 2. GM said that, after the last meeting, he had contacted a number of colleges regarding their lift usage and there was a mixed response on their management measures. Previously, at Perth, there had been lift passes to control the use of the lift, but this was withdrawn as it was felt this was not an inclusive practice. Of the various responses GM had received from colleges regarding their lifts, Edinburgh College had a lift for exclusive use for students with mobility difficulties, as did one or two others. There was a mixture of responses from other colleges on how they manage their lift usage, including the use of lift passes. However, in light of current COVID conditions, GM said there would need to be some form of management system for using the lift, as it would not be possible to have 6 people using the lift at same time, to allow for social distancing. KFL asked KL to look at use of the lift considerations as part of his return to work group. DDC suggested doing a scoping exercise into a possible additional lift. LC said he would like a new lift, however, he felt he was duty bound to point out that a lot of time and money could be spent just on a feasibility exercise. With what was facing the sector at the moment, and the College's financial issues, LC thought this would not be an appropriate time to conduct this kind of exercise. LC said he thought there should be more focus on a management system for the use of the lift. Longer term, perhaps this could be incorporated into a campus or estate strategy. WF said he felt a feasibility study could be conducted in the near future and a fundraising exercise could be started to fund this. WF said that while the lift was okay for people to use, it was not ideal as a service lift. WF asked if this could be investigated in the next year.	

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	CE said that, albeit there may need to be a system for students to use the lift, she would not preclude staff using the lift for work purposes. KFL suggested that this matter be brought back to the first meeting of EDIT in the 2021 cycle, to discuss whether or not to look at a feasibility study for a 2nd lift in the Brahan Building. **Action:** CSW to add to the EDIT agenda, of the first meeting in 2021 cycle, an item on a feasibility study for a 2nd lift in the Brahan Building.	**CSW**
13.	**Mainstreaming Equalities and Equality Outcomes reporting – update** KFL said that this document was for EDIT members' information. This was one of the College's statutory duties and the main report had been published in 2017. This document was the interim report, where progress was reviewed. A new, full, mainstreaming report would be due in 2021. KFL said that AMK was working on this with Kirsty Campbell, Project and Planning Officer, to build this into the College's main reporting processes for the future. DDC referred to the information included in this report on HISA (page 14) and thought the contact details should be clearer. Also, it quoted HISA as being part of Staff and Student Engagement Committees, when in fact HISA only has membership of the Student EG Committee, not the Staff EG Committee. KFL said this had come from the published report, but would note this for amending going forward.	
14.	**COVID-19 – impact on certain equality strands** KFL asked if members had any queries regarding COVID-19. WF asked how the College was going to assist vulnerable staff coming back to work. KFL said that the College would need to take into account any staff with certain medical conditions that might be affected by returning to the workplace, but the College was still waiting for guidance from the Scottish Government on the re-opening process. Once this advice was received, the College would look to take account of individual circumstances. This would mean that conversations would need to be initiated with these particular staff, to see what adjustments they would require. This would be discussed at the next working group, which was looking at how the College re-opens. The advice was currently changing every day, so it was difficult to do any EIAs until the advice has been firmed up. CE said, at moment, advise to staff was that they should be mindful of social distancing and, for example, if staff were not teaching then	

