

## Finance and General Purposes Committee

### Agenda

**Meeting reference:** F&GP2019-20/02

**Date:** Wednesday 11 December 2019 at 5:00pm

**Location:** Room 019

**Purpose:** Scheduled meeting

\* Denotes items for discussion.

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

The Audit Committee will join the Finance and General Purposes Committee at 6:00pm to discuss shared business

	<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 a Conflict of Interest in any Agenda Item			
4	Minutes of the Meeting of the Finance and General Purposes Committee held on 25 September 2019		Chair	Paper 1
5	Actions arising from previous minutes			
6	<b>Accounts</b>			
	Perth College Management Accounts: 3 months to 31 October 2019	Interim Head of Finance	Vice Principal External	Paper 2
*7	<b>Estates</b>			
	Estates Update	Depute Principal (Academic)	Depute Principal (Academic)	Paper 3
8	<b>Human Resources</b>			
	HR Update	Head of HR & Organisational Development	Head of HR & Organisational Development	Paper 4
9	<b>Performance Management</b>			
	Balanced Scorecard	Project & Planning Officer	Clerk	Paper 5

10	<b>Standing Committees</b>			
	<p>Joint Negotiating Committee</p> <ul style="list-style-type: none"> <li>• Support Staff (24 October 2019)</li> <li>• Lecturers (11 September &amp; 24 October 2019)</li> <li>• JNC Consultation Meetings (x5)</li> </ul>			<p>Paper 6</p> <p>Paper 7</p> <p>Paper 8</p>
11	<p>Date and Time of next meeting</p> <p>- 04 March 2019</p>		Clerk	
12	Review of meeting (to include check against the Terms of Reference to ensure all competent business has been covered)			Paper 9
	<b>Joint Meeting – The Committee will be joined by the Audit Committee at 6:00pm to review the DRAFT Accounts and Financial Statements for 2018-19</b>			
13	Joint Welcome and Apologies		Chair of F&GPC and Audit	
*14	External Audit 2018-19: Status	Principal	Principal	Paper 10
15	<b>Business Development</b>			
*15.1	Business Development Strategy	Head of Business Development ASW	Vice Principal (External)	Paper 11
*15.2	International Strategy	Director of Partnerships – China and SE Asia	Vice Principal (External)	Paper 12
	The F&GP Committee will conclude its business and leave the meeting at this point			

# Finance & General Purposes Committee

## DRAFT Minutes

**Meeting reference:** F&GP 2019-20/01

**Date and time:** Monday 23 September 2019 at 5.30pm

**Location:** Room 019

**Members present:** David Littlejohn, Board Member  
Brian Crichton, Board Chair  
Katrina Hodgson, Board Member  
Debbie Hutchison, Board Member  
Craig Ritchie, Board Member  
Margaret Cook, Principal

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

**Apologies:** None received

**Chair:** David Littlejohn

**Minute Taker:** Ian McCartney

**Quorum:** 3

Summary of Action Items			
Ref	Action	Responsibility	Time Line
7.1	<b>2019/20 Budget Proposals</b> Full Budget proposal to be presented at next Board of Management meeting	Principal	Board Meeting 9 October
8	<b>Estates Update</b> Timescale for design and implementation of Estates Strategy to be presented at next Committee meeting	Depute Principal (Academic)	November F&GP Committee
10	<b>Aviation Academy for Scotland – Tay Cities Deal</b> Engage in additional dialogue with other key partners before presenting final proposals to the Board	Principal/ Vice Principal (External)	Board Meeting 9 October
13	<b>Review of Meeting</b> Update references to Chief Operating Officer within Terms of Reference	Clerk	November F&GP Committee

Minutes:

Item		Action
1.	<p><b>Welcome and Apologies</b></p> <p>The Chair welcomed everyone to the meeting.</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 22 May 2019</b></p> <p>The minutes were accepted as an accurate record, noting that Head of Finance's job title was recorded incorrectly.</p>	
5.	<p><b>Matters Arising from Previous Minutes</b></p>	
	<p><u>7 Indicative Budget</u></p> <p><b>Action:</b> Present full budget to Board.</p> <p><b>Action Update:</b> Refer to Item 7 on Agenda</p> <p><u>9.1 Estates Update</u></p> <p><b>Action:</b> Prioritise development of Estates Strategy</p> <p><b>Action Update:</b> Covered within Item 8 on Agenda</p> <p><u>11 Aviation Academy for Scotland – Tay Cities Deal</u></p> <p><b>Actions:</b> Present preferred site proposal to Board Provide financial analysis/risk assessment to Board</p> <p><b>Action Update:</b> Refer to Item 10 on Agenda</p>	
6	<p><b>Accounts</b></p>	
6.1	<p><b>Perth College Management Accounts – 12 months to 31 July 2019</b></p> <p>Head of Finance tabled outline year-end management accounts, noting full commentary would follow.</p>	

	<p>Head of Finance noted that the indicative operating surplus had been significantly influenced by the pulling in of Deferred Income, following full dialogue with EY regarding appropriate release and treatment.</p> <p>Head of Finance further noted that there had been significant accelerated expenditure on Academic equipment and Estates works.</p> <p>Principal noted that a letter to the Scottish Funding Council (SFC) was being prepared regarding the intent to use the Deferred Income prior to the end of the SFC's financial year.</p> <p>Following a query from a Board Member, Head of Finance explained that the figures were late in arriving before Committee due to underlying processes that informed the accounts not being completed timeously, however work has started in changing processes to correct this.</p> <p>Principal also noted that work had commenced with Executive Office to better understand income passed to Partnership.</p>	
<b>6.2</b>	<p><b>AST Management Accounts – 12 months to 31 July 2019</b></p> <p>Head of Finance presented AST year-end management accounts, noting a better than budget performance despite a challenging year caused by the changing profile of the customer base, particularly in relation to some of the international programmes; additional business development work was planned to identify alternative income sources as early as possible to counteract these effects.</p> <p>Principal noted that the recently-appointed AST General Manager has focused heavily on better understanding finer details of the business.</p>	
<b>7</b>	<p><b>Budgets</b></p>	
<b>7.1</b>	<p><b>2019/20 Budget Proposals</b></p> <p>Principal verbally outlined the strategic context affecting funding within the College Sector in Scotland; advised on the potential implications these were likely to have on the 2019/20 budget and the mitigations already undertaken; and outlined proposed actions.</p> <p>Committee noted the position outlined by the Principal and endorsed the proposed actions be taken to achieve the College's future financial sustainability, including consultation with staff and Trades Unions. A full budget position is to be presented at the Board of Management meeting on 9<sup>th</sup> October.</p>	Principal

7.2	<p><b>Financial Forecast Return 2018/19-2022/23</b></p> <p>Head of Finance presented Financial Forecast Return per SFC requirements, noting that formal return was due to be submitted. Figures were based on best and worst case scenarios within an agreed modelling format across the Sector.</p> <p>Committee noted the Financial Forecast Return.</p>	
8	<p><b>Estates</b></p>	
8.1	<p><b>Estates Update</b></p> <p>Depute Principal (Academic) summarised the Estates report, noting the work conducted over the summer months, and the positive impact on morale this has had in certain areas such as the Nursery.</p> <p>Depute Principal (Academic) noted that the Estates Strategy needs to be reviewed, however as the current Head of Estates is leaving the College, this work would be a priority for the new Head of Estates.</p> <p>It was <b>agreed</b> that a timescale for design and implementation of the Estates Strategy be presented at the next Committee meeting.</p>	<p>Depute Principal (Academic)</p>
9	<p><b>Human Resources</b></p>	
9.1	<p><b>HR Update</b></p> <p>Head of HR &amp; Organisational Development summarised the key points in the HR report, noting in particular that the HR department was now fully staffed.</p>	

<b>10</b>	<b>Aviation Academy for Scotland – Tay Cities Deal</b>	
	<p>Vice Principal (External) tabled a paper outlining the current status of the Aviation Academy for Scotland Tay Cities Deal bid, noting that the Outline Business Case had been well received, and that final responses were due shortly.</p> <p>Vice Principal (External) further noted the 15 year timeline for funding, which would require significant up-front investment prior to future returns, indicating a need for UHI to underwrite the project.</p> <p>Given the scope of the risks involved for the College, it was <b>agreed</b> to engage in additional dialogue with other key partners before presenting final proposals to the Board.</p>	Principal/ Vice Principal (External)
<b>11</b>	<b>Standing Committee Minutes</b>	
11.1	<b>Joint Negotiating Committee</b>	
	Minutes of the Support Staff and Lecturers Joint Negotiating Committees held on 13 June 2019 were accepted by the Committee.	
11.2	<b>Staff Engagement Group</b>	
	Minutes of the Staff Engagement Group held on 3 June 2019 were accepted by the Committee.	
<b>12</b>	<b>Date &amp; Time of Next Meeting</b>	
	Wednesday 27 November 2019	
<b>13</b>	<b>Review of Meeting</b>	
	The Committee noted that the reference to Chief Operating Officer requires updating within the document, however otherwise agreed the meeting had covered its Terms of Reference.	Clerk

**Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.**

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

**Status of Minutes – Open  Closed**

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

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

The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 1998. It is important that fact, rather than opinion, is recorded.

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



## Perth College UHI

Paper 2

<b>Committee</b>	Finance & General Purposes Committee
<b>Subject</b>	PCUHI Management Accounts – 3 months to Oct 2019
<b>Date of Committee meeting</b>	11/12/2019
<b>Author</b>	Graham Little, Interim Head of Finance
<b>Date paper prepared</b>	05/12/2019
<b>Executive summary of the paper</b>	<p>The report sets out the college management accounts for the period August – October 2019.</p> <p>The College is slightly ahead of the budgeted I&amp;E position to QTR1 Aug-Oct 19, reporting a positive variance against budget of £237k at the bottom line.</p>
<b>Consultation</b> How has consultation with partners been carried out?	Click or tap here to enter text.
<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)	No
<b>Risk implications</b> (If yes, please provide details)	
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> </ul>	

## Perth College UHI

<ul style="list-style-type: none"> <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>	No
<p><b><u>Data Protection</u></b></p> <p>Does this activity/ proposal require a Data Protection Impact Assessment?</p>	No
<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"/>
Its disclosure would substantially prejudice the commercial interests of any person or organisation	<input type="checkbox"/>	Its disclosure would constitute a breach of confidence actionable in court	<input type="checkbox"/>
Its disclosure would constitute a breach of the Data Protection Act	<input type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>

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

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

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

and

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

# Perth College UHI

## Board of Management

### Finance & General Purposes Committee

### Management Accounts

### Month 3 2019/20

## OVERVIEW

The report sets out the college management accounts for the period August – October 2019. The College is slightly ahead of the budgeted I&E position to QTR1 Aug-Oct 19, reporting a positive variance against budget of £237k at the bottom line.

I&E Structure	Final Manaccs	Budget 2019-20 Qtr1	Actuals 2019/20 Qtr1	Bud V Act 2019/20 Qtr1
		£'000	£,000	£,000
<b>Income</b>	Funding Council Grants excluding Research based	- 3,974	- 3,944	- 31
	Tuition Fees & Education Contracts	- 981	- 886	- 95
	Catering & Residences	- 298	- 310	- 13
	UHI Non Recurrent Income	- 41	- 35	- 6
	Other Income Generating Activities	- 432	- 318	- 114
	Research Centre Activity Income & Grant Funding	- 29	- 77	- 48
	Release of Deferred Capital Grant	- 49	- 49	-
	ASW & Climbing Wall	- 124	- 121	- 2
	Other Income	- 160	- 220	- 60
	Bursary/ Hardship Grant (Excluding Childcare)	- 626	- 424	- 202
<b>Income Total</b>		<b>- 6,714</b>	<b>- 6,384</b>	<b>- 330</b>
<b>Pays</b>	Teaching Departments	3,088	2,972	116
	Teaching Support Services	391	372	19
	Administration & Central Services	490	504	14
	Premises	221	205	17
	Other Income Generating Activities	131	144	13
	Research Centre Activity Income & Grant Funding	58	71	13
	ASW & Climbing Wall	98	113	15
<b>Pays Total</b>		<b>4,477</b>	<b>4,379</b>	<b>97</b>
<b>Non Pay Expenditure</b>	Teaching Departments	159	104	55
	Teaching Support Services	116	97	20
	Administration & Central Services	369	433	63
	Premises	393	292	101
	Catering & Residences	287	297	10
	Other Income Generating Activities	137	64	73
	Interest Payable	4	4	-
	Other Expenses - Childcare	134	37	97
	Research Centre Activity Income & Grant Funding	5	7	2
	ASW & Climbing Wall	46	49	3
	Depreciation	232	232	-
	Bursary/ Hardship Grant (Excluding Childcare)	626	424	202
<b>Non Pay Expenditure Total</b>		<b>2,508</b>	<b>2,040</b>	<b>469</b>
<b>Grand Total</b>		<b>271</b>	<b>34</b>	<b>237</b>

## INCOME

Income is under-recovered against budget by £330k to Qtr1 with the largest adverse variances generated in Bursary Income (202K) and Tuition Fees (£95K). These variances are summarised in the table below.

Final Manaccs	Budget 2019/20 Qtr1 £'000	Actuals 2019/20 Qtr1 £,000	Bud v Act 2019/20 Qtr1 £'000
Funding Council Grants excluding Research based	- 3,974	- 3,944	- 31
Tuition Fees & Education Contracts	- 981	- 886	- 95
Catering & Residences	- 298	- 310	- 13
UHI Non Recurrent Income	- 41	- 35	- 6
Other Income Generating Activities	- 432	- 318	- 114
Research Centre Activity Income & Grant Funding	- 29	- 77	- 48
Release of Deferred Capital Grant	- 49	- 49	-
ASW & Climbing Wall	- 124	- 121	- 2
Other Income	- 160	- 220	- 60
Bursary/ Hardship Grant (Excluding Childcare)	- 626	- 424	- 202
	- 6,714	- 6,384	- 330

## TUITION FEES

HE and FE Tuition Fees have been calculated assuming the total amount budgeted for will be achieved. Skillseeker/Training Agency income adverse variance of £95K is this mostly made up of Skillseeker Income received Nov 19 £56K, not recognised in QT1. Finance are awaiting confirmation from UHI for breakdown of amount. Training Agency income, Training agency Milestones not all completed by Qtr1, this should be brought back into line by Qtr2.

Tuition Fees & Education Contracts	Budget Qtr1 2019-20 £'000	Actuals 2019/20 Qtr1 £,000	Bud V Act 2019/20 Qtr 1 £'000
EC EUROPEAN SOCIAL FUND			-
Further Education - Part Time	- 8	- 24	- 16
Higher Education - Full Time (SAAS)	- 730	- 359	- 371
Higher Education - Full Time (Self Financing)	-	- 347	- 347
Higher Education - Part Time	- 24	- 11	- 13
HIGHERS	- 1	- 20	- 19
Non Vocational	- 15	- 16	- 1
Open Access - Further Education			-
Open Learning - Further Education	-	- 2	- 2
Open Learning - Higher Education	-	- 4	- 4
OTHER INCOME	- 2	-	- 2
Skillseekers	- 26	- 0	- 26
TRAINING AGENCY INCOME	- 172	- 103	- 69
UG International Student Fees			-
Vocational - Higher Education	- 2	-	- 2
	- 981	- 886	- 95

## OTHER INCOME GENERATING ACTIVITIES

OIGA Area	Budget 2019-20 Qtr1 £'000	Actuals 2019/20 Qtr1 £,000	Bud V Act 2019/20 Qtr1 £'000
BMCL	- 28	- 10	- 19
CI	- 22	- 20	- 2
HESS	- 28	- 18	- 11
EST	- 214	- 143	- 70
International Centre	- 31	- 32	- 1
Language School - Comm Activity	- 33	- 30	- 3
Nursery	- 75	- 66	- 9
	- 432	- 318	- 114

Total Commercial Income to Qtr1 is £318k and is lower than that budgeted by £114k. Within BMCL, FSC06 Hospitality is behind budget by £11k while FSC09 Sport & Fitness is behind budget by £7k.

EST/STEM, is lower than budgeted by £70k to Qtr1, with the main areas being, FTC06 lower by £10k, FTC09 £27k and FT10 £23k.

Language School commercial income is £30K to first Qtr. 3/12ths of the full time fee income has been taken into these accounts in order to flex it over the full year.

It should be noted that there may be certain expenditure incurred in relation to commercial activity that is not charged through the commercial cost centres. This is due to difficulties in being able to accurately split staff time and shared materials between academic and commercial use, further development of this reporting will continue into the second half of the year.

