

# Engagement Committee

## Agenda

**Meeting reference:** Engagement 2020-21/02  
**Date:** Tuesday 03 November 2020 at 5.00pm  
**Location:** 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.

	<b>Agenda Items</b>	<b>Author</b>	<b>Led by</b>	<b>Paper</b>
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Interest in any Agenda Item		Chair	
4	Minutes of the meeting held on 27 August 2020		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	<b>Student Engagement</b>			
*6.1	Partnership Project 2020/21 – for approval	HISA Perth	Student President	Paper 2
6.2	HISA Perth Plan of Work 2020/21 – update 2020/21	HISA Perth	Student President	Paper 3
7	<b>Curriculum</b>			
7.1	Student Completion & Progression - update		Associate Principal	Verbal
7.2	Student Recruitment - update		Associate Principal	Verbal
7.3	Digital Poverty	Associate Principal	Associate Principal	Paper 4

8	<b>Performance Monitoring &amp; Compliance</b>			
*8.1	Risk Register – Engagement Committee	Clerk	Clerk	Paper 5
*8.2	Balanced Scorecard Update	Project & Planning Officer	Clerk	Paper 6
*8.3	COVID 18 – Audits Challenge Response (Engagement)	Vice Principal External	Vice Principal External	Paper 7 Paper 8
9	<b>External Engagement</b>			
9.1	External Engagement Update	Vice Principal External	Vice Principal External	Paper 9
10	<b>Staff Engagement</b>			
10.1	HR Update	Head of HR & Organisational Development	Head of HR & Organisational Development	Paper 10
11	<b>Board &amp; Policy Development</b>			
*11.1	Addressing Racism – update	Independent Board Member	Independent Board Member	Verbal
12	<b>Committee Minutes</b> (for noting)			
12.1	EDIT <ul style="list-style-type: none"> <li>17 September 2020</li> </ul>			Paper 11
12.2	Staff Engagement Group <ul style="list-style-type: none"> <li>03 September 2020</li> </ul>			Paper 12
12.3	Student Engagement Group <ul style="list-style-type: none"> <li>16 September 2020</li> </ul>			Paper 13
13	<b>Date and time of next meeting:</b> <ul style="list-style-type: none"> <li>Thurs 28 January 2021 @ 5:00pm</li> </ul>		Clerk	
*14	Review of meeting (to include check against Terms of Reference to ensure all competent business has been covered)			Paper 14

# Engagement Committee

## DRAFT Minutes

**Meeting reference:** Engagement 2020-21/01

**Date and time:** Thursday 27 August 2020 at 5:00pm

**Location:** Online

**Members present:** Debbie Hutchison, Board Member (Chair)  
Sheena Devlin, Board Member (until Item 9)  
Andrew Comrie, Board Member  
Katrina Hodgson, Board Member  
Margaret Cook, Principal  
John Dare, Staff Board Member  
Alex Wilson, HISA Perth President  
Cameron Murray, HISA Perth VP Education & Engagement

**In attendance:** Lorenz Cairns, Depute Principal (Academic)  
Veronica Lynch, Vice Principal (External)  
Catherine Etri, Associate Principal (Curriculum)  
Katy Lees, Head of HR & Organisational Development  
Aimee Cuthbert, HISA Perth Students' Association Coordinator  
Ian McCartney, Clerk to the Board of Management

**Apologies:** Miranda Landale, Co-opted Board Member

**Chair:** **Debbie Hutchison**

**Minute Taker:** Ian McCartney

**Quorum:** 3

<b>Summary of Action Items</b>			
<b>Ref</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time Line</b>
<b>6.1</b>	<b>HISA Perth Update</b> HISA Perth President to report back on how impact of Class Rep Training would be measured	HISA Perth President	Next meeting
<b>6.1</b>	<b>HISA Perth Update</b> Committee to be updated about final arrangements for the proposed Student Hardship Fund at the next meeting.	HISA Perth President	Next meeting
<b>6.3</b>	<b>Perth Partnership Project 2020/21</b> The full Partnership Project proposal will be tabled at the next Engagement Committee meeting.	HISA Perth President	Next meeting
<b>6.3</b>	<b>Perth Partnership Project 2020/21</b> Associate Principal to circulate IT & wi-fi survey report from Transitions Project once data analysed.	Associate Principal	Next meeting
<b>7.3</b>	<b>Risk Register – Engagement Committee</b> a) Risk 1 – measure of local engagement to be reviewed, with a possible link to the Balanced Scorecard. b) Risk 3 – progress on the Business Development Strategy to be added. c) Risk 23 – Digital Poverty to be referenced. Clerk to action d) Wider COVID risks linked to anticipated outbreaks in winter should be reflected.	Clerk	Board meeting
<b>8.1</b>	<b>External Engagement Update</b> Student representation at transnational partner institutions to be discussed between the College and HISA.	Vice Principal/ HISA Perth President	Next meeting
<b>10.1</b>	<b>Board Development Activities 2020/21</b> Soundings to be sought from Chairs' Committee re preferred timings and location/delivery of the sessions.	Clerk	Chairs' Committee

**Minutes:**

Item		Action
1.	<p><b>Welcome and Apologies</b></p> <p>The Chair welcomed everyone to the meeting and introductions made.</p>	
2.	<p><b>Additions to the Agenda</b></p> <p>There were no additions to the agenda.</p>	
3.	<p><b>Declaration of Interest in any Agenda Item</b></p> <p>There were no declarations of a conflict of interest.</p>	
4.	<p><b>Minutes of Meeting held on 29 August 2019</b></p> <p>The minutes were approved as an accurate record.</p>	
5.	<p><b>Matters Arising from Previous Minutes</b></p>	
	<p><u>6.2 HISA Perth Plan of Work</u></p> <p><b>Action:</b> Chair requested additional narrative in future reports</p> <p><b>Action Update:</b> Draft Plan of Work tabled under Item 6.2</p> <p><u>9.2 Review of Risk Register</u></p> <p><b>Action:</b> Current actions within Risk 3 to be replaced with actions from recently-approved International Strategy</p> <p><b>Action Update:</b> Risk 3 updated and presented to July Board meeting</p>	<p>Complete</p> <p>Complete</p>
6	<p><b>Student Engagement</b></p>	
6.1	<p><b>HISA Perth Update</b></p> <p>HISA Perth President introduced Paper 2 and highlighted the main points for Committee, in particular amended arrangements for Freshers Week under COVID restrictions, with no face-to-face activities planned; liaison with PATs for induction sessions; and plans for online delivery of Class Rep Training.</p> <p>Chair asked how HISA Perth would engage with those students not</p>	

	<p>able to access social events online. HISA Perth President noted that, although HISA’s involvement with inductions may help with engagement, this was still a work in progress, and a Refreshers event is planned for January to help plug any engagement gaps.</p> <p>Staff Board Member enquired about monitoring engagement levels at online Class Rep Training sessions. HISA Perth President advised that there is a registration process for the sessions, and that HISA Perth are working with Quality and Student Engagement to ensure monitoring.</p> <p>Board Member asked about how the impact of training would be measured. HISA Perth President to report back to next meeting.</p> <p>Chair asked about how the Student Hardship Fund would work. HISA Perth President advised that additional funding would be distributed around areas linked to COVID under 4 options described in report. Feedback was also planned to be provided to donors via Development Fund. Board Member noted potential negative connotations of “hardship”, plus potential confusion around other hardship funds available via College and SFC. Committee were advised that, as the Fund was not yet launched, there is time to review the title of the Fund. Committee will be updated about the Fund at the next meeting.</p>	<p>HISA Perth President</p> <p>HISA Perth President</p>
<p><b>6.2</b></p>	<p><b>HISA Perth Draft Plan of Work</b></p> <p>Committee received Paper 3, which was noted as being a draft with the full Plan of Work to be circulated to the Board as soon as possible.</p> <p>HISA Perth President noted that the Team Objectives were linked to manifesto pledges; and that the Operational Plan was an iteration of previous Plans, with standard events and activities. HISA Perth President further noted that the focus was on quality over quantity given current circumstances.</p> <p>Board Member thanked HISA Perth for the Plan, before asking about the role of performing arts within the Plan as a valuable support for mental health issues. HISA Perth President noted the “Lockdown Concert” series that had taken place over the summer, and promoting this sort of activity was being discussed with the team.</p> <p>Chair asked about the absence of Graduation events from the Plan. Principle advised that there had been an agreement made across the Partnership not to run Graduation events this year, but where possible each institution will look to organise local celebratory events, and it is planned to involve HISA Perth in these discussions.</p>	

	Chair thanked HISA Perth for pulling the Plan of Work together and looked forward to updates being reviewed throughout the year ahead.	
<b>*6.3</b>	<p><b>Perth Partnership Project 2020/21</b></p> <p>HISA VP Education &amp; Engagement presented Paper 4, which provides information on the results of the consultation with students re the focus of future work with the College, and will provide the basis for the 2020/21 Partnership Project. It was noted that the change in name was to differentiate from the regional Partnership Agreement.</p> <p>Chair enquired as to the timescales of the Project to allow both parties to sign off. HISA Perth President noted that discussion was planned at the next Student Engagement Group meeting which would generate an action plan.</p> <p>The full Partnership Project proposal will be tabled at the next Engagement Committee meeting.</p> <p>Board Member raised issue of IT theme within the paper, noting that digital poverty was a major concern. Whilst Committee noted that £5m of Scottish Government funding had been made available, this would translate as only 50 laptops for Perth College against an identified requirement significantly higher than this. Moreover, access to broadband was a more problematic issue that would require further lobbying.</p> <p>Associate Principal noted that the Transitions Project had contacted 3,000 students in a survey re IT and wi-fi, with around 1,900 responses. Once data had been analysed, results will be circulated to Committee.</p>	<p>HISA Perth President</p> <p>Associate Principal</p>
<b>7</b>	<b>Performance Monitoring</b>	
<b>7.1</b>	<p><b>National Student Survey 2019-20: Key Outcomes</b></p> <p>Associate Principal presented Paper 5, noting that the timings of the survey had broadly coincided with COVID therefore responses were impacted (although response numbers were not significantly affected), and that the survey was conducted with final year HE students only.</p> <p>Associate Principal highlighted the key outcomes for Committee:</p> <ul style="list-style-type: none"> <li>• UHI below both Scottish and UK averages</li> <li>• UHI response rate 72% from 80% previous year</li> <li>• Q27 (overall satisfaction) down 2.3% from previous year</li> </ul>	

	<p>(although still within UHI's own benchmark)</p> <ul style="list-style-type: none"> <li>Improvements were made in 12 of 27 question areas</li> </ul> <p>Associate Principal noted that additional Perth-focused analysis was being conducted and would be made available.</p>	
<b>7.2</b>	<p><b>Postgraduate Taught Experience Survey</b></p> <p>Associate Principal presented findings from the PTES (Paper 6), noting that the survey took place online during lockdown, and highlighting that main outcomes:</p> <ul style="list-style-type: none"> <li>Satisfaction rates drops to 85% from 89% (still above Scottish average)</li> <li>13<sup>th</sup> in sector (from 57 institutions)</li> <li>Small sample size skews results somewhat</li> </ul> <p>Associate Principal noted that further analysis is required particularly in those area where a drop-off in satisfaction occurred.</p> <p>Board Member enquired into whether anything was developed over lockdown with regards to peer support. Associate Principal advised that a number of online resources were developed within the pedagogical environment, but feedback has yet to be received from students in these areas.</p>	
<b>7.3</b>	<p><b>Risk Register – Engagement Committee</b></p> <p>Clerk presented Paper 7, requesting feedback to those Risk Areas under the auspices of Engagement Committee.</p> <p>Risk 1 - Staff Board Member enquired about composition of Board with specific reference to the discussion on BLM at the last Board meeting. Principal noted that this would hopefully be addressed as part of the SLWG initiative under Item 10.2, and would feed into Risk Register at a later date.</p> <p>Risk 1 – Board Member asked that the measure of local engagement be reviewed, with a possible link to the Balanced Scorecard. Clerk to update.</p> <p>Risk 3 – Chair asked whether dates need to be reviewed. Vice Principal noted that the new International Strategy had been added but progress on the Business Development Strategy will need to be inputted.</p> <p>Risk 3 – Board Member asked whether there were any international recruitment issues that may impact on Risk Score. Vice Principal noted that numbers were holding up so far and broadly in line with</p>	<p>Clerk</p> <p>Clerk</p>



	<p>targets, however College will know for sure within the next few weeks.</p> <p>Risk 23 – Chair requested that Digital Poverty be reference. Clerk to action.</p> <p>Board Member noted wider COVID risks linked to anticipated outbreaks in winter should be reflected.</p>	<p>Clerk</p> <p>Clerk</p>
<b>7.4</b>	<p><b>Balanced Scorecard update</b></p> <p>Clerk presented Paper 8, noting the proposed changes to the Balanced Scorecard based on Board feedback, which would be reported to the next Board meeting.</p> <p>Hear of HR &amp; Organisational Development reported on progress on Measures 3, 11 and 12.</p>	
<b>8</b>	<p><b>External Engagement</b></p>	
<b>8.1</b>	<p><b>External Engagement Update</b></p> <p>Vice Principal introduced Paper 9, noting that the ability to engage with partner organisations had been affected by the continuing COVID-19 situation.</p> <p>Vice Principal advised that marketing activity had continued via online and digital channels with a result that FE recruitment has held up, although HE numbers have fared less well. ASW is scheduled to re-open on 31<sup>st</sup> August</p> <p>HISA Perth President enquired into student representation at transnational partner institutions. Vice Principal noted that there are likely to be local arrangements in place, however suggested that this matter is discussed between the College and HISA.</p> <p>Chair requested an update on progress and key dates regarding the Tay Cities Deal. Vice Principal noted that the Partnership Agreement was still to be signed due to delays at government level caused by COVID. Vice Principal advised that the tender for building works professional fees needs agreement from UHI.</p> <p>Board Member asked whether, in light of website route now being a major factor in student choice, any extra budget had been allocated to improve the website experience. Vice Principal advised that extra funds had not been allocated, however the Marketing department were looking at ways to stand out from the crowd.</p>	<p>Vice Principal/ HISA Perth President</p>

<b>9</b>	<b>Staff Engagement</b>	
<b>9.1</b>	<p><b>HR Update</b></p> <p>Head of HR &amp; Organisational Development presented Paper 10 for information, highlighting in particular those sections of the report relating to health assessment, sickness absence and mandatory training.</p> <p>Chair asked whether Health &amp; Safety courses were up to date with reference to COVID. Head of HR&amp;OD noted that the mandatory course was generic online training, however the Health, Safety &amp; Wellbeing Adviser had run 15 COVID-specific Risk Assessment training courses for 130 staff since lockdown. Board Member enquired as to whether this training could be a business opportunity. Head of HR&amp;OD noted that it could be, however capacity restrictions would need to be considered.</p>	
<b>10</b>	<b>Board &amp; Policy Development</b>	
<b>10.1</b>	<p><b>Board Development Activities 2020/21</b></p> <p>Clerk presented Paper 11, which proposed that the main focus of Board Development activities for 2020/21 be centred around work to produce a new Strategic Plan for presenting to the Board at the March or June Board meetings.</p> <p>Committee agreed with the outline plan in principle, however suggested that soundings be sought from Chairs' Committee re preferred timings and location/delivery of the sessions.</p>	Clerk
<b>10.2</b>	<p><b>Addressing Racism</b></p> <p>Board Member presented Item 10.2, noting that a brief for the proposed Short Life Working Group (SLWG) had been drafted, a discussion with Principal and HISA Perth President was still to take place before issuing.</p> <p>Board Member briefed Committee on the processes and approximate timescales for the SLWG, with an Action Plan due to be presented to the December Board meeting. Membership and meeting dates of the SLWG was still tbc.</p> <p>Head of HR&amp;OD requested that proposals also be tabled at the next meeting of EDIT Committee on 17 September for their involvement, which was <b>AGREED</b>.</p>	

11	<p><b>Committee Minutes</b></p> <p>The minutes for the following meetings were received and noted:</p> <ul style="list-style-type: none"> <li>• EDIT, 18 June 2020;</li> <li>• Staff Engagement Group, 08 May 2020;</li> <li>• Student Engagement Group, 10 June 2020.</li> </ul>	
12	<p><b>Date of Next meeting</b></p> <p>Tuesday 3<sup>rd</sup> November 2020 @ 5:00pm</p>	
13	<p><b>Review of Meeting</b></p> <p>The Committee agreed the meeting had covered its Terms of Reference.</p>	

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

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

**Status of Minutes – Open**

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**

## Perth College UHI

Paper No. 2

<b>Committee</b>	Engagement Committee
<b>Subject</b>	Perth College/HISA Perth Partnership Project 2020-21
<b>Date of Committee meeting</b>	03/11/2020
<b>Author</b>	HISA Perth
<b>Date paper prepared</b>	27/10/2020
<b>Executive summary of the paper</b>	<p>This paper seeks approval for the Partnership Project 2020-2.</p> <p>The Partnership Project outlines work undertaken to improve the student experience in partnership between Perth College and HISA Perth, and to show students how they can get involved in that activity. The College and HISA Perth will work collectively on understanding and enhancing the student experience of all of its students.</p>

## Perth College UHI

<p><b>Consultation</b></p> <p>How has consultation with partners been carried out?</p>	<p>Students were consulted through student surveys, course committees, and a wider student consultation also formed the basis of additional information to inform the project themes.</p> <p>The Project has been discussed at Student Engagement Group.</p>
<p><b>Action requested</b></p>	<p><input type="checkbox"/> For information</p> <p><input type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For recommendation</p> <p><input checked="" type="checkbox"/> For approval</p>
<p><b>Resource implications</b></p> <p>(If yes, please provide details)</p>	<p><del>Yes</del>/No</p>
<p><b>Risk implications</b></p> <p>(If yes, please provide details)</p>	<p><del>Yes</del>/No</p> <p>Click or tap here to enter text.</p>
<p><b>Link with strategy</b></p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	<p>n/a</p>
<p><b><u>Equality and diversity</u></b></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p><del>Yes</del>/ No</p>

## Perth College UHI

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

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

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

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

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

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

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

**Perth Partnership Project**  
**between**  
**HISA Perth**  
**and**  
**Perth College UHI**

**Part A 2019-21**

**Part B 2020-21**



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

Part B of this agreement outlines specific project themes to be jointly undertaken during academic year 2020-21.

## **Introduction**

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

## **Our College Community**

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

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

## ***Vision***

To be an inspirational partner in economic and social transformation.

## ***Mission***

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



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

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

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

### **What is partnership?**

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

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

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

## **Part A – Student Partnership and Engagement at the College**

### **Formal Student Representation**

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

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

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

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

### **Students' Association**

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

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

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

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

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

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

### **Student Engagement in the Life of the College**

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

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

College staff will seek to engage with students in both formal and informal structures, and ensure that students are a central part of college decision making and informing of policy and practice. Means of ensuring clear and accessible communication between the wider student community and the college will be continually reviewed jointly to ensure that this is enhanced on an ongoing basis.

## **Part B - Perth Partnership Project**

### **Context**

As part of the development of a Perth Partnership Project between Perth College UHI and HISA Perth, discussions were held to inform priorities for 2020-21.