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	they should not be in College, as there was no space in the work rooms to accommodate them. The default position at the moment was that staff should be considering how best they continue to work from home, if they were not teaching. CE said that the College would be investigating how best to accommodate any staff that need to remain at home, but still allow them to work. The health and safety of staff, and students, was of paramount importance and each case would need to be considered individually. KFL said some students may also have conditions where they themselves need to shield, so everything was being focussed on looking at how the College could deliver for students, while at the same time protecting them and staff. The flexibility of staff should be recognised and there were staff who also do not need to be on site, as they were available through multiple, other, platforms. LC agreed with this and said it was a matter of safety first. When the College did re-open, everyone should have raised awareness that when they were on campus everyone was mindful of each other; safety first and adhere to the protocols in place. This should be the guiding principle. DS said AST were expecting, and planning for, returning students who were practicing Muslims and that additional facilities may need to be provided for students to take prayer in private. KFL asked KL if there was a larger space that might be available. KL said he would need to think about this. DS said he was concerned that classrooms would be at a premium, due to more space being required for students. KL asked DS to send him an email about this. KFL said she thought with less students on campus, there should be enough classroom space. KFL asked DS if he could supply any guidance on prayer guidance to her and KL. **Action:** DS to send KL an email detailing what facilities would be required to provide extra prayer space. DS to also provide any guidance he has on prayer space provision to KFL and KL.	**DS**
15.	**EDIT Members Updates - on any other items not included elsewhere on the Agenda** None.	
16.	**AOCB** DDC referred to Paper 6, Mainstreaming Equality report, and noted that the numbers of people who preferred not to say anything about their gender was quite high. DDC said that HISA had done a lot of work was with students to encourage them to disclose that information, particularly on gender reassignment status and gender re-orientation and that disclosure benefited the students, as that	

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would allow HISA to provide the students with help and support. DDC asked if the wording of the question could be reviewed so that it would help students disclose this information.	
Action: GM and DL to review the wording of the protected characteristics question relating to gender, in the survey of new student admissions.	**GM, DL**
17. Dates and times of future meetings:	
Dates for next Academic year, 2020-21, to be confirmed	
Meeting End: 10.55am.	

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Draft for Approval

Staff Engagement Group

Minutes

Date and time: Friday 8 May 2020, 09.30am
Location: VC - Skype

Members present: Craig Lindsay (CL), Jacqui Allison (JA), Kathleen Connor (KCR), Kirsty Cassells (KCS), Lee Dunn (LD), Lesley Sutherland (LS), Lorenz Cairns (LC), Lynne Taylor (LT), Mandy MacDonald (MM), Victoria-Lee Rice (VLR), Sara O'Hagan (SOH)

Apologies: Aida Grier, Richard Fyfe, Josie Burton, Claire Vekic, Helen Roger

In Attendance: None

Chair: Katy Lees (KL), Head of HR & OD

Note Taker: Carolyn Sweeney-Wilson

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Summary of Actions

Ref	Action	Responsibility	Time Line
4.	**Matters arising not included elsewhere on the agenda / review of actions from previous meeting:**		
	4.1 Brahan Lift – update: LC to ask the Head of Estates to provide a note updating this committee on the current status of the Brahan Lift. The note to be submitted to KL, who will circulate it to this Committee.	Lorenz Cairns, Head of Estates, Katy Lees	ASAP
	4.2 Admissions Policy – update: KL to speak with DL to ensure the UHI Admissions Policy is published as soon as possible and uploaded to PerthNet. KL to also ensure a copy of the policy was emailed to Staff EG members.	Katy Lees	ASAP
	4.3 Car Parking (Appin Terrace) – update: KL to invite the Head of Estates to the next Staff EG meeting to discuss the issues relating to the Back Car Park (Appin	Katy Lees	Next meeting

University of the Highlands and Islands
Perth College

Summary of Actions

Ref	Action	Responsibility	Time Line
	Terrace) in particular, re opening times and maintenance.		
7.	**Intranet Proposal**		
	KL to ask Ray Crabb for an update on the status of the Intranet Proposal.	Katy Lees	Next meeting
9.	**Staff Engagement Group - Terms of Reference Review**		
	KL to ask SMT for guidance on a selection process to deal with applications for members of the Staff EG.	Katy Lees	Next meeting
11.	**AOCB**		
	Annual Leave: KL to send out an all staff email update to staff to confirm the position regarding annual leave.	Katy Lees	Immediately

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Minutes

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1.	**Welcome and Apologies** Katy Lees welcomed everyone to the meeting. Apologies were noted.	
2.	**Additions to the Agenda for AOCB** No additions.	
3.	**Minutes of Previous Meeting – 6 March 2020** The minutes of the previous meeting, held on 6 March 2020, were approved as an accurate reflection of the discussions that had taken place.	