## RESEARCH CENTRES

Subjective Description	Budget 2019-20 Qtr1 £'000	Actuals 2019/20 Qtr1 £'000	Bud V Act 2019/20 Qtr1 £,000
CONSULTANCY INCOME			-
Higher Education - Part Time	- 14	- 6	- 8
OTHER INCOME	- 9	- 19	- 10
RESEARCH INCOME	- 7	- 53	- 46
	- 29	- 77	- 48

The Centre for Mountain Studies have generated £53k of income against a budget of £7k to Qtr1.

## EXPENDITURE

Staff Costs	Budget 2019/20 Qtr1 £'000	Actuals		Bud v Act	
		2019/20 Qtr1 £'000	2019/20 Qtr1 £'000	2019/20 Qtr1	2019/20 Qtr1
Teaching Departments	3,088	2,972			116
Teaching Support Services	391	372			19
Administration & Central Services	490	504	-		14
Premises	221	205			17
Other Income Generating Activities	131	144	-		13
Research Centre Activity Income & Grant Funding	58	71	-		13
ASW & Climbing Wall	98	113	-		15
	<b>4,477</b>	<b>4,379</b>			<b>97</b>

### SALARY COSTS

The financial position for the three months to 31<sup>st</sup> October 2019 is an under spend of £97k, this can be further broken down as Professional Services £4k under spend and Academic £93k under spend.

Although the Professional Services under spend is insignificant at present there are several underlying issues to be considered. The historical savings target is contributing to a cost pressure of £33k and on-going issues around the NI contributions to staff with multiple pay codes are being accounted for centrally at c£4k per month.

The two new work-based assessor posts remain unfilled and are currently under spending by £18k, this under spend shall continue until post are filled.

The two main areas for concern within the professional services areas are ASW (£15k) and Student Services (£12k) which are both currently overspending. ASW relates to the use of additional bank staff hours, however income does not currently show a corresponding increase therefore discussions between finance and the service manager is required to gain greater understanding of this increase. Similarly, further discussion with the service manager for Student Services is required to fully understand the current cost pressures.

The Academic budget is currently £93k under spend, although no consideration regarding the current impact of permanisation has been accounted for. There are several factors that may be affecting the financial position, however extensive discussions with SDDs still requires to be undertaken in order to provide enhanced decision-making information.

## ADMINISTRATION & CENTRAL SERVICES

Area	Budget 2019-20 Qtr1		Actuals 2019/20 Qtr1		Bud V Act 2019/20 Qtr1
	£'000	£,000	£,000	£,000	
Central Administration	-	33	25	-	57
Finance Department		88	70		18
Human Resources and Organisational Development		93	76		17
Health and Safety		9	9		0
Information Systems		111	99		12
Marketing Department		29	28		2
Development Trust		6	6		0
Materials Development		-	26	-	26
Procurement		6	6		0
Senior Management		165	158		6
Blairgowrie Learning Centre		16			16
		490	504	-	14

The Finance Dept (£18k), the Quality Assurance Team (£17k) and HR (£17k) are all currently showing considerable under spend positions for the first three months and these can be directly linked to unfilled roles during August and September. All posts have now been filled and under spends are likely to remain static for the duration of the financial year.

## PREMISES

Premises	Budget 2019-20 Qtr1		Actuals 2019/20 Qtr1		Bud V Act 2019/20 Qtr1
	£'000	£,000	£,000	£'000	
Halls of Residence	-	0	-	0	0
Property - Hard Facilities Management	23	19		4	
Property - Soft Facilities Management	162	150		11	
Property Costs - Central	37	35		2	
	221	205		17	

Premises costs are currently under spending by £17k for the first three months to October. This has primarily resulted from the operational decision not to replace the Lead Caretaker; this has also resulted in higher than anticipated overtime costs however there is still a significant under spend to date. The hard facilities management underspend is directly related to the reduced hours of technicians. Two technicians have reduced by 0.2fte and 0.4fte respectively and this under spend is anticipated to continue for the remainder of the financial year. This reduction in cost will require to be considered in conjunction with potential service delivery implications.

## NON-SALARY COSTS

Non-Salary costs total £1,615k to Qtr1 are lower than budget by £267k. Some of this underspend variance is due to the Operational Equipment & Material spend being brought forward into 18-19. As the table below summarises, the largest contributor to this underspend is in Premises costs and this is due to the end loaded nature of this expenditure when compared to the flat profile of the budgeted spend. This is closely followed by Childcare of £97k, Childcare as with the Bursary has a slower spend in the first half of the year with the Nursery working to term time, so should see this increase during the next quarter.

Category	Budget 2019/20 Qtr1 £'000	Actuals 2019/20 Qtr1 £'000	Bud v Act 2019/20 Qtr1 £'000
Teaching Departments	159	104	55
Teaching Support Services	116	97	20
Administration & Central Services	369	433	- 63
Premises	393	292	101
ASW & Climbing Wall	46	49	- 3
Catering & Residences	287	297	- 10
Other Income Generating Activities	137	64	73
Research Centre Activity Income & Grant Funding	5	7	- 2
Other Expenses - Childcare	134	37	97
Interest Payable	4	4	-
Depreciation	232	232	-
	<b>1,882</b>	<b>1,615</b>	<b>267</b>



## PREMISES

A further breakdown of Premises spend is included below and highlights a slower than budgeted spend to Qtr1. The majority of maintenance works are carried out Easter and Summer breaks and will therefore show an increase in spend during this period.

Premises	Budget 2019-20 Qtr1		Bud V Act 2019/20 Qtr1	
	£'000	Actuals 2019/20 Qtr1	£'000	£'000
Property - Hard Facilities Management	239	195	-	44
Property - Soft Facilities Management	34	10	-	24
Property - Utilities	118	83	-	35
Property Costs - Central	2	4	-	2
	<b>393</b>	<b>292</b>		<b>101</b>

## ADMINISTRATION & CENTRAL SERVICES

In contrast to the areas of spend noted above, Administration and Central Services non pay costs exceed budget to Qtr1 by £63k as detailed below.

Area	Budget Qtr 1 2019/20		Actuals 2019/20 Qtr1	
	£'000	£,000	Bud v Act 2019/20 Qtr1	£'000
Central Administration	153	170	-	17
Development Trust	-	0	-	0
Finance Department	2	36	-	34
Health and Safety	5	-	-	5
Human Resources and Organisational Development	56	59	-	4
Information Systems	73	73	-	0
Marketing Department	15	9	-	6
Materials Development	40	44	-	5
Personnel Department				-
Procurement	16	37	-	21
Senior Management	11	5	-	6
	<b>369</b>	<b>433</b>	<b>-</b>	<b>63</b>

The largest overspend against budget has been incurred in Finance due to Agency Fees paid for Interim Financial Accountant and temporary Management Accountant £33k. The Financial Accountant post has now been filled and the temporary Management Accountant post has ended.

Other overspends are from Central Administration, which is a higher than expected Shared Service charge for Year End £10K and Procurement of £24K which is Bursary Funded PP Student Equipment of which income has been accrued.

## **CONCUSION**

The college will continue to monitor all items of income and expenditure closely to ensure a balanced financial position is delivered at year end. In particular the focus will very much be on the salary position against budget and more work is being prioritised to achieve more clarity in this area.

**Graham Little**  
**Interim Head of Finance**  
**11<sup>th</sup> December 2019**



**PERTH COLLEGE UHI, CRIEFF ROAD CAMPUS, PERTH  
STRATEGIC DEVELOPMENT PLAN**



Prepared by:

**APTUS Architects**

First drafted : November 2019

**By :** Graham Jones  
**Revision :** A

First Draft

# **PERTH COLLEGE UHI, CRIEFF ROAD CAMPUS, PERTH STRATEGIC DEVELOPMENT PLAN**

## **1 INTRODUCTION**

- 1.01 INTRODUCTION
- 1.02 OBJECTIVES
- 1.03 STRATEGIC PLAN ISSUES
- 1.04 THE BRIEF / KEY CONCERNS TO BE ADDRESSED
- 1.05 LOCATION

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## 1 INTRODUCTION

### 1.01 INTRODUCTION

The Perth College UHI, Crieff Road Campus, occupies a site some two miles to the North and West of Perth city centre. The site covers some 14 hectares and includes a number of different buildings built over a period of approximately 50 years.

As with many such campuses the current campus has grown over a period of time – it is only right to review and appraise the current campus and identify areas for improvement and development moving forward. It is also equally important to recognise what makes the campus special and ensure that any significant features are retained.

### 1.02 OBJECTIVES

The aim of this Strategic Development Plan is to define a framework for the future strategic development / expansion of the Perth Road UHI Campus.

The Plan needs to review the existing Campus buildings, look at the strengths / weaknesses of the current estate provision and provide a roadmap for moving forward.

It is not envisaged that this Strategic Development Plan will provide any detailed building plans, sections or elevations or costings. Each future opportunity will need to be assessed on its own merits.

### 1.03 STRATEGIC PLAN ISSUES

The existing College estate is split between four principal buildings:

- the Brahan Building,
- the Webster Building,
- the Goodlyburn Building
- the Academy of Sport and Wellbeing)

The buildings noted above, are separated both by the actual physical distance between them and by the steep hill upon which the Brahan Building is built.

This not only gives significant access challenges to users of the campus but also splits the College into a number of disparate parts which in turns leads to a doubling of refectory facilities and other services and delivery inefficiencies.

Any proposals will need to directly tackle the above issues.

### 1.04 BRIEF / KEY CONCERNS TO BE ADDRESSED

Following an initial briefing meeting the following were identified as key issues:

#### ‘NO SHOPFRONT’

Perth College UHI is not really visible within the City of Perth itself. Crieff Road is one of the main arterial roads from the centre of Perth – the campus has no obvious visual presence from this road and many people probably pass by, completely unaware that Perth College UHI lies just behind the high wall which forms the northern boundary to Crieff Road.

#### ACHIEVE A GREATER SENSE OF UNITY FOR THE COLLEGE CAMPUS

There needs to be a means of providing a focal point between the four number principal buildings - this will break the perceived journey between the buildings as well as acting as a focal point for the College itself.

#### IMPROVE ACCESS AND CIRCULATION BETWEEN BUILDINGS

There are currently a number of paths between the principal buildings. These largely follow desire lines between the buildings and are no more than routes between the buildings – quite narrow in many cases. By new planting and the creative use of hard and soft landscaping it is envisaged that the existing buildings could be visually connected much more strongly than they are at the moment.

The existing paths do cross roads a numbers of times and it would seem sensible to reduce crossing points where practicable.

The existing paved area between the Webster building and the ASW would seem to offer opportunities to better connect the two buildings by being able to open up the building facades between the two buildings with a connection formed over to keep the circulation / outside space between the two dry.

#### REORGANIZE SPACES BETWEEN THE BRAHAN AND GOODLYBURN BUILDINGS

Travelling on foot (or in a wheelchair between) the individual buildings does necessitate a reasonable walk which can be both lengthy and steep if going up towards the Brahan building. Improving access between the buildings is important as it will allow all building users to move more freely around the Campus.

Centralising key services such as a food court, access to student welfare and the like will cut down on the most lengthy of these journeys.

#### BUILDINGS FUNCTION AS SEPARATE ENTITIES

The campus as currently planned, does not have a focal point which acts a 'front door' and visitors who may not know the campus have no means to orientate themselves by

#### THE 'HILL'

There is no doubt that the Brahan Building presents a number of challenges given it position at the top of a slope which sits xxx metre above the main car park area. Making pedestrian access across the campus and up to this key building is a priority.

#### APPRAISAL OF THE CONDITION OF THE EXISTING BUILDING STOCK

It is important to understand (as a baseline) what primary buildings Perth College has on the Crieff Road campus.

The Webster and Academy of Sport and Wellbeing are both relatively modern and have no significant issues.

The Goodlyburn Building (formerly Goodlyburn Secondary school) has been constructed and added to over a substantial period of time. It requires varying degrees of maintenance depending upon the location in question.

The Brahan Building is in relatively good condition but is somewhat dated in terms of offering and decoration.

Both of the Brahan Building and parts of Goodlyburn would benefit from works to increase the insulation of the external building envelope.

A detailed appraisal will need to be undertaken to programme works which are required to the existing buildings stock – this will include items such as essential maintenance, and amendments to improve the different buildings ability to effectively deliver the College curriculum, not just now but for the foreseeable future.

#### LINK WEBSTER BUILDING TO THE ACADEMY OF SPORT AND WELLBEING

There is an opportunity to strongly connect these two buildings together. This would seem be a relatively simple task which would consist of putting sliding / opening doors into the southern aspect of the existing cafe of the Webster Building. This would allow this part of the facade to much more permeable to pedestrian traffic allowing freer movement for staff and students between the Webster Building and the ASW. This could be further complimented by a link 'tensile' structure which would allow this opportunity to be less weather dependent. A tensile structure would also support the activities of the ASW that are currently held outside in this space at present.

#### CAMPUS SECURITY / BOUNDARY POROSITY

The campus boundary is very extensive and the decision has been made to leave the campus free for pedestrians and vehicles etc to access at all times of day (at specific entry points). The Goodlyburn entrance also provides access to the Goodlyburn Primary School which needs to be maintained 24 hours a day. The Brahan Entrance

is required as an exit and access also needs to be maintained 24 hours a day. There has been a programme of installing CCTV's cameras across the campus which will further enhance security for the buildings and users alike.

#### 1.05 LOCATION

The highest built point of the Campus is occupied by the Brahan Building with the western part of site falling away towards Crieff Road. Primary access to the campus is off two entrances along Crieff Road

- the Goodlyburn Entrance and
- the Brahan Entrance.

The Goodlyburn Primary School is landlocked by the College campus and shares access with the College from the Goodlyburn Entrance, off Crieff Road.

The western side of the site is very rich in mature planting and trees and offers expansive views of the Sidlaw Hills are towards the north east.



## **2 THE SITE**

### **2.01 BUILT ASSETS**

The Campus has 4 primary buildings with several smaller and ancillary buildings. The primary buildings are:

- The Brahan Building
- The Webster Building
- The Goodlyburn Building
- Academy of Sport and Wellbeing

The following is a very high level review of each of the buildings mentioned above:

#### **THE BRAHAN BUILDING – BUILT 1970’S**

This imposing brick / concrete framed building sits at the top of the hill above the main car park. It offers outstanding views across to the Sidlaw Hills to the east. The belt of mature trees surrounding the building provide it with a fantastic setting.

Condition wise the building is generally in good order with an ongoing regime of refurbishment. A reworking of the internal decorative environment could transform the buildings somewhat dated internal appearance. This could be a relatively low cost exercise relative to the impact it would have on all building users.

#### **THE GOODLYBURN BUILDING – BUILT CIRCA 1960’S**

This perhaps the most complicated of the buildings on the Campus to appraise. The building houses a wide range of activities and is spread across a significant plan area (with a number of internal level changes) and across a number of stories. The building was formerly a Secondary school but has been added to subsequently.

To try and replace the functions of this building with a new building in the future would be extremely challenging given the sheer volume of accommodation housed within the building.

Condition wise the building is generally in good order with an ongoing regime of refurbishment. A reworking of the internal decorative environment could transform the buildings somewhat dated internal appearance. This is the building which will require the most financial input over the coming years.

#### **ACADEMY OF SPORT AND WELLBEING – BUILT 2016**

This is an up to date and thoroughly modern sports facility providing access to a wide range of activities not only to staff, students but the wider community. The building will need relatively simple ongoing maintenance to ensure that it is kept in good condition.

#### **THE WEBSTER BUILDING – BUILT 2006**

This is a building which is used mainly by the students, although there are some offices for staff. It is an easily recognised and distinctive building (the copper drum being particularly eye-catching). It sits on the route between the Brahan Building and the Goodlyburn Building. Condition wise it is quite modern and seems to be in good order.

## 2.02 EXISTING TREES

The Campus benefits for an extensive number of mature trees – there are some particularly fine some trees on the hillside below the Brahan Building – both to the East and North. These trees provide a pleasant setting for the buildings and give the Campus an air of being well established / possessing a sense of longevity.

The extent of existing mature trees could be viewed as potentially limiting future development within the Campus, but in our opinion they provide an opportunity to place new buildings within and amongst the trees which make any future buildings more integrated within the existing landscape.

Any significant mature tree removal would need to be subject to discussions with the Planning Authority – this would need to be evidenced with a detailed tree survey with accompanying bat/habitat surveys.