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

1. Mental Health
2. IT Resources/Materials
3. Employability/Student Opportunities

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

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

### **Joint Project Theme Overviews**

#### **1. Mental Health**

- HISA Perth and the College will raise awareness of Perth College UHI support through a promotional campaign and advice on how to keep mentally well
- HISA Perth and the College will work together to removing the stigma of mental health on campus through an awareness raising campaign sharing details on different kinds of mental health conditions
- HISA Perth and the College will work to increasing opportunities for peer support by creating a space where students can share with each other concerns they have in an informal setting

#### **2. IT Resources/Materials**

- HISA Perth and the College will work more with PATS and Class Reps to help identify any issues that arise on terms of IT literacy and needs
- HISA Perth and the College will explore possibility of funding for more and better resources for students
- HISA Perth and the College will work together to improving ease of access and usability of virtual learning environments as well as clear signposting to key information

### 3. Employability/Student Opportunities

- HISA Perth and the College will work together to raise awareness of the opportunities and support available
- HISA Perth and the College will work with local business to promote opportunities available to students
- HISA Perth and the College will help upcoming and new graduates find work by ascertaining need

Perth Partnership Project

Part B: 2020/21

Signed on behalf of

HISA Perth

President

Date

Perth College UHI

Principal and Chief Executive

Date

**Perth College UHI**

Paper No. 3

<b>Committee</b>	Engagement Committee
<b>Subject</b>	HISA Perth – Plan of Work 2020-21
<b>Date of Committee meeting</b>	03/11/2020
<b>Author</b>	HISA Perth
<b>Date paper prepared</b>	27/10/2020
<b>Executive summary of the paper</b>	<p>This paper provides an update on activities in the furtherance of individual and team objectives for the HISA Perth student officer team and operational plans for the year, including events and recurring activities in the HISA Perth calendar.</p> <p>The Plan of Work update describes progress on planned activities, however Committee are additionally asked to note the following:</p> <ul style="list-style-type: none"> <li>• COVID-19 Student Support Fund - first round of fund allocations took place. Have to date awarded 23 applicants with funding totally around £3.8K. Next round of funding allocation taken place this week. To date 157 applications to the fund</li> <li>• HISA Perth continues to take an active role in the college's COVID-19 Response Group and is working on ways to reinforce the wearing of face coverings and socially distancing when on campus</li> <li>• HISA Perth has recruited a Perth student to be our Communications Intern who will be starting w/c 2nd November and will play a significant role in our online engagement this year</li> </ul>

## Perth College UHI

<p><b>Consultation</b></p> <p>How has consultation with partners been carried out?</p>	<p>n/a</p>
<p><b>Action requested</b></p>	<p><input checked="" type="checkbox"/> For information</p> <p><input type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For recommendation</p> <p><input type="checkbox"/> For approval</p>
<p><b>Resource implications</b></p> <p>(If yes, please provide details)</p>	<p><del>Yes/No</del></p>
<p><b>Risk implications</b></p> <p>(If yes, please provide details)</p>	<p><del>Yes/No</del></p> <p>Click or tap here to enter text.</p>
<p><b>Link with strategy</b></p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	<p>n/a</p>
<p><b><u>Equality and diversity</u></b></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p><del>Yes/ No</del></p>

## Perth College UHI

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

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

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

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

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

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

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



## HISA Perth Plan of Work 2020-2021

### Introduction

Below is the team and operational objectives for HISA Perth during academic year 2020/21. It will give 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. This plan of work will be shared to be ratified by the Student Representative Committee in its first meeting of the academic year and to inform Perth College UHI of the organisation's intentions for the year. This plan also links with the HISA Strategic Plan 2020/2023<sup>1</sup>.

The outbreak of coronavirus presents a unique challenge to us as a students' association so the 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.

### Individual Objectives

<b>Individual Objectives – HISA Perth President</b>							
<b>Workstream</b>	<b>Output</b>	<b>Dates</b>	<b>Impact on students</b>	<b>Indicator</b>	<b>Target</b>	<b>To Date</b>	<b>Notes</b>
<b>Mental Health</b>	Themed drop ins	Sept – June	Students' emotional wellbeing will be improved, helping them to stay in their studies and succeed	Regular drops ins hosted for students online and in-person (when allowed)	30	5	Drop ins commenced 5 <sup>th</sup> October
	Mental health training for Students	Sept - June		Students signed up for mental health training (in partnership with Student Support)	10		Initial meeting held with Student Support
	Peer support network	Sept – June		Creation of a mentoring/peer support plan at Perth College UHI in partnership with Student Engagement	1		Interest been advertised by Student Engagement Team
				Students signed up as mentors	1		
				Engagement in the network during meetings	1		

<b>Inclusivity</b>	Identifying need	October	Students will feel supported and feel more connected to Perth College UHI and HISA Perth	Discussions with student groups and societies from protected characteristics	1		Have reached out to societies representing protected characteristics	
				Number of participants	20			
	Action plan	November			Action plan created from HISA Perth in partnership with PCUHI based on discussions	1		
	Promotion of resources	Sept-June			Promoting resources available to help aid inclusivity	1		
				Promoting support groups available	1			
<b>Empowering the Student Voice</b>	Encouraging giving feedback	Sept-June	The student experience will be improved	Promotional campaign encouraging students to feed back to HISA Perth	1			
	Anonymous feedback	Sept-June			Creation of anonymous feedback system for students to give direct feedback	1		
					Instances of feedback collected and shared with PCUHI	50		
	Celebrating success	Sept-June			Promotional campaign celebrating student feedback that has led to positive change	1		
<b>Communication</b>	Sharing information across campus	Sept-June	Students feel a stronger connection to the community they now belong to	Information is shared consistently across buildings/sectors at PCUHI	1			
	Clear information	Sept-June			Monitoring communications to students to ensure clarity	1		
					Sharing feedback with relevant areas	1		
	Communication between	Sept-June			Using multiple avenues to communicate the work of HISA Perth to students	1		

	students and HISA Perth			Creating regular communications from HISA Perth to be shared with students	10		
				Number of students communicating with HISA Perth (across different channels)	150		Monitoring system being created
<b>Links to HISA Strategic Plan 2020-2022</b>	<p>2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible, and democratic representative system region wide that takes into account all learning modes and demographics</p> <p>2.2 HISA digital democracy will be sector leading, accessible to all its members and have real impact</p> <p>3.4 Equality, diversity, and inclusiveness are embedded in all HISA activity</p> <p>6.1 For every UHI student to be able access mental health support services when they need to</p> <p>6.2 Support the UHI Partnership in creating a whole community that is committed to supporting positive mental health and wellbeing</p> <p>7.1 All members know who HISA are, the opportunities, and services it offers and how HISA can help them</p> <p>7.2 Members know their role in HISA and feel like they have a stake in their community</p> <p>7.3 Members are aware of the causes and consequences of student issues and problems</p>						

<b>Individual Objectives – Vice President Activities and Welfare</b>							
<b>Workstream</b>	<b>Output</b>	<b>Dates</b>	<b>Impact on Students</b>	<b>Indicator</b>	<b>Target</b>	<b>To Date</b>	<b>Notes</b>
<b>Accessible and inclusive events</b>	Regular themed events	Sept-June	Students will develop a deeper connection to life at Perth College UHI outwith their course, increasing satisfaction in their	Number of events based around key celebrations	6	3	<i>October: Black History Month [BHM] (events by our students from ACS), Green Week (Bike Station Workshop – 7 participants), Inktober (on BHM, something spooky and autumn season).</i>
				Number of regular quizzes for students	6		Dates tbc (one general knowledge, one for St Andrews Day)

			student experience	Number of students participating in events	20 (per event)		
<b>Increasing engagement with international students</b>	Scottish themed events/activities	Sept-June	International students have a deeper connection to life at Perth College UHI, improving satisfaction with their experience	Number of Scottish cultural events hosted	3		Quiz for St Andrews Day: time tbc.
	Buddy system	Sept-June		Number of students participating in events	20 (per event)		
				Explore creation of buddy system for international students	1		Discussions ongoing with Student Engagement Team
				Number of students signed up to be buddies	5		
	Number of students taking part in buddy system	20					
Supporting international students	Sept-June	Working with International Centre in supporting international students	1				
<b>Supporting Student Wellbeing</b>	Partnership working with local organisations	Sept-June	Students wellbeing will be improved, helping students to succeed in their studies	Resources being shared across HISA Perth channels	1		
				Organisations working in partnership with	5		
	Partnership working with ASW	Sept-June		Events run in partnership to promote physical activity	1		
				Dates identified to host GYST	1		
	GYST 2.0	Sept-March		Number of events hosted with local organisations and PCUHI departments	10		
				Number of students participating	20 (per event)		
<b>Clubs and Societies</b>	Strong link between local clubs and HISA Perth	Sept-June	Students will have new experiences and develop	Process developed in partnership with HISA Activities for clubs and societies	1	1	More ownership given to local teams

	Supported and developed clubs and societies	Sept-June	skills, improving their student experience	Process developed in partnership with HISA Activities for supporting and developing clubs and societies	1		
				Regular meetings held with all club and society leaders	4		First meeting date tbc
				Number of clubs and societies attending regular meetings	10		
	Number of clubs and societies	Sept-June		Number of continuing sports clubs and societies	12	6	Clubs: Basketball Societies: ACS, Reading Club, D&D, Connect the Rainbows (LGBTQ+), Perth Archaeology and History Society (PAHS) Supporting registration for other clubs/societies - Argentine Tango currently on hiatus – unlikely to reregister under current restrictions
				Number of new sports clubs and societies	4	2	One new club: Adventurous Activities Club (AAC) One new society: Creative Writing (There are another club and society currently under discussion - still to be registered with HISA)
<b>Links to HISA Strategic Plan 2020-2023</b>	<p>3.4 Equality, diversity, and inclusiveness are embedded in all HISA activity</p> <p>5.1 To provide every student at UHI with the opportunity to take part in extracurricular opportunities</p> <p>5.2 To enhance the student social experience across the UHI Partnership</p> <p>5.3 To develop clubs, societies and activities that are suitable for UHI students' unique circumstances</p> <p>5.4 To ensure any student wishing to set up a club or society can do so locally or regionally</p>						

5.5 To develop societies that are inclusive and attractive to international students
6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community
6.3 Support the UHI Partnership in creating a whole community that is committed to supporting positive mental health and wellbeing

Individual Objectives – Vice President Education and Engagement							
Workstream	Output	Dates	Impact on Students	Indicator	Target	To Date	Notes
Virtual Learning Environments	Support for students in using VLEs	Sept-Feb	Students have the resources necessary to successfully engage with their studies	Support resources created and shared with students	1	1	Brightspace support drop – in sessions and support for new equipment such as laptops from the college shared via email
				Face to face support provided to students face to face and online	1	8	Face to face drop ins on Tuesdays and Thursdays in Webster IT Suite - commenced 15 <sup>th</sup> Sept. In discussions re online support
				Number of students accessing support	100	29	Students attending face to face in September
	VLE subject audit	Sept-June	Class reps identifying issues with their subject VLE	1		Due to a change in dates for some of the class rep training sessions we are	

							unable to say at this moment
				Feedback passed onto relevant departments and subject leaders	1		
<b>Engaging with HISA Perth</b>	Promotion of engagement with HISA	Sept-June	Students will develop new skills and have wider opportunities for development outwith their course	Opportunities shared to class reps through SRC to share with fellow students	1		First SRC to be scheduled for November
				Promotional campaign showing different ways to engage with HISA	1		Date tbc Information shared during Freshers and on website
				Number of students engaging with HISA Perth (excluding class reps)	10	2	2 contacted about setting up and club/society
	Increasing opportunities for engagement	Sept-June		Identify meetings and committees that students can attend/help make decisions	1		
				Training and support given to these students	1		
				Number of students attending meetings and committees	10		
	Closing the feedback look	Sept-June		Promotional campaign on how change is made/what is done with their feedback	1		Date tbc
				Creation of space online and on campus updating students on changes being made/in progress	1		
<b>Working and studying online</b>	Supporting students	Sept-June	Students can successfully engage in online learning	Promotional campaign sharing tips on studying and working from home	1		
				Number of students sharing tips	20		
<b>Opportunities for student engagement</b>	Working in partnership with students	Sept-June	More opportunities to improve the student	Identify sectors/subject areas that have engagement elements to their course	1		Once class rep training has been complete this can begin to be

			experience and affect positive change				implemented to the class reps to feedback to and from the students.
				Project with students on improving engagement with HISA Perth	1		
	Regular opportunities for feedback	Sept-June		Regular feedback captured from students online	1		
				Regular feedback opportunities shared on HISA Perth platforms	1		
<b>Links to HISA Strategic Plan 2020-2023</b>	<p>1.2 UHI will be recognised for the quality of its students' experience and for their achievement.</p> <p>2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representative system region wide that takes into account all learning modes and demographics</p> <p>4.3 To develop employability prospects for all students</p> <p>7.1 All members know who HISA are, the opportunities, and services it offers and how HISA can help them</p> <p>7.2 Members know their role in HISA and feel like they have a stake in their community</p> <p>7.3 Members are aware of the causes and consequences of student issues and problems</p>						

### Team Objectives

Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
<b>Perth Partnership Project</b>	Creation of Action Plan	Oct 20	Students experience is improved through change suggested and	Action plan created with three themes identified and signed off by HISA Perth and Perth College UHI	1	1	Proposed action plan shared with and approved by SEG and BoM
	Use of feedback	June 21		Going through all feedback given to address students' views	1		Starting discussions with



			led by students				SEG chair on how to do this
	Regular reporting	June 21		Project reported on regularly at Student Engagement Group and to wider student body	1		Will be added to agenda of SEGs
	Consultation with students	May 21		Consultation created and completed by Perth College UHI	1		
<b>Class Reps</b>	Recruitment of reps	Oct 20	Student experience is improved through change suggested and led by students	Increase in number of courses having at least one class representative	60%		Currently at 76 reps. Working in partnership with Quality to identify gaps and support PATS in recruitment. Calculating expected number of reps
	Class Rep Training	June 21		Design and deliver class rep training in partnership with Quality Team	5	1	Training adapted to being completely online First training held 22/10 BCML
				Increase number of class reps being trained	68%	15.7%	1 training session held – 12 reps trained (percentage based on current reps had)

	SRC Meetings	June 21		Review format of SRC meetings	1		
				Regular meetings to be held	6		First meeting to be held in November – date tbc
<b>Black Lives Matter</b>	Short Life Working Group	October 2020	Student experience is improved for under-represented students	Proposal created and approved in partnership with Board of Management	1		Proposal seen at Engagement and EDIT committees
				Number of students taking part in short life working group	5		In conversations with Afro Caribbean Society around commitment, will promote to wider student body
	Action Plan	Feb 2021		Action plan created and approved in partnership with students, staff and Board of Management	1		
				Action plan implemented in partnership with Engagement and Academic Affairs Committee	1		
<b>Links to HISA Strategic Plan 2020-2023</b>	<p>1.2 UHI will be recognised for the quality of its students’ experience and for their achievement.</p> <p>2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representative system region wide that takes into account all learning modes and demographics</p> <p>2.2 HISA digital democracy will be sector leading, accessible to all its members and have real impact</p> <p>2.3 HISA will provide top level training, support and development for its representatives and officers at local and regional level to ensure a sector leading student academic and, wider, experience</p> <p>3.1 HISA becomes the place that students and academics alike recognise as providing independent appropriate and quality support advice on academic and welfare issues</p>						

	<p>3.2 HISA will be a vehicle for social change at a local, regional and national level</p> <p>3.3 Throughout UHI, officers, volunteers and representatives will work in partnership with academics and the wider staff community to solve problems and provide an evidence base to drive policy change</p> <p>3.4 Equality, diversity, and inclusiveness are embedded in all HISA activity</p>
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## **Operational Plan**

<b>Workstream</b>	<b>Output</b>	<b>Dates</b>	<b>Impact on students</b>	<b>Indicator</b>	<b>Target</b>	<b>To Date</b>	<b>Notes</b>
<b>Freshers and Induction</b>	HISA Perth input during Inductions	September 20	New students are made to feel welcome to Perth College UHI	HISA to feature as part of induction programme at Perth College UHI	1	17	15 talks during induction weeks Spoken to over 200+ students to date
	Freshers activities	7-11 Sept		Events taken place	2	4	Music Bingo – 11 sign ups Live Music – 21 viewers at peak, 346 views Online Raffle – 30 participants Live Q&A with officers – combined 21 viewers at peak and 349 views
	Working with local companies/organisations/charities	7-11 Sept		Local companies/organisations/charities featured in Freshers' activity	1	1	Promoted on themed days across social media and on daily Sways that received almost

							1000+ reads in total
	Integration with regional Freshers' activity	Sept 20		Promotion of local and regional activities to be cohesive	1	1	Local events promoted on regional website Regional events promoted locally – HISA Presents comedy night, Quiz with FCSEA and TradFest
<b>ESES</b>	Improve participation	Oct 20	Changes are made to the early student experience based on student feedback	More students take part in ESES	54%		Opened 19/10, will be promoting on HISA Perth channels
	Improve score	Oct 20		Increase in awareness of HISA from 2019-2020	86%		
<b>Elections</b>	Local positions filled	Feb 20	Effective student representation decided by students for students	All HISA Perth positions to have a candidate	3 (per position)		
	Turnout	Mar 20		Increase on voter turnout from 2019-2020	9%		
	Number of candidates	Feb 20		Increase in number of candidates	13		
<b>National Student Survey</b>	Improve participation	June 21	Student experience improved for HE students	More students take part in NSS	80%		
	Improve score	June 21		Increase Q26 score from 2019-2020	53%		
<b>SSES</b>	Improve participation	March 21	Changes are made to the overall student experience based on	More students take part in SSES	46%		
	Improve score	March 21		Increase in HISA Perth specific questions from previous year	84%		

			student feedback				
<b>OBI Awards</b>	Review nominations process	Jan 21	Best practice of staff and students is shared to all at Perth College UHI	Nominations process reviewed and made easier to understand	1		
	Review Nomination Form	Jan 21		Nomination form updated and made easier to navigate	1		
	Nominations from every sector	Mar 21		Each sector area has nominations in every category	1		
	Nomination numbers	Mar 21		Increase in nomination numbers in 2019-2020	200		
	Celebration of awards	May 21		Awards ceremony takes place	1		
				Wider promotion of winners	1		
<b>HISA awards</b>	Nominations numbers	June 21	Best practice of staff and students is shared to all at Perth College UHI	Increase in nomination numbers in 2019-2020	50		
<b>Sporting Blues</b>	Nominations numbers	June 21	Student sporting achievements is celebrated, encouraging participation and success in sporting activities at Perth College UHI	Increase in nomination numbers in 2019-2020	10		

<b>Working online</b>	Students being able to engage with HISA Perth online	June 21	Students can access their students' association	Platform identified to host SRC/wider student meetings	1	1	Mix between Webex and MS Teams
				Guide created on process of how to engage with HISA Perth online	1		Informal guide created and shared online
				Ensuring relevant and up to date information available online	1		Regular updating of college/HISA page ongoing
<b>Casework</b>	Student queries	June 21	Students will receive impartial advice and support	Monitoring and recording of casework queries	1		Casework procedure currently being developed by HISA
				Promotion of HISA Perth as support for conduct/disciplinary cases	1		Promotion during inductions. Promotional plan being developed
<b>Link to HISA Strategic Plan 2020-2023</b>	<p>1.2 UHI will be recognised for the quality of its students' experience and for their achievement</p> <p>2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representative system region wide that takes into account all learning modes and demographics</p> <p>2.2 HISA digital democracy will be sector leading, accessible to all its members and have real impact</p> <p>2.4 HISA's officer structure will be advanced, effective and reflect the needs of its students, UHI and the Partners</p> <p>3.1 HISA becomes the place that students and academics alike recognise as providing independent appropriate and quality support advice on academic and welfare issues</p> <p>3.3 Throughout UHI, officers, volunteers and representatives will work in partnership with academics and the wider staff community to solve problems and provide an evidence base to drive policy change</p> <p>6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community</p>						

## **Activities and Events**

<b>Workstream</b>	<b>Output</b>	<b>Dates</b>	<b>Officer lead</b>	<b>Indicator</b>	<b>Target</b>	<b>To Date</b>	<b>Notes</b>
<b>Liberation Events</b>	Black History Month	October 2020	VPAW	Events created and hosted in partnership with Afro-Caribbean Society	1	1	Movie night hosted by Afro-Caribbean Society 16 <sup>th</sup> Oct Inktober competition
	LGBT History Month	Feb 2021	VPAW	Events created and hosted in partnership with Perth and UHI LGBT+ societies	1		
	Womens' History Month	March 2021	VPAW	Events created and hosted	1		
<b>Engagement events</b>	Green Week	19-23 Oct 20	VPAW	Event taken place	1	1	Information shared online Bike maintenance session with Bike Station – 7 total attendees
	GYST	Sept-Feb 21	VPAW	Events taken place	1		Date tbc
	Halloween	Oct-Nov 20	VPAW	Event taken place	1	1	Inktober competition
	Christmas	Dec 20	VPAW	Event taken place	1		
	Class Rep Conference	Semester 2	VPEE	Event taken place	1		
	Valentine's Day	Feb 21	VPAW	Event taken place	1		
	Monthly Quizzes	May 21	President/VPAW	Event taken place	6		First quiz to be held in early November – date tbc
	OBlS	May 21	All	Award ceremony taken place	1		

	Sport Participation Day	Sep-May	VPAW	Date determined and event taken place	1		To discuss with ASW and Sport and Fitness staff
<b>Refreshers</b>	Refreshers	Jan 21	All	Events taken place	1		
				Local companies/organisations/charities featured in Freshers' activity	1		
				Promotion of local and regional activities to be cohesive	1		
<b>Cultural/Awareness Raising Events</b>	Diwali	Nov 20	VPAW	Event taken place	1		
	St Andrews Day	30 Nov 20	VPAW	Event taken place	1		Scottish themed quiz planned. Timing tbc
	Chinese New Year	Jan 21	VPAW	Event taken place	1		
	Burns Night	Jan 21	VPAW	Event taken place	1		
	International Mother Language Day	Feb 21	VPAW	Event taken place, including promotion of Gaelic language, in partnership with ESOL students	1		
	Shrove Tuesday	Feb 2020	VPAW	Event taken place	1		
	Mental Health Awareness Week	May 2020	President/VPAW	Event taken place	1		
<b>Partnership Events</b>	Equality and Diversity Events	Sept-June	VPAW	Events identified and supported with EDI Advisor and Student Engagement	1		Calendar being developed with EDI Advisor and Student Engagement
	Perth College UHI Events	Sept-June	All	Events identified and supported in partnership with PCUHI	1		
<b>Link to HISA Strategic Plan 2020-2023</b>	5.1 To provide every student at UHI with the opportunity to take part in extracurricular opportunities 5.2 To enhance the student social experience across the UHI Partnership 6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community						



## **Conclusion**

Above shows the plan of work for HISA Perth during academic year 2020/2021 and demonstrates the impact this work will have on our students and how our work ties into the strategic vision of HISA. This plan of work will be updated regularly to showcase the achievements of the student officers and HISA Perth team to the student body and key stakeholders at Perth College UHI. Future updates of the plan will be given in summarised versions for accessibility and to provide clearer visibility on achievements during reporting periods.