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4.	**Matters arising not included elsewhere on the agenda / review of actions from previous meeting:**	
	4.4 Brahan Lift – update LC acknowledged that the issue with the Brahan lift had been ongoing for a long time. Schindler was the company servicing the lift, but they were not the company who had supplied the lift and there had been ongoing disputes between the two companies regarding the lift issues. LC advised that the College had bought two sets of parts, thinking that would resolve matters. Schindler came and fitted the part, only to find the lift cables were in very poor condition and there also seemed to be some evidence of cable parts on the floor at the bottom of the lift. For this reason, it was not possible to re-open the lift. LC said that Schindler were asked why, when they previously serviced the lift, did they not indicate there was an issue with the cables. Schindler did not answer that question but pointed to the supplier, who they said had installed the wrong type of cables. The upshot of all this was that things were no further forward and the lift could not yet be reinstated. However, the new Head of Estates (HoE) had started discussions with both companies as to how this issue was going to be fixed and who was going to be responsible for this. This lift and this cabling had only been in place for 2 years and it was thought the cables shouldn't have deteriorated to this degree in that time. During the lockdown the lift engineers had been looking at this and discussions were ongoing regarding the cabling. LC said he would ask the HoE to put a note together to submit to KL, for circulation to this committee. **Action:** LC to ask the Head of Estates to provide a note updating this committee on the current status of the Brahan Lift. The note to be submitted to KL, who will circulate it to this Committee.	**LC, HoE, KL**
	4.5 Admissions Policy – update KL indicated that at the last meeting she had been asked to identify if the Admissions Policy had been updated and to ensure it was uploaded to PerthNet when approved. KL said she had just started to look at this and would email it to Committee members in due course. KL then advised that Deborah Lally (DL) had just responded to her query about the Admissions Policy and confirmed that there would be a UHI policy. KL said she would respond to DL to ask that this is published as soon as possible. **Action:** KL to speak with DL to ensure the UHI Admissions Policy is published as soon as possible and uploaded to PerthNet. KL to	**KL**

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	also ensure a copy of the policy was emailed to Staff EG members.	
	4.6 Car Parking (Appin Terrace) – update	
	KL said there was a question raised at the last meeting as to why this car park was closing at 7.00pm rather than 9.00pm, as this affected students attending evening classes.	
	KL said this had been due to a previous issue regarding security and this had now been raised with the new HoE, so that this could be resolved for when the College re-opens. KL said she would invite the HoE to the next meeting to discuss this.	
	KL noted that there was also an historical issue regarding the flooding in a couple of spaces and also the issue with potholes. Both these items were listed in the Estates plan.	
	The other question regarding the stairs leading up to the Brahan building had also been raised with the HoE and would be addressed for the re-opening of the College.	
	Action: KL to invite the Head of Estates to the next Staff EG meeting to discuss the issues relating to the Back Car Park (Appin Terrace) in particular, re opening times and maintenance.	**KL**
	4.7 National Job Evaluation - update	
	KL said this was currently ongoing and Perth was one of the early Colleges to have staff roles evaluated. Some staff may already have been approached to answer some additional questions, but if staff hadn't been approached, then it was likely their questionnaires contained enough detail and examples and had provided all the information the Evaluators needed.	
	The timeline for a response was between 1 and 3 years, as all Colleges had to be evaluated before any College would receive the results.	
5	**CMT Update**	
	KL advised that there had not been a full CMT meeting recently and asked LC if he had anything to update on.	
	LC said that there was a CMT meeting scheduled for 20th May, but if there were any questions from this group he would be happy to take them to that meeting.	