## 2.03 TOPOGRAPHY AND VISTAS

In basic terms the Campus consists of two primary features. These are the hill (which the Brahan Building sits on) on the Western side of the Campus and a large expanse of fairly flat ground which covers the majority of the Eastern side of the site.

The hill affords excellent views out across to the East and in particular the Sidlaw Hills, the mature trees around the Brahan Building screen it well when viewed from afar.

## 2.04 ACCESS AND CIRCULATION

### PEDESTRIAN / CYCLIST / VEHICLE SEPARATION

The existing vehicle and pedestrian routes need to be analysed to pinpoint and highlight where conflict occurs at present – this has significant safety implications.

Any proposed alterations to the existing vehicle and pedestrian routes need to achieve betterment compared to the existing routes. There is a proposal (to be examined in further detail) for running a new service road from the Brahan Entrance, up behind the Brahan Building to remove the road immediately in front of the existing Brahan Building.

There are currently three points of vehicular access to the campus, two primary points from Crieff Road and a third from the south via Appin Terrace – this is quite a convoluted route through adjacent housing and does not present a sensible principal point of access – it provides access to the upper car park area only.

### THE GOODLYBURN ENTRANCE

This is situated on a bend in Crieff Road and is both narrow and restricted. As a result this road provides access only (no egress) and is one-way. The road is also the only access point for all vehicles to the Goodlyburn Primary School.

This road provides the only service access for the Goodlyburn Building, the Webster Building and the ASW.

To exit both Goodlyburn Building and the Goodlyburn Primary School, there is a one-way system leading to the main car park and then out via the Brahan Entrance which leads back to Crieff Road.

#### THE BRAHAN ENTRANCE

This entrance is also narrow but access is by a two way road and has a wider access point onto the Crieff Road than the Goodlyburn Entrance. This provides the main access route for cars and service vehicles servicing the Brahan Building.

#### THE APPIN TERRACE ENTRANCE

This entrance provides access to the upper car park area only.

A principal bus stop is situated on Crieff Road adjacent to the student housing blocks. This stop caters for westbound buses whilst the bus stop for eastbound buses is situated opposite the Brahan Entrance.

The numbers of students/staff crossing Crieff Road currently raises safety issues and demonstrates the need to reappraise public transport movements to, and from, and within the College campus. Students/staff then need to get from Crieff Road to the appropriate building which can involve a significant walk.

Improving opportunities for students to use public transport has well recognised and understood benefits.

#### PEDESTRIAN PATHS TO THE BRAHAN BUILDING

Within the campus, the slope below the Brahan building has a number of winding and stepped paths connecting it to the lower level of the campus. These paths present a significant climb – the

change in level being approximately 14metres over a relatively short distance.

#### CAR PARKING

There are three primary car parking areas within the campus:

- adjacent to the Goodlyburn building (this is metered)
- the main car park (off the Brahan Entrance – also metered)
- The upper car park (to the west of the Brahan Building – currently on rough, non-asphalt surface – not metered)

Whilst it is important to try and increase uptake of public transport and cycling it needs to be recognised that there is a need for car parking within the campus and the Planning Authority have made it clear that the current car parking numbers cannot be reduced without evidence to demonstrate why a reduction would be acceptable.

There will certainly be pressure from the Planning Authority to prove that existing car parking is sustainable should further buildings be constructed within the campus.

There are accessible car parking spaces (free to use) adjacent to the four primary buildings and it is important that reasonable efforts are made to ensure that these are not abused by other car owners.

#### CYCLING

It is important that any strategic plan increases opportunity for staff, students and visitors to cycle to the campus. There is a need to better understand current barriers to people cycling to the Campus.

We understand that a member of staff has recently been employed with the goal being to increase uptake of cycling by all. Meetings will need to be held to review the strategic plan and ensure that any opportunities to increase cycling uptake are maximised.

Issues that may currently be limiting more cycling to and within the campus include:

- Perceived safety – both within and outwith the campus
- Safe bike storage
- Access to suitable changing facilities

#### ACCESSIBILITY

We would further recommend that an Accessibility Appraisal is carried out by a specialist to highlight current issues and provide recommendations for possible improvements. This would not only include the external parts of the campus but also review accessibility within the individual buildings.

With regards to any proposed future alterations to the existing building stock or any new buildings – these should also be designed with reference to the above appraisal.

## 2.05 SERVICING AND PUBLIC TRANSPORT

### SERVICE ACCESS

Service access to the Webster Building, the Goodlyburn Building and the ASW is all currently from the Goodlyburn Entrance which is shared with Goodlyburn Primary School.

The Brahan Building is serviced exclusively from the Brahan Entrance.

### PUBLIC TRANSPORT LINKS – TRAIN

Perth train station is located approximately 1.75 miles away (approximately a 35 minute walk) and a 15 minute bus journey (plus waiting time) from the campus.

### PUBLIC TRANSPORT LINKS – BUS

The campus is located off Crieff Road which is one of the main arterial routes from Perth city centre. It is also a main bus route with regular buses going past the northern edge of the campus along Crieff Road.

## 2.06 RELEVANT PLANNING POLICIES APPLYING TO THE CRIEFF ROAD CAMPUS

Depending upon the proposal but for any sizable building:

### TAYPLAN2 POLICIES

TAYPlan sets out a vision for how the region will be in 2036 and what must occur to bring about change to achieve this vision.

### LOCAL DEVELOPMENT PLAN - POLICY CF1A: EXISTING AREAS

The Plan identifies Sports Pitches, Parks and Open Space. These are areas of land which have value to the community for either recreational or amenity purposes. Development proposals resulting in the loss of these areas will not be permitted, except in exceptional circumstances.

#### LIKELY CONSULTEES

- Transport Planning
- Environmental Health
- Development Negotiations Officer (Contributions)
- Structures and Flooding
- Biodiversity
- Scottish Water
- Scottish Environmental Protection Agency
- Scottish Natural Heritage

In addition the following National policies should be referred to:

- Creating Places: A policy statement on architecture and place for Scotland 2013
- Designing Streets: A Policy Statement for Scotland 2010
- National Roads Development Guide 2014
- Historic Environment Scotland: Legislation and Guidance

### 3.0 STRATEGIC PLAN CONCEPTS

#### 3.01 THE STRATEGIC PLAN

The strategic plan aims to bring the separate parts of the campus together by creating a central hub building which would provide a focus to activities across the campus and provide the College with an improved sense of identity.

It is also intended to improve the physical connection between the buildings to make walking between the individual buildings as easy, safe and pleasant as is practicable.

This will be conducted by a selective reorganisation of existing facilities, the creation of a new Hub building and surrounding space and by the reorganisation of circulation routes through the campus.

#### 3.02 KEY ELEMENTS

The key elements of the strategic plan are as follows:

- The formation of a new 'Hub' building at the bottom of the Brahan slope adjacent to the main car park. This building would eventually house a joint refectory for the whole campus, student services and provide a strong link up the hill to the Brahan Building.

This would be proximate to a new bus drop-off/pick up point making this building the first point of contact for people arriving to the campus by car, bus, cycle or on foot.

- It is proposed to separate service access to the Brahan Building from traffic going to the main car park as part of

the proposals. This will remove the need for staff/students to cross a road immediately in front of the Brahan Building.

- The improvement of the existing road access into the site at the Brahan Entrance by opening up the existing entrance area to allow for better vehicle movements and visibility to the junction with Crieff Road
- The creation of new pedestrian routes within the site to better link the two parts of the campus.
- Identifying sites for future development namely the Aviation Academy for Scotland building and the Hub building.

#### 3.03 IMPROVED CIRCULATION ROUTES

- It is proposed an improved junction with Crieff Road would allow for better two-way access into the campus coupled with the formation of a new car and bus drop off at a new turning circle – all adjacent to the proposed new Hub building.
- The crossing of pedestrian and vehicular routes across the campus is unavoidable; amending the road layout as proposed in particular in front of the Brahan Building will reduce several road/path interfaces as well as providing better connectivity amongst the campus buildings
- Employing good practice 'street design' guidance will give clear pedestrian preference over vehicle access.
- The intention is to use the internal infrastructure of the new Hub building as a link, by way of stairs, lifts and travelator to offer simpler (fully enclosed and weather proof) access to the main Brahan entrance level from the lower main car park level.

- The creation of a new bus drop-off within the site will downgrade the existing bus stops on Crieff Road but there will always remain a need for a clear point of pedestrian entry into the campus at Crieff Road where the college, via the student residences buildings establishes its physical presence and connection to the rest of Perth

#### 3.04 SERVICING AND PUBLIC TRANSPORT

- New Public Bus Route within Perth College
- New service road to the rear of the Brahan Building
- New public bus stop to the front of the new Hub Building

#### 3.05 LANDSCAPING

To be developed further. To include hard and soft landscaping.

## 4.00 THE IMMEDIATE FUTURE

### 4.01 AAS - AVIATION ACADEMY FOR SCOTLAND

It is understood that a new building may be built in the relatively near future and this Development Masterplan needs to address this new building and understand what role it may play within the overall campus.

A Pre-Planning Application has already been submitted and feedback received. In summary:

- Any sites to the east of the Goodlyburn access road are considered to be Amenity Land in the Local Development Plan and any proposed development would be in direction contradiction of the established Planning Policies.
- Sites along the western boundary of the Campus would be considered more favourably – subject to the building responding to the proximity of residential properties adjoining the boundary
- Sites between the existing Campus buildings are likely to require significant mature tree felling for the type of building proposed (large, uninterrupted floor plate) which would be a challenge to justify in terms of tree and potential habitat loss (as well as any issues posed by the sloping topography).
- Any new building must not result in a net loss of any current car parking provision

The preferred option is placing a new building along the northern edge of the Campus in area currently occupied by Horticulture. The impact of any proposed development on Horticulture would need

to be understood in detail and another site found within the campus for the horticulture department. Given the relatively small buildings associated with Horticulture and the nature of the activities currently undertaken it is envisaged that an alternative site could be found. This would need to be discussed at an early stage with the Planners.



#### 4.02 THE 'HUB' BUILDING

The current Campus lacks a central unifying building which acts as a recognisable 'front door' to the Crieff Road Campus. At the moment visitors coming to the Campus are faced with a collection of buildings with no focal point with which to orientate themselves.

The Hub has the potential to act as a gathering point for staff and students to meet, eat and engage with key services. This would allow a potential rationalisation of the current food offering which is currently offered in both the Goodlyburn and Brahan buildings. To make The Hub a vibrant focal point to the Campus there would be a need to maximise reasons for all to engage with the building.

Correctly located (in a central location) The Hub could provide a key link for students, staff and visitors moving between the various buildings on the Campus.

We would recommend that The Hub be located at the foot of the hill below the Brahan Building. This would have the potential to tie up with an amended public transport network (new bus drop-off), opportunities for cycling and is also proximate to the main campus car park.

Accessibility is a key issue for Perth College UHI to address. The new Hub building could provide the start / end point for a travelator (or similar) leading to the Brahan building by way of a fully enclosed route. This would deal with one of the most challenging aspects of moving people up / down the existing slope.

Given the importance of The Hub building and the desire for it include a wide-ranging number of facilities, the expectation is that this building would be phased (to allow for it to be built and be operational as quickly as possible) and this may also tie-in terms of funding the building. Any building design for The Hub should be based on the building be constructed over a number of phases with a key focus being on the early establishment of improved access between the proposed bus drop-off and the Brahan Building via The Hub.

## 5.0 SUSTAINABILITY

### 5.01 GREEN TRAVEL PLAN

We would further recommend that a Green Travel Plan is commissioned by a specialist.

A green travel plan can help reduce environmental impact by promoting more sustainable travel choices.

- Need to consider how students/employees and visitors travel to and from your site and the vehicles owned and operated by your business.

Green Travel plans are designed to:

- reduce congestion in your local area
- reduce demand for car parking spaces on the campus
- encourage students and staff to live a healthy lifestyle.

Reference should be made to 'Choose Another Way: Your practical guide to creating a Travel Plan for your organisation', produced by the Scottish Government. The website address is:

<https://www.webarchive.org.uk/wayback/archive/20180516072332/http://www.gov.scot/Publications/2008/06/23093233/0>

## 5.02 NEW AND EXISTING BUILDING STOCK

Any new buildings and the existing building stock will need to be assessed against set criteria.

This following advice is considered good practice and is taken from the 'Environmental Sustainability Performance Criteria For Construction' as prepared by the Scottish futures Trust.

### KEY CONSIDERATIONS:

#### Environmental policy & regulations

- Policy & regulatory context
- National Performance Framework
- Climate change policies
- Climate change policies relating to new construction
- Other environmental policies
- EU policies
- Public sector procurement and climate change reporting
- Environmental Impact Assessment
- Scottish Building Standards

#### Setting the project brief

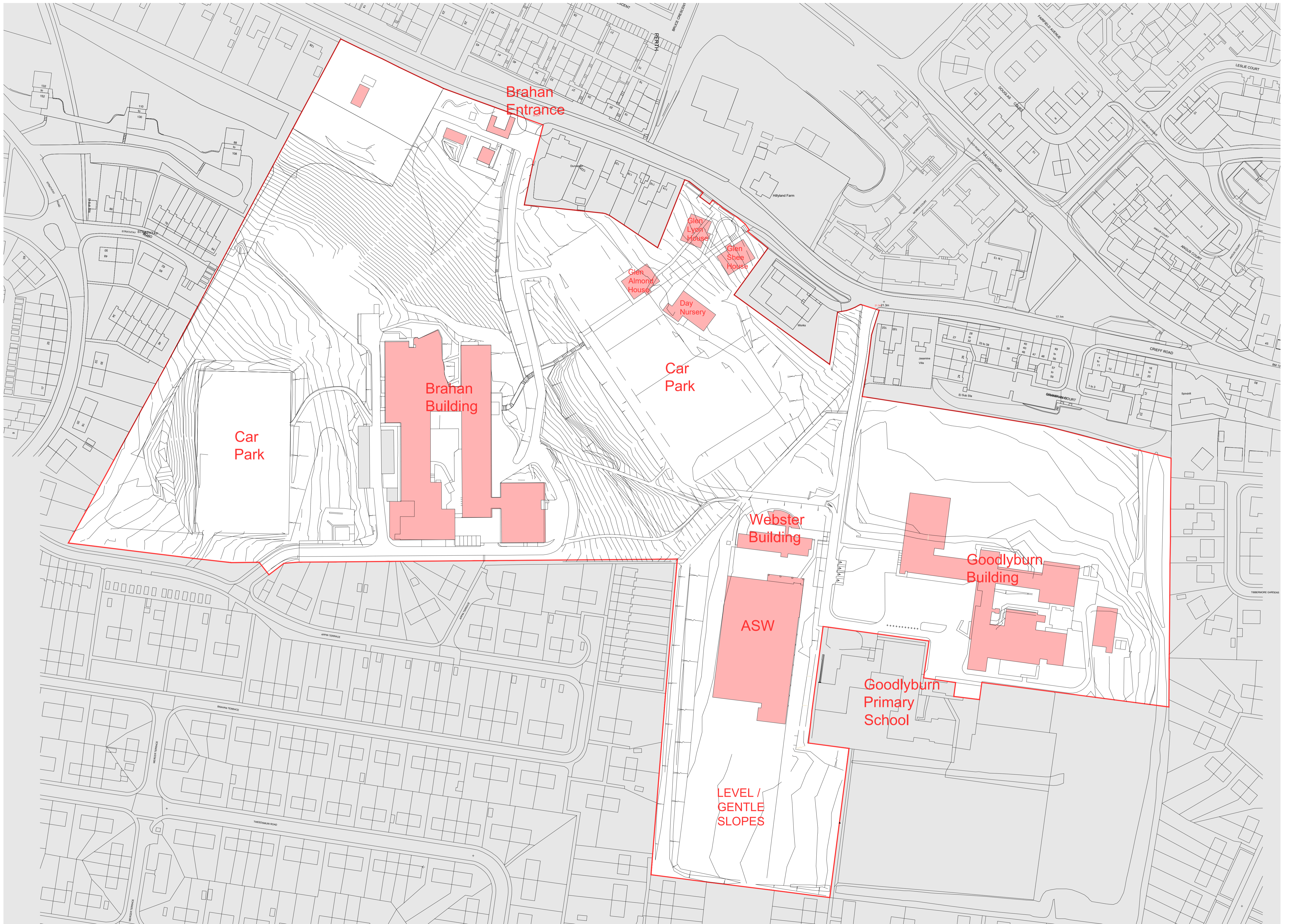
- Where to begin
- Getting the right skills
- Cost benefit of environmental performance
- Setting project targets
- Choosing the right assurance
- Consider incentives
- Preparing the brief
- Monitoring and reporting