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<sup>1</sup> HISA Strategic Plan 2020-2023 – to be uploaded online at time of writing (link will be shared in due course)

**Perth College UHI**

Paper No. 4

<b>Committee</b>	Engagement Committee
<b>Subject</b>	Digital Poverty
<b>Date of Committee meeting</b>	03/11/2020
<b>Author</b>	Catherine Etri, Associate Principal
<b>Date paper prepared</b>	21/10/2020
<b>Executive summary of the paper</b>	This paper provides a summary of Perth College's response to meeting the needs of students experiencing Digital Poverty.
<b>Consultation</b> How has consultation with partners been carried out?	N/A
<b>Action requested</b>	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	No
<b>Risk implications</b> (If yes, please provide details)	No Click or tap here to enter text.
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with:	Click or tap here to enter text.

## Perth College UHI

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

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

## Perth College UHI

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

For how long must the paper be withheld? Permanently

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

and

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

## **Perth College response to meeting the needs of students experiencing Digital Poverty**

Discussion took place at academic curriculum meetings within Perth College UHI in late May 2020 about student transitions and student needs in the light of COVID-19. This was in anticipation of what student IT requirements would potentially look like for the academic year 2020-21. After facing a variety of IT issues in the spring of 2020, we acknowledged that we are likely to find ourselves supporting more students than ever before in the future. To find ways to overcome this unprecedented challenge a SLWG was formed to take this discussion forward.

Members of the group from curriculum and student services that dealt directly with students and the learning experience came together to share insights and reflections on how best to anticipate the landscape of the demands students could make on college IT resources in 2020-21. The group met and together designed, implemented and analysed a survey that would collect information from prospective students who had accepted a place on their chosen course.

The initial decision to contact these individuals by telephone proved less successful than expected and a move to sending out an online survey carried out. The response was immediate and effective for garnering relevant data.

On analysing the data, the expected requirement was beyond the capacity of the college to manage the IT demands on both laptops and equipment to assist in accessing the internet. The Senior Management Team agreed to the purchase of equipment to manage the anticipated demand and processes were developed and put in place to administer the preparation and distribution of the resources to the students. A simple yet effective set of criterion ensured the identification and selection of the most vulnerable students to receive the first batches of laptops. Equitably distributed between the four curriculum directorates.

In carrying out this project, we acknowledged that most students' progress hinged on the distribution of resources for a blended learning approach to curriculum delivery.

We encountered several hurdles to achieving our goals not least in the challenge of collecting and analysing survey data however, the group expertise overcame those barriers and the information gained shared in order to shape the support offered to students. We can now provide evidence to other interested parties as to the value of the project and its effect on the learning experience of the student community. In doing so we have recognised the importance of effective transitions into college as well as those progressing onto new levels of study.

**758 students were identified on the Digital Poverty Survey who require access to ICT. The College will also require to make an allowance for the students who were unable to complete the survey due to lack of digital access, as well as a number of students who will join the College in January 2021 who may have limited or no access to digital equipment or connectivity.**

### Breakdown of actions:

136	HP student laptops purchased from OP Planning requests
80	HP student laptops purchased from budget allocated for desktop and laptop replacements in ICT Op Planning Request
500	HP student laptops purchased in line with Digital Poverty Survey
<b>716</b>	Available for distribution
50	HP student laptops on order from UHI Scot Gov funding (not yet received)
<b>766</b>	<b>HP student laptop devices procured in total by end of 2020</b>
30	<b>Mi-Fi wireless broadband devices and SIM cards</b> have been purchased to provide students with online access

The Scottish Gov devices funded through UHI, will hopefully be with us by the end of November. This is extremely late in terms of student start dates in September and the College has therefore had to invest in this equipment directly to ensure that students can access classes and complete assessments.

In addition, 30 students identified in their response to the survey that they had no access to wifi (mainly those from rural areas of Perthshire).

The College has also submitted an application to Connecting Scotland for 311 mobile devices for specific student groups in need of access to equipment and broadband connectivity. These are broken down as follows:

- Families with children (including pregnant women): 135
- Care leavers: 98
- Other vulnerable people: 78

A decision on whether this application has been approved will be known by early November 2020. This award will enable a device to be issued to those students with no requirement to return these devices. This will allow the College owned mobile devices to be distributed to a wider group of students.

The College's Development Trust has raised £11,000 funds to support student hardship and some of these donations have focussed specifically to address digital poverty. Further funding is being targeted which may assist in offsetting some of the investment that the College has required to make in this area.

The College WEEE Centre which recycles computers and mobile devices for sale to students at a lower price has also allocated all its available equipment to students managed through this central process. Work to refurbish older equipment for student's use continues with the WEEE Centre Co-ordinator working directly with the ICT Team to maximise the resources dedicated to this activity.

<b>Committee</b>	Engagement Committee
<b>Subject</b>	Risk Review – Engagement Committee
<b>Date of Committee meeting</b>	03/11/2020
<b>Author</b>	Ian McCartney, Clerk to the Board of Management
<b>Date paper prepared</b>	27/10/2020
<b>Executive summary of the paper</b>	<p><b>Board of Management agreed at the meeting of 08 October 2020 that each sub-Committee closely consider the Risk scores allocated within the Risk Register.</b></p> <p>This paper provides Engagement Committee with an opportunity to scrutinise and assess those Strategic Risks determined to be within the Committee’s purview.</p> <p>Committee members are asked to:</p> <ul style="list-style-type: none"> <li>i) Discuss the appropriateness of each Risk for the Committee;</li> <li>ii) Review the currency of the Action Plan;</li> <li>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</li> </ul>
<b>Consultation</b> How has consultation with partners been carried out?	Members of SMT have ownership of the risks within the register and have been consulted on Committee allocation.
<b>Action requested</b>	<input checked="" type="checkbox"/> For information <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval

## Perth College UHI

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



## Perth College UHI

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

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and

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Ref	Risk Status	Strategic Category	Risk Description & Primary Sub-Committee	Causes	Impacts/ Evidence	Owner	Likelihood	Impact	Gross Risk	Actions to minimise risk IN PLACE	Residual Risk	Trend	Actions to minimise risk TO DO	Action Owner	Completion Date
23	Active	UHI Common Risk	Poor Student Experience  <b>Engagement</b>	Poor college estate. Dispersed campus with limited facilities for social interaction. Technology failures. Limited teaching/library resources. Societal issues around Digital Poverty  <b>COVID-19</b>	Poor performance in national student satisfaction surveys. Reputational damage. Impact on ability to recruit future cohorts. Risk to core income streams.  <b>Likely down-turn in Survey scores due to lack of contact time from March 2020</b>	Depute Principal Academic	4	3	12	<ul style="list-style-type: none"> <li>Partnership approach with HISA</li> <li>Continuous student engagement, feedback and dialogue.</li> <li>Ongoing Estate Maintenance and minor Refurbishments</li> <li>Completion of Scottish Government information survey around COVID local outbreak responses</li> </ul>	12  (4,3)	↔	<ul style="list-style-type: none"> <li>Identify estates requirements.</li> <li>Commission tender process for Estates Strategy</li> </ul>	Depute Principal Academic  Head of Estates	Ongoing  December 2020

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

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

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

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

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

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

RISK MAP (for Gross risk & residual risk)

TIMESCALE 3 YEARS

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

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

<b>Committee</b>	Engagement Committee
<b>Subject</b>	Balanced Scorecard
<b>Date of Committee meeting</b>	03/11/2020
<b>Author</b>	Kirsty Campbell, Project & Planning Officer
<b>Date paper prepared</b>	30/10/2020
<b>Executive summary of the paper</b>	<p>The attached paper is the Balanced Scorecard, aligned with the aims and measures for the strategic plan Vision 2021, outlining where possible, the final measures for AY 2018-19.</p> <p>The data is presented in 2 parts:</p> <p>Part One - is a summary of the measures in a simple table layout with measures of current performance categorised as Red (worsening), Amber (stable) and Green (improving)</p> <p>Part 2 – Provide more detailed analysis and insight with a trendline giving a pictorial representation of data over the past 4 years.</p> <p><b>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:</b></p> <p><b>Part One</b></p> <ul style="list-style-type: none"> <li>• A column has been added to the master table giving the metrics for 2019/20</li> </ul> <p><b>Part 2</b></p> <ul style="list-style-type: none"> <li>• The 2019/20 and 2018/19 metrics have been given, indicated by 'Actual 2019/20' and Actual 2018/19'</li> </ul>

## Perth College UHI

	<ul style="list-style-type: none"> <li>The +/- difference in the metric figure from the previous academic year has been provided.</li> </ul> <p>The measures presented in this paper mainly indicate a maintaining or improving data trend.</p> <p>Measure 1b Number of SDS apprenticeships indicated a downward/worsening trend with the context for this provided by the commentary and offset by the number of apprenticeships overall showing a marked upward trend.</p>
<p><b>Consultation</b></p> <p>How has consultation with partners been carried out?</p>	<p>Click or tap here to enter text.</p> <p>For measure 1a and 1c the Head of Student Experience was consulted</p> <p>For measures 1b and 13 the Head of Business Development was consulted</p>
<p><b>Action requested</b></p>	<p><input type="checkbox"/> For information only</p> <p><input checked="" type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For recommendation</p> <p><input type="checkbox"/> For approval</p>
<p><b>Resource implications</b></p> <p>(If yes, please provide details)</p>	<p>No</p>
<p><b>Risk implications</b></p> <p>(If yes, please provide details)</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p><b>Link with strategy</b></p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> <li>Compliance</li> <li>National Student Survey</li> <li>partnership services</li> <li>risk management</li> </ul>	<p>The Balanced Scorecard KPI's stems directly from the Perth College UHI Strategic Plan 2016-21.</p>

## Perth College UHI

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

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

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

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

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# Strategic Plan Targets and KPIs: Progress Report 2019-20

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

Key: KPI performance status

Improving	↑
Maintaining	↔
Worsening	↓


Key: Target performance status

Target achieved	Green
Target progress maintained	Yellow
Target missed	Red
No 2019/20 data available	Red

Measure	Key Performance Indicator or Target	Metric 2019/20	Performance
<b>Students and Staff Achieving their Potential</b>			
1	a) Number of FT programmes that offer opportunities for work experience of equivalent to one unit or more	34	↔
	b) Number of students undertaking apprenticeships (total):	87	↓
	a) SDS-funded		
	b) Non-SDS Funded	422	↑
	c) Number of Vocational qualifications delivered to senior phase students	211	↔
13	Number of businesses that engage with Perth College UHI	300	↔

**Section 2: Detail of Performance by Measure**

**Detail of Performance: Measure 1a**

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

**Baseline:** 20

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

**Actual  
2019-20:** 34

**Actual  
2018-19:** 34

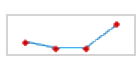
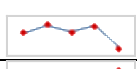

**Percentage  
difference  
(+/-):** 0%

**Trend:** Maintaining

**Note on performance**

The number of FT programmes remains stable from 2018-19, which is reflected in no change to the number of courses offering work experience of 1 credit or more. A caveat should be noted for 2019-20 to the extent that although work placements/experience will have planned for delivery, the impact of COVID19 may have impacted upon the number of placements that were able to go ahead and/or the number of placements which ended prematurely.

**Detail of Performance: Measure 1b**

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

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

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

**Actual 2019-20:** a) 509 i 87 ii 422

**Actual 2018-19:** a) 298 i 170 ii 128

**Percentage difference (+/-):** a) 71% i -49% ii 230%

**Trend:** Upward trend overall and for non-SDS numbers. Sharp downward trend for SDS numbers resulting from impact of COVID19.

**Note on performance for measure 1b**


SDS funded apprenticeship landscape has been severely affected due to the impact of COVID-19 on businesses during lockdown with staff being furloughed or made redundant, resulting in limited communication with businesses during his period. Normal recruitment opportunities have not been available, something which is clearly reflected in the 2019-20 figures. Sectors such as hospitality may take some time to recover.

Non-SDS apprenticeships have significantly increased due to a second intake of FAs (Foundation Apprenticeships). In addition, apprentices in electrical, construction, and plumbing and those employed by SSE have increased to 269 places.

As a note, 32 CITB (Construction Industry Training Board) places and 12 SNIPEF (Scottish and Northern Ireland Plumbing Employers Federation) places are included in these numbers as they have signed with a start in January.

In addition, a further 6 engineering MAs (Modern Apprenticeships) have been included in the SDS numbers and will also start in January.

**Detail of Performance: Measure 1c**

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

**Baseline:** 75

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

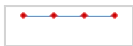
**Actual 2019/20:** 211

**Actual 2018/19:** 214

**Percentage difference (+/-):** -1.4%

**Trend:** Maintaining

**Detail of Performance: Measure 13**

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

**Baseline:** 965\*

\*NB the sharp drop in numbers from the baseline figure is due to the new method and criteria for recording this measure brought in from 2018/19.

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

**Actual 2019-20:** 300

**Actual 2018-19:** 300

**Percentage difference (+/-):** 0%

**Trend:** Maintaining with actions identified to stimulate growth

**Note on performance for measure 13**

The current number of identified business partners is approximately 300 based on current response from college managers. Details/numbers from 3 academic departments still require to be added which should take the number towards 400-600 approximately. Numbers have been realigned to remove any risk of duplication.

Once all contacts are collated centrally, analysis will be carried out on the types of engagement we have with these partners/companies. Gathering the enhanced data will allow us the Business Engagement Team to develop greater strategic partnerships with companies and also share more relevant data with internal departments and colleagues. This will lead to a meaningful CRM (Customer Relationship Management) system and an enhanced culture of college wide collaboration for all business relationships, opportunities and outcomes.

<b>Committee</b>	Engagement Committee
<b>Subject</b>	<b>Audit Scotland COVID-19 Governance Challenge Questions</b>
<b>Date of Committee meeting</b>	03/11/2020
<b>Author</b>	Veronica Lynch, Vice Principal External
<b>Date paper prepared</b>	27/10/2020
<b>Executive summary of the paper</b>	<p>This paper provides management responses for consideration by Committee on the Audit Scotland Covid 19 governance challenge questions.</p> <p>These challenge statements are aimed at ensuring the Board, through the committee maintain effective oversight of spending performance and governance arrangements and to use these as a basis of informing current and future decisions.</p> <p>This paper was discussed at Audit Committee in September with the endorsement of the responses subject to each committee endorsing the responses relevant to that committee's remit.</p> <p>It is recommended that the Committee review the challenge statements provided by College Management. Members are requested to:</p> <ul style="list-style-type: none"> <li>a. Confirm the appropriateness of the responses</li> <li>b. Update the information to ensure the effectiveness of the interventions implemented to ensure good college governance.</li> </ul>
<b>Consultation</b> How has consultation with partners been carried out?	Perth College Senior Management Team  Perth College UHI Audit Committee
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval

<p><b>Resource implications</b> (If yes, please provide details)</p>	<p>Yes/ No</p>
<p><b>Risk implications</b> (If yes, please provide details)</p>	<p><b>Yes/ No</b> Any areas without consideration within these themes can lead to unforeseen risks.</p>
<p><b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	<p>Provide a summary of the how the paper links to key College priorities and what they are</p> <p>Financial Sustainability</p> <p>Compliance</p> <p>Risk Management</p>
<p><b><u>Equality and diversity</u></b> Yes/ No If yes, please give details:</p>	<p>There are no Equality and Diversity Implications arising from this paper.</p>
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<p><b><u>Data Protection</u></b></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p><b>Status</b> (e.g. confidential/non confidential)</p>	<p>Non Confidential</p>
<p><b>Freedom of information</b></p> <p>Can this paper be included in “open” business?*</p>	<p>Yes</p>

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

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

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

**28 SEPTEMBER 2020 (Revised 26 OCTOBER 2020)**

**AUDIT SCOTLAND COVID-19 GOVERNANCE CHALLENGE QUESTIONS**

**INTRODUCTION**

Audit Scotland has produced a guide for governors of public sector organisations to consider and review organisational responses to organisational changes within 4 key themes implemented by college management as a result of COVID-19. This paper provides management responses for consideration by Committee to maintain effective oversight of spending performance and governance arrangements and to inform current and future decisions.

Through these challenge questions, Audit Scotland is encouraging a review on the short-term challenges facing public bodies to understand how the College is responding to the pandemic and managing both the immediate and longer term challenges within the areas of:

- Internal Controls and Assurance
- Financial Management and Reporting
- Governance
- Risk Management

<p><b>THEME 1 - INTERNAL CONTROLS AND ASSURANCE</b></p> <p><b>What changes to internal controls have been required due to Covid-19?</b>                  Has internal audit assessed the design, implementation and operational effectiveness of revised internal controls?                  Internal audit has undertaken a review of Budgetary Controls which included the revised operational and budget planning procedures as well as budgetary management and control by budget holders and the new financial control procedures introduced to enable business continuity and effectiveness during lockdown.</p> <p><b>What new controls have been established to account for the distribution of any additional funds received?</b>                  Have officers identified any weaknesses in new controls and if so, how are these being addressed?                  To date, there has been limited additional funds received by the College and none to support core costs. Those funds which have been received are identified below.</p> <ul style="list-style-type: none"> <li>• Coronavirus Job Retention Scheme – This UK Government Grant enabled the College to furlough staff who were unable to undertake their role off campus. Many of those roles were commercially funded roles with 80% of salaries claimable. To ensure equity of staff eligibility, the College took the decision to offer ASW bank staff to be furloughed and to top up those salaries back up to 100%. This reduced the net gain able to be drawn down by the College from the fund.</li> <li>• Supplier Relief Fund – Skills Development Scotland. This was an extremely rigorous application process led by UHI Hub on behalf of academic partners. Should the full grant value be achieved during the contract period to 31 March 2021, the grant value will be netted off against the drawdown. This will be monitored by the Business Engagement Team in conjunction with Finance.</li> </ul> <p>In addition, indicative future allocation of funds which will be expected by the College via the Regional Strategic Body for the following areas are:</p>	<p>Review Committee</p> <p>Audit</p> <p>F&amp;GP</p>
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- Student support funds and SFC capital funds are able to be utilised to support digital poverty by students. Procedures for monitoring this sit with Student Finance and the College Finance Team.
- Digital Poverty funding will be awarded to Perth College through the RSB. Indications are that this will equate to 50 laptops which will be to a value of £350 per student with evidence against key criteria required before awards made. These are entry level laptops, not suitable for students requiring more advanced software as part of their course. A process has been created by the college's Student Experience and ICT Teams in conjunction with the curriculum to ensure that students can access equipment most suitable for their study requirements. The funding is insufficient for the need resulting in the college investing significantly in laptops and dongles to ensure students can complete their studies.
- Additional capital funds will be allocated through the RSB. Indications are that an award of £165k will be provided for projects that were halted as a result of COVID.