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	LC said he thought CMT would be discussing a re-start. However, until social distancing was clarified; that the Government advised Colleges when they could re-open; that all the buildings in the College were deep cleaned; then LC didn't know what the social distanced re-opening would look like. It was the intention to have a semblance of a start-up plan, but that would have to have aspects that would be alterable pending Government advice. LS queried what would happen, in terms of the re-start, with the main car park being used as a testing centre and out of use to staff. KL said this was one of the factors that the College would have to consider in the re-start. The College had an agreement with the Covid testing centre whereby they required to be given 4 weeks' notice to vacate the car park. The testing centre were then required to clean up and disinfect the car park so it was returned to the College, as it had been before being used as a testing centre. KL said there would be an appropriate amount of time for this to be done as the College would also have its plans for re-starting, including the deep clean, and providing notice to the testing centre would also be built into these plans. KL said that the re-opening was discussed very generally at the Health and Safety Committee last week and it was agreed that this committee should provide as much support as possible to staff for the re-opening and agreed that it would reconvene before the re-start, to ensure all H&S matters were covered and all risk assessments were completed and enacted. The HoE would also be contacting teams to find out what they would potentially need in order to re-start eg screens etc. This would then allow a plan to be put together and equipment/furniture purchased. KL said that this would be discussed with staff and options considered, but the caveat to all this was that it would depend on the Government guidelines and the College couldn't do much until these were available.	
6	**Covid-19 – Update** KL asked how staff were finding things working from home. LD said it was challenging working from home and doing home schooling as well. KC said she was the same, however, she had the added issue with the use of technology in that everyone in her household was needing to use it at the same time which meant frequent outages due to load. As a result, LD said she was working later at night, so family could use the internet during the day. JA said she had problems with broadband as she lived in a rural area, so was uploading as much as possible to Brightspace as she	

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	was only getting about 20 minutes at a time with broadband. JA said that, unfortunately, she could not get Webex to work for her. CL said he had IT issues with his internet connection being slow, losing drives, Skype cutting out while interviewing students for support plans etc. KC said that because many students had their own challenges, staff were almost providing 1-1 tuition, instead of classroom teaching LD asked if KL knew if any staff had contracted the virus. KL said that under data protection she wouldn't be made aware if any staff had the virus and, even if she did know, she wouldn't be able to share that information. LD wanted to note that Ray Crabb and the IT Team had been a fantastic help. KL said she would note this and pass that on to the IT Team. CL also wanted to note that the ASW team were also doing a great job.	
7	**Intranet Proposal** KL said this had been on the agenda for couple of meetings now and would remain on at the moment. PerthNet was still available and updates had been carried out, but KL said she would ask Ray Crabb for a further update on this. **Action:** KL to ask Ray Crabb for an update on the status of the Intranet Proposal.	**KL**
8	**HR – Update** KL said she had asked for this item to be added to the agenda as she usually had a number of updates to provide. However, she did not have much to update on at the moment. HR were continuing to advertise for new roles going forward and making sure that payroll etc was all working as normal. KL queried if any committee members had any HR related questions and none did.	
9	**Staff Engagement Group - Terms of Reference Review**	

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	KL advised that she had, with AG, completed a review of the ToR. The aim was to ensure that the purpose of the group was clear; that it served as a resource to provide a two-way communication process between the College Management and staff and benefits all staff and contributes towards the success of the organisation. KL asked for comments from the group on the ToR. KL said she would like to re-consider the membership, as she felt it was important to ensure all departments were represented and currently this was not the case. The Group approved the ToR. SOH said she would like there to be some clarity about the decision making process, if there were multiple applications from departments, as to who would be selected. KL said she would take this to SMT for a selection process to be agreed. **Action:** KL to ask SMT for guidance on a selection process to deal with applications for members of the Staff EG. CL agreed there needed to be a good split of support staff and academic staff and all departments should be involved. KL said she didn't want to find that there was one support and one academic staff from each department, as this would make the group too large to operate effectively.	**KL**
10	**Curriculum Review** LC said that Catherine Etri (CE) had spoken about this at the Academic Affairs Committee and it was in quite an advanced position. This was about strengthening the College's offer and meeting the needs of students and employers. LC said that CE thought this had been going well and a lot of work had been completed on this. It was hoped that the re-start, whatever and whenever that will be, would include as much of the newly reviewed curriculum as possible. SOH queried if there had been any reflection on the current situation and that we might not be back as normal. Was there any discussion on the types of curriculum and how this may look for different groups. LC said Colleges Scotland were talking about drawing up a generic start-up for all colleges and to that end they have set up a group to look at this. LC advised that he was on this group, but that it had not met yet. UHI were also taking an interest in this,	

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particularly for HE, but they would also like to extend this to FE and this was still in discussion.