#### Using the environmental performance tracker

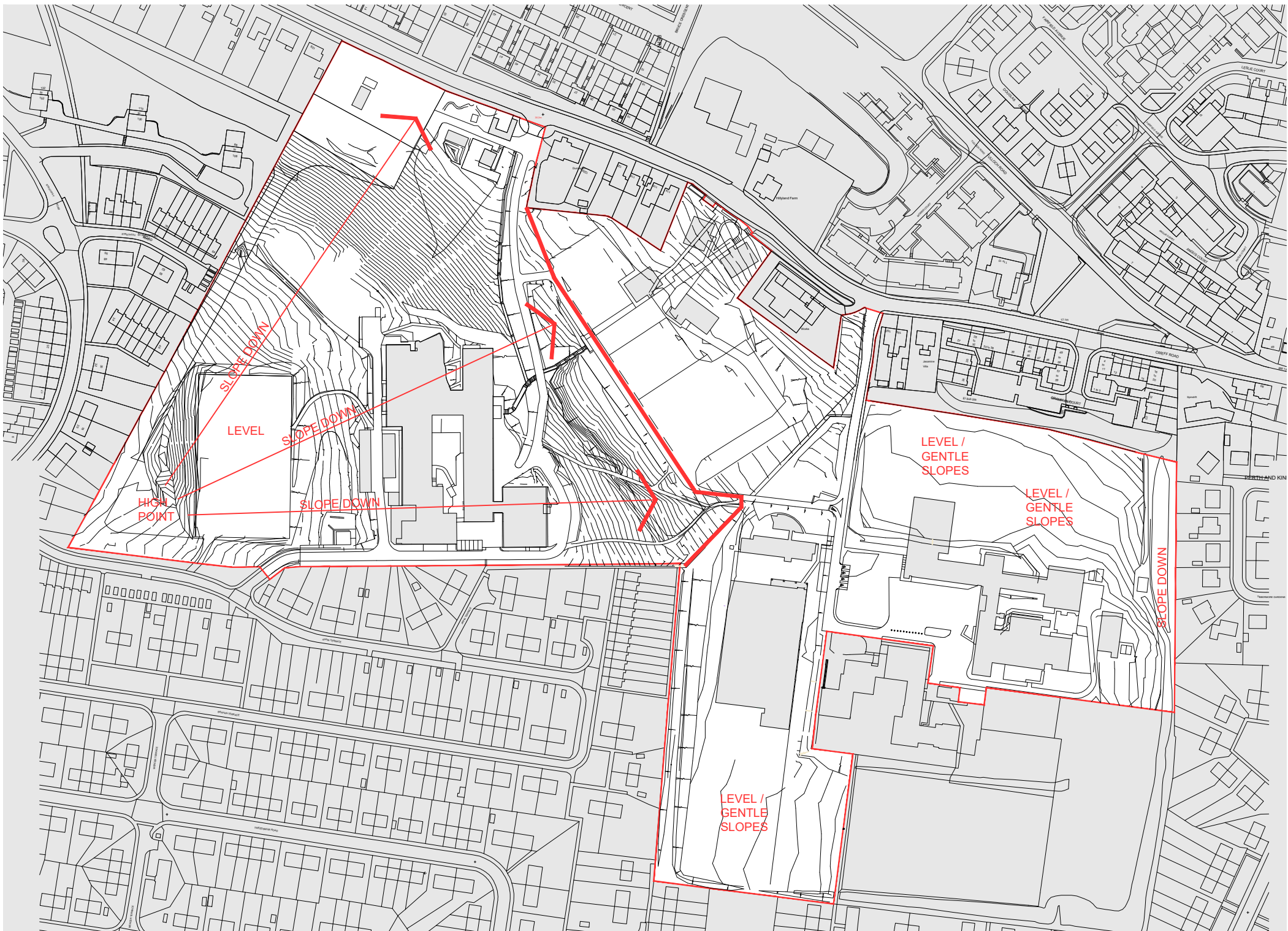
- Overview
- The Environmental Performance Tracker
- How to use the Environmental Performance Tracker

#### Additional tools & guidance

- Circular economy
- Whole Life Assessment
- Soft Landings
- Design optimisation and adaptability
- Low Carbon Technologies
- Modern methods of construction
- Closing the performance gap
- Building Information Modelling
- Post occupancy evaluations







SLOPE DOWN

LEVEL

HIGH POINT

SLOPE DOWN

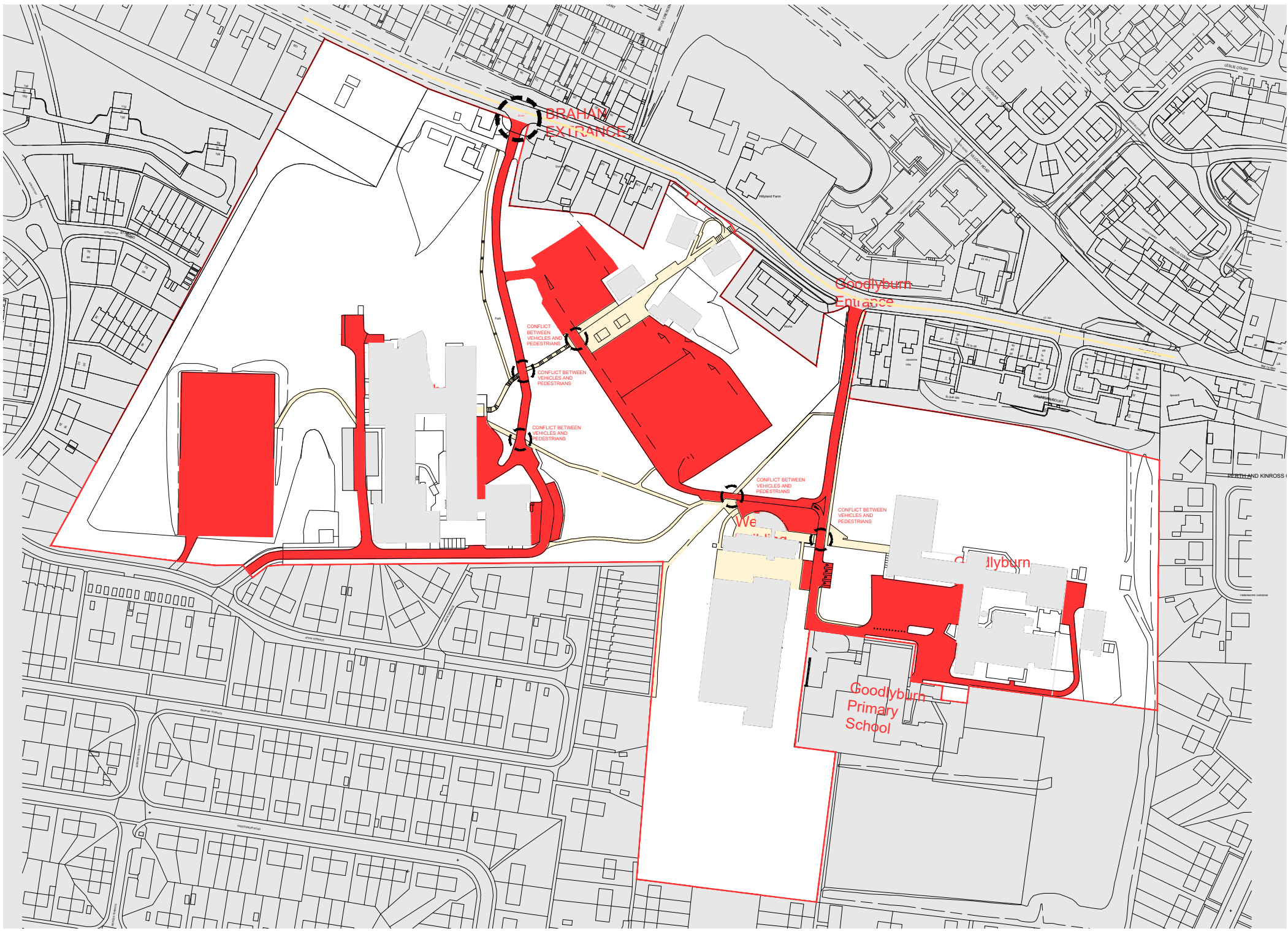
SLOPE DOWN

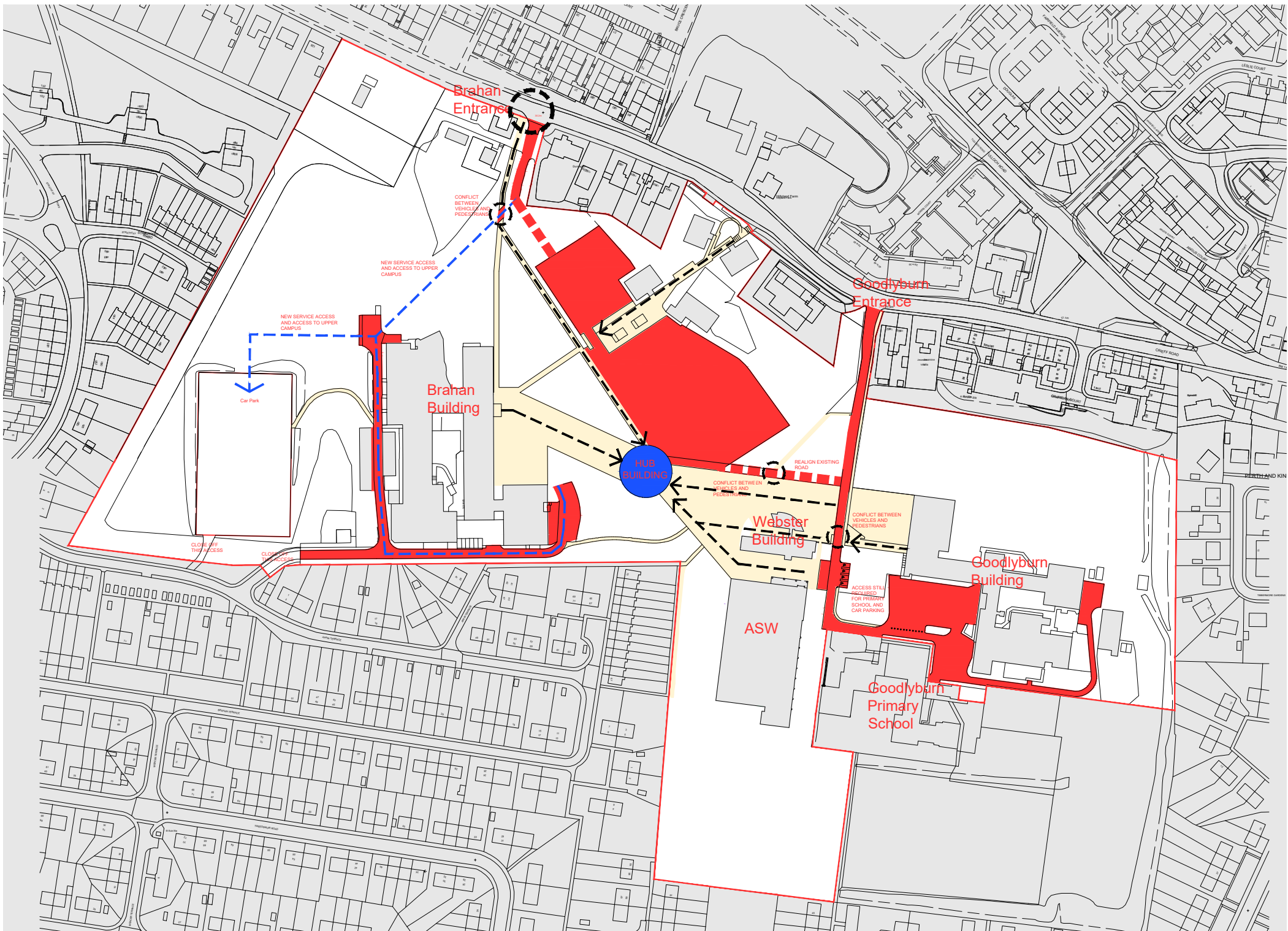
LEVEL / GENTLE SLOPES

LEVEL / GENTLE SLOPES

LEVEL / GENTLE SLOPES

SLOPE DOWN





Brahan Entrance

Brahan Building

BUS BUILDING

ASW

Webster Building

Goodlyburn Entrance

Goodlyburn Building

Goodlyburn Primary School

Car Park

NEW SERVICE ACCESS AND ACCESS TO UPPER CAMPUS

CONFLICT BETWEEN VEHICLES AND PEDESTRIANS

CONFLICT BETWEEN VEHICLES AND PEDESTRIANS

CONFLICT BETWEEN VEHICLES AND PEDESTRIANS

REALIGN EXISTING ROAD

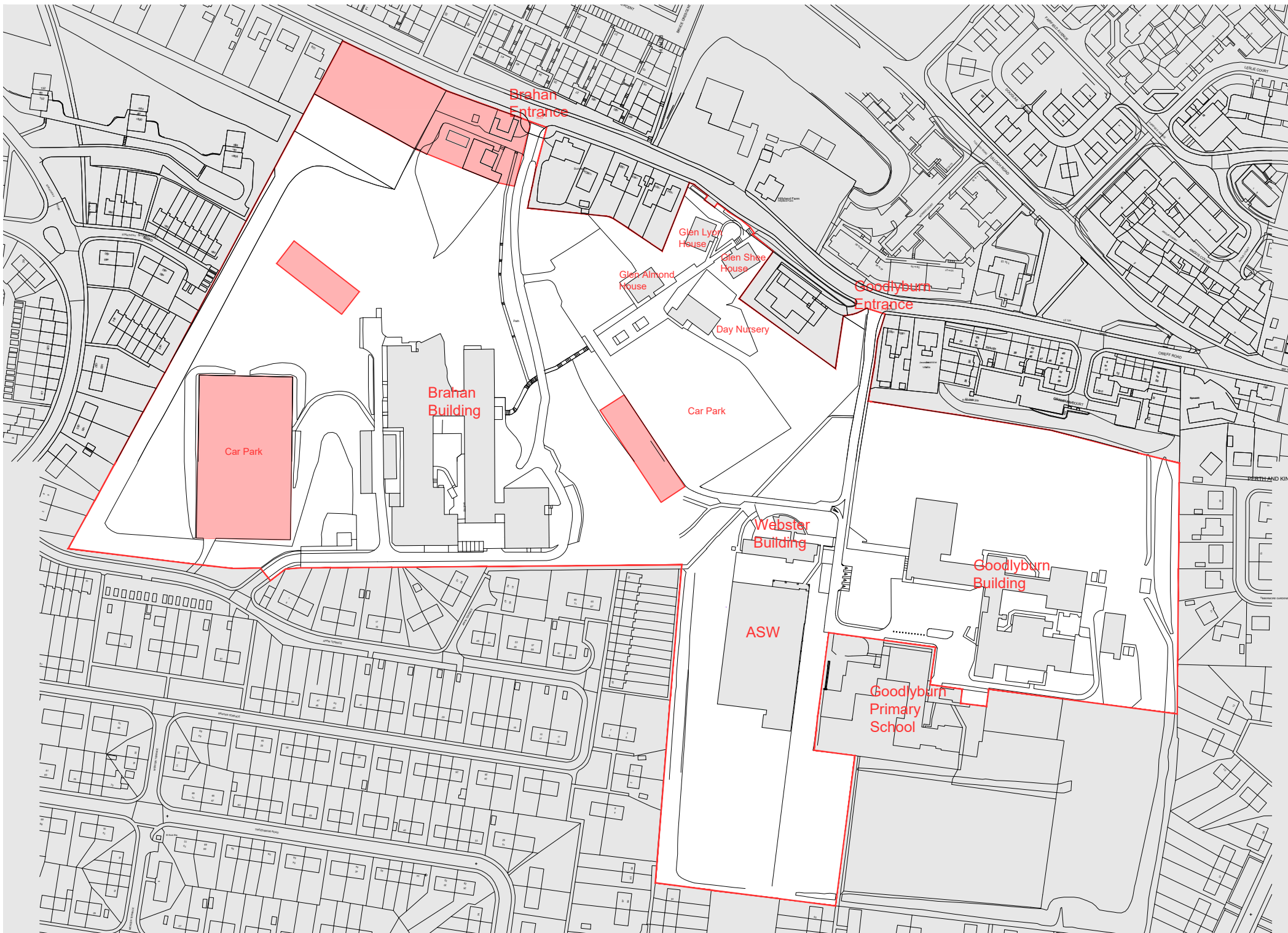
CLOSE OFF THIS ACCESS

CLOSE OFF THIS ACCESS

ACCESS STILL MAINTAINED FOR PRIMARY SCHOOL AND CAR PARKING







Braham Entrance

Glen Lyon House

Glen Almond House

Glen Shee House

Day Nursery

Goodlyburn Entrance

Car Park

Braham Building

Car Park

Webster Building

ASW

Goodlyburn Building

Goodlyburn Primary School

**Perth College UHI**

Paper 4

<b>Committee</b>	Finance & General Purposes Committee
<b>Subject</b>	HR Update
<b>Date of Committee meeting</b>	11/12/2019
<b>Author</b>	Katy Lees, Head of HR & Organisational Development
<b>Date paper prepared</b>	28/11/2019
<b>Executive summary of the paper</b>	Update on key HR issues for the period to end November 2019
<b>Consultation</b> How has consultation with partners been carried out?	Click or tap here to enter text.
<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)	No
<b>Risk implications</b> (If yes, please provide details)	
<b>Link with strategy</b> Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please</li> </ul>	

## Perth College UHI

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

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

Its disclosure would substantially prejudice a programme of research	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input type="checkbox"/>
Its disclosure would substantially prejudice the commercial interests of any person or organisation	<input type="checkbox"/>	Its disclosure would constitute a breach of confidence actionable in court	<input type="checkbox"/>
Its disclosure would constitute a breach of the Data Protection Act	<input 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:

## **Perth College UHI**

<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)

## **F&GP Committee HR&OD Update**

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

**Date:** 28 November 2019

### **Staff Conference Day**

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

### **National Bargaining**

#### Lecturers

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

#### Support

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

### **Restructuring**

The 6<sup>th</sup> consultation meeting with UNISON, EIS-FELA and the employee representative for management staff is taking place on the 3 December 2019. It is expected that at this time the representatives will provide feedback on managements proposals, including the proposed package for voluntary severance.