**To what extent has your organisation assessed the impact of working remotely on the control environment and working practices?**

Senior Management has engaged through the Corporate Management Team (CMT) to determine the impact that working remotely has had in their teams and to ensure that internal controls were adapted to ensure continuity of service. All staff were required to undergo a remote working risk assessment to determine that they had a suitable place to work from that was conducive to efficient working practices.

This has been an extremely difficult time for staff with the volume of work and requirement for immediate responses to adapt to the fast-changing environment since February. Weekly staff communications focussed on health and wellbeing of staff, encouraging all to take regular breaks and to look after their physical and mental health.

As students return to campus, more roles are becoming essential for on-campus delivery. Personal and team risk assessments have identified the risks to inform delivery capacity of those services to support the student experience. Risk mitigations have been implemented to ensure the safety of staff and students on campus.

**Has internal audit reviewed their audit plan and assessed which projects might need to be cancelled, postponed or accelerated as your organisation navigates its way through the pandemic?**

Internal audit is in progress of reviewing the audit plan in conjunction with management.

**How is management supporting internal audit to balance its routine programme of work and that required to respond to COVID-19 related audit work?**

Internal audits scheduled to take place during 2019/20 are all either complete or have started. All evidence was able to be audited remotely which worked well. Audits selected remained crucial during lockdown to confirm suitable controls were in place and working during lockdown.

**What impact has Covid-19 had on the annual reporting and accounting process?**

Engagement

Audit

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- Has your organisations timetable for the annual reporting process been considered for 2019/20 and 2020/21? If so, have the timetables been revised and updated accordingly?

External audit will submit an addendum to the 2019/20 audit timetable. EY have had regular contact with the Director of Finance to advise the potential of a later audit. Finance will accommodate timing requirements to ensure the audit process reaches a satisfactory conclusion.

- Has the external auditor's annual audit plan been updated to assess and address new risks?

The external auditor requested responses from audit committee members over the new risks that COVID has created. These are included for discussion and endorsement by the committee.

**To what extent has your organisation considered work undertaken by other organisations (via professional networks and bodies), or where appropriate, engaged with external experts to inform decision-making around significant areas of change in response to the pandemic?**

The College has been actively engaged with colleagues within UHI and across the sector through Colleges Scotland including College Principals Group, Vice Principals Curriculum, Finance Directors, Business Development Directors, MIS Network, HR Network, Health and Safety Network where ongoing engagement with Scottish Government, SFC, SQA, Education Scotland, SDS and industry bodies, along with our internal and external auditors has informed decision making, particularly in relation to financial sustainability, regulatory changes and business continuity.

F&GP

**How have IT services performed during the pandemic?**

Planning was undertaken from January 2020 to ensure that all courses were able to be delivered to students remotely should that be required. This ensured that from March 2020 when it became clear that the country would be entering a lockdown position, that IT services would enable access to all staff and students to work and study from home.

This planning involved a number of interventions including:

- Creation of ICT guides for staff and students
- Distribution of laptops to staff and students
- Increased access to Brightspace for all electronic learning and teaching materials
- Increased access to Skype for Meetings, Webex for lectures, workshops and meetings (MS Teams became utilised more to ease the bandwidth volume on the Webex Platform)
- Continued access to ICT Helpdesk through Unidesk, email and telephone

ICT staff worked on campus for a significant part of the lockdown period to configure, re-build and distribute laptops to students and to support systems, ICT and AV queries for staff that were difficult to resolve remotely.

Bandwidth has been problematic at times, particularly where there are large numbers of people joining a Webex call. This platform appears to have had the most issues with continuous connectivity.

UHI ICT team have supported Academic Partners to improve the platforms which was welcome and required continued communication across the teams. Supporting staff and students with broadband access through provision of MiFi Dongles has assisted wider connectivity. ICT Team support to address Digital Poverty was invaluable, particularly given the scale of the need and the financial investment required to be made.

F&GP

- To what extent have cyber security controls been considered?

IT services have continued to evolve during the pandemic with a broadening of platforms to include MS Teams as well as Webex for learning and teaching and student experience services and greater use of Skype for internal and external meetings.

Bandwidth has been variable at different times during lockdown and with the high levels of digital poverty, engaging learners has been a challenge. Adapting all levels of courses to be accessible online has involved a significant investment of staff time but should prove valuable for 2020/21 student engagement.

Cyber security has been heightened with UHI LIS Team introducing additional security measures and engaging ICT colleagues to attend additional CPD to ensure each UHI business unit is operating securely.

**To what extent has management assessed the impact of Covid-19 on overall staff capacity?**

- What areas have been identified as being under resourced and how is this being addressed?

A high proportion of roles across the College have been stretched during the pandemic. This is being monitored by CMT.

Increased delivery of online learning and accessibility issues for certain groups of students has put significant pressure on curriculum teams including curriculum management. Vacancies are being progressed where teaching load exceeds capacity.

The Learning Technologists Team has been particularly stretched with additional resource provided during the holiday period to ensure all materials were able to be adapted for online delivery.

On campus ICT resource has been stretched due to the volume of students requiring access to a mobile device as well as the level of online and VC delivery requirements. Staff have been recalled from deployment duty and from furlough to resource this activity.

Health and Safety and Estates teams have had an increased workload due to workplace adaptations required and the volume of Risk Assessments to be created, consulted on and approved for essential on-campus delivery to proceed.

Finance have had increasing work pressures in addressing a significant level of transformational working approaches while remotely working. A review of the finance service is being undertaken by the Finance Director and recommendations on structure, approach and levels of resource required will be reviewed.

**What is your organisation doing to support its staff during the pandemic?**

- To what extent have workload and working practices been adjusted to allow for the challenges that people may face when working remotely?

Staff are encouraged to take breaks and to look after their wellbeing during these different working requirements. Meetings have increased in volume but largely, where possible have reduced in length during this period.

Developmental projects have been delayed to ensure more immediate priorities are able to be addressed.

Engagement/  
F&GP

Engagement

<ul style="list-style-type: none"> <li>• What guidance, advice or signposting has your organisation put in place to support staff wellbeing? Staff weekly communications have promoted health and wellbeing including the Big White Wall and other Apps to support good health.</li> </ul> <p><b>What opportunities and risks have arisen as staff are deployed across departments?</b> With a few minor exceptions, the College has not deployed staff across departments. One example is the WEEE Centre Technician who is currently supporting the ICT Team to deploy the additional laptops that students need to progress their course. This is early days but is working well.</p> <p><b>How is your organisation capturing the learning and opportunities that arise from new ways of working?</b> Management propose to seek feedback from staff to identify the learning and opportunities that have arisen over the last 6 months as new ways of working have become more embedded across the organisation.</p>	<p>F&amp;GP</p> <p>Engagement</p>
<p><b>THEME 2 - FINANCIAL MANAGEMENT AND REPORTING</b></p>	
<p><b>Is financial (and performance) information received in a timely manner, with sufficient detail, to inform the fast-paced changes that are required due to Covid-19?</b> <b>How is management assessing the financial impact of Covid-19 on income and expenditure?</b></p> <ul style="list-style-type: none"> <li>• What processes or procedures have been put in place to assess, for example, new demands, new expenditure streams, savings from activity foregone and lost income?</li> </ul> <p>The College used the mid year return to assess the impact on existing revenue streams and corresponding savings in non-pay costs relating to that revenue.</p> <p>A paper has been produced for the Finance Committee outlining the potential new funding streams that have been announced by UK and Scottish Government and this is being tracked continually for any announcements that could positively impact the College’s projected deficit position.</p> <p>The Business Development and International Teams are working closely with the curriculum to submit bids for tenders that could generate additional revenue streams. This is reviewed within the Curriculum and Business Planning meeting within the cross-college meeting calendar.</p>	<p>F&amp;GP</p>
<p><b>What information has been used in determining the value of assets and liabilities?</b></p> <ul style="list-style-type: none"> <li>• To what extent have estimated valuations been impacted by Covid-19, for example, disruption to the revaluation of properties or market volatility impacting on investments?</li> </ul> <p>This is being monitored as part of the College’s Asset Valuation exercise which is undertaken annually and reported as part of the preparation of Financial Statements.</p> <ul style="list-style-type: none"> <li>• What is the likely impact of Covid-19 on pension deficits and what does this mean for your organisation?</li> </ul> <p>The college’s pension deficit has grown from £(5.7)M last year to £(11.4)M this year. While this is what we would normally use in the accounts, the auditors</p>	<p>F&amp;GP</p>



<p>are requesting if this actually reflects COVID-19 impact values. It is not yet fully clear if this reflects the COVID impact in full and there may be a requirement to undertake a potentially significant piece of work by an actuary.</p> <p>The College sector is challenged with this question. The pension values quoted are what we have at the moment, however we may need to verify that this would provide the information required by our External Auditors.</p> <p><b>What commitments and guarantees have been made to third parties, and how are these being monitored?</b></p> <ul style="list-style-type: none"> <li>Where relevant, how is your organisation ensuring that the impacts of the pandemic on its arm's length external organisations (ALEOs) are being appropriately monitored?</li> </ul> <p>The College's commercial subsidiary has been significantly impacted as a result of the downturn in the aviation industry. AST Board have moved to monthly meetings. A going concern analysis was presented to the Board and its external auditors for approval before the 2018/19 Financial Statements were able to be submitted.</p>	<p>F&amp;GP</p>
<p><b>What impact has Covid-19 had on savings plans?</b></p> <ul style="list-style-type: none"> <li>Is your organisation on track to deliver these savings and if not, what plans are your organisation putting in place to help with this?</li> </ul> <p>The College is projecting a deficit of £1.9m for 2020/21. SFC have requested all Colleges to return to a balanced budget by year 3. This will require a number of savings measures/ future growth in income to achieve this. This is being reported to the Finance Committee and to the College Board. SFC feedback on these proposals is awaited.</p>	<p>F&amp;GP</p>
<p><b>What impact has Covid-19 had on transformational activity?</b></p> <ul style="list-style-type: none"> <li>If there has been or will be significant delays to activity or a failure to meet savings targets, what are the financial implications and how is management preparing for this?</li> </ul> <p>The savings proposals have been submitted to Finance Committee as part of the Colleges future financial planning and FFR to SFC. Early discussions have taken place with Trade Unions in relation to the College's deficit position and the potential for savings to be achieved through a number of potential interventions including options for staff to reduce working hours to create a saving as well as seeking approval from the College Board, UHI and SFC to introduce a voluntary severance scheme.</p>	<p>F&amp;GP</p>
<p><b>Is there sufficient capacity within the finance team to deal with competing pressures, such as preparing annual accounts, at a time when working practices are having to be adapted due to Covid-19?</b></p> <p>The finance team have had a number of competing pressures as a result of an extended external audit to complete the 2018/19 financial statements, the requirement to progress changes identified within the audit action plan and the subsequent lockdown and resulting remote working requirements.</p> <p>The Head of Finance role has been replaced with a Finance Director and the structure and resourcing requirements for the team are being reviewed overall to manage any competing pressures which exist within the team.</p>	<p>F&amp;GP</p>

### THEME 3 – GOVERNANCE

#### What impact has Covid-19 had on governance arrangements?

- How is your organisation ensuring that effective oversight and scrutiny of key decisions is maintained as it responds rapidly to the challenges it faces during the pandemic?

All governance arrangements have moved to online meetings. These are minuted and recorded as normal. Where actions have been required more quickly, online decision making has been utilised.

4 new full Board members and 1 co-optee were recruited in August 2020 to fill existing vacancies and replace scheduled member departures in order to ensure Board capacity. In addition, membership of all Board committees were reviewed in order to ensure the most appropriate skills mix across all Board-level decision-making.

- Have any significant changes been made to governance arrangements due to the pandemic, for example, suspension of committees or increased use of delegated decision-making powers?

No committees have been suspended. There has been an increase in AST Board meetings to monthly to support AST SMT to manage through the pressures of COVID impacting the aviation industry. An additional Board meeting was held in July 2020 to approve the budget and cover increased business generated due to the additional requirements created by the pandemic.

- Where decisions are being made using delegated or emergency powers, how are these being recorded, made public and subjected to scrutiny by the relevant committee(s)?

Any decisions undertaken through delegated or emergency powers are being recorded and noted to at the next available committee where decisions made under this process would be made public during the normal reporting structures.

SMT meetings have continued to take place with minutes recorded and published for staff to be aware of decisions made or passed for recommendation of approval by the relevant committee and college board.

- Have changes to processes and procedures made in response to Covid-19 been reviewed and documented appropriately to comply with overall governance arrangements?

Not applicable.

#### Are governance arrangements being reviewed regularly to ensure they remain fit for purpose?

Each meeting includes a review of terms of reference. The Governance manual was reviewed by the board at its board of management meeting.

#### Are non-executive directors providing appropriate levels of support, scrutiny and challenge to your organisation as it responds to the current environment and new risks?

This is continuing well. Particular scrutiny and challenge has been provided to the updated Risk Register to ensure appropriate scrutiny and assessment. Covid specific risks plus a cross reference to other risks throughout the document were implemented.

Audit

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<p><b>What barriers, if any, have affected your organisation's ability to continue to provide services for individuals and communities during the pandemic?</b></p> <p>Digital poverty is a significant issue for the College sector range of target audiences. This has caused some of the students, particularly those undertaking FE courses to have the appropriate equipment, access to broadband or in some cases the knowledge, experience or motivation to learn online. In addition, practical elements of courses have been unable to be delivered online and have required on campus delivery for completion.</p> <ul style="list-style-type: none"> <li>• How have these barriers been overcome?</li> </ul> <p>Laptops and support with provision of wifi dongles have been issued to students throughout the lockdown. For students who required to complete practical assessment work before they could pass their course, this was undertaken in mid August as soon as it was practicable to attend classes on campus again within Scottish Government guidelines. This enabled those students to then progress onto their next level of course during this current academic year.</p> <ul style="list-style-type: none"> <li>• What was the impact on service users?</li> </ul> <p>This has been a challenge for many of our students, however the staff have worked extremely hard to ensure that every student was able to engage in some form of learning and teaching during the pandemic to give them the best possible chance to achieve their course.</p> <p>Health and wellbeing of many students was impacted detrimentally during that period and student counselling services continued to be offered to ensure there was connectivity with those students and to keep their motivation for the next phase of their education and training.</p>	<p><b>Engagement</b></p>
<p><b>What impact has Covid-19 had on your organisation achieving its stated objectives?</b></p> <ul style="list-style-type: none"> <li>• Does performance reporting highlight any changes on your organisation's ability to meet its objectives as a consequence of Covid-19?</li> </ul> <p>Student pass rates are still being finalised for 2019/20 as many students are just completing assessments relating to 2019/20 now. This will become clearer over the next few weeks.</p> <p>Delivery of activity that has required business engagement where those businesses have been furloughed have been significantly impacted, this has included Modern Apprenticeship targets, Flexible Workforce Development Funds, commercial courses etc as well as Nursery and Catering revenues being reduced have resulted in financial projections unable to be achieved.</p> <p>Also, a reduction in international students able to join programmes within Perth due to travel restrictions and different countries lockdown status has impacted new recruitment and potentially progressing students ability to return for the next year of their programmes.</p> <p>These financial implications have been reported through SFC within the mid-year return and the FFR processes.</p> <ul style="list-style-type: none"> <li>• Has the pandemic caused new risks to achieving your organisation's objectives? If so, how are these being addressed?</li> </ul>	<p><b>Audit</b></p>

Inequality in relation to equity and access of offer being addressed through a minimum of one day per week on campus classes for each student and access to digital device and dongle where required.

Financial sustainability – savings proposals and broader revenue generation to be implemented throughout the year to create a balanced budget by year 3 in line with SFC requirements.

**What impact has Covid-19 had on collaborative working?**

Greater engagement of students, staff and stakeholders through digital platforms has worked well. Face to face engagement is always preferable for some discussions and to enhance trust and relationships, however, the ICT has held up well in most instances.

Broader stakeholder engagement for groups of individuals outwith the college has been much more difficult due to staff within many of our regional employers being furloughed, increased volume of work by partner organisations and many business contacts and in some instances increased home caring commitments limiting the opportunities for that type of employer and stakeholder engagement to be undertaken.

Having undertaken a recruitment process for new Board members, they have not yet met in person as part of their induction process which can make it more difficult for them to feel part of the broader team.

**THEME 4 - RISK MANAGEMENT**

**Are there new expenditure or procurement streams, or delivery methods arising from Covid-19 that introduce new risk?**

There has been a significant investment requirement in PPE and Digital equipment. The college has continued to adopt updated procurement processes as laid out in the recently revised Procurement Policy and Strategy.

- What indicators does management have to support informed decisions on risk and is this data available in real time?

Risk Assessments are undertaken for any staff or students returning to campus activity. QR codes identify people in buildings real time for Scottish Government Trace and Protect.

- Is your organisation's risk management strategy up-to-date to include risks associated with Covid-19?

Yes

- What risks have emerged that need to be addressed and what protocols are in place to report and analyse emerging risks as the situation evolves?

Health and Safety protocols for on campus service provision have been extensive and require adaptation as the situation changes.

- Are risks being reported to the relevant committee?

The College's Health and Safety Committee discusses all risks related to on campus COVID impacts and mitigating actions.

Each committee has its own set of risks with the overall risk register reported to the board.

Engagement

Audit

<p><b>Has your organisation’s risk register been updated to reflect the new risks arising from COVID-19?</b> Yes.</p>	<p>Audit</p>
<p><b>Is there a need for management’s risk appetite framework to be reviewed to ensure it is appropriate in this rapidly evolving environment?</b> Risk appetite was last reviewed in 2018. This created the current Red Amber Green (RAG) framework for each risk and this approach is adopted across UHI. Unless this requires reviewed at UHI level, the College has not deemed this necessary at this time.</p> <ul style="list-style-type: none"> <li>• If so, when will the committee be informed of the outcome and any next steps?</li> </ul> <p>Not applicable</p>	<p>Audit</p>
<p><b>How does Covid-19 impact on any financial risks already facing your organisation and how does this affect short, medium and long-term financial plans?</b> The COVID specific impact on 2020/21 financial projections was £1.4m deficit on an existing projected deficit of £550k. This requires savings to be achieved in order to return the college to a balanced budget over at 3 year period in line with SFC requirements.</p>	<p>F&amp;GP</p>
<p><b>What impact does Covid-19 have on any scenario planning that your organisation has in place for events such as EU withdrawal and increasing budget uncertainty?</b> The College Board has undertaken a number of scenario planning events including one focussing on Brexit uncertainty and another relating to the College sector financial challenges and what options are open to the board in the increasing cost base it faced. The most recent of these sessions was undertaken using MS Teams.</p> <p>COVID is likely to have in influence on the forthcoming strategic planning process as stakeholder engagement of people outwith the organisation in cross functional groups is harder to achieve through digital platforms.</p>	<p>Audit</p>

## RECOMMENDATIONS

It is recommended that the Committee review the challenge statements provided by College Management. Members are requested to:

- a. Confirm the appropriateness of the responses
- b. Update the information to ensure the effectiveness of the interventions implemented to ensure good college governance.