LC said he thought the return in September would be a blended format, but some courses did not work well wholly online, while others did. UHI were trying to get to a generic position, as there was concern about student recruitment etc. LC said there was no starting point yet. Decisions would in all likelihood be taken outwith the College and the Government would dictate this. However, Management needed to ensure that everyone was safe in the re-opened environment. If the re-start involved courses being entirely online, then Management would, very quickly, have to go back to curriculum staff to find out what could be done.

KC said that irrespective of the 2m distancing, if there were 10 people in a room for 2 hours and one person had the virus, the rest of those in the room would inevitably catch it. KC thought that this would probably be the biggest issue. KL said there were so many issues that needed to be worked through and the College would have to accept any official advice given. LC said that the last thing the Government would want was for schools and colleges to re-open, then there was a resurgence of infections, meaning that everyone would have to go into a second lockdown. These decisions would not be taken by the College on its own, it would be taken with Government guidance.

11 AOCB

Reasonable Adjustments For Staff Under Home Working Conditions

SOH queried what arrangements were being made for staff, who have work-based reasonable adjustments, now that they were working from home. KL said a number of requests had been received from staff to collect equipment/furniture from the College and, where possible, access had been agreed for this. However, the College was not able to deliver equipment/furniture to staff and any access to the College had to be managed very carefully. If any staff were wishing to have their work desk at home then it was likely that this would be refused, due to dismantling and re-set up (in College) issues.

KL said she was aware that the original working at home risk assessments were done with the view that we'd be in lockdown for only 2-3 weeks. However, if staff had any requests, then they should be sent to KL who would then raise them with SMT.

KL said that HR were working with College managers to support their staff, as it was felt important to ensure staff remained at work.

DRAFT

Item	Action
It was felt that if staff went off sick, then it would be difficult to help them as they would still be working in an environment where they have the situation that was making them ill. KL said HR were doing as much as possible to continue to help and support staff. LC pointed out that if staff were to go onto campus there was now a new form that was required to be completed, due to the additional security on campus for the testing centre. There was also the issue of putting other College staff at risk eg Caretakers if they were required to help move or dismantle furniture – this would put these staff more at risk.	
National Job Evaluation - Recap CL asked KL if she could recap the National JE current position. Did this mean that the evaluation of Perth staff had now been completed and if staff hadn't already been contacted then was it the case that they should not expect to be contacted. CL also asked if the Covid situation would impact on the Evaluators continuing at other colleges. CL also queried the length of time for a response - 1-3 years – was this really the length of time staff would have to wait for an outcome? KL confirmed that the JE process had not been completed yet and explained how the process worked. However, if staff hadn't already been contacted then it was unlikely that they would be contacted now. KL said those who had not been contacted would likely have completed the form with enough information and examples that the Evaluators were satisfied with. The Evaluators were continuing to work on this though the current Covid situation as this project had always been planned to be completed remotely. With regard to waiting 1-3 years for the outcome, KL said this had been the guidance she had received, as each college would have to wait until all roles, in all the colleges, had been evaluated.	
Annual Leave KC queried if KL was able to confirm if there would be a further communication going out to support staff regarding taking their Annual Leave and how they were expected to take their leave during this time and not save all leave until they return to work. KL said that a message went out to staff this week in the update from SMT. It confirmed that staff would be able to carry forward 5 days to be taken within the next academic year. However, staff were expected to take their leave, as normal, in this academic year. KL queried if the Group felt it would be beneficial for her to send out an email to staff to confirm this position and members confirmed they felt this would be a good idea.	
Action: KL to send out an all staff email update to staff to confirm the position regarding annual leave.	**KL**

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Draft for Approval

Item		Action
12	**Date of Next Meeting** Dates for Academic year 2020-21 are to be confirmed in due course.	
13	**Date of Next CMT Meeting** 20 May 2020. **The meeting finished at:** 10.30am.	