### **Equality and Diversity**

This area is progressing with its statutory reporting requirements that are outstanding, a draft Equal Pay Statement, Gender pay report and Mainstreaming report with Workforce Profile is currently being reviewed by the Head of HR & Organisational Development, with a view to going to the EDIT Committee before Christmas.

### **Health, Safety and Wellbeing**

The College has started its Healthy Working Lives Gold Award review, with the required Healthy Working Lives survey to be undertaken in January 2020.

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

## Sickness Absence Statistics

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

	Cumulative (Aug - Oct 19)	Cumulative (Aug – Oct 19)	
	Short Term Sick Days	Long Term Sick Days	Total
Management	4	0	4
Support	382	309	691
Academic	82.5	182	264.5
Total	468.5	491	959.5

*expected* total absence based on 3/12<sup>th</sup> of total sick days in 2018/2019 is 733.5 days, so we are exceeding our sickness absence based on this crude formula.

In 2020 we are proposing to review our sickness absence policy to allow us to manage short term absence more effectively, however this policy is covered by national bargaining.

## **Organisational Development**

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

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

<b>Committee</b>	Finance & General Purposes/Audit Committees
<b>Subject</b>	Balanced Scorecard
<b>Date of Committee meeting</b>	11/12/2019
<b>Author</b>	Kirsty Campbell, Project & Planning Officer
<b>Date paper prepared</b>	29/11/2019
<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 KPIs represented remain the same as previous years. SMT took the decision that the KPIs should stay the same for the remainder of the period covered by the college's current strategic plan 2016-21 with a view to carrying out a fuller review of the balanced scorecard and it's measures as part of the work for the next strategic plan.</p> <p>The presentation of the data follows on from the proposal recommendations presented to SMT, the Board and its Committees earlier this calendar year and is based upon Design Proposal One.</p> <p>The data is presented in 2 parts:</p> <p>Part One - is a summary of the measures in a simple table layout with measures of current performance categorised as Red (worsening), Amber (stable) and Green (improving)</p> <p>Part 2 – Provide more detailed analysis and insight with a trendline giving a pictorial representation of data over the past 3 years.</p> <p><b>The following points are to be noted:</b></p>



## Perth College UHI

	<p>The new design for the Balanced Scorecard should be seen as a work in progress and feedback from Senior Management and the Board will continue to feed into the final version of the revised Balanced Scorecard. This is also expected to form part of the work due to begin on the College's next Strategic Plan.</p> <p>It has not been possible to build in tolerances for the measures at this time however, the final version of the revised Balanced Scorecard will look to include tolerance levels.</p> <p>Where it has not been possible to give an indication of Sector Averages, work will continue with the business owners of the data on how best to identify and capture these figures to allow for benchmarking/comparison.</p>
<p><b>Consultation</b> How has consultation with partners been carried out?</p>	<p>Click or tap here to enter text.</p> <p>For measure 10b the former Head of Estates was consulted</p>
<p><b>Action requested</b></p>	<p><input checked="" type="checkbox"/> For information only</p> <p><input checked="" type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For recommendation</p> <p><input type="checkbox"/> For approval</p>
<p><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>No</p> <p>Click or tap here to enter text.</p>

## 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>	<p>The Balanced Scorecard KPI's stems directly from the Perth College UHI Strategic Plan 2016-21.</p>
<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>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>

## Perth College UHI

<b>Status</b> (e.g. confidential/non confidential)	Non-Confidential
<b>Freedom of information</b> Can this paper be included in "open" business?*	Open business

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

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

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

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

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

and

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

# Strategic Plan Targets and KPIs: Progress Report 2018-19

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

Key: KPI performance status

Key: Target performance status


Improving	↑
Maintaining	↔
Worsening	↓

Target achieved	Green
Target progress maintained	Amber
Target missed	Red

Measure	Key Performance Indicator or Target	Performance
	<b>Sustainability</b>	
10	Financial: 1. Gross carbon footprint	Green

## Section 2: Detail of Performance by Measure

### Detail of Performance: Measure 10b

Sustainability			
Measure	Key Performance Indicator or Target	Performance	Trend
10	<b>Financial</b>		
	b) Gross Carbon Footprint	↓	

**Baseline:** 20

**Target:** Improve on previous year's performance with a reduction in CO2 emissions

**Trend:** Downward trend for previous 3 years

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

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

#### Note on performance

#### Perth College UHI Carbon Emissions 2018-2019.

The College's carbon footprint is reported each year in the Public Sector Bodies Climate Change Duties report submitted annually since 2015.

The largest elements of the carbon footprint are the gas and electricity usage, which constitute 86%. Business Travel is the next largest component with 13% of carbon footprint of which the larger elements relate to flights abroad. Water, Waste and Other sundry items contribute the final 1% of the carbon footprint.

The College waste is not sent to landfill. The waste contractor compacts general non-recycled waste and exports it for incineration and this contributes a tiny amount of 2.8 tonnes of CO2 to the total 1432 Carbon Footprint.

Since the year 2015 Perth College UHI has reduced its Carbon Footprint each of the three years by up to 10% per year. This period of reduction coincided with an expansion of the Campus by 20% with the addition of the Academy of Sport & Wellbeing in 2016.

For the coming year further LED Lighting replacement in classrooms and offices and the replacement of the Goodlyburn Boilerhouse equipment and controls in summer 2019 will potentially lead to a further modest reduction in carbon emissions via reduced gas and electricity consumption.

## PERTH COLLEGE UHI

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### JNC : Support Staff

Note of Meeting held on Thursday 24 October 2019  
1.30pm, Room 019, Brahan

**Present:**                   **Management Representatives**  
Katy Harrington (KH), Head of HR & OD (Chair)  
Lorenz Cairns (LC), Depute Principal Academic

**Support Staff Representatives**

Winston Flynn (WF), Unison  
Rob Reed (RR), Unison

**Apologies:**               Dr Margaret Cook (MC), Principal  
Jane Edwards (JE), Unison

**Note Taker:**             Carolyn Sweeney-Wilson (CSW)

### Summary of Action Items

Ref	Action	Responsibility	Timeline
3.	<b>Review of Actions / Matters arising not included elsewhere on the Agenda</b>  a) <b>Retirement Policy</b> KH to review the Retirement Policy with a view to potentially incorporating an aspect of flexible retirement.	Katy Harrington	January 2020
5.	<b>TOIL Guidelines</b>  <ul style="list-style-type: none"> <li>KH to adjust the TOIL Guidelines document to include details of the rates at which TOIL is calculated, then send to Unison for approval, prior to it being circulated to staff.</li> <li>Unison to discuss a figure for capping hours accrued, before they are taken as TOIL, and to then advise KH of their recommendation.</li> </ul>	Katy Harrington  Unison	Immediately  Immediately

## Summary of Action Items

Ref	Action	Responsibility	Timeline
11.	<b>AOCB</b>		
	<ul style="list-style-type: none"> <li>KH to ask the Principal for an answer to the question regarding whether or not the fact that there was no backfill for the COO role affected the financial management of the College.</li> <li>KH to add the answer to Unison's question regarding UHI bailing out the College, to the general FAQs.</li> <li>In order to keep the Consultation process up-to-date, this section of text would also be added to the Consultation minutes.</li> </ul>	Katy Harrington	ASAP
		Katy Harrington	ASAP
		Carolyn Sweeney-Wilson	05/11/19

## Minutes

Item		ACTION
1.	<p><b>Welcome and Apologies</b></p> <p>KH welcomed everyone to the JNC for Support Staff meeting.</p> <p>Apologies were noted.</p>	
2.	<p><b>Minutes of the last Meeting</b></p> <p>The minutes of the JNC for Support Staff meeting held on 13 June 2019, having been circulated, were approved as an accurate reflection of the discussions that had taken place.</p>	
3.	<p><b>Review of Actions / Matters arising not included elsewhere on the Agenda</b></p> <p><b>a) Retirement Policy</b></p> <p>Unison confirmed he had circulated examples of policies to members prior to the meeting. Some Unison members had queried the procedure/policy for applying for early retirement. In particular, there was no mention of a flexible retirement option, while academic staff have this as an option.</p> <p>KH said she would review this and get back to Unison.</p> <p>LC advised that this wouldn't be a short term fix as the College had a lengthy approval process for policies.</p> <p><b>Action:</b> KH to review the Retirement Policy with a view to potentially incorporating an aspect of flexible retirement.</p>	<b>KH</b>

Item		ACTION
4.	<p><b>b) Redundancy Process – update</b>  KH advised that this document had gone to the Board of Management (BoM) meeting in June 2018. They requested some adjustments and this process was not then finalised until May 2019. As a result, the document was not published until June 2019. In the interim, through National Bargaining, it had been agreed that salary conservation would be over a period of 4 years. KH noted that the document had the conservation period of 2 years, but confirmed that management would use the 4 years agreed at National Bargaining. KH indicated that the policy would be reviewed and amended in due course, but it was not due for this review for another couple of years. However, the College confirmed that it will use the 4 year salary conservation figure.</p> <p><b>c) Staff Engagement Group remit – update</b>  KH confirmed that the ToR for the Staff EG was being reviewed by the group itself, in particular as to where the role of the group fitted with the role of the unions. KH said that it was noted at the last Staff EG that the formal process rested with the unions at the JNCs.</p> <p>KH said that she would ensure that any items discussed at the Staff EG which should also be formally discussed through the JNCs, would progress through to the JNCs.</p> <p><b>d) Working in Partnership – update</b>  KH said that she offered an open invitation to union reps to have regular monthly catch-up meetings with her and union reps were just to let KH know if they wished to book regular monthly meetings or, if they preferred, ad hoc meetings.</p> <p><b>Facility Time</b>  Unison advised that it was difficult to record their facility time at the moment, due to the additional workload in regard to the consultation process. KH said that this information was a requirement and HR did need to have this. However, KH said she had spoken with line managers for them, and union reps, to raise any concerns with KH, regarding workload during the period of consultation.</p> <p><b>Internal Job Evaluation</b></p> <p>KH indicated that the National Job Evaluation (NJE) scheme will be ongoing, but an outcome from this was not expected for a few years yet. In the meantime, the College would continue with its internal Job Evaluation process, as an interim arrangement and until the outcome of NJE is known.</p> <p>Unison asked if training would be provided for HR staff for NJE. KH said that she had no expectation at the current time for HR staff to be involved in this, but would wait to see what the outcome from the NJE was. If required then yes they would, but training would be required.</p>	



Item		ACTION
5.	<p>Unison said that it had been highlighted that some roles needed to be re-evaluated, in particular those jobs that had not been properly evaluated. KH pointed out that the College continued to have its internal JE policy, which allows for a review of a role. However, Management would only be looking at a re-evaluation where there had been significant change to someone's role.</p> <p>KH said that anyone wishing a re-evaluation should be pointed to the internal JE procedure.</p> <p><b>TOIL Guidelines</b></p> <p>KH referred to the paper that had been circulated regarding this item and gave background as to why the guidelines had been drafted.</p> <p>HR had started to notice that some staff were accruing significant TOIL. There were concerns regarding the health and wellbeing of staff working significant hours, but also the impact on departments when considerable amounts of TOIL had to be taken and concern regarding the implications/issues for departments in the timing of taking the TOIL. These guidelines had been drafted to make clear to staff what the process for taking TOIL was. KH reviewed the paper and discussed this with reps.</p> <p>Unison were concerned that some managers will not want TOIL taken on a Friday or Monday. KH said that she would not want to specify days when TOIL could be taken but that this was for line managers to manage.</p> <p>Unison asked when the Guidelines would be implemented and KH said this would be for any TOIL going forward. There would need to be a review of current TOIL levels and how this would be taken, and HR would start this review process once the guidelines had been agreed as part of the roll out of these guidelines.</p> <p>Unison wanted the Guidelines to confirm the rate at which TOIL was calculated eg time and a half, double time, etc. KH said she would update the document with the rate details and then email it to Unison for approval, before circulation to staff.</p> <p><b>Action:</b> KH to adjust the TOIL Guidelines document to include details of the rates at which TOIL will be calculated, then send to Unison for approval, prior to the document being circulated to staff.</p> <p>Unison queried if there should be a cap on how many hours could be accrued at any one time, thereafter, they would then be taken as overtime. KH said there were issues with regard to taking TOIL as paid overtime and this should not happen, as hours should only be accrued once agreement was in place with the manager prior to the hours being worked..</p>	KH

Item		ACTION
	<p>LC agreed that there should be a discussion on a cap on how many hours could be accrued, as it was important to ensure that staff were not working too many additional hours and had the necessary recovery time after working those extra hours.</p> <p>KH asked Unison what sort of cap they would be looking for. LC suggested there could be a monthly cap.</p> <p><b>Action:</b> Unison to discuss a figure for capping hours accrued, before they are taken as TOIL, and to then advise KH of their recommendation.</p>	<b>Unison</b>
6.	<p><b>Training Agreements</b></p> <p>KH advised that the paper on Training Agreements was for information. This related to revamping the letter staff would usually receive and changing it into a legal agreement.</p> <p>Unison confirmed they were happy with this.</p>	
7.	<p><b>Flexible Working Guidelines - update</b></p> <p>KH advised that this document was produced in order to make a change to the final approval processes for flexible working. This would now be done by SMT rather than at line manager level. The reasoning behind this was so that SMT could view these requests in terms of cross-College staffing, particularly, if information was not available to line managers, where SMT know there may be staffing issues. Individual members of staff would still discuss their flexible working requests with their line manager and the line manager would make the recommendation, but SMT would have the final sign-off on whether or not the request would go ahead, bearing in mind the cross-College staffing needs.</p> <p>KH indicated that this guideline would only apply to permanent, regular, changes, not to ad hoc working arrangements eg for visiting doctor.</p> <p>Unison were in agreement with the guidelines.</p>	
8.	<p><b>Timesheets</b></p> <p>KH advised that a new timesheet had been produced which was clearer than the current one and would like to implement this one.</p> <p>Unison asked if this form could be completed online. KH said that her ultimate aim would be for this type of form to be completed within CiPHR, but that would be some years away yet, until that facility would be available to the College.</p>	