<b>Committee</b>	Engagement Committee
<b>Subject</b>	<b>External Audit Governance Challenge Statements</b>
<b>Date of Committee meeting</b>	03/11/2020
<b>Author</b>	Veronica Lynch, Vice Principal External
<b>Date paper prepared</b>	27/10/2020
<b>Executive summary of the paper</b>	<p>This paper provides Management responses to challenge questions for governors from the College's External Auditors, EY.</p> <p>This paper was discussed at Audit Committee in September with the endorsement of the responses subject to each committee endorsing the responses relevant to that committee's remit.</p> <p>Committee members are requested to review and endorse these responses as good practice and to inform the audit of the College's Financial Statements for 2019-20.</p> <p>It is recommended that the Committee review the challenge statements provided by College Management. Members are requested to:</p> <ol style="list-style-type: none"> <li>a. Confirm the appropriateness of the responses</li> <li>b. Update the information to ensure the effectiveness of the interventions implemented to ensure good college governance.</li> </ol>
<b>Consultation</b> How has consultation with partners been carried out?	Perth College Senior Management Team  Perth College Audit Committee
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval

<p><b>Resource implications</b> (If yes, please provide details)</p>	<p>Yes/ No</p>
<p><b>Risk implications</b> (If yes, please provide details)</p>	<p><b>Yes/ No</b> Any areas without consideration within these themes can lead to unforeseen risks.</p>
<p><b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	<p>Provide a summary of the how the paper links to key College priorities and what they are</p> <p>Financial Sustainability</p> <p>Compliance</p> <p>Risk Management</p>
<p><b><u>Equality and diversity</u></b> Yes/ No If yes, please give details:</p>	<p>There are no Equality and Diversity Implications arising from this paper.</p>
<p><b>Island communities</b> Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>

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

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and

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



<p>We received some requests for change of supplier details. As this is an extremely high risk area, any suppliers from whom requests are received are contacted using the contact details recorded in the finance system to confirm the changes. New suppliers must follow information request procedure with internal approvals.</p> <p>APUC is undertaking a process to remove old suppliers from Symmetry. As a further check, the college participates in the bi-annual NFI exercise which uses data sharing to identify instances and risks of fraud in payroll and purchasing.</p> <p>Other areas of potential risk include expenses, payroll, theft of assets, theft of services, theft of ICT, theft of stationary, selling to a friend or family business at a low price, theft of cash, bribery etc.</p> <p>- communicating to employees its view on business practice and ethical behaviour, for example by updating, communicating and monitoring against the College`s code of conduct;</p> <p>The college communicates with staff about expectations of behaviour starting with expectations outlined in job descriptions. Staff are then required to undertake mandatory training on areas such as the Bribery Act, Bullying &amp; Harassment, Data Protection etc to ensure they are aware of College requirements and standards. Many mandatory training themes require annual or biennial renewal, The Staff Governance Standard review is currently underway looking at communication.</p> <p>- encouraging employees to report their concerns about fraud; The College`s Whistleblowing Policy and Procedure was updated during 2019/20 and this includes guidance to staff on how they can report such concerns</p> <p>- communicating to you the processes for identifying and responding to fraud or error?</p> <p>Senior Management present papers to Committee identifying areas where errors have taken place and with recommendation that internal audit and the Audit Committee should review this activity. Examples of this during 2019/20 were:</p> <ul style="list-style-type: none"> <li>• Payroll errors requiring an HMRC disclosure and settlement arrangement – internal audit completed</li> <li>• Non-compliance of contracts subject to public procurement legislation</li> <li>• Disclosure relating to operating outwith Code of Good College Governance</li> <li>• Budgetary controls – internal audit commissioned</li> </ul> <p>2. How does the Audit Committee oversee management processes for identifying and responding to the risk of fraud and possible breaches of internal control? As above – Finance to report on the controls processes and compliance with/performance against these processes.</p> <p>In addition, there is a Fraud Response Plan within the Fraud Prevention Policy which includes the clause “All actual or suspected incidents will be reported without delay to the Chief Operating Officer, the Principal and Chief Executive, Chair of the Audit Committee or Chair of the Board of Management.”</p> <p>3. Have there been any significant changes in the design and/or operating effectiveness of management controls as a result of the Coronavirus outbreak?</p>	<p>Engagement/ F&amp;GP</p> <p>F&amp;GP</p> <p>Audit</p> <p>Audit</p> <p>F&amp;GP</p>
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The College has been operating a predominantly manual process of financial controls which increased the risk of error and inefficient use of time including wet signatures on supplier orders and invoices; paper journals; manual management reporting systems.

College Management had already planned to implement changes to these controls prior to the Coronavirus outbreak, and these were escalated as a result of COVID-19. Changes have included increased use of PECOS system (% increase) electronic approvals and the removal of cash advances. The introduction of an upgrade to the College Finance system is underway with Finance staff trained. Next phase will be training for budget holders and the provision of real time management reporting.

The college has just appointed a new FD who plans to implement a system of control similar to Sarbanes Oxley.

There have been a number of Health and Safety changes made during period of closure to ensure compliance i.e. weekly testing of fire alarms, security and maintenance checks on college buildings, introduction of social distancing room layouts, signage and sanitisers with weekly staff updates to increase awareness of how the college is dealing with the pandemic to prevent its spread. Risk Assessments are in place for all procedures requiring staff return to work. Individual risk assessments are compulsory through Medigold. Any individual who is deemed as high risk are unable to work on campus. Default position for non-essential work is to remain working from home. All procedures are implemented in line with Scottish Government guidance.

**4. How do those charged with governance assure themselves that the furloughing of staff has not adversely impacted the segregation of duties?**

The Board Engagement Committee receive updates on staff absence, turnover and well-being. Roles that were furloughed were identified on the basis that these job functions were unable to be undertaken during lockdown as a result of an on-campus requirement that would not have been possible due to lockdown restrictions or due to caring responsibilities. Some staff in AST were not furloughed due to not being able to ensure segregation of duties or legislative requirements. We are also reviewing that the segregation of duties control has not been broken” due to furlough.

**5. Is the Audit Committee aware of any:**

- breaches of, or deficiencies in internal control;

The Audit Committee received regular updates on the progress to resolve payroll errors that had arisen in previous financial years and were identified during 2018/19. This was the subject of an internal audit and subsequent HMRC disclosure and settlement.

The Committee also commissioned an internal audit into the College’s procurement and into the College’s budgetary controls. These audits have been completed and reports are scheduled for presentation to Committee in September 2020.

The Health and Safety Executive contacted the College (12/09/20) about a concern raised with them regarding legionella, this was responded to within the required timelines (1 week) with full evidence of both internal activity and external inspection that had taken place to reassure them that we were compliant. This matter was reported to Charlie Shentall as the Board member on the H&S Committee and the Chair of the college board on the first working

Engagement

Audit

<p>day following receipt of the request for information. These will be noted at Finance and General Purposes Committee on 21/09/20. The Audit Committee is not aware of the HSE matter at this time,</p>	
<p>- actual, suspected or alleged frauds during 2019/20? There have been no actual, suspected or alleged frauds during 2019/20. The NFI matches that were investigated during that period related to staff with an income additional to their College remuneration. [NFI matches were for 18/19]. There have been no actual, suspected or alleged frauds during 19/20 that finance is aware of.</p>	Audit
<p>6. Is the Audit Committee aware of any organisational or management pressure to meet financial or operating targets? The Audit Committee is aware of the financial pressures experienced by the College sector overall and the specific impact this has for Perth College UHI.</p>	F&GP/Audit
<p>7. How does the Audit Committee gain assurance that all relevant laws and regulations have been complied with? Are you aware of any instances of non-compliance during 2019/20? The College was late in its compliance against the equalities mainstreaming reporting duties. Reports are provided quarterly to Audit committee. Risk register included risk and associated mitigations with timescales for completion.</p>	Audit
<p>8. Is the Audit Committee aware of any actual or potential litigation or claims that would affect the financial statements? None</p>	Audit
<p>9. How does the Audit Committee satisfy itself that it is appropriate to adopt the going concern basis in preparing the financial statements? This issue has been relevant for the College's commercial subsidiary, AST. COVID had impacted revenue projections with a resulting impact upon AST's liquidity. Reporting was provided to the College's external auditors, EY and this was reported to AST Board, Audit Committee and the College Board. This approach demonstrated the going concern position to enable the 2018/19 financial statements to be submitted at Companies House in line with COVID extension of deadlines.</p> <p>The College's overall going concern status is reported through regular management accounting and cash reports to demonstrate overall liquidity.</p>	Audit
<p>10. Has management considered the impact of the coronavirus outbreak as part of their going concern assessment, including: - any changes in underlying assumptions The College's budget has been presented to the College Board outlining the key assumptions on which this is based and the associated reductions relating to COVID impacts.</p>	F&GP
<p>The College's mid-year return assumptions that were created in April 2020 based on COVID-19 projections have been updated based on a revised landscape.</p>	
<p>- additional or potential financial difficulties, impairments or write-offs These issues were reported within the College's mid-year return for 2019/20 and within the budget planning for 2020/21</p> <ul style="list-style-type: none"> <li>The College sector financial position is presented to Board outlining the financial pressures across the sector.</li> </ul>	F&GP

<ul style="list-style-type: none"> <li>• Presentation of contracts that were due for re-tender which required to be postponed and extended for 12 months in line with public sector COVID regulations (examples include Catering, Internal Audit)</li> <li>• Revenue streams unable to be delivered online during COVID and thereby unable to be released during 2019/20.</li> </ul> <p>11. How does the Audit Committee satisfy itself that the College has arrangements to ensure compliance with the Scottish Funding Council's ("SFC") Accounts Direction and Financial Memorandum? College Board members induction includes the Accounts Direction and Financial Memorandum.</p> <p>The financial statements are presented to the Audit Committee and College Board ahead of Board approval. Where any aspects of the college's business have been outwith either the Financial Memorandum or the Code of Good College Governance, these are highlighted as disclosures within the statements and reported within the Audit Committee's annual report to the College Board.</p> <p>Changes in the Account's Direction from the previous year are highlighted to Audit Committee to ensure these have been addressed within the financial statements.</p>	<p>Audit</p>
<p>12. How does the Audit Committee satisfy itself that the College has arrangements to ensure compliance with its requirements as an independent charity as set out by OSCR? This is included within Board members induction. A fuller session is scheduled for delivery to all Board members by EY.</p>	<p>Audit</p>
<p>13. How does the Audit Committee satisfy itself that the College has arrangements to monitor and maintain the regularity of income and expenditure? The College Finance Committee receives quarterly Management Accounting reports. An internal audit has been commissioned into Financial and Budgetary controls. This will be reported to Audit Committee in September 2020.</p>	<p>F&amp;GP</p>
<p>14. What does the Audit Committee consider to be the related parties that are significant to the College and what is its understanding of the relationships and transactions with those related parties?</p> <ul style="list-style-type: none"> <li>• The Regional Strategic Body acting as the host reporting partner of the Scottish Funding Council</li> <li>• Audit Scotland – effectiveness of governance, legal and financial reporting controls and management effectiveness</li> <li>• Education Scotland in providing the assurance of the quality of the education delivered by the College – annual assurance statement</li> <li>• Students – Key Performance Indicators (recruitment, retention, achievement), NSS student satisfaction reporting</li> <li>• Scottish Government – compliance with legislation including equalities mainstreaming reporting duties,</li> <li>• Disclosure Scotland – safeguarding of students, customers and staff</li> <li>• APUC – supporting compliance against public procurement duties</li> <li>• UKVI – compliance with immigration requirements from students and staff sponsored to attend College under the College's Tier 4 and Tier 2 licences and the University of the Highlands and Islands Tier 4 licence</li> </ul>	<p>Audit</p>

<p>for HE students attending Perth College UHI. From 5 October 2020, Tier 4 will be replaced by the Student route points-based system.</p> <p>15. Does the Audit Committee have concerns regarding relationships or transactions with related parties and, if so, what is the substance of those concerns?</p> <ul style="list-style-type: none"> <li>• RSB – Internal Audit Investigation report 2019 has actions due for completion</li> </ul>	<p>Audit</p>
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## RECOMMENDATIONS

It is recommended that the Committee review the challenge statements provided by College Management. Members are requested to:

- a. Confirm the appropriateness of the responses
- b. Update the information to ensure the effectiveness of the interventions implemented to ensure good college governance.

<b>Committee</b>	Engagement Committee
<b>Subject</b>	External Engagement Update
<b>Date of Committee meeting</b>	03/11/2020
<b>Author</b>	Veronica Lynch, Vice Principal External
<b>Date paper prepared</b>	27/10/2020
<b>Executive summary of the paper</b>	<p>This paper provides an overview of the External Engagement activities for the period from September to October 2020.</p> <p>Appendix 1 provides a report on the Transnational partnership in China with student outcomes and recruitment updates showing the success of the collaboration during 2019/20.</p> <p>Members are asked to note the contents of this paper.</p>
<b>Consultation</b> How has consultation with partners been carried out?	Perth College Senior Management Team
<b>Action requested</b>	<input checked="" type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	Yes/ No
<b>Risk implications</b> (If yes, please provide details)	Yes/ No <a href="#">Click or tap here to enter text.</a>

<p><b>Link with strategy</b></p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	<p>Provide a summary of the how the paper links to key College priorities and what they are</p> <p>External Engagement</p> <p>Financial Sustainability</p>
<p><b><u>Equality and diversity</u></b></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>There are no Equality and Diversity Implications arising from this paper.</p>
<p><b>Island communities</b></p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ <b>No</b></p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p><b><u>Data Protection</u></b></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	<p>Yes/ <b>No</b></p> <p>Click or tap here to enter text.</p>
<p><b>Status</b> (e.g. confidential/non confidential)</p>	<p>Non Confidential</p>
<p><b>Freedom of information</b></p> <p>Can this paper be included in “open” business?*</p>	<p>Yes</p>

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

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

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

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

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

and

[http://www.itspublicknowledge.info/web/FILES/Public Interest Test.pdf](http://www.itspublicknowledge.info/web/FILES/Public%20Interest%20Test.pdf)

**ENGAGEMENT COMMITTEE****PAPER FOR INFORMATION****EXTERNAL ENGAGEMENT UPDATE****3 NOVEMBER 2020****INTRODUCTION**

This paper provides an overview of the External Engagement activities for the period from September to October 2020. Activities during this period continue to be impacted by COVID-19 and this report predominantly reflects the impacts as they develop from this pandemic.

**MARKETING**

The College continues to engage with prospective students through a range of online channels, and Online Open Recruitment Events have been successful while face to face events are still prohibited. These have proved extremely valuable and were embraced by staff and were well received from potential students with the next event scheduled for end November. Applications for both HE and FE held up reasonably well, particularly HE. FE recruitment has however been particularly impacted with the reduced face to face delivery approaches. The November recruitment event will target students to start in January as well as to focus on the broader UCAS applicants and individuals interested in upskilling/ reskilling.

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

- £113m Economic Impact Contribution of Perth College UHI
- Collaboration with University in Iceland where 20 students are studying the UHI MBA
- Sporting Blues Award for Perth College student Ben Leitch, capped for Scotland and Great Britain in Wheelchair Basketball
- Undergraduate Student of the Year Michael Duthie, BA Childhood Practice
- Perth College Principal welcome students to the city
- Centre for Mountain Studies celebrating 20<sup>th</sup> anniversary as a centre of excellence for mountain research
- Re-opening of Academy for Sport and Wellbeing following lockdown
- A range of COVID-19 related press coverage including Self-isolation of 6 students and 3 staff as a result of 3 students testing positive for COVID-19 at end September.

Weekly staff communications continue to be positively received 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, as well as providing reassurance on COVID related matters.

**INTERNATIONAL**

Relationship management of existing international partnerships worked well throughout the lockdown period which saw the College's Chinese partners impacted by COVID-19 prior to this emerging in Europe. A review of the partnership, student recruitment and success factors, along with challenges is included in a more detailed report at Appendix 1



Notable activities during this quarter have included:

- The teaching of UHI degree students at Hunan Institute of Engineering (HIE) had progressed where possible through online approaches. Success rates were good with 5 HIE students joining the Honours year in Perth in September 2020. All HIE students are staying with Homestay partners during the academic year and are part of their family bubble.
- Recruitment of HIE students into year 1 this September is extremely strong and the success of the partnership with UHI has attracted students with higher grade averages than previous applicants and those who would normally attend other higher profile universities in China. This is extremely positive and shows the success of the partnership between our institutions and the quality of the results achieved by those students.
- Delivery of year 3 of the UHI programme BEng Electrical & Electronic Engineering Systems has started 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 were scenario planned based on staff in market and the alternative of delivery of provision online. At this stage, it is not envisaged that any staff will travel during this year. 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 language teaching staff in China.
- International recruitment for September 2020 was not expected to generate any significant interest as a result of uncertainties with visa offices and IELTS testing centres in market remaining closed until early August and other broader COVID concerns. We had received 49 applications compared to 29 in the previous year. We did attract 7 new international students which included 5 from China and 2 from Brunei.
- Summer Schools scheduled for July 2020 were cancelled and this situation will be monitored to determine when it will be possible to host students, including for interested candidates from Japan who had previously been offered a place in the Language School and who remain interested.

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. This group has not met for several months. Progress updates will be provided once available. International collaboration with other Scottish Colleges is being developed.

## 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 £95k out of an estimated £180k has been committed through signed applications, despite many employers having staff just coming back from furlough. This had caused delays with companies unable to progress their applications.

The 2020/21 fund is also just open for applications and already 12 companies have expressed interest in applying to address their workforce development needs. 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. The Scottish Government has announced an additional £10m to the fund with £13m of the total £20m being available to Levy payers. An additional £7m is as yet unallocated but the College sector is hopeful to receive a share of this fund to support SME's.

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 the majority of 121 MA's are back in the workplace. As a result, planning and risk assessments are now complete to undertake workbased assessments for these candidates to enable milestones to be progressed 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 have been slower as many of the staff within these Managing Agents had been furloughed. This work 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 for students facing hardship during COVID-19. This raised £11,000 which have now been allocated to students. 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 expected that there will be a smaller number of scholarships this year and that these projects would be delivered remotely.

## **ACADEMY FOR SPORT AND WELLBEING**

ASW has successfully re-opened since lockdown and with the exception of around 100 members, has managed to retain gym membership and attract around 200 new members to get back up to 1400 members and retain the climbing registrations at around 3,500.

Additional classes have been scheduled due to demand. Online fitness classes continue to be delivered at 7.30am and 4.30pm daily for members and the community at no charge and are well supported with between 200-600 views each.

Government regulations for gyms and climbing centres will continue to be monitored in case services are required to change as the city is matched to the appropriate Tier based on the regional level of COVID transmission risk. Customers have been extremely complementary over the level of health, safety and cleaning regimes that are in place and this has worked well for member retention and growth.

## **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.

## **BREXIT UPDATE**

The College continues to keep abreast of the potential implications of BREXIT which has been superseded by COVID-19. Recruitment from 2021/22 onwards will be more significantly impacted and will continue to be monitored. The College had targeted increased marketing to non EU markets to counter any potential reduction in EU student numbers but this has been impacted by COVID-19.

There has been no progress to date on the proposed Shared Prosperity Fund that was to replace the European Social Investment Fund. The College will continue to track this and any potential opportunity to replace previous EU funding sources.

**UHI Engineering Programmes in China: Annual Review 2019-2020****Introduction**

Academic year 2019-20 was the sixth year that UHI engineering programmes were delivered at Hunan Institute of Engineering in China. This was the first year that programmes specific to China were offered: BEng Electrical and Electronic Engineering Systems and BEng Mechanical Engineering Systems. Although many modules were largely unchanged, some were altered significantly to ensure the curriculum remained appropriate for delivery in China and smooth progression for students onto the new year 4 engineering programmes at the UHI.

Dr Nadir Anani from Wolverhampton University was appointed as external examiner in semester 2.

After a steady rise in student numbers over the years, 2019-20 was the first year that recruitment to the programmes was static.

Largely the same staff at both HIE and the UHI were involved in the delivery of the programmes.

Four students from the 2018-19 electrical group and two from the mechanical group progressed on to year with the UHI. Two students achieved 1<sup>st</sup> class honours, while the other all achieved upper 2nds. Despite initial misgivings about the recognition of UHI degrees by other universities, 5 students obtained places on masters programmes in the UK or elsewhere. The other student obtained an industrial placement in China and intends to look for a post-graduate programme at a later date.

Semester 1 went well with no major problems and student attainment was comparable with previous years. However, the covid-19 situation had a serious impact on semester 2. Students were unable to return to the campus until very late in the semester for a very short period, and even then it wasn't possible to operate classes in the normal way. With students off-campus, systems for remote learning were put in place by HIE. HIE academic and support staff worked very hard in supporting students' learning and to minimise the impact of the disruption caused by covid-19. The situation seemed to change week-by-week, but the UHI Subject Network Leader and Dean of Faculty were fully engaged with programme and module leaders, and offered invaluable advice and support. Since traditional exams could not take place, assessments had to be modified (more than once for some modules as the situation changed), and this had variable impacts on modules.

**Overall Results**

YEAR	MECHANICAL					ELECTRICAL				
	total	pass	fail	dist.	susp.	total	pass	Fail	dist.	susp.
2018-19	43	41 (95%)	2 (5%)	6 (14%)	0	71	67 (94%)	4 (6%)	3 (4%)	0
2019-20	39	30 (83%)	6* (17%)	4 (11%)	3 (8%)	73	71 (97%)	2 (3%)	8 (11%)	0

\* At the time of writing the report, one student's result in MESA was being queried. It may be that the student will be awarded a pass for the module and will complete his BEng.