DRAFT

Student Engagement Group Meeting
Minutes

Date and time: Wednesday 10 June 2020, 11.00am – 1.00pm

Location: By Webex VC

Members present: Jessica Borley, Ian Gibb, Dave Stewart, Lesley Connaghan, Sam Monnie, Lisa Findlay, Michaela Asisten, Lesley Sutherland, Aimee Cuthbert

Apologies: Debbie Das Chaudhury, Jane Edwards, Nick Green, Les Hutchison, Anna Kaczmarek, Mandy MacDonald, Gareth McKenna, Sharon Porter, Amy Studders, Josie Warburton, Ray Crabb

In Attendance: n/a

Chair Deborah Lally

Note Taker: Maureen Paris

Summary of Actions

Ref	Action	Responsibility	Time Line
	SM to send powerpoints to PATs.	**SM**	
	SM to attend sector managers meeting to roll out the information available on student engagement	**SM**	
	SSES - The Board very keen to get an improved response rate. JB will remind staff of target rates in folder. Still to do SSES for last year	**JB**	Not going ahead
4.2	Use of College Lifts – with social distancing now being an added risk DL to take this forward	**DL**	
11	Student Engagement Strategy – to be distributed to group once available, and meeting to take place to strategy and plans	**JB**	
15.4	Induction/freshers – group to plan with teams and share ideas cross college	**ALL**	
16	First meeting of the new academic year to be organised earlier than it would normally take place	**DL**	

Minutes

Item		Action
1.	**Welcome and Apologies** Deborah Lally welcomed everyone to the meeting and apologies were noted.	
2.	**Additions to the Agenda for AOCB** New entrant survey – Digital Poverty Residences Update	
3.	**Minutes of Previous Meeting** The minutes of the meeting held on 4th March 2020, were approved as an accurate reflection of the discussions, with exception of a minor amendment under Agenda Item 9	
4.	**Matters arising not included elsewhere on the agenda/review of actions from previous meetings:** 4.1 SPARQS – update JB informed the group that there was a joint meeting back in May between Colleges and Universities. Some things that SPARQs wanted in place have been put on hold due to COVID 19 but they are continuing to support students, therefore SPARQs have a revised work plan – JB will share the SPARQs agenda to the group to allow the group to be aware of the topics that were discussed.	
	4.2 Use of College Lifts - update KL informed the group that the lifts should be repaired in the next few weeks. He advised that due to increased usage, maintenance will have to be increased which will have financial implications. Discussions took place around signage encouraging students to use the stairs rather than the lift. LF added that social distancing will now be an added factor. KL to take forward	**KL**
5.	**Safeguarding – update** Current students are now officially finished. DL is not yet aware of new students requiring any safeguarding plans for next year, but those continuing will require to meet with DL to either maintain their plan or update accordingly.	
6.	**Student Engagement Team – update**	

Item		Action
	6.1 Blog -SM updated the group on his Blog, he has received a lot of positive feedback from students who have found it very entertaining, and a great source of support. Student participation has been excellent with students requesting birthday shout outs etc. Students are also asking various questions on a daily basis. SM plans to keep the blog going for continuing students and new students throughout the summer. DL thanked SM and the tutors for all the video blogs, which have enhanced the college community.	
	6.2 Marketing -LF reported that the on-line open week was a success resulting in an increased level of traffic to the website and course database. The team are working on keeping students warm. They are working with HISA in a closed Facebook group trying to ensure that students are coming to us and not going elsewhere.	
	The Student Support Team are planning on putting bitesize videos together, DL asked LF if the marketing team could offer them some advice. LF advised DL to contact Stewart McEwan as he is the video expert.	**DL**
	Discussions took place around induction and the best way to share information. LF suggested a shared file where the group can populate with their suggestions. DL to take forward.	**DL**
7.	**Student Satisfaction and Engagement Survey**	
	It was decided that the survey is not going ahead due to a 6% response rate. JB will ensure that any comments are brought forward.	**JB**
8.	**Transgender Guide for the Web Page – update**	
	SM advised that this is just about to be launched on the webpage. Terminology has changed significantly. Along with the marketing team, SM looked at what other colleges are doing to assess what kind of terminology we should be using as a college, to ensure this is up to date.	
9.	**Community Education Provision – update**	
	Due to COVID-19, courses commencing in April were cancelled.	
10.	**COVID-19 Situation – Staff & Student Experiences**	
	Discussions took place around the experience of working from home. in general, the group are adapting well to this challenging situation and getting used to using some different communication	