Item		ACTION
	<p>KH said that once the unions had confirmed agreement with this new timesheet, she would then cascade this to staff and training would be provided on how to complete them.</p> <p>Unison agreed with the new timesheet.</p>	
<p><b>9.</b></p>	<p><b>National Bargaining – update</b></p> <p>KH advised that she had no further update on National Bargaining.</p> <p>Unison advised that 80% of the questionnaires from JE had been submitted by colleges. Of those submissions 50% were not good enough and they've had to returned to individuals.</p> <p>KH said she was expecting that, in due course, when NJE evaluators look at Perth College questionnaires, evaluators would be on site and would probably want to speak to managers and HR.</p> <p>Unison said that in terms of the panels, NJE were looking to expand the numbers of people on the panels. There had not been much progress in starting to review questionnaires yet, but a Project Manager was due to be appointed to manage this.</p>	
<p><b>10.</b></p>	<p><b>Finance – update</b></p> <p>KH noted that while this was a standing item, there was no further update at this time, as union reps had just been issued with the full budgets. KH noted that the annual auditors were also in College.</p> <p>KH asked Unison if they could find a Finance report that they used to receive, to help with the type of information that had previously been included.</p> <p>Unison advised that they had met with their members yesterday and their members have said they had no confidence in SMT and the Board of Management and members were not happy with the financial management of the College.</p>	
<p><b>11.</b></p>	<p><b>AOCB</b></p> <p>Unison wished to comment on the restructuring proposal.</p> <p>Unison said they had been provided with information that indicated the restructuring proposal had not been seen or approved by the Board of Management in the same form as that which was distributed to staff. LC said that the Board had not seen this structure as it hadn't been written at the time of the Board meeting and wasn't, therefore, available. However, LC said that the Board reviewed the budget and approved this. The Board were asked to endorse the savings that SMT would need to make and they also endorsed SMT to bring forward consultation proposals. This is what the Board approved. The Board, having endorsed the budget and</p>	

Item	ACTION
<p>given the go ahead for consultations to commence, SMT then wrote the consultation document.</p> <p>Unison said that the information they received was that the Board received a different version of the proposal than was sent to staff. KH confirmed that the Board had not received the proposal at all, as the Board were there to task SMT to do their jobs operationally and the Board would not expect to approve a set of proposals, as that was not their remit. The Board were asked to endorse a savings line to allow SMT to put savings in the structure.</p> <p>LC said that the budget showed the savings necessary and this is what the Board approved and they then endorsed the fact that SMT could go away and create the proposal structure.</p> <p>Unison said that the Board staff representative did not see the structure to approve. KH again responded that there was never an expectation that the Board would approve the structure, as this document had not been created at this point and this was an operational matter for SMT to manage. The Board would not need to see this proposal. However, what the Board did do was to agree to the implementation of the savings. How this was managed was an operational matter and, therefore, SMT's remit, not the Board's.</p> <p>Unison said that their members felt let down by the Board as they felt there should have been indicators, earlier, that the College was in financial difficulty. The Board of Management should have scrutinised SMT more fully. Unison said they went to press with this information as this was what their members wanted.</p> <p>LC said that Unison went to press with information that was inaccurate and that was wrong. The Board hadn't seen the proposal document as it wasn't prepared. The proposal was an operational matter and they approved the budget and the need to make the savings and empowered SMT to create, and disseminate, the proposal.</p> <p>KH said that there was obviously a difference of opinion at the current time, however, SMT felt that the information Unison went to press about was inaccurate, but have noted that Unison went to press with what their members wanted. KH said that, going forward, there was an offer from Management to meet with Unison if they wished to clarify any points first, before going to the press.</p> <p>There was also a discussion about the difficulties and anxiety that union reps and staff have had over the previous 24-48 hours. KH reiterated that there were services available to staff and to keep communication channels open between reps, management and HR.</p> <p>Unison raised some further issues which had been raised at their members' meeting, including 'reckonable service' and what would</p>	

Item		ACTION
	<p>apply. KH proceeded to provide an explanation on how 'reckonable service' worked.</p> <p>Unison said that questions were raised regarding future financial forecasts, including payroll. KH said that the Finance Department had recruited a college management accountant whose role specifically included managing and reporting on staffing costs. There was a discussion around future costs, particularly in relation to the outcome of NJE.</p> <p>Unison said that a question was also raised on the role of the Finance Director, as this was never backfilled. Unison members wanted to know if this had had an effect on the current financial situation. KH corrected Unison and said this was actually the role of Chief Operating Officer (which encompassed management of the Finance Department as well as many other departments). KH said she would take this question to the SMT for a formal response.</p> <p>Unison said members were asking why UHI could not bail the College out. KH said that this question had been asked during the joint consultation meeting but she would check and come back with a formal response. KH said that she would create an FAQ document from the questions received via the 'Consultation' email box and would add this question as well.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• KH to ask the Principal for an answer to the question regarding whether or not the fact that there was no backfill for the COO role affected the financial management of the College.</li> <li>• KH to add the answer to Unison's question regarding UHI bailing out the College, to the general FAQs.</li> <li>• In order to keep the Consultation process up-to-date, this section of text would also be added to the Consultation minutes.</li> </ul>	<p>KH</p> <p>KH</p> <p>CSW</p>
12.	<p><b>Date and time of next meeting:</b></p> <ul style="list-style-type: none"> <li>• 12 December 2019</li> </ul> <p>All meetings are on Thursdays at 1.30pm, in Rm 019.</p> <p><b>Meeting End Time</b></p> <p>The meeting concluded at 14.35.</p>	

# PERTH COLLEGE UHI

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## JNC : Lecturers

Note of Meeting held on Wednesday 11 September 2019  
3.00pm, Rm 019, Brahan

**Present:**

**Management Representatives**

Dr Margaret Cook (MC), Principal (Chair)

Lorenz Cairns (LC), Depute Principal Academic

Katy Harrington (KH), Head of HR & OD

**Academic Staff Representatives**

Sara O'Hagan (SOH), EIS-FELA

Declan Gaughan (DG), EIS-FELA

**In Attendance:**

**Apologies:** None

**Note Taker:** Kirsty Campbell

### Summary of Action Items

Ref	Action	Responsibility	Timeline

## Minutes

Item		ACTION
1.	<p><b>Welcome and Apologies</b></p> <p>Dr Cook (MC) welcomed everyone to the JNC for Lecturers meeting which was an additional meeting to look Circular 03/19.</p> <p>There were no apologies.</p>	
2.	<p><b>Minutes of Previous Meeting</b></p> <p>It was agreed that the minutes from the meeting held on 13 June 2019 would be signed off formally at the next full meeting to be held on 24 October 2019.</p>	
3.	<p><b>Review of Actions / Matters Arising not included elsewhere on the Agenda</b></p> <p>None</p>	
4.	<p><b>Implementation of the National Recognition and Procedures Agreement specifically Circular 03/19</b></p> <p>MC asked the meeting to note the observations included in this circular and for these to be revisited by the meeting once further information was available.</p> <p><b>EIS Key Issues:</b></p> <p><b>Working arrangement</b></p> <p>This was in relation to the implementation of working arrangements to ensure staff are being timetabled for at least one half day without teaching and have the opportunity to work out with the office for up to a minimum of 3 hours, maximum of 7 hours a week if requested.</p> <p>KH – Sem1 t/abling done with only essential adjustments would be looked at</p> <p>SOH – from 1 August, don't expect any issues as SMs will have taken into account when t/abling but don't accept that minor adjustments cannot be made where half day has not been factored</p> <p>MC – from management perspective it is discretionary and a discussion with manager on weekly basis with what is possible and where would be located when not physically here, there is a health and safety issue that a view needs to be taken on – and if a mechanism for recording eg request form to monitor that not continually being refused.</p> <p>LC – the output from working off site must be agreed</p>	

Item	ACTION
<p>MC – about professionalism and trust that when say working from home then they are working.</p> <p>SOH – there will not always be an output eg not always marking.</p> <p>LC – also have +1 to consider, and also build team ethos eg when preparing classes and no cover in the office if too many are using system. Would want to make sure that eg if a Wednesday, do not miss a team meeting. There are benefits to being onsite. Would like safeguards to ensure not Monday/Friday ghost town. Would like checks/balances to ensure is appropriate and sustainable.</p> <p>SOH – would need a management/EIS wording that goes out with t/tabling protocols. Would be unfair if different practices in place across college – need parity and transparency eg historically one person always had one day working from home and in another area, member of staff not giving leave to work in library</p> <p>MC – irrespective of historic arrangements everyone now should be operating within this new system rules, agree the rules, agree a form of requesting off-site working and at least to begin with have a monitoring process in place.</p> <p><b>Action:</b> Do work together EIS-Katy to produce a form. Agreeing the how with SMs of how it would be implemented.</p> <p><b>Action:</b> LC to raise with SMs they are aware of half-day non-teaching timetable.</p> <p><b>Tea Breaks</b></p> <p>Members are aware that tea breaks have been included in national bargaining.</p> <p>The meeting recognised that all staff are entitled to breaks and that the timings of breaks was a matter of professionalism and be kept flexible.</p> <p>If EIS receive any strong feedback from members, the matter would be brought back to the meeting for further discussion.</p> <p><b>Permanisation</b></p> <p>KH – now looking at this, revisiting the Ciph data to ensure its integrity , taking off all permanent staff and looking at p/t or temporary contract = 227 staff approx.. HR working through manually. On a rolling basis prioritising staff who have been here longest.</p> <p>Data cleansing/gdpr having out of dates records – KH yes, working</p>	



Item	ACTION
<p>methodically through this by asking managers to confirm their staffing lists are accurate to see who is here/not here and what contracts they are on – a yearlong project.  On a rolling basis, 2 year trigger as we go along, mostly September starts but not exclusively.  Get data sorted then a system in place to generate automatic reminders.</p> <p>MC – note from DL of the no. of leisure classes that would run, these are low eg at Crieff, Blairgowrie, College campus meaning not financially viable this may impact on some leisure tutors who are due for permanisation. Need to do another iteration in relation to learning centre tutors. DL is emailing these individuals for the courses due to start next week. May be a return to a redundancy situation.</p> <p><b>Action:</b> MC to keep EIS updated on this situation.</p> <p><b>TQFE</b>  Budgetary restraints means not going to be possible to put through this year – we have 2 years to put through, so will look to do so 2020-21. 150 people at 150hrs equates to £250k for backfill.</p> <p>Putting pressure on UHI to create a TQTE which would benefit more our staff and also be commercially attractive. In discussion with GTCS frustrating that 2 years down the road, GTCS registration not attractive/limiting to college staff who have gone down HEA route. Carol Langston from Inverness moved to GTCS which is really positive in getting perspective of world is wider place than schools.</p> <p>If carrying forward, what does that look like in the following year. Not sure depends on number permanising but would not expect it to be as big as 21 going forward. Danger just postponing the problem but no funding from govt as part of national bargaining or SFC as far as aware.</p> <p>Those not being put through this year, are any at Level 3 on pay scale. MC – will not disadvantage anyone and will communicate plans for this year.</p> <p>SOH – obv. Disappointing but acknowledge the position the college is currently facing. Our message to our members is that voluntary registration is in place if want to go ahead. (is it tax reclaimable – KH will check)</p> <p>SOH – noted observation of learning and will come back to that</p> <p>Action: Management to do form of words for working outside of college.</p>	
<p><b>5.</b></p>	<p><b>Temporary Changes to EIS-FELA Branch Officials</b></p>

Item		ACTION
6.	<p>DG will stand in as Branch Secretary while SOH is out of college for a few weeks. Tony Grant would remain as Health &amp; Safety representative and a branch convener would act up as Deputy, this was likely to be Shiona McArthur.</p> <p>It was agreed that remitted time would be reallocated accordingly, once dates and confirmation of names were in place.</p> <p><b>AOCB</b> None</p>	
7.	<p><b>Date and time of next meeting:</b></p> <ul style="list-style-type: none"> <li>• 24 October 2019</li> </ul> <p>All meetings take place are at 3.00pm in room 019.</p> <p><b>Meeting End Time</b></p> <p>The meeting concluded at</p>	

# PERTH COLLEGE UHI

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## JNC : Lecturers

Note of Meeting held on Thursday 24 October 2019  
3.00pm, Rm 019, Brahan

**Present:**                   **Management Representatives**  
Katy Harrington (KH), Head of HR & OD (Chair)  
Lorenz Cairns (LC), Depute Principal Academic

**Academic Staff Representatives**  
Declan Gaughan (DG), EIS-FELA  
Shiona McArthur (SMcA), EIS-FELA

**Apologies:**               Dr Margaret Cook (MC), Principal (Chair)

**Note Taker:**             Carolyn Sweeney-Wilson

## Summary of Action Items

Ref	Action	Responsibility	Timeline
4.	<b>Implementation of the National Recognition and Procedures Agreement specifically Circulars 03/19</b>  <b>4.1 Working Arrangements</b> <ul style="list-style-type: none"><li>• EIS to review the form and provide suggested amendments.</li><li>• KH to speak with managers to get their feedback.</li><li>• KH to speak with ICT to get a statement on what level of ICT security would be required for staff.</li><li>• KH to consider the 4 consecutive requests and feedback to EIS.</li></ul>	EIS Katy Harrington Katy Harrington Katy Harrington	ASAP ASAP ASAP ASAP
6.	<b>Additional Duties</b>  KH to expand the columns and circulate to EIS for their feedback.	Katy Harrington	ASAP

## Summary of Action Items

Ref	Action	Responsibility	Timeline
10.	<p><b>AOCB</b></p> <ul style="list-style-type: none"> <li>• <b>Facilities Time</b> EIS to send KH a proposal regarding Facilities Time, which could then be discussed at SMT.</li> <li>• EIS to review their situation with regard to available staff reps and advise KH on their alternative arrangements.</li> </ul>	<p>EIS</p> <p>EIS</p>	<p>ASAP</p> <p>ASAP</p>

## Minutes

Item		ACTION
1.	<p><b>Welcome and Apologies</b></p> <p>KH welcomed everyone to the JNC for Lecturers meeting.</p> <p>Apologies were noted.</p>	
2.	<p><b>Minutes of Previous Meeting</b></p> <p>The minutes of the meeting held on 13 June and 11 September 2019, which had been previously circulated, were approved as an accurate reflection of the discussions that had taken place.</p>	
3.	<p><b>Review of Actions / Matters Arising not included elsewhere on the Agenda</b></p> <p>None.</p>	
4.	<p><b>Implementation of the National Recognition and Procedures Agreement specifically Circulars 03/19</b></p> <p><b>4.1 Working Arrangements</b></p> <p>KH discussed paper 3 and how this process would work and that the forms would be returned to HR, for auditing purposes only.</p> <p>EIS said that managers currently allowed staff to work elsewhere but there was no paper required. KH said that this formalised the process and it was not being done in this way currently. EIS wanted to know why staff, who were already busy, were going to be asked to complete another form. This was another level of bureaucracy. EIS said this would just make it more difficult for staff to take work</p>	

Item		ACTION
	<p>home and do this.</p> <p>KH said this was to make things equal across the board. LC said managers needed to know what work was being done at home. EIS felt this showed a lack of trust in the Lecturers. KH said this was not about trust, it was about being clear where College staff were, consistency and to ensure some measure of control over the level of work undertaken at home. EIS asked why Lecturers now needed to be controlled, as managers were currently doing this perfectly successfully. There was further robust discussion around this matter and Management then asked EIS what they would suggest as an alternative.</p> <p>EIS suggested cutting the length of the form down for a start. There were a number of items on the form that were repetitive and open-ended. EIS said that some staff prefer to work at home as this was a better environment than some staff bases, which were not conducive working areas. LC suggested that EIS take the form away to review in more detail and provide feedback on a version that they would support.</p> <p>EIS asked if there were specific requests that would or would not be approved. Was there going to be a list of these. KH said no, as this was for staff to discuss with their line manager.</p> <p>EIS wanted to know how this would be decided. KH said this would be for the line manager to look at the work and deadlines and schedule accordingly.</p> <p>EIS queried if the GDPR question was necessary and how were staff expected to answer. KH said that the answer would mostly be “no”, but if someone was working on confidential work in a public place, then this would be an issue. It was necessary to ensure that this was a consideration though, maybe a standard paragraph could be added to ensure Lecturers would consider where they were holding information and about information security.</p> <p>LC said that in regard to ICT, this was about protection of the data online. Essentially, it’s the level of protection to prevent the loss of it through leakage or hacking. It’s about Lecturers and managers being comfortable with this.</p> <p>EIS said that all data could be accessed through ‘My UHI’, so this question seems superfluous. KH suggested that a better option might be to include a statement on this and some other items, rather than questions.</p> <p>EIS wanted to know what level of ICT security should Lecturers be working with. KH said she would speak to ICT to get a statement for that one.</p>	