Overall, the results of students at HIE continue to compare very well with UHI students studying elsewhere. In the electrical group the pass rate remained over 90% and the number of students achieving distinctions increased significantly from 2018-19. A number of factors may have contributed to this:

- Enhanced support in years 1 and 2 in the development of English language skills.
- Continual improvement in the support of students' learning. Examples of this include better coordination between HIE and UHI staff on module assessment, and the development of new learning materials.
- In the modules Project & Management 1 and Microcontrollers & Digital Electronics closed-book exams were replaced by open-book exams. In terms of both pass-rate and grades awarded the results were higher than might have been expected. While all learning outcomes were met, the exams could probably have been more rigorous. In the module Electrical Power a timed exam through Brightspace was used. Although this method of assessment was new for students it seemed to work very well. Alternative arrangements were made for the small number of students who did not have access to appropriate IT facilities.

The results for the students in the mechanical group were slightly disappointing in comparison with 2018-19. Again, a number of factors may have contributed to this:

- Three students in the mechanical group suspended their studies after joining the army in semester 1.
- Semester 1 resits, which normally take place in March, were disrupted by covid-19. Two students (including 1 who has started year 4 of the UHI programme) failed resits for the module Mechanical Engineering Principles and will have to retake this module in 2020-21. The uncertain situation may have affected students' performance.
- In the module Mechanical Engineering Applications while off-campus the students did not have access to ANSYS software required for coursework. When they returned to campus they only had very limited time in class and it proved impossible for them to learn the necessary skills. The module leader was forced to revise the assessment twice to ensure it was fair and appropriate for the situation. However, students found the situation stressful and this may have affected the performance of some.
- Semester 2 assessment deadlines were pushed back as far as possible, and special arrangements were made for tier 1 and tier 2 exam boards to be held later than planned. This meant that students who failed a semester 2 assessment (often by failure to submit coursework) had very little opportunity for support or guidance on resits before they left the campus for the summer holiday.
- Some students seemed unaware of semester 2 resit deadlines and did not submit work until late August or early September. Markers tried to as flexible as possible, but at least one student failed due to late submission. This was made worse by students' use of their personal QQ email because in UHI systems these messages are often placed in the recipient's junk folder or blocked completely.

## **Prospects for 2020-2021**

- Enrolment at HIE has increased in both electrical and mechanical groups. There are 93 electrical students (an increase of 27% on 2019-20), and 58 mechanical students (up 49%).
- For the first time, UHI engineering degrees will be delivered at Henan University of Urban Construction (HUUC) in China. Twenty-seven students have enrolled on year 3 of BEng Electrical & Electronic Engineering Systems. Leading up to this there have been several years of collaboration between HUUC and the UHI, which included guest lectures by the UHI and HUUC staff visiting Perth College for class observation and other personal development.
- Two new full-time staff have been recruited by Perth College UHI to work on these programmes. New staff are also in place at HIE.
- The uncertain covid-19 situation has meant that, while students are on campus at HIE and HUUC, UHI staff have been unable to travel to China in semester 1 for face-to-face classes. This has required online lessons using Webex and a modified approach to delivery including the development of new learning materials. The effectiveness of these methods remains to be seen, but early indications are positive.

## **Recruitment to HIE-UHI Programs Y1 in AY 2020-21**

For AY 2020-21, the HIE-UHI project launched a recruitment campaign to cover 8 provinces in China. We promoted the programmes in Hebei, Inner Mongolia, Fujian, Jiangxi, Hunan, Shandong, Yunnan, and Gansu, and made 239 offers, out of which 231 students accepted the offers and enrolled at HIE.

For 2020-21 recruitment, we planned to recruit 207 students in Hunan Province, accounting for 86.1% of the total plan, and 207 students were admitted. This year, the admission cut-off score for Tier 2 University Undergraduate Recruitment in Hunan Province (provided by the government) is 464 points for Science based subjects, and the HIE-UHI project admission line is 475 points, which is 11 points above the provincial cut-off line. More specifically, the admission cut-off score for Electrical Engineering is 479, Mechanical Engineering 475.

The highest score among candidates from Hunan Province was 515, which exceeded the Provincial admission score of Hunan Province by 51 points. Out of all candidates, 80 people exceeded the Hunan Provincial cut-off line by more than 20 points, and 25 people exceeded by 30 points.

The above data shows that the quality of HIE-UHI project students continues to improve.

At present, 8 classes are set up for teaching in Year 1. There are 2 returning students joining Y1 from the previous cohort. In total 233 students are enrolled, including 121 in Electrical Engineering, and 112 in Mechanical.

**Perth College UHI**

Paper No. 10

<b>Committee</b>	Engagement Committee
<b>Subject</b>	HR Update
<b>Date of Committee meeting</b>	03/11/2020
<b>Author</b>	Katy Lees, Head of HR & Organisational Development
<b>Date paper prepared</b>	27/10/2020
<b>Executive summary of the paper</b>	This paper provides an update on current HR activities and statistics.
<b>Consultation</b> How has consultation with partners been carried out?	N/A
<b>Action requested</b>	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	No
<b>Risk implications</b> (If yes, please provide details)	No Click or tap here to enter text.
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with:	Click or tap here to enter text.

## Perth College UHI

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

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



## Perth College UHI

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

For how long must the paper be withheld? Permanently

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and

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## Engagement Committee HR&OD Update

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

**Date:** 27 October 2020

### National Job Evaluation Scheme

The College is submitted all outstanding roles that were to be evaluated and has no outstanding requests for clarification at the current time. No results are expected until all Colleges have been evaluated.

### National Bargaining Update

The Academic staff pay award proposal was accepted by EIS-FELA and at the current time we are awaiting final confirmation of this being accepted by the Employers Association prior to arranging to pay the 2% award effective on all academic pay scales effective from 1 September 2020.

The Professional staff pay award, also due effective from the 1 September 2020 is still being discussed at a National Level and there is no indication of agreement at the current time.

### COVID-19

The furlough scheme for the College ends on the 30 October 2020, and so the College's use of this scheme will end at this point with only 3 members of staff being on furlough at this time.

Following the implementation of Occupational Health based risk assessments to determine if staff are able to return to campus if it is essential for them to do so, a number of staff have been deemed to be High Risk or Very High Risk. To date these staff have not been permitted to return to campus.

The College continues to work with Colleagues across UHI to share good practice and ideas which will support our staff and students further.

### Health, Safety and Wellbeing

#### Sickness Absence Statistics

Please find below current college sickness absence information for the academic year 2020/21

CIPHR	2019/2020 (full year)		2020/2021 (August – September 20)	
	Total Sick Days	Average Sick Days per Head	Total Sick Days	Average Sick Days per Head
Management	35.0	1.95	0	N/A
Support	3161.5	12.65	312	N/A
Academic	852.0	3.46	1	N/A
Total	4048.5	7.88	313	N/A

The cumulative sickness absence rates for the College for 2020/2021 are compared to the equivalent figures in 2019/2020. The target for the College for sickness absence for the 20/21 academic year is to have overall absence levels at a level less than the previous year and ideally in line with the figure for the Education sector (5.9 for 2019).

In addition, the College separates its absence levels into Short Term (up to 4 week) and Long Term sickness absence (more than 4 weeks) and figures collected in 20-21 will be compared with those from 19-20.

	<b>Cumulative (Aug 2019 - July 2020)</b>		<b>Cumulative (Aug 2020 - July 2021)</b>	
	Short Term - Total Sick Days	Long Term – Total Sick Days	Short Term - Total Sick Days	Long Term – Total Sick Days
<b>Management</b>	35	0	0	0
<b>Support</b>	1522.5	1639	127	185
<b>Academic</b>	339	513	1	0
<b>Total</b>	1896.5	2152	128	185

During September 2020 we had 6 members of staff on long term sickness absence of whom 2 were due to stress related matters. One member of staff of long-term sickness absence has subsequently returned to work.

## 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 over the last 9 months, but little movement since August however this could be attributed to the start of term. Managers have received regular updates on the staff training that is outstanding. The Health and Safety Modules have also been fully reviewed to ensure that they meet compliance requirements.

<b>Course name</b>	<b>Completed at</b>			
	<b>29/01/2020</b>	<b>18/05/2020</b>	<b>19/08/2020</b>	<b>27/10/2020</b>
<b>Bribery Act v.1</b>	28%	78%	88%	88%
<b>Bullying and Harassment Part 1 v.1</b>	20%	74%	85%	86%
<b>Data Protection (GDPR) v.1</b>	32%	80%	88%	88%
<b>Diversity in the Workplace v.1</b>	18%	72%	83%	83%
<b>Health and Safety Part 1 v.1</b>	17%	65%	79%	79%
<b>Health and Safety Part 2 v.1</b>	18%	72%	81%	81%
<b>Safeguarding in FE Colleges v.1</b>	21%	74%	84%	85%
<b>Stress Management for All Staff v.1</b>	23%	74%	84%	85%

The College is currently updating our current induction programme so that it can be delivered with the majority of staff working from home.

There is a Staff Development Day planned for the 13 November 2020, the theme for the day is Self-Evaluation/College Recovery Year/Our Best Future.

The College is playing a key role in the working group developing the Professional Update/Professional Review and Development Framework which supports General Teaching Council Scotland (GTCS) registrations. Perth College will need to develop their own PU/PRD policy and scheme during the 20-21 academic year which then will be part of a cross partnership validation event in Autumn 2021.

## **Health and Wellbeing**

Terms of reference for the Health and Wellbeing group, a new subgroup of the Health and Safety Committee were approved by the Health and Safety Committee.

The principle duties of the Health and Wellbeing Group are as follows:

- To develop, implement and maintain actions which support and continue to improve the College's Gold Award registration with Healthy Working Lives.
- To review the College's approach to the management of Stress and to make recommendations to the Health and Safety Committee
- To review current arrangements and recommend proactive measures that support the Mental Health of staff which may involve looking at Work-Life Balance, Health Eating and Lifestyles
- To plan, deliver and review 3 wellbeing campaigns/activities each year
- To review the training offered to staff in the areas of Wellbeing and to make recommendations to the Head of HR & Organisational Development
- The Health and Wellbeing Group can make recommendations to the Health and Safety Committee.

This group will be meeting bi-monthly and notes from this meeting will go to the Health and Safety Committee.

This is a key piece of work to be done due to the ongoing challenges faced by staff due to COVID-19, requirements of working from home and blended learning. It is recognised that staff are feeling more pressured and this group will focus on how we can support staff further.

## Perth College UHI

Paper Nos. 11, 12, 13

<b>Committee</b>	Engagement Committee
<b>Subject</b>	Committee Minutes
<b>Date of Committee meeting</b>	03/11/2020
<b>Author</b>	Various
<b>Date paper prepared</b>	27/10/2020
<b>Executive summary of the paper</b>	<p>The following committee minutes are presented for noting:</p> <ul style="list-style-type: none"> <li>• Paper 11 – EDIT Committee 17 September 2020</li> <li>• Paper 12 – Staff Engagement Group 03 September 2020</li> <li>• Paper 13 – Student Engagement Group 16 September 2020</li> </ul>
<b>Consultation</b> How has consultation with partners been carried out?	n/a
<b>Action requested</b>	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	<del>Yes</del> No
<b>Risk implications</b> (If yes, please provide details)	<del>Yes</del> No Click or tap here to enter text.

## Perth College UHI

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

## Perth College UHI

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

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## Equality Diversity and Inclusion Team (EDIT)

Note of meeting held on Thursday 17 September 2020

Paper 1

09.30am, By Webex VC

**Present:** Katy Lees (KFL), Head of HR & OD (Chair)  
 Anna Maria Kaczmarek (AMK), EDI Adviser  
 Catherine Etri (CE), Associate Principal (Academic)  
 Christiana Margiotti (CM), SDD,CCI  
 David Gourley (DG), Head of Learning & Teaching Enhancement  
 David Snowden (DS), Exams Manager, AST  
 Michaela Asisten HISA VP Welfare & Activities  
 Gerald McLaughlin (GM), Additional Support Team Leader  
 Ian Bow (IB), HSW Adviser  
 Jane Edwards (JE), Unison Rep  
 Kevin Lynch (KL), Head of Estates  
 Lorenz Cairns (LC), Depute Principal Academic  
 Sara O'Hagan, EIS-FELA Representative

**Apologies:** Charlie Collie, Subject Leader, SVS

**Note Taker:** Carolyn Sweeney-Wilson

### Summary of Action Items

Ref	Action	Responsibility	Timeline
<b>4.</b>	<b>Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting</b>		
4.1	<u>E&amp;D and poverty, especially food and fuel poverty - update:</u> MA to ensure that HISA officers pass on any requests from students, for breakfast, as soon as possible to CE.	Michaela Asisten	ASAP
4.4	<u>Cross College Hearing Equipment – update:</u> KL to ask Tony McGregor's AV team to check the ASW loop was working.	Kevin Lynch	26/11/20
<b>5.</b>	<b>Period Poverty (free sanitary wear)/ 'HeyGirls' Contract – update</b>		
	KFL and KL to draft a proposal, looking at what the current spend was on sanitary wear versus costs for HeyGirls. This proposal then to either	Katy Lees, Kevin Lynch	26/11/20



## Summary of Action Items

Ref	Action	Responsibility	Timeline
	go through Procurement, or to contact the company direct for an approximation of their service costs.		
<b>8.</b>	<b>UHI Equality, Diversity and Inclusiveness Policy - update</b>  KFL to ensure that this policy was uploaded to the College website.	Katy Lees	26/11/20
<b>12.</b>	<b>Racism Working Group Brief &amp; Approach</b>  EDIT members to provide any further comments to KFL by Friday (18 <sup>th</sup> ).	All	18/09/20
<b>14.</b>	<b>Access and Inclusion Strategy</b>  KFL to query with UHI if a rep from HISA could be included in membership of their cross-UHI strategy group.	Katy Lees	26/11/20
<b>15.</b>	<b>Shuttle Bus – update</b> <ul style="list-style-type: none"> <li>• CSW to advise Iain Wishart (IW), Director of Finance, of the potential for money to be transferred to CC's and GM's budgets for booking taxis – estimated cost being £75 per semester.</li> <li>• GM to confirm cost per semester for booking taxis and advise IW.</li> <li>• GM/DL to identify how much money they would need for GM's area and advise IW.</li> </ul>	Carolyn Sweeney-Wilson  Gerald McLaughlin  Gerald McLaughlin, Deborah Lally	ASAP  ASAP  ASAP

**MINUTES:**

Item	Action
<p><b>1. Welcome &amp; Apologies</b></p> <p>KFL welcomed all present to the first EDIT meeting of the new Academic year.</p> <p>Apologies were noted.</p>	
<p><b>2. Addition to the Agenda for AOCB</b></p> <p>Web Accessibility Act - DG.</p>	
<p><b>3. Minutes of previous meeting</b></p> <p>The minutes of the EDIT meeting held on 6 June 2020, which had been previously circulated, were approved as an accurate reflection of the discussions that had taken place.</p>	
<p><b>4. Matters Arising not included elsewhere on the Agenda/ Review of Actions from previous meeting</b></p> <p>4.1 <u>E&amp;D and poverty, especially food and fuel poverty - update</u></p> <p>KFL asked CE if Sodexo were providing breakfast for any students currently coming onto campus. CE said there had been no requirement at the moment, but if this was needed, then Sodexo could be asked to do this.</p> <p><b>Action:</b> MA to ensure that HISA officers pass on any requests from students, for breakfast, as soon as possible to CE.</p> <p>4.4 <u>Cross College Hearing Equipment – update</u></p> <p>GM advised that he had been granted permission to install a system for Brahan Reception and he was currently sourcing a quote for this.</p> <p>KL said the loop at ASW did not seem to be getting used, so it was not being maintained. GM said he would imagine it would still work but he could ask the company providing the quote for the Brahan loop, to check the ASW loop. Alternatively, the AV Team could check it.</p> <p><b>Action:</b> KL to ask Tony McGregor’s AV team to check the ASW loop was working.</p>	<p><b>MA, HISA</b></p> <p><b>KL</b></p>
<p><u>Median Pay Gap comparison</u></p> <p>An action for KFL, from the last meeting, was for her to see if it was possible to provide mean and median gender pay gap comparisons</p>	

Item	Action
<p>for years 2015 and 2017 and provide that information to HISA. Unfortunately, however, the raw data is no longer available and KFL was not able to provide this data.</p>	
<p><b>5. Period Poverty (free sanitary wear)/ 'HeyGirls' Contract – update</b></p> <p>KL advised that he had not received any feedback from HISA regarding how students wanted the sanitary wear packaged and delivered.</p> <p>IB said he had received some information from Moray, who use 'HeyGirls' (HG). The way this works is that the College would provide students with a code and contact for HG. Students would then engage directly with HG to advise them what their requirements were. HG have a variety of branded sanitary products which should meet students' requirements. HG would post the sanitary wear direct to the student and then invoice the College.</p> <p>KFL thought this would be a much more discreet option for students. She confirmed that HG were on the procurement framework, but she thought there might be a management fee that HG would charge for this service and no contact had been made yet, with HG, to establish what that fee would be. KFL asked the group for their thoughts on this.</p> <p>LC said he didn't know anything about HG, whether or not it was reputable, but before a decision was made, costs would need to be investigated for the managed service. LC noted that any management fee charged might take away from the supply of the product. However, if this was outweighed by the quality of the product/service, then he would be happy to progress this. In the first instance, more information needed to be gathered from HG on their products, charges and fees.</p> <p>MA thought HG would be a good option for those students not in College, but she would still like to continue to have some products available in College.</p> <p><b>Action:</b> KFL and KL to draft a proposal, looking at what the current spend was on sanitary wear versus costs for HeyGirls. This proposal then to either go through Procurement, or to contact the company direct for an approximation of their service costs.</p>	<p><b>KFL, KL</b></p>
<p><b>6. Digital Poverty</b></p> <p>CE updated on the College's response to digital poverty. A Transitions survey had been conducted, at the end of the summer. This amounted to 3,000 students contacted and, of that, there was in excess of 2000 replies. The main question being asked was the</p>	

Item	Action
<p>students' ability to access PCs or laptops and whether or not they had wi-fi. It was then found that there were in excess of 700 students who did not have access to any ICT. The first tranche of orders for ICT equipment were then made.</p> <p>SMT had to carefully review how it could fund this level of equipment. The Government had provided UHI with funding and Perth's share of this was 50 laptops. There were, however, very specific criteria to be met in order for students to receive this equipment and, as a result, dealing with these requests would be done through the Bursaries team. The first 100 laptops would be distributed and issued from the Library. An RA had already been completed for this and the plan was to start issuing the equipment from Monday (21<sup>st</sup>). Students would receive an email, or be passed information from their PAT. Processes would be set-up in order to track the placement of the laptops, as the College would be lending hundreds. ICT had also been asked to look at Vodafone requirements to assist those students who have the worst wi-fi access.</p> <p>LC wanted to thank the ICT team, who did a tremendous job being on campus on Wednesdays, across the lockdown period, giving out lots of laptops. The College had tried very hard, in the period up to now, to address that shortfall between what the Government had supplied and what the College could provide.</p> <p>LC said SMT had recently met with the new HMI, Andrew Brawley, and it was explained to him what the College were doing to assist with digital poverty. LC commended everyone who had been involved with this.</p> <p>GM said he had been involved with the Transitions project and he was not aware of any other institutions that had been so proactive in this area. He said the College should continue this approach into future years, as it had been an excellent collaborative approach.</p> <p>LC said that digital poverty did also extend to staff and the College were also trying to address this. CE said the College had been commended by Education Scotland on the approach to this.</p>	
<p><b>7. Commemoration of E&amp;D Days</b></p> <p>An action from the last EDIT meeting was for KFL and GM to liaise so the survey on Commemoration of E&amp;D Days could be circulated to EDIT. Unfortunately, GM and KFL had not managed to meet, but he and AMK had a meeting arranged for Friday to discuss this and would report back at the next EDIT.</p>	

Item	Action
<p><b>8. UHI Equality, Diversity and Inclusiveness Policy - update</b></p> <p>KFL said she had noted that this Policy was not yet on the website and she would need to check this and ensure that it was uploaded.</p> <p><b>Action:</b> KFL to ensure that this policy was uploaded to the College website.</p>	KFL
<p><b>9. British Sign Language – update</b></p> <p>GM advised that UHI had been working on a declaration box to be added to enrolment forms for 2020-21. UHI would be sourcing training from SHHELS and GM was continuing to work to confirm times and availability. A Training Providers list for BSL training had been produced. All academic partners had been requested to provide travel information and information on onsite childcare facilities. A guide had been created for how to navigate access to work. GM proceeded to give a more detailed update on BSL matters cross-UHI, College and sector.</p> <p>KFL queried if the College had many BSL students. GM said the College did not have any. In fact, the College had never had a great deal of BSL users and in the 10 years that GM had been at the College, there had only every been 4 BSL students.</p> <p>JE said she thought it was worrying that the College was not reaching BSL users in the community and queried if anyone was reviewing how the College’s broad communications were targeted – was there a particular reason why the College was not attracting BSL users. GM said that the number of BSL users in Scotland was very low and the numbers attending the College, over the last few years, were indicative of this. DG said that the matter was not just a straight forward situation, as many hard of hearing choose not to use BSL.</p>	
<p><b>10. Brexit – Arrangements for supporting EU staff and students – update</b></p> <p>KFL advised that there would be some impact for new students and new staff from January 2021.</p> <p>For current members of staff from EU countries, the College was looking for them to apply for Settlement Status. KFL intended to send notices out to these staff, after the October break, about this and noting that the deadline for them to apply for Pre-settlement/ Settlement Status was June 2021. There were changes to visas for students and some of these changes would come into place from this month, but this would not affect current students on current visas. KFL said she would update EDIT members further when more was known.</p>	