Item		Action
	technology. Some of the group are involved in back to back meetings. It was highlighted how challenging this situation is for students, especially those who are key workers, and have also kept up with their studies. It was agreed that many students across college have done a fantastic job. IT has been a big issue for some students. Tutors have been preparing videos for some of the students doing practical subjects, and are in the process of developing more for next academic year. Concerns were raised regarding placements for next academic year. For some courses recruitment was going well until lockdown but is now an issue. DL thanked the group for the great effort in supporting students.	
11.	**Student Engagement Strategy** The UHI Student Engagement Strategy will be going to UHI QEC (Quality Enhancement Committee). JB to circulate to group once available. The HISA team are busy working on student engagement plans for next academic year. A meeting to be organised with JB, DL and AT to discuss how to take this forward.	**JB**
12.	**Class Representation 2000-2021** Reviewed training material and presentations which have been written in partnership with HISA Perth, has received good feedback from students. SM and MS mainly did the training. Going forward plans are in place to deliver presentations on-line and to support training produce stand-alone training packs. HISA are going to be sending out a survey to the class rep groups asking about their own experience this year. It will also be invaluable to get feedback across UHI	
13.	**UHI Student EG -Feedback** Minutes from UHI papers to be uploaded on to the shared drive.	
14.	**HISA Perth Student Officer Induction**	

Item		Action
	The new student officers will start their post on the 1st of July. The officers will receive on-line training for their role.	
15.	**HISA Update**	
	15.1 OBIs 2020 Report A lot has been going on throughout the year with very good engagement from both students and staff. Various on-line award ceremonies have taken place.	
	15.2 Perth Partnership Project (formerly SPA) Perth HISA will be asking students via a questionnaire their experiences at Perth College and asking what are the key themes that should be prioritised. This will form the Perth Partnership Project, originally called SPA (Student Partnership Agreement).	
	15.3 HISA Perth End of Year Summary MS gave the group an overview of the end of year summary. DL was delighted to hear of all that has been accomplished in the past year, and congratulated MS on a well written paper.	
	15.4 Perth College UHI Induction/Freshers Induction/freshers will have a very different format this year. DL asked the group to think about how this may work, focusing on keeping communication open, student interaction, such as quizzes etc. she advised the group to work with their teams and share ideas cross college. The planning group has looked at prep for study that the schools are doing, this will be expanded to all students.	**ALL**
16.	**Student EG Member updates – not included elsewhere on the agenda** None.	
17.	**AOBC** **IT Survey** With students working from home over the past 3 months a surprising amount of digital poverty has been highlighted. In preparation for next academic year, a survey will be carried out by phone over the summer to ascertain what technology students have access to, including internet access, laptop, smartphone etc.	

Item		Action
	The survey will also ask about carer responsibilities to get an indication of how students will manage if they have to do their course from home. It is expected that money will be made available from the government, to support students who are experience digital poverty to do their course. It may be the case that out of any funding we provide the required IT, this may be on loan to the students. UHI development are also trying to access funds to support this.	
	Hostelling Scotland	
	Due to the unforeseen circumstances Hostelling Scotland will not be operating the student residencies this summer. A contract has yet to be assigned. There will not be any staff on the premises at this time. At the moment 9 students are still in the residences waiting to get home. Rob Boyd is on campus, the students have his contact number if required.	
	The date of the next meeting is yet to be confirmed. It was agreed that a meeting should take place early September to discuss indications of any issues.	**DL**
18.	**Date of next Meeting:**	
	Wednesday 16 September, 11.00am – 1.00pm	

ENGAGEMENT COMMITTEE

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

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 provides effective engagement with the student experience.

2. To ensure the Board engages proactively and work collaboratively with HISA Perth, having oversight of key HISA Perth developments and governance arrangements.

3. To receive regular reports from Management and HISA Perth 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.