Item		ACTION
	<p>It was agreed that the last box would be left, but a further box be added for reasons if the request was declined.</p> <p>EIS queried the time period of 1 week in advance for requests. KH said this was to allow for the management of capacity, as it was unreasonable for requests to be sent to managers at the last minute. There then followed a discussion about the differences between departments and how some departments would have more requests than others. KH said that consideration would also have to be given to the times when staff were available to students. EIS said it was unreasonable for students to expect to access their tutors at any time on any day, as they have other work that needs to be done and can't be available all the time. KH said it was important to make sure everything was manageable for managers and staff.</p> <p>There was further robust discussion on various aspects of the paper on which union reps expressed concern.</p> <p>EIS queried why there was a limit of 4 consecutive requests.</p> <p>KH said that management have a concern regarding the availability of Lecturers to speak with their students and availability of Lecturers to attend meetings etc. KH said that Management do recognise that this was asking staff to complete another form.</p> <p>KH said that there was also a clash between those staff that have flexibility as a contractual entitlement and those staff who have local arrangements.</p> <p>EIS reps objected to the limit on 4 consecutive requests. However, they suggested it would be better to put this in a statement.</p> <p>KH said Management would review the form and consider the issue of the 4 consecutive requests. HR would not have any input into approvals or not; the role of HR would be more for auditing purposes. This would give HR data on these arrangements, particularly if someone was constantly getting declined.</p> <p>EIS suggested that the questions didn't seem to fit with what HR required re the audit. KH suggested reps review the form and KH would also speak to managers and see if it works for them and then it could be streamlined.</p> <p>EIS said that there would need to be a policy/procedure put into place for this.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• EIS to review the form and provide suggested amendments.</li> <li>• KH to speak with managers to get their feedback.</li> </ul>	<p>EIS KH</p>

Item		ACTION
	<ul style="list-style-type: none"> <li>• KH to speak with ICT to get a statement on what level of ICT security would be required for staff.</li> <li>• SMT to consider the 4 consecutive requests and feedback to EIS.</li> </ul>	<p><b>KH</b></p> <p><b>LC</b></p>
<b>5.</b>	<p><b>CPD – Training Agreement</b></p> <p>KH advised that the current agreement in regard to CPD was in the form of a letter. This was where the College financially supported members of staff to undertake CPD and when the member of staff then leaves within 2 years of completion of this development activity, or before it had been completed, the financial support may be reclaimed. However, while a letter in the past had been sent out for staff to confirm their understanding of this agreement, it had not been consistently managed. Going forward, the form proposed would make this a more formal agreement.</p> <p>EIS felt that this would need to be explained to managers in more detail, as they didn't know anything about this. KH said she would make sure that it was shared to CMT, asking them to cascade down to their teams.</p> <p>KH said she would not be asking staff to pay for anything they had already signed up for.</p> <p>LC any money paid back would go back into the CPD budget.</p> <p>EIS agreed with the new Training Agreement.</p>	
<b>6.</b>	<p><b>Flexible Working Guidelines – update</b></p> <p>KH advised this was a change to the current practice, whereby approval was through line managers, to now being approved by SMT.</p> <p>Management needed to consider long term implications to allow the College flexibility in delivery and a fuller review of the impact across the College, not just at a local departmental level. It would still be expected that staff would meet with their line manager initially and the line manager would then make a recommendation to SMT for approval.</p> <p>KH said that this document would formalise this process.</p> <p>EIS agreed with these guidelines.</p>	
<b>7.</b>	<p><b>Timesheets</b></p> <p>KH indicated that the College was proposing to change the timesheets that staff use to ensure that there was more clarity about when the hours were worked, for what purpose and what rate of pay</p>	

Item		ACTION
	<p>they should be paid at. This was about transparency to make sure HR and payroll pay the right amount.</p> <p>EIS were happy with the updated form.</p>	
<p><b>8.</b></p>	<p><b>Additional Duties</b></p> <p>KH advised that she had already had discussions with Sara O'Hagan regarding this and this paper was, therefore, just to clarify the additional professional duties and the need to have consistency on how those duties are added.</p> <p>However, KH noted that she would have to expand columns and will do this and send to reps for feedback.</p> <p><b>Action:</b> KH to expand the columns and circulate to EIS for their feedback.</p>	<p><b>KH</b></p>
<p><b>9.</b></p>	<p><b>Additional Hours</b></p> <p>KH indicated that the college had noticed an increasing number of staff who were working additional hours, beyond their 35 hours and wished to ensure that such instances were an exception, as opposed to an expectation.</p> <p>SMT would like to know why staff were working more hours, which may be because there's not enough staffing and this process will help review situations such as these.</p> <p>EIS said colleagues were very obliging, but then it could become burdensome.</p> <p>KH said that it would be important to know why staff were working more than 35hours and Management recognises that there may be a need, but there was also a need to have accountability.</p> <p>EIS said it must also be mutually agreed between Lecturer and Management. Staff need to have the right to say no to a manager, as historically there has been pressure on the member of staff, who has been unable to say no.</p> <p>EIS were happy with this proposal.</p>	
<p><b>10.</b></p>	<p><b>AOCB</b></p> <p>EIS wished to discuss Facilities Time, given the current situation with regard to consultations, but also because SOH was going to be the new union member on the UHI Board. The Facilities Time at the moment was, therefore, considered to be not enough.</p>	



Item		ACTION
11.	<p>KH said that in the long term there was a request that colleges maintain the current Facilities Time, as this had gone through national bargaining. So the College would be looking to maintain this at the current level. However, due to the current consultation period, it was recognised that union reps may need more time, as Management would wish reps to give full support to staff. KH suggested that EIS send her a proposal, which could then be discussed at SMT.</p> <p>SMcA advised that she originally agreed to take on rep role, at SOH's request, for 6 weeks. SMcA intimated that she didn't wish to carry on beyond the 6 weeks, particularly as she will be retiring in January. DGa to review this situation and advise on alternative arrangements.</p> <p>KH advised that Management continued to provide support to staff through Rowan Counselling and asked union reps to remind staff of this.</p> <p>There followed a discussion about when the information from the staffing model would be available and KH said that it was intended to circulate the broad information that week.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• EIS to send KH a proposal regarding Facilities Time, which could then be discussed at SMT.</li> <li>• EIS to review their situation with regard to available staff reps and advise KH on their alternative arrangements.</li> </ul> <p><b>Date and time of next meeting:</b></p> <ul style="list-style-type: none"> <li>• 12 December 2019</li> </ul> <p>All meetings take place are at 3.00pm in room 019.</p> <p><b>Meeting End Time</b></p> <p>The meeting concluded at 16.00.</p>	<p>EIS</p> <p>EIS</p>

# PERTH COLLEGE UHI

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## Joint JNC Meeting – 1<sup>st</sup> Consultation meeting

Note of Meeting held on Thursday 26 September 2019, 1.00pm, Rm 018A, Brahan

**Present:**                    **Management Representatives**

Katy Harrington (KH), Head of HR & OD (Chair)

Dr Margaret Cook (MC), Principal

Lorenz Cairns (LC), Depute Principal Academic

**Academic and Professional Staff Representatives**

Shiona McArthur (SMcA), EIS-FELA

Declan Gaughan (DGa), EIS-FELA

Winston Flynn (WF), Unison

**Employee Representative for Staff on Management Contracts**

Dr David Gourley (DGo), Head of Learning & Teaching Enhancement

**In Attendance:**

**Apologies:**                Jane Edwards, Unison

**Note Taker:**              Kirsty Campbell

### Summary of Action Items

Ref	Action	Responsibility	Timeline
4	Confirm request for further consultation meetings prior to Board meeting on 09 October	EIS-FELA/ Unison	09 October
4	Circulate any papers to be presented to Board on 09 October to members	EIS-FELA/ Unison	07 October
4	Put consultation meetings in the diary for 10 and 21 October	KH	ASAP

## Minutes

Item		ACTION
1.	<p><b>Welcome and Introductions</b></p> <p>Katy Harrington (KH) welcomed everyone to the meeting, which was the early part of the consultation process to discuss the implications of the paper, outlining the college's financial position that went to the Finance and General Purposes Committee (F&amp;GP) on Monday evening, 23 September 2019.</p> <p>Members introduced themselves and stated their basis for being at the meeting.</p>	
2.	<p><b>Apologies</b></p> <p>Apologies were noted from Jane Edwards, Unison.</p>	
3.	<p><b>Business Rationale</b></p> <ul style="list-style-type: none"> <li>• <b>Budget position</b></li> <li>• <b>Current position</b></li> <li>• <b>Level of deficit to be addressed</b></li> <li>• <b>Areas already considered/actioned</b></li> <li>• <b>Possible way forward</b></li> </ul> <p>Dr Margaret Cook (MC) tabled the confidential paper that went to F&amp;GP on Monday 23 September and explained it outlined the college's indicative budget and the level of savings that need to be made during academic year 2019/20. Following substantial discussion and explanation of the college's position, F&amp;GP endorsed the paper as requested.</p> <p>The paper will now go to BOM meeting on 9 October and Management suggested that unions take this opportunity to put forward their written representation. The Board will make the decision whether to approve the 2019/20 budget at this meeting. Management would be happy to meet with Trade Union and staff representatives again as needed before 9 October and then if the budget is approved would expect to move into a different aspect of the consultation process after the Board decision.</p> <p>As an aside to the purpose of today's meeting, union representatives were reminded that they had previously been asked if they would like representation at Audit and F&amp;GP committees. Historically, Perth staff and students have not sat on these committees, however from a governance viewpoint, there is no reason for this and the Chair of the Board had previously invited their representation.</p> <p>Further explanation was provided by management of some key points from the paper:</p> <p>Rurality funding - This was funding that all UHI colleges had been in</p>	

Item		ACTION
	<p>receipt of until this year, and which had largely funded the learning centres, however latterly the learning centres had been operating at an overall loss. The criteria for receiving the funding has changed and colleges with a city postcode were no longer classed as rural and therefore from 2019/20, no longer eligible to receive funding.</p> <p>Accelerated spend - this was money pulled forward that had to be spent in the 2018/19 financial year. The money was ring-fenced for spending on estates.</p> <p>Non-pay expenditure - the possibility of making further savings from non-pay expenditure had been discussed, however there is still a need to ensure the college is operational in terms of core business eg curriculum and cpd.</p> <p>Remove unfilled vacancies – A decision had been made that certain unfilled vacancies would not be recruited too. There were still some posts that would see a significantly impact on the College if they were not in place and so these would continue to be recruited too. eg the college needs to extend the amount of non-sfc income it generates, this is money the college can choose how to spend and invest.</p> <p>CPD budget – this has been increased from 2018/19 as the SMT recognised the need to continue to invest in staff development and training despite the financial challenges. The SMT had also decided that no staff would go through TQFE during 2019/20 and this was saving money in terms of cost and also teaching cover, but this was something that was only delaying the position for the year. It was hoped that UHI would develop a TQTE, which would be more valuable to our staff. MC confirmed there was no money to put any staff through TQFE during 2019/20.</p> <p>Upskilling of the workforce - part-time learners are a Government priority and it fits the profile of our students, with a large body of part-time students studying in the evening and/or for professional qualifications. This is a potential income stream for the College as it is a move away from the 16-24 agenda towards continuous learning and mixed delivery.</p> <p>Increased international revenue target – UHI has a target of doublings its income by 2021/22, and Perth is the largest provider. There are substantial opportunities in China and the college is currently awaiting approval for a partnership with Szechwan University. Again, this is increasing non-SFC income, although it will not solve the problem.</p> <p>Whilst AST is not involved in this consultation process the AST board is looking at its international income and changing its international profile to adapt to changing customer requirements.</p>	

Item	ACTION
<p>The income from AST will be more than anticipated this year but still sitting below historic levels. They are operating in a more competition climate and Brexit has had an impact eg with the shift in demand away from EASA courses and the subsequent need to change provision/rebadge. Overall, however, AST is doing well, it is involved with Tay Cities Deal (TCD) and collaborating with Moray College.</p> <p>The Board needs to take the decision whether to go ahead TCD/Aviation Academy. It is a risk-based decision with potentially a long time-scale before completion and a corresponding depreciation in the value of the amount of spend available.</p> <p>FWDF (Flexible Workforce Development Fund) - there is an increased revenue through FWDF working locally with levy payers who can receive grants of up to £15k to fund training and development of their staff. The college works with employers to identify the training that can be provided. The College has also drawn down this money for staff development of its own staff.</p> <p>Innovation fund bids to show that we can take opportunities at £500,000 – to increase work we do to bring in additional income. David – is grant finding software being considered. MC – if it helps it would be considered, other Universities have grant office, the hit rate depends on how many you apply for, as more applications usually means more successful and putting our name out there, but would want to ask what support UHI can give. ie Research Office.</p> <p>SMcA asked whether there would still be a need to find savings from staff costs if all the recommendations were approved by the Board.</p> <p>MC confirmed that there would still be a need to find savings of £600k in the budget and it would be difficult to see how to do this without impacting on staff numbers/staffing. Management would want any redundancies to be done on a voluntary basis where possible but it would be disingenuous to discount compulsory redundancies.</p> <p>WF asked what the criteria/rationale would be for identifying staff/staffing areas.</p> <p>MC replied that this early consultation period was concerned with identifying the issue and informing the unions of the college's position in order to give them the opportunity to put their views to the Board. Once the Board made its decision on whether to support the recommended action, Management would quickly consider and pull together a proposal for the next part of the process and the impact on staff. This would be the week after the October break. Currently, the college does have some money to facilitate VR or compulsory redundancies but this is time limited and would have to be spent by</p>	

Item	ACTION
<p>31 March 2020. This timeline will drive the next stage of the process.</p> <p>MC confirmed further aspects of the next stage of the process:</p> <ul style="list-style-type: none"> <li>• it is unlikely the college would be able to offer redundancy at twice the statutory amount</li> <li>• Preference to target VR, which would not be open to all as would not want to put staff in a position of applying for VR when there was no likelihood they would be successful. We would propose that it would be targeted where there was a need for structural change in the targeted areas.</li> <li>• These proposals will come forward after the October break.</li> </ul> <p>DGa asked whether the structural change would be based on performance and/or student numbers.</p> <p>MC replied that trend analysis data would help to identify areas where savings could be made or where the current structure may not be ideal. For support areas different metrics would be used to identify areas. The identified areas would be from across the college and not only academic or support.</p> <p>DGa asked whether the recommended actions eg removing unfulfilled vacancies would apply only for 2019/20.</p> <p>MC confirmed that all vacancies would continue to be reviewed for replacement. This was good management and not just in respect of this process.</p> <p>DGa asked whether there would be an impact on the student experience from any 'in year' staffing changes.</p> <p>MC confirmed that no courses would be cut during the current academic year; this is not something the government/funding council would allow to happen. The college will also work with HISA Perth to minimise the impact on students.</p> <p>WF asked whether there would be a focus on recruiting new students and/or adult learners.</p> <p>MC replied that one of the reasons the college was in this position was that it has too many programmes when student numbers are static, which is not sustainable. In the past decade, student numbers have grown which has allowed the number of courses to grow, now however the college as with the wider sector needed to adapt to a decline in student numbers and review the number of courses accordingly. Factors contributing to the decline in student numbers included schools keeping pupils until 6<sup>th</sup> year and the widening access agenda in university. In both instances, students who would formally have gone to college are now staying on at school or directly to university; the college is being squeezed in the middle.</p>	

Item		ACTION
4.	<p>SMcA asked whether there would be a curriculum review</p> <p>MC said that the college had been going to carry out a curriculum review anyway and UHI was also considering at HE level, although Management was aware that it would be difficult for staff to engage in a review when this was going on in the background. The end position from this process and from a curriculum review if it did go forward, was for fewer programmes with more students on each programme.</p> <p>DGo asked whether there would be opportunities for staff to put forward ideas to generate income.</p> <p>MC confirmed that this would absolutely be part of the consultation process with opportunities for staff to meet with Management once the decision on the budget had been made and there were proposals to consult on.</p> <p><b>Process etc – to be proposed once business rationale has been consulted upon</b></p> <p>MC outlined the process between now and 9 October when the Board meets to consider the budget paper and its recommendations:</p> <ul style="list-style-type: none"> <li>• SMT would formulate the initial proposal for savings to be made on 21 October</li> <li>• Management would be available to meet again during this period</li> <li>• Management would like to hold a meeting on 10 October to feedback on the board meeting and then again on 21 October when SMT brought forward proposals.</li> </ul> <p>DGa/SMcA confirmed they would discuss the paper tabled at today's meeting and after that confirm whether they would like to meet before 9 October.</p> <p>KH confirmed that she would put meetings in the diary for 10 and 21 October.</p> <p>In summary MC said that the papers for the Board would go out on Wednesday 2 October, it would be possible for Union representation to table papers and would ask for any papers to be available by 7 October to circulate to members ahead of the meeting.</p> <p>Attendees were reminded that the paper tabled at today's meeting was confidential until the Board meeting on 09 October.</p>	<p></p> <p><b>EIS-FELA/ Unison</b></p> <p><b>KH</b></p> <p><b>EIS-FELA/ Unison</b></p>