Item	Action
<p>JE queried if the College would be supporting staff apply for Settlement Status. KFL said that it was not possible for the College to help staff with their application process. However, there were many providers in the local area who could do this and KFL had advised staff of these agencies.</p>	
<p><b>11. Lift Usage</b></p> <p>Further to ongoing discussions about the lift usage, GM said he recognised that there was a need to reinstate some type of 'lift pass' system. He had recently met with CE to discuss this and the outcome was that he was going to look at a digital lift pass system and also draft a hidden disabilities paper, potentially using a lanyard scheme – 'Sunflower Lanyards'. There were, however, a number actions the College would need to comply with in order to become members of this scheme and it was possible that a scheme such as this could be run better in-house. GM said he was meeting with his team to progress this with wristbands and lanyards.</p> <p>JE queried if it was really necessary to do this and expressed concern regarding disabled people having to wear an identifier. GM said that, ideologically, he agreed with JE, but there was a need to do this to limit numbers using the lift. The Lanyard, or wristband, would disclose to someone quickly and easily that the wearer was disabled, without that person being challenged and having to explain their disability. The lift has been breaking down more regularly due to heavy use and so the use needed to be managed. This would also help manage the high costs of parts and servicing. GM said he had spoken with other institutions, as to what measures they had in place and this proposal was comparable. This was the practical option.</p> <p>JE queried if the Lanyards/wristbands would be available to staff as well and GM confirmed they would be.</p>	
<p><b>12. Racism Working Group Brief &amp; Approach</b></p> <p>KFL advised that the Board of Management (BoM) had agreed that a short-life working group (SLWG) be established to investigate the extent to which racism and racial harassment was evident at the College and to produce an anti-racism/racial harassment action plan for the College to address issues and challenges.</p> <p>BoM have asked for the SLWG report to be ready for the BoM meeting in December and they have also asked that this matter be a standing item on the EDIT agenda.</p> <p>The proposal welcomed any input from EDIT in terms of membership of the SLWG and the Board would welcome any comments from EDIT on this and any work to be undertaken.</p>	

Item	Action
<p>DG said it would important for the SLWG, and any Focus Groups, to have minority representation, so that they had real ownership of it and that the process was valid and meaningful.</p> <p>JE commented that there was no mention of the trade unions (TUs) being included in membership of any of these groups. KFL said there was nothing indicating that TUs were excluded and TUs were more than welcome to join the groups and KFL said she would forward JE's comment to the Board.</p> <p>AMK said there should be ongoing involvement of all minority students/staff and there should be some kind of network, possibly digitally, to collect views on an ongoing basis.</p> <p>KFL asked if any EDIT members would like to join the SLWG. AMK and DG volunteered.</p> <p>KFL said that a key factor for her was that this needed to be embedded in everything that was done at the College and in mainstreaming. KFL had also asked that the results from the SLWG not be made into a separate action plan, that there should just be one overall action plan for Equality, Diversity and Inclusion matters. DG said this should become part of the College culture and needed to be sustainable and every effort needed to be made to de-colonialise the curriculum.</p> <p><b>Action:</b> EDIT members to provide any further comments to KFL by Friday (18<sup>th</sup>).</p>	<p><b>ALL</b></p>
<p><b>13. New EQIA Process</b></p> <p>KFL advised that the new EQIA process was now being trialled. It had been noted that the process took longer to complete than anticipated. A new Equality email address had been created, so that documentation would to straight to this email box and this meant the forms were not limited to being dealt with by one person. It was also felt that the trial needed to continue for longer, as not enough documentation had yet been received to determine any benefits. Once there was better usage KFL would feedback to EDIT.</p>	
<p><b>14. Access and Inclusion Strategy</b></p> <p>KFL advised that this strategy was currently on the College website and would be there until 2022. However, UHI were intending to have one cross-UHI strategy. There would be representation from Perth College on that UHI group and KFL said she would check to find out who that would be. Any cross-college strategy would need to be brought back to APs to contextualise and consult with local TUs.</p>	

Item	Action
<p>In response to a query from MA, KFL said she would ask if a rep from HISA could also be included on this group.</p> <p><b>Action:</b> KFL to query with UHI if a rep from HISA could be included in membership of their cross-UHI strategy group.</p>	KFL
<p><b>15. Shuttle Bus – update</b></p> <p>There was a discussion regarding the current College minibus, which KL advised was not being used as COVID capacity meant it could only take 2 + driver.</p> <p>KL also advised that the purchase of College vehicles had been put on hold due to the current financial situation.</p> <p>KL indicated that he had reviewed the costs of using the taxi service against the costs of the purchase of a bus. He noted that the cost of purchasing a new minibus would far outweigh the use of a taxi service, which would only cost £75 a semester.</p> <p>There was a discussion about the use of taxis and how access to them was affected by the ‘school run’ times and that specifically modified taxis were sometimes difficult to book at these times.</p> <p>DG noted that during COVID staff should be minimising the movement of all students between Goodlyburn and Brahan anyway and questioned the need for this service at this time. KFL noted that students would need to access areas in Brahan eg the Library.</p> <p><b>Agreed:</b> it was agreed that once it was confirmed that the cost of £75 per semester was an accurate figure, money should then be transferred to Charlie Collie’s budget, so that his team could book the taxis direct.</p> <p>GM noted that his area could feasibly require taxis as well and <b>it was agreed</b>, depending on the confirmed cost per semester, that money would also be transferred to GMs budget to book taxis.</p>	
<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• CSW to advise Iain Wishart (IW), Director of Finance, of the potential for money to be transferred to CC’s and GM’s budgets for booking taxis – estimated cost being £75 per semester.</li> <li>• GM to confirm cost per semester for booking taxis and advise IW.</li> <li>• GM/DL to identify how much money they would need for GM’s area and advise IW.</li> </ul>	<p>CSW</p> <p>GM</p> <p>GM, DL</p>



Item	Action
<p data-bbox="151 190 965 224"><b>16. COVID-19 – impact on certain equality strands</b></p> <p data-bbox="260 264 1220 477">JE queried if EDIT members felt there were the necessary level of RAs for groups who were disproportionately affected by COVID, including BAME and those with medical disabilities. JE said she was aware that some staff had been unhappy about individual RAs, but now that more staff were on campus was this something that needed to be addressed further.</p> <p data-bbox="260 521 1220 701">AMK said this was certainly something that should be investigated. There would likely be other issues, for other groups, for example, those with breathing/cardiovascular issues, who might be affected by the need to have windows open and how they would be affected by low temperatures.</p> <p data-bbox="260 745 1220 1025">AMK said that more comprehensive, contextualised, RAs should be completed as time goes on, and whenever a change to the guidance was made, to make sure that this was more of an ongoing process and that staff/students were encouraged to come forward with any concerns that had not perhaps been thought through. AMK said she would be happy to conduct some mapping of what was in the existing questionnaire to determine what was missing.</p> <p data-bbox="260 1070 1220 1328">KFL indicated that, while the College used the MediGold Health Assessments, some people had felt that they didn't take account of all their personal circumstances and these had then to be returned for management referral. Everyone was entitled to an individual RA and this should be done with their line manager. The issue of what would happen in winter had been raised and appropriate advice had been sought from Occupational Health (OH).</p> <p data-bbox="260 1373 1220 1653">KFL said that it would be important that there was good communication with staff to ensure people were comfortable and that it was recognised the College had different groups of people on campus and this would change constantly. KFL advised that she and AMK were in fact researching a bigger piece of work on the effect of COVID on the College, in order to be able to provide some measure of reporting and they would bring this to EDIT once it was completed.</p> <p data-bbox="260 1697 1220 1944">JE pointed out that, if there was an outbreak, the groups she had mentioned would be disproportionately affected. JE queried if, where it was known that these groups could be identified, that the College should have guidance to indicate that they would respond to these groups of people first. No support for these groups seemed to have been built into the College guidance at the moment.</p> <p data-bbox="260 1989 1220 2056">LC said that the Government guidance on Outbreaks did not differentiate between groups and the College's compliance was</p>	

Item	Action
<p>with whatever the Government guidelines stated. KFL said the outbreak protocol had been shared with staff and that the College was following the guidance. While the Government did acknowledge different risk groups, they were not differentiating in the management of those groups. If there was an outbreak it would be the responsibility of the local Health Board to contain it. At the moment, the College, needed to continue to concentrate on being compliant.</p> <p>KFL said that where individual RAs were in place then she was very conscious that managers were meeting with individuals to make sure that their concerns were dealt with immediately.</p> <p>IB advised that, in regard to ventilation, during inclement weather, the windows would be closed, but were advising the common sense approach be applied to this.</p> <p>JE said that the Government guidance was the minimum required. This did not mean the College had to comply with just the minimum level and, if measures were identified to improve on the minimum level, this should be progressed.</p> <p>KFL said she felt it was clear from comments from staff, including this group, that the College goes beyond the minimum.</p> <p>DS responded to an action on him, from the last meeting, regarding prayer room requirements for Muslim students. DG confirmed that standard classrooms, or small rooms, on the 2<sup>nd</sup> floor were being used. There had been no issues reported as yet. AMK pointed out, however, that women may be less likely to use the big classroom and may want to use the smaller room, as there may be a difference between what men and women could do regarding their prayers.</p>	
<p><b>17. Equality, Diversity &amp; Inclusion Adviser</b> - updates on any other items not included elsewhere on the Agenda including Equality Targets, policies mapping and employee information</p> <p>AMK advised that she had revised the staff training on Marshalls.</p> <p>She was currently working to bring together the action plan and revisions to deadlines due to COVID-19.</p> <p>She had also been working on the EQIA guidance.</p>	
<p><b>18. EDIT Members Updates - on any other items not included elsewhere on the Agenda</b></p> <p>None.</p>	

Item	Action
<p data-bbox="151 190 359 224"><b>19. AOCB</b></p> <p data-bbox="255 257 566 302"><u>Web Accessibility Act</u></p> <p data-bbox="255 336 1204 660">DG referred to the public website accessibility regulations. While the College website was covered, the virtual learning environment required to comply. DG was working with UHI on this and a package had been purchased to automatically check for compliance. There would be a degree of work required on this for staff and it would be important for staff to think about accessibility in the design of their online teaching materials. KFL requested some guidance on this for the professional side, as well as the academic.</p> <p data-bbox="255 694 1204 840">CM queried if DG had mentioned this to staff already, given all the training he had been carrying out with them. DG said this had been embedded, but he would need to make it more explicit to staff.</p>	
<p data-bbox="151 884 805 929"><b>20. Dates and times of future meetings:</b></p> <ul data-bbox="311 952 638 996" style="list-style-type: none"><li data-bbox="311 952 638 996">• 26 November 2020</li></ul> <p data-bbox="255 1030 1141 1075">All meetings are on Thursday, 09.30-11.30am, via Webex VC.</p> <p data-bbox="255 1120 630 1164"><b>Meeting End:</b> 11.16am.</p>	

## Staff Engagement Group

Paper 12

### Minutes

**Date and time:** Thursday 3 September 2020, 09.30am

**Location:** VC - Webex

**Members present:** Craig Lindsay (CL), Helen Roger (HR), Jacqui Allison (JA), Kathleen Connor (KCR), Lee Dunn (LD), Lesley Sutherland (LS), Lorenz Cairns (LC), Lynne Taylor (LT), Mandy MacDonald (MM), Richard Fyfe (RF), Sara O'Hagan (SOH)

**Apologies:** Kirsty Cassells (KCS), Claire Vekic (CV), Victoria-Lee Rice (VLR), Aida Grier (AG), Josie Warburton (JB)

**In Attendance:** Kevin Lynch, Head of Estates

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

**Note Taker:** Carolyn Sweeney-Wilson

### Summary of Actions

Ref	Action	Responsibility	Time Line
4.	<b>Matters arising not included elsewhere on the agenda / review of actions from previous meeting:</b>		
4.1	<u>Brahan Lift – update</u> MM to liaise with KL to provide some motivational comments to display in the stairwells.	Mandy MacDonald, Kevin Lynch	04/11/20
5.	<b>Staff EG Chair Person</b>		
	Anyone interested in becoming the Chair person for the Staff EG to advise KFL by 21 September.	ALL	21/09/20
6.	<b>Car Parking (Appin Terrace) – update</b>		
	KL to arrange for Estates staff to monitor usage in the main car parks and the back car park over the next 2-3 weeks and feedback to this Group.	Kevin Lynch	ASAP

## Summary of Actions

Ref	Action	Responsibility	Time Line
8.	<b>COVID-19 – update</b>		
	KFL to check the guidance on people exempt from wearing a face covering for library.	Katy Lees	09/09/20
9.	<b>Intranet Proposal</b>		
	KFL to speak with RC regarding a central page for all COVID-related information and linking to various documents.	Katy Lees	ASAP
10.	<b>HR Update</b>		
	KFL to contact DL and RC to request some guidance on how staff should deal with the poor poverty requests for laptops. Guidance to be circulated to staff on this asap.	Katy Lees	ASAP

## Minutes

### 1. Welcome and Apologies

Katy Lees welcomed everyone to the meeting.

Apologies were noted.

### 2. Additions to the Agenda for AOCB

None.

### 3. Minutes of Previous Meeting

The minutes of the previous meeting, held on 8 May 2020, 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 Brahan Lift – update

KL advised that the lift was now operational, but an expensive part was having to be kept in stock as this was prone to breaking down. Reduced usage would help to keep the lift working and suggested

## Action

a lift pass, or some identifier for those deemed essential, would help monitor use. KFL said that the lift pass matter was to be discussed at the next EDIT meeting. However, due to COVID, only 1 person was allowed to use it at the moment (or 1 + carer). There had been discussions previously regarding displaying encouraging comments round the stairwells. KL said this had not happened yet and KL said he would need someone to provide these for him.

**Action:** MM to liaise with KL to provide some motivational comments to display in the stairwells.

Action

MM, KL

#### 4.2 Admissions Policy – update

KFL advised that UHI had created a cross-UHI policy for HE, but does not include FE. This was now with DL as the policy needed to be tailored for Perth and this would once approved be loaded onto the College website.

#### 4.3 National Job Evaluation - update

KFL said that she was still getting questions from the national team re roles they were evaluating – that was the roles as of 01/09/18. The College had tentatively been asked for number or changes in roles as of 02/09/18 to see what they might need to look at with no clear direction about how this would work. The initial stage of the national job evaluation process would ideally have been completed by now and KFL was currently trying to find out if Evaluators' secondments would be extended going forward and if so, for how long.

#### 4.4 Annual Leave – update

KFL indicated, per the email she circulated to staff yesterday, that HR were currently carrying out the role forward for Annual Leave 2020-21. This was being rolled forward on the basis that staff were able to carry forward 5 days and part-time staff carry forward their week's hours. KFL will update staff when this has been completed.

### 5. **Staff EG Chair Person**

KFL advised that AG was no longer able to commit to being the Chair of this group and asked if anyone was interested in being the Chair person to let her know by 21 September.

KFL said she was happy to continue to Chair the group until someone came forward to be Chair.

**Action:** Anyone interested in becoming the Chair person for the Staff EG to advise KFL by 21 September.

All

## Action

## 6. Car Parking (Appin Terrace) – update

KFL reminded the Group that this was a question regarding the opening times of this car park in the evenings. KL said he agreed with the reason behind the early closure, in terms of security. However, he could arrange for the car park to be open up to 9pm, if the Group approved this, but felt particular attention would need to be paid to security issues. In terms of historical issues of flooding, there was a contractor currently on site to carry out more extensive repairs than normally would be done, but nothing like what a normal car park would have. If the College were to resurface the car park to the same standard as the main car park this would likely cost into 6 figures and if this was to be done, then there would need to be a charge for the use of the car park in order to recoup the money.

There was a discussion regarding the benefits of this car park, including the fact it was free, but also the negatives, which included staff and students having to rush to move their car from the back car park to the main car park if they were working on into the evening.

It was also noted that the lighting was not very good and members queried if there was anything that could be done about this and there followed a discussion about what was currently in place and options for upgrading.

Another issue was with the 'boy racers' coming in and they were the ones who were causing a lot of the issues related to the condition of the ground, which was another reason for closing it early.

LC reiterated what KL said regarding cost and queried if the Group would want the car park to be renovated, at huge cost, and be a charged park, or keep it as it is and be free of charge.

There followed a discussion about demand in both car parks at the moment, due to the COVID situation and the fact that the main car park was currently free of charge, so was being used the most. It was queried whether or not it was worth monitoring usage in all the car parks and KL said Estates staff could monitor the car parks over a 2-3 week period to see what the demand was. Once usage was known a decision could be made with regard to the back car park and whether it needed to be open later at this time.

KL noted that the parking charges in the main car parks were suspended until the October break.

**Action**  
**KL**

**Action:** KL to arrange for Estates staff to monitor usage in the main car parks and the back car park over the next 2-3 weeks and feedback to this Group.

## 7. CMT Update

LC advised that an extra meeting of CMT had taken place earlier in the week to discuss an incident regarding a student posting on social media that they had COVID, or COVID symptoms. There was a discussion about the College's procedures and the notification process, whereby the College was not advised in the first instance and also that the student had not received formal confirmation of being COVID positive before broadcasting the comments. The student did eventually phone their doctor, who confirmed that they did not have COVID and the College was then able to advise everyone accordingly.

LC said SMT had met with managers and firmed up the procedures for instances such as this. LC said this was to ensure the College's procedures were as robust as possible.

The Scottish Government (SG) had also issued some further guidance earlier this week. The College's procedure would now require anyone who felt they had symptoms, and were in College, to go to an Isolation Room, where they would use the phone provided to call NHS inform, or their doctor. LC proceeded to explain the procedure in detail, that would occur after this phone call took place.

LC said that Managers and Unions had been met and KFL would be circulating a procedure with this process. The SG said this was a very fluid situation and they were anxious about the number of people travelling round the country to go to courses.

LC asked members on the Curriculum side to ensure that all their contact lists were up-to-date and to be aware when someone was self-isolating, so they would know when that person/s should be returning. It was vitally important that everyone complied with all of the guidance. LC asked members if they had any queries on this.

KFL reiterated if someone had 'the sniffles', or a runny nose, this was more likely to be cold/flu, not COVID, and it was important that everyone was aware of this as a runny nose is not a symptom of COVID. There were 2 isolation rooms available in the Brahan (017 and 018A) and one room available at ASW for the weekends, for when Brahan was closed. A room was being sourced for Goodlyburn, as some students based there would not necessarily be able to make it up to Brahan.



**Action**

There was further discussion regarding if people get contacted by contact tracing to say they've been in contact with someone who has the virus and what they should do in those circumstances.

KFL said she would be updating the 'Return to Campus Guide' with all of this information and re-circulating it.

**8. Covid-19 – Update**

KFL asked members for any updates they had in relation to the COVID situation.

**VLR:** Returned to campus yesterday for the first time since March and was really impressed with everything that was in place. Both staff and new students from Musical Theatre Department felt really safe.

**HR:** Took part in an induction yesterday in the Art Studio. This went very well and feedback from students was positive and echoed VLR's comments.

**JA:** Only been in College once, before students started back. It was very well organised, straightforward and clear, but all of her students were online. Inductions for HE were taking place next week. Next week FE and there may be more demands from them. Felt safe within the College.

**KC:** Been back on campus on a rota basis and gradually increasing the time on campus. Students do a click and collect and given a collection time to collect their books and still able to provide a service and the students have really been using this and using it well. Inductions were entirely online and this was well-used so far. All staff and students have said how safe they feel in the Library. KC queried what should staff do if a student came in to use the Library, but refused to wear a face covering, due to being exempt and what could staff do if the student couldn't prove they were exempt. KFL said she would need to double-check the guidance on this. LC said that, as the Library was where people generally congregated, for this reason it may be that people would have to wear a mask, but KLF will check.