Item		ACTION
5.	<p><b>Any Other Business</b></p> <p><b>JNC Meetings - Business as Usual</b> KH reminded members of the JNC scheduled for 24 October that would go ahead as normal business.</p> <p><b>College Works/Income Generation</b> WF made the point that every year the college says it has no money and then during summer, a lot of money is spent on estates works. MC explained that estates money is ring-fenced and summer is usually the best opportunity to carry out work. SFC had also made extra money available for the past 2 years towards maintenance. The mezzanine floor in the Construction workshop was money from the sale of Moray Court, which was non-SFC income.</p> <p>WF noted that the college has not generated income from land in the back carpark.</p> <p>LC confirmed that this was pursued by the college several years ago, however Barratt homes did not get planning permission to build on the back carpark and then the crash in construction industry took place that further set back any opportunities for the college to release the capital from this land. MC added that there was serendipity however, in that the deposit received from Barratt had allowed the college to buy Moray Court and its recent sale had financed the improvement to curriculum facilities.</p> <p><b>Staff Travel – Business Class Flights</b> SMcA made the point that SMT flying business class on trips to China did not look good in the current financial climate. MC accepted this point, however all staff including lecturing staff flew business class to China due to the length of the journey and the need for staff to arrive ready to go into class/meetings. DGo mentioned that the college’s China business did generate a considerable amount of non-SFC income.</p>	
6.	<p><b>Date and time of next meeting:</b></p> <p>10 October 2019, time tbc (with meetings on earlier date(s) if needed)</p>	



## Joint JNC Meeting – 2nd Consultation meeting

Note of Meeting held on Thursday 10 October 2019, 2.00pm, Rm 031, Brahan

**Present:**

**Management Representatives**

Katy Harrington (KH), Head of HR & OD (Chair)

Dr Margaret Cook (MC), Principal

Lorenz Cairns (LC), Depute Principal Academic

**Academic and Professional Staff Representatives**

Declan Gaughan (DGa), EIS-FELA

Shiona McArthur (SMcA), EIS-FELA

Winston Flynn (WF), Unison

Rob Reed (RR), Unison

**Employee Representative for Staff on Management Contracts**

Dr David Gourley (DGo), Head of Learning & Teaching Enhancement

**In Attendance:**

**Apologies:** Jane Edwards, Unison

**Note Taker:** Isobel Syme

### Summary of Action Items

Ref	Action	Responsibility	Timeline
2	Katy to check who minutes had previously been issued to – checked and they were issued to all people at meeting	KH	Completed
3	To check whether the budget paper is still embargoed	MC	

## Minutes

Item		ACTION
1.	<p><b>Welcome and Apologies</b></p> <p>Margaret Cook (MC) welcomed everyone to the meeting.</p> <p>Apologies from Jane Edwards, Unison.</p>	
2.	<p><b>Minute and Actions from previous meeting</b></p> <p>Some members intimated that they had not received the previous minutes. Katy to check on who the minutes have gone out to.</p>	KH
3.	<p><b>Feedback from SMT on the Board of Management meeting – Wednesday 9 October 2019.</b></p> <p>MC fed back to the group from the Board of Management meeting which took place yesterday. The Board of Management have considered the budget paper. The letters from EIS and the management representatives had been circulated prior to the meeting and a detailed discussion took place regarding the issues in respect of the budget and how we had got to the position we find ourselves in.</p> <p>The Board acknowledge the challenges in this level of saving and the work that has already been done in getting us to this position. The Board's ultimate decision was to agree the budget.</p> <p>SMcA asked if any discussion had taken place about how savings may be made.</p> <p>MC confirmed that effectively we can't do this from non-pay spend. There is very little we can do to save £600k from non-pay spend as only 30% of our income is on non-pay spend and most of this is fixed, such as buildings, utilities etc therefore a large percentage would have to come from staffing. The Board had asked about the impact on the student experience and student facing staff. The Board were assured we would not damage the student experience as far as possible. Voluntary severance against compulsory redundancy was discussed at the Board meeting and we hope to undertake the necessary savings on a voluntary basis. However we can't make false promises and some compulsory redundancies may be necessary. The Board are aware of the processes we need to undertake. UHI and the Scottish Funding Council are aware of the issue – we have to go through that formal process to get approval for a voluntary severance scheme. An email has been drafted that will go to Crichton Lang and Karen Watt (Scottish Funding Council).</p> <p>DG asked if the budget papers are still embargoed.</p>	

Item		ACTION
	<p>MC confirmed that she will check this with the Clerk to the Board in the morning.</p> <p>SMcA asked how much say the UHI have over this.</p> <p>MC replied that the UHI are our regional strategic body. They have a say in terms of finances as they are the financial body.</p> <p>DG asked for clarification regarding the meeting on 21 October.</p> <p>MC confirmed that SMT will put forward proposals re savings. These will be worked up next week. These proposals will then come here for discussion and further refinement and reiterated that it is important that this is a consultation process. Communication around people who may be affected is vitally important. A communications plan will be put forward to manage the information that is going out. More detail will be available on 21 October.</p> <p>DG asked if ideas from staff could be put forward before 21 October.</p> <p>MC replied that SMT are always open to ideas from anyone in the organisation. Open discussion is encouraged.</p> <p>DG asked if any proposals had been put in to date.</p> <p>MC reminded the group that a communication had gone out saying that staff were able to approach the SMT with ideas and proposals and these would be welcomed.</p> <p>KH had been approached by one person and a conversation had taken place.</p> <p>MC informed the group that some people had been in touch with questions, however no proposals to date. All staff are encouraged to come forward with both questions and proposals. Open process.</p> <p>DG asked about the top slice from UHI. Have they been approached to help out.</p> <p>MC responded that this question was asked at the Board meeting. We have not directly gone to UHI. A one off sum of money would not help in the long term. There are issues around the Programme Board – not seen any movement for a year. The ram and micro-ram across the institution is hugely challenging for us. A one off financial help would put us back here next year. The nature of the funding in the sector is on ongoing issue. FFR – projections. Each institution does a forecast for the next 5 years. MC reported that at a Principals meeting she attended this week it was reported that the story is similar for many other colleges over the next 5 years. This is a consistent message across the sector.</p>	<p>MC</p>

Item	ACTION
<p>DG asked about getting help from the top slice recurrently.</p> <p>MC responded that this would be hugely contentious in UHI due to the mixture of college sizes across UHI. Due to social construct some of the small colleges would not be sustainable. The funding model needs to work across the partnership to allow all to deliver and be sustainable. We are not the only UHI college that will be in this position this year and others will follow over the next few years.</p> <p>LC reported that we are having to work harder to maintain the student level. Recruitment is the main income stream and if we don't make targets there are potential issues. The college has been working hard to bring in extra funding where possible.</p> <p>MC reported that UHI has grown over the years, however this has now stopped. We have capped numbers and income is static and flat. During the curriculum review we need to look at programmes that are not viable. There has been a reluctance to stop running programmes which is understandable but we cannot continue with running programmes that are not viable.</p> <p>SMcA said that looking at our financial model was one of the recommendations from the Programme Board.</p> <p>MC agreed that this was one of the areas that need looking at urgently. There are real pitfalls in the funding model. Huge piece of work in sorting the ram and microram. We need real transparency with regards to what we are due and how we can track this.</p> <p>LC explained that these are UHI wide issues and problems.</p> <p>WF asked when did you get a red flag with regard to the budget.</p> <p>MC explained that the process is difficult to finalise due to when information is available. An example is when the ESIF figures come in, we need to try and work out how much we will realistically get against the targets which were doubled. The budget only crystallised the week before the first consultation meeting, which is why we held the first consultation meeting. We don't want to put out budgets that we don't have confidence in.</p> <p>LC further explained that SMT had been looking at the ESIF monies from mid-September. These are dependent on making the combined partner targets and that it is difficult to make assumptions.</p> <p>WF put forward that it would be helpful if a simple explanation of the deficit was made available.</p> <p>MC agreed that a communication can go out regarding the budget.</p>	

Item		ACTION
	<p>SMT will work up proposals and communications.</p> <p>SMcA asked about timescales for the whole process.</p> <p>MC explained that we have money to support this process which needs to be spent by 31 March 2020. We want to undertake this process properly. However uncertainty for a prolonged period of time can be damaging, therefore we will try to do this process in as limited a period as possible. Areas for potential change will need to be communicated and managing that message in the timescale will be important. We need to move quickly but genuinely want proper consultation. Proposals are needed. Staff need to inform this process.</p> <p>WF explained that the IT department went through a cost saving experience before when they all reduced their hours within the department to save 1 fte.</p> <p>MC explained the proposals for voluntary severance scheme approval and explained that there are conditions to get a scheme approved which include a total one year payback (including pension strain). The strain cost can limit what is available and whether someone can be offered this. There is also a concern about the time it may take to get a scheme approved.</p> <p>SMcA asked how long does this might take.</p> <p>MC responded that this needs to be done timeously. It has taken 10 weeks in the past. However, the recent learning centre process was done very quickly. Dundee City Council currently has a 12 week service level agreement for pension information. We will work with both Dundee City Council and SPPA to ensure that information is available as soon as possible. SMT need to know what the pension strain costs are and staff need to have information too in relation to their pensions so that both parties can make informed choices.</p> <p>SMT will bring a proposal regarding a voluntary severance scheme to the next meeting prior to making any formal submission for approval.</p>	
4.	<p><b>Any Other Business</b></p>	
	<p>n/a</p>	
5.	<p><b>Date and time of next meeting:</b></p>	
	<p>21 October 2019, 2 pm.</p>	

## Joint JNC Meeting – 3<sup>rd</sup> Consultation meeting

Note of Meeting held on Monday 21 October 2019, 2.00pm, Principal's Office

**Present:**                    **Management Representatives**

Katy Harrington (KH), Head of HR & OD (Chair)

Dr Margaret Cook (MC), Principal

Lorenz Cairns (LC), Depute Principal Academic

**Academic and Professional Staff Representatives**

Declan Gaughan (DGa), EIS-FELA

Shiona McArthur (SMcA), EIS-FELA

Winston Flynn (WF), Unison

Rob Reed (RR), Unison

**Employee Representative for Staff on Management Contracts**

Dr David Gourley (DGo), Head of Learning & Teaching Enhancement

**Apologies:**                Jane Edwards, Unison

**Note Taker:**             Carolyn Sweeney-Wilson

### Summary of Action Items

Ref	Action	Responsibility	Timeline
4.	Staffing Establishment model to be shared with Representatives, once it has been re-run.	Katy Harrington	25/10/19
	Representatives/Management to take stock on 1 <sup>st</sup> November, of any feedback received.	All	01/11/19
	The 4 <sup>th</sup> Joint JNC Consultation meeting, to be arranged for 5 <sup>th</sup> November.	Katy Harrington	05/11/19
	Comments on the VS scheme to be sent to KH by 5 <sup>th</sup> November latest.	Representatives	05/11/19
	KH to update the proposal document for any errors before it is circulated to staff.	Katy Harrington	Immediately
	Pension companies to be invited to attend the next Staff Conference Day.	Katy Harrington	ASAP

## Minutes

Item		ACTION
1.	<p><b>Welcome and Apologies</b></p> <p>Katy Harrington (KH) welcomed everyone to the meeting.</p> <p>Apologies from Jane Edwards, Unison.</p>	
2.	<p><b>Minute and Actions from previous meeting</b></p> <p>The minutes of the 2<sup>nd</sup> Joint JNC meeting, held on 10 October 2019, having been circulated, were approved as an accurate reflection of the discussions that had taken place.</p>	
3.	<p><b>Matters Arising</b></p> <p>In terms of the actions from the last meeting:</p> <p>Budget Paper – KH advised this was still embargoed. MC said this would be discussed later in the meeting.</p> <p>Circulation List - KH confirmed that all representatives were on the circulation list and everyone had received the previous minutes.</p>	
4.	<p><b>Proposals from Management</b></p> <p>KH circulated hard copy of the proposals document.</p> <p><b>Strategic Context/Voluntary Severance Scheme</b></p> <p>MC advised that SMT had worked up proposals in terms of the restructuring and the need to save money. MC then took the Representatives through the document.</p> <p>The Board of Management agreed that the indicative budget for 2019-20 would require £600K to be saved in year.</p> <p>The Board have agreed that a Voluntary Severance (VS) Scheme was required and should be developed. However, the scheme could not be offered to staff until it was approved by the Regional Strategic Body (UHI) and the SFC. However, SMT proposed to consult with Representatives on this before seeking approval from these bodies.</p> <p>MC said that the VS Scheme would be enhanced to make this scheme more advantageous to staff who may wish to take up this opportunity, but could not rule out Compulsory Redundancy, should this prove necessary. If Management required to make Compulsory Redundancies, these would be paid at statutory redundancy only.</p>	

Item	ACTION
<p>Early access to pension would accrue a strain cost to the employer, there would be no enhancement to pension. MC confirmed that no more than one year's pay was the recommendation from SFC.</p> <p>DGa queried what would happen if the Regional Strategic Body (RSB) did not approve the scheme. MC said that, to the best of her knowledge, no RSB had refused to approve a scheme, nor had SFC.</p> <p>SMcA queried if the VS Scheme would be open to everyone? MC said that VS would only be offered in the areas identified for staff reductions. However, there would be no guarantee that everyone in these targeted areas would be able to get VS.</p> <p>KH advised that Management would need to go to the pension company to provide the strain costs and, given their service level agreements, it may not be possible for a quick turnaround in terms of receiving the pension proposals.</p> <p>WF queried why there was a maximum limit of one year's pay. MC said this was a cap introduced by the Scottish Government.</p> <p>MC continued reviewing the document and then handed over to LC for the academic areas.</p> <p><u>Academic Proposals</u></p> <p>LC said that Management wished to minimise disruption to the curriculum, but needed to increase efficiency. This proposal provided for a leaner and more efficient model in terms of teaching hours and a more flexible way to deliver and manage the curriculum through the change.</p> <p>DGa asked what the total saving would be from the academic proposal. KH said that there was pay protection of 4 years, so in terms of savings, these would not have an impact immediately, but there would be savings in terms of teaching.</p> <p>MC said that it would be difficult to quantify at this stage as Management would not know who would apply for VS.</p> <p>LC indicated that Management have said that they want to ensure the right people are in the right jobs and that this continues through the restructure. It was hoped that this restructure would not affect the curriculum and student experience in a major way.</p> <p>MC advised that Management had been clear about which roles would be taken out of the structure and stressed that it would be the roles that would be removed, not the individual. Once the role was removed, Management would then look at redeployment for the individual. MC stressed again that there was a distinction between</p>	



Item		ACTION
	<p>the role and the individual.</p> <p><b>Areas of Overstaffing</b></p> <p>MC said the staffing model identified that there were some areas of overstaffing and DL had been asked to re-run it, with actual numbers, and taking into account the proposed changes. However, Management expect to see areas where there would be potential overstaffing, but until the re-run was complete Management could not confirm where these areas would be. This will be available by 25<sup>th</sup> October.</p> <p>LC said that throughout the year all the SDDs have seen the model and know where the over/under staffing areas are and this will be updated with the model being run with actual numbers.</p> <p>KH advised that Management would inform representatives, by the end of this week, where those areas were and what the implications would be for those areas.</p> <p>SMcA asked if Management would share the model with the Reps once it had been run. MC said it was always shared, particularly with SDDs, but Management were happy to share it with those who wished to see it. LC reminded Reps that the staffing model was the same model that had been running over the last 5-6 years – there was no change to this.</p> <p><b>Professional Services</b></p> <p>MC reviewed the savings proposed from the Professional Services areas.</p> <p><u>Business Development</u></p> <p>MC advised that the proposed savings in this area related to non-core, non-SFC income. This area identifies additional sources of commercial revenue from services delivered to regional business and community partners in the form of short courses, industry qualifications etc. The Board recognised the importance of broadening the College’s relationships with businesses and the draft Business Development Strategy focused on growing this revenue and proposed a wholly owned commercial subsidiary be established to target new streams of revenue.</p> <p>KH stressed that, in reference to potentially setting up a subsidiary, this did not form part of the current consultation process and if this did come to fruition later, then a