**Action:** KFL to check the guidance on people exempt from wearing a face covering for the library.

**KFL**

**LD:** Everything in place and seems to be working well at moment. They have settling in visits for the Nursery now which was being done outside, but concerned about what would happen when the weather turns bad. The options then were, the child could go into the Nursery, but the parent would have to remain outside. The

**Action**

weather will be an issue for the settling in sessions. Outdoor learning was going to be a major contribution to this year's curriculum, so the Nursery will need some shelter areas for children to do this.

**LS:** Not been back on campus yet, but starting next week, some of the team would be returning to print off ID cards for students. The students would be dealt with in groups, starting with AST students. Once cards were printed they would be left at Reception for PATs to collect and distribute to their students when they had their face-to-face teaching.

**LC:** Thanked everyone who had been working so hard to get the College to opening status. He urged everyone to be as responsible as they could be and comply with every rule that was in place for everyone's safety.

**RF:** Felt very confident that the College was doing everything to keep people safe. Massive thanks to ICT team for the help they've provided to help him out.

**SOH:** From union perspective, they've been providing a lot of support to members of staff who may have health considerations and been asked to come back to teach. SOH said union reps had been happy to be supporting people.

**KL:** The Estates and H&S teams have put a lot of work in to get the campus open. This was ever changing environment at the moment and when staff and students return in larger numbers this was when it would likely show that a protocol that had been put in place wasn't working. This did not mean that that something wasn't in place, it was just that, practically, it hadn't worked as well as it was thought to theoretically. There were a lot of requests for PPE, but supplies were an issue and KL said staff would need to bear with the team on this. People should only order what was needed, rather than over order, and should only order what they had stipulated in their Risk Assessment (RA). If people wanted PPE that was not in RA eg something of much higher quality, then this would be interrogated with line managers as to the necessity of that choice as opposed to what was actually needed. Some requests were taking some time to arrive and people shouldn't expect just to get their supplies the same day of ordering.

**MM:** Very busy week at ASW, but quiet in terms of staff and students. There were a lot of new memberships. Constant cleaning and when people leave, the whole gym was being cleaned. Thanked all teams for their support.

**Action**

**CL:** Said that he was having IT issues working from home. It was a busy time for processing support plans prior to students starting courses in September and CL was now realising that working from home wasn't working, as he needed to be in college to meet students to lend assistive technology and also to train students up as they are panicking for starting next week. Risk Assessment was being completed now to return to the campus. Happy with all the safety procedures in place and would feel safe to return and follow guidelines. Have visited the ASW since it had re-opened and was impressed with what's in place and feel safe.

**KFL:** Based on what she sees and hears everything seems to be going well, but she hasn't been back on campus since March.

**LT:** Haven't been back to College since it had re-opened. Working on applications, but not taking phone calls just now, but getting a lot of emails as a result. Okay otherwise.

**9. Intranet Proposal**

KFL advised that PerthNet was still an intranet but there were plans to update this. However, due to demands on ICT at the moment, this was still underway. Ray Crabb (RC) will update in due course, when it will be possible to access this without going through the UHI portal.

SOH asked if a message could be circulated to all staff to advise were to get all the information on H&S and COVID, as this was challenging for all staff to find this. KFL said the challenge was creating the links to the various pages where the information was being held, but she would speak to RC about this. KFL said she did recognise this was a significant challenge at the moment.

**Action:** KFL to speak with RC regarding a central page for all COVID-related information and linking to various documents.

**KFL****10. HR – Update**

KFL said she would be asking all staff to ensure their personal contact details were updated on CiPHR, in case the College needed to provide this information to 'Test and Protect' and she would be emailing staff about this.

KFL re-confirmed that it was still only essential people to be on site and if people could do their jobs from home then it was important that staff remained working from home. It was very much about reminding staff that it was essential people only on campus. KFL was aware it was challenging for staff, particularly as they were not getting phone calls, but ICT were working on a project to resolve

## Draft for Approval

## Action

this and were looking to see if calls could be done through people's computers.

RF said if anyone had any urgent queries, then they should go to their HR Adviser.

KFL gave an update on new HR staff members.

KFL said CiPHR would be updated before Christmas and she would share the details with the Group when she knew more.

There was a discussion about laptops for students and LC suggested that RC could be invited to attend the next meeting to discuss the process for distributing the laptops and how these could be requested. LC noted that not every student would be supplied with a laptop and after the resilience survey, which had just been completed, he was concerned that everyone would start to think they would get a laptop, which was not the case. LC asked staff to contact EB or SDDs regarding the resilience survey, if they wanted this information.

CL queried who was dealing with the poor poverty request for laptops. His team were receiving some requests for their loan laptops, but this loan bank was only enough to supply students with current disability support plans. KFL said she would speak to DL and RC to get some guidance circulated out to staff regarding this asap. The next meeting of this Group was not until November, so this matter would need to be dealt with before then and the November meeting would, therefore, be too late to have RC attend.

**Action:** KFL to contact DL and RC to request some guidance on how staff should deal with the poor poverty requests for laptops. Guidance to be circulated to staff on this asap.

KFL

**11. AOCB**

None.

**12. Date of Next CMT Meeting**

- 30<sup>th</sup> September 2020.

**13. Date of Next Meeting**

- Wednesday 4<sup>th</sup> November, 09.30-11.30am.

**The meeting finished at:** 10.48am.

## Student Engagement Group Meeting Minutes

Paper 13

**Date and time:** Wednesday 16 September 2020, 11.00am – 1.00pm

**Location:** By Webex VC

**Members present:** Alex Wilson (AW), Ray Crabb (RC), Cameron Murray (CM), Ian Gibb (IG), Jessica Borley (JB), Kathleen Connor (KC), Kevin Lynch (KL), Lesley Connaghan (LC), Lesley Sutherland (LS), Lisa Findlay (LF), Nick Green (NG), Sam Monie (SM), Maureen Paris (MP)

**Apologies:** Jane Edwards (JE), Aimee Cuthbert (AC), Anna Maria Kaczmarek (AMK), Mandy MacDonald (MM), Gareth McKenna (GMK), Sharon Porter (SP), David Stewart (DS)

**In Attendance:** n/a

**Chair:** Deborah Lally

**Note Taker:** Lorna Matheson

### Summary of Actions

Ref	Action	Responsibility	Time Line
	Ongoing actions regarding Powerpoint Sessions	SM	Ongoing
	Safeguarding meeting talked about some topics that would be good to include Eleanor Brown and Scott Robertson. DL to get in touch.	DL	Next meeting
6	Quality Information to be added to Induction area on website	LF	
7	SM to continue to collaborate with Marketing regarding Student Engagement	SM	Ongoing
10.1	Further discussions regarding Perthshire Partnership Project Consultation & Action Plan	KC/AW	Ongoing
10.1	Share information regarding Digital Poverty Survey	DL/AW	Next meeting
10.1	HISA to contact RC for information of websites offering discounts on technology for students.	MA	ASAP

## Summary of Actions

Ref	Action	Responsibility	Time Line
10.1	Digital Poverty to be added as a standing agenda item.	DL/CSW	Ongoing
11	All staff email to go out regarding limited space for students to study with possible bookings being available from w/c 21 September 2020.	KC	ASAP

## Minutes

Item	Action
<p><b>1. Welcome and Apologies</b></p> <p>DL welcomed the Committee members to the first Student EG meeting of the new academic year.</p> <p>Apologies were noted.</p>	
<p><b>2. Additions to the Agenda for AOCB</b></p> <p>None</p>	
<p><b>3. Minutes of the Previous Meeting</b></p> <p>The minutes of the meeting held on 10 June 2020, were approved as an accurate reflection of the discussions that had taken place with a couple of adjustments as noted below:</p> <p>Item 12 should read 2020-21.</p> <p>Michaela should be MA and not MS.</p>	
<p><b>4. Review of actions from previous meeting / Matters arising <u>that are not included elsewhere on the agenda:</u></b></p> <p>Update from Sam Monie</p> <p>SM has sent PowerPoints to PATs – making them aware these sessions are available.</p> <p>This item can now be closed off.</p>	



Item	Action
<p>It was good to get feedback and the PowerPoints went down well, an update will be about tweaking these online sessions. This will be sent out after things have settled down after induction. PDP Sessions, workshops on hate crime etc. Ongoing actions required.</p>	SM
<p>Safeguarding meeting talked about some topics that would be good to include into presentations to students. Eleanor Brown and Scott Robertson will be in touch with SM to take this forward.</p>	SM
<p>7 Student end of year survey – didn't go ahead.</p>	
<p>4.2 Use of college lift – Lift has been fixed, due to social distancing only one person allowed at a time unless they are with a carer. The College are reviewing lift usage.</p>	
<p>15.4 Induction and freshers – will be discussed under Item 5 of this meeting.</p>	
<p>16 First meeting of the academic year would be held earlier while it is all fresh in people's heads.</p>	
<p><b>5. Induction Feedback</b></p>	
<p>SM updated the meeting that he has been on campus the last 2 weeks to welcome students into the Brahan Building. He conducted 22 plus groups of students with face to face inductions. Some were done last minute for Goodlyburn students, SM felt these would have been the same format of induction students would have normally received.</p>	
<p>The feedback was the students who did get a face to face induction seemed to go down really well and students engaged well. Congestion was identified early on a remedied with regards to entry to the buildings. Some office areas now have QR codes in place to allow staff to enter/leave the building using the QR code in their area</p>	
<p>MP informed that a member of the CAT team is present in one of the offices each day of the week and so far, there has been hardly any footfall through the offices. The team have however, been preparing packs to post out to students.</p>	
<p>HISA update – A HISA Perth specific PowerPoint was created which was specific to Perth students. This was available to students from 31 August until 11 September through a VC which targeted around 120 students. AW felt there was not much engagement from PATs etc. The team have made a video to send out to PATs about HISA. DL asked if they were sending this out due to lack of engagement, to which AW confirmed this was the reason.</p>	

**Item**

**Action**

SM suggested the problem being the time lecturers have with their students at present is limited, therefore, very precious. HISA thought this would be the case.

DL added that some tasks that are completed before the summer break were only being actioned late August/Sept (e.g. timetabling), which would have added to the limited time everyone is experiencing.

LF – Marketing were included in pulling information together along with timetables for induction and publishing this information.

She felt nervous about the feedback from Students regarding being able to find their induction information but has found there has not been much negative feedback on social media etc.

SM added he had found the internet pages really slick and amazing really easy to find information. Team did a great job.

KC added she felt the website page created was excellent and the team seemed to create it seamlessly.

Library update – library would normally be busy with face to face inductions, very different. KC has emailed SDD's and PATs for online inductions slots.

This week they have found inductions to be back to back after informing people that inductions are still available. Inductions are going well with all feedback received has been very positive.

DL stressed that given the situation, everyone has done a fantastic job and positive things have come from this and that some processes should continue going forward even if we go back to face to face teaching.

In the past we have always had January start students but no induction for them, the information prepared that is now on our website would be good going forward for all students who commence at different times throughout the year. It was also identified that the information will allow students to prepare themselves in advance of them coming to College.

IG felt generally feedback has been very positive, a large amount of planning was involved. Each PAT contacted their own students directly regarding attending induction.

All new students attended a short face to face induction. Everyone found this to be very beneficial as we picked up on a few technical issues regarding no laptops etc.

SM popped in with his information, still collating feedback from the team and will pass on once all collated.



Item	Action
<p>LC informed her area conducted inductions wholly online. They received very positive feedback regarding inductions and all good resources which PATs found beneficial to handle issues.</p> <p>The team have agreed they would be using these materials going forward regardless.</p> <p>It was noted that Induction is longitudinal and will be ongoing.</p> <p>Nick Green felt the face to face inductions for Audio Engineering and Theatre Arts, went really well. A few congestion issues as 63 on sound production. Induction feedback generally very well.</p> <p>BSC Audio Engineering students - all information including online information has been utilised by PATs and the approach to inductions all seems to be positive. It has been found the majority of students who missed induction are ones who aren't fully engaged.</p> <p>NG informed he is able to see the situation from a student/parent prospective and can see the amount of information can be pretty overwhelming. It is good information but students need the time to digest it.</p> <p>DL added this has always been something we are aware of but because they all ask for various things we try to get as much information out as possible. It would be interesting to get more detail regarding the information that is overwhelming and see what more we can do to streamline the process further. Possibly drip feed students rather than giving all the information at once.</p> <p>LC commended David Gourlay's team who have been unbelievably supportive in responding to help PATS with Brightspace.</p>	LF
<p><b>6. Safeguarding – update</b></p>	
<p>Safeguarding group met for the first time this academic year.</p> <p>DL brought the group up to date with regards to the UHI Single Policy on Safeguarding. Feedback from other groups (e.g. Academic Affairs) highlighted a need to add in something crucial for the unprecedented time we are in – online safeguarding. DL will also be making sure our Nursery is also included.</p> <p>The document will go to Board for approval.</p>	
<p><b>7. Student Engagement Team – update</b></p>	
<p>SM LF – SM had nothing further to contribute as per previous update.</p>	

**Item**

**Action**

When doing the face to face induction SM did mention YouTube video blogs which students found interesting and will continue with this. SM plans to work further with the Marketing team going forward.

With regards to induction LF informed the College has to be quite tight on Social media with regards GDPR etc We need to ensure platforms are fit for purpose. A closed group for new and returning students was created for the Facebook page. The team approve new members and all they do is chat amongst themselves. This gave them a chance to feel part of a community etc. Seems to have gone down pretty well by looking at it.

SM informed he joined the group and had been keeping an eye on it. He got the feeling students ended up answering their own questions. He added it was good to see them fixing their own problems in their own community. He could see where normally students would automatically go to a certain area within the college they were instead fixing problems themselves.

LF highlighted this all adds to the student community and a good example of collaboration with cross college teams

Tends to be returning students that are responding to other students queries, good to see returning students being so engaged.

**8. Student Satisfaction and Engagement**

SSES was cancelled as the Funding Council realised the results wouldn't be as useful as previous years. There was also a low response rate of 6% so chose to not prioritise that.

Some comments were positive with regards to the support staff were giving their students throughout lockdown.

**8.1 NSS Brief Report**

The response was disappointing for Perth which was down by 4%.

There will be a lot of work for us to do with regards student satisfaction. There will be a requirement for us to drill down for course leaders to look at this and plan for this year.

Of 27 questions 8 of the areas increased, performing above UHI and a few areas.

We will be doing further analysis at programme level but will take time to get the information out to teams.

**8.2 PTES 2020 Report**

**Item**

**Action**

Perth College PTES 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.

We are about to launch in the next 3 weeks early student satisfaction survey. Department are re-looking at all of the questions to ensure they are relevant due to the way students are being taught, use of Brightspace etc. JB spoke to David Gourlay with regards to a short life working group.

JISC survey will be emailed through students email account and sending message to all staff through SDDs with regards opening dates for Perth and how they can be completed.

PATS will be asked to promote in some way.

Percentages were down last year which was the first year the survey was promoted online instead sending out hard copies. Hope to improve on not only satisfaction but also involvement in the survey.

DL informed of feedback from Academic Affairs group regarding question 10 from ES, is this being looked at? JB confirmed it was, due to the way these things are being conducted then yes, as with a lot of the questions.

**9. COVID-19 – update**

This was already covered under the previous items.

**10. HISA Update:**

**10.1 Partnership Project Consultation & Action Plan**

14 different themes that went out, Mental Health was top, IT Resources and Materials 2<sup>nd</sup> and Employability/Student Opportunities 3<sup>rd</sup>.

DL informed she wasn't aware if this had been done before but have found the team had been very clear and transparent in the themes they were choosing and the feedback coming in. It is also very clear with regards the decisions they are taking forward.

AW informed this was previously known as the student partnership agreement and that Perth Partnership Project is Perth specific.

The proposed action plan summarises the main themes. Each propose their own actions, eg. Mental Health, raising awareness at Perth College UHI.

KC to meet with AW to discuss further.

**KC/  
AW**

Item	Action
<p>DL informed the Student Services team have a lot to offer and will be keen to work with HISA on this. DL updated the group with regards to counsellors and that the College now have 2.6 FTE counsellors. This comes at a time mental health is on the increase.</p>	
<p>AW asked if there were any other suggestions – SM informed the diversity survey report was now complete and going to EDIT tomorrow after which it will be put out to all staff, students etc.</p>	
<p>DL gave a brief update on IT equipment. The College did do a digital poverty survey and received a 66% response rate. Within this response rate we need to appreciate some students might not have the technology to respond, phone calls etc.</p>	
<p>The Fund that is available for this won't go very far. DL, Scott Young and SDDs have been involved in prioritising students. Perth College UHI won't have enough equipment to give out. We know we won't be able to reach the needs of every person but we will do what we can. Laptops already ordered will be delivered at the end of September with future laptops having a 4-6 weeks waiting time due to industry not being able to keep up with demand.</p>	
<p>DL to share information with MA. Students must be encouraged to bring/buy own equipment. There will be a promotion of websites where students can buy equipment at a discount price.</p>	DL
<p>HISA to contact RC for information of websites.</p>	MA/ RC
<p>NG informed discounts for technology for all students can be done through UNIDESK.</p>	
<p>LF has shared link that is on the PC website.</p>	
<p>The Partnership Project Consultation &amp; Action Plan will be a standing agenda item for this group</p>	DL/ CSW
<p>SM informed the majority of students have apps on their phones to get trainers etc. discounts for technology at that level is quite small compared to the price of the item.</p>	
<p>DL added the College use Procurement Scotland and sometimes the government forces us to buy items that can be more expensive than buying elsewhere.</p>	
<p>NG informed student computers do great deals on refurbished machines on pc's and macs. Any student can access and apply.</p>	
<p>HISA will now present their action plan to SMT for endorsement.</p>	
<p><b>10.2 Class Rep Working Agreement</b></p>	

**Item**

**Action**

This was not commented on.

**10.3 Class Rep Training**

JB informed Quality have been working closely with HISA Perth with regards to the Class Rep Training online webinar. Larger sessions for each area due to the volume of students along with the fact we can increase numbers due to webinars.

Sessions will begin W/B 5 October 2020 which is Perth College UHI reading week, therefore, students should be available to engage.

2 PowerPoints have been designed in tandem with a view to delivering the webinar via VC. A voiceover version of PowerPoint for students to look at in their own time will also be available along with frequently asked questions that come up at training.

The team did look at the possibility of recording a session but it was felt this wasn't necessary if there was updated FAQs available. The Brightspace page will also be updated and HISA Perth along with Quality will be supporting this.

CM is doing the voice over with RL, SM has been supportive with tips on what to do.

Library will be included in this also. JB asked if anyone from HISA want to add anything, to which they didn't.

JB wanted to use PADLET but this is not supported by UHI and is now looking into what else we can use.

DL stressed observation is key at this time and we need to reinforce the message this is more important due to most people studying online. We need to ensure we still hear the student voice. Being a class rep physically in a class will be different to being an online rep.

LC suggested giving PATs a reminder. RL is updating and will send out via sector managers. HISA is pulling together guidance on how to be an effective class rep online. Mei-Lei Roberts is contacting others who teach online to give guidance on how they engage with students.

Will also include what is available through Brightspace.

SPARQS update for next meeting.

**11. Student EG Member updates – not included elsewhere on the agenda**

SM enquired about transgender terminology and what information was available on this. LF informed the team are currently looking at this with a

Item	Action
<p>view to adding information to the webpage but are trying to work out where it will sit. They are currently pushing the mentoring programme also.</p> <p>KC informed there was nowhere on campus for students to sit and study and working hard to overcome this situation. Estates and ICT are very busy and capacity will be reduced but they are also looking at bookings for ICT suite with these possibly being available w/c 21 September 2020.</p> <p>The Library no longer have laptops for students to borrow but students can bring their own in and spaces are bookable for track and trace.</p> <p>All staff email to go out with this information.</p> <p>HISA – Risk assessment has been completed and the Team should be back on campus next week.</p>	KC
<b>12. ACOB</b>	
None.	
<b>13. Date of next CMT Meeting:</b>	
<ul style="list-style-type: none"><li>• 30 September 2020</li></ul>	
<b>14. Date and Time of Next Meeting:</b>	
<ul style="list-style-type: none"><li>• Monday 23 November 2020, 11.00-12.00</li></ul>	

## **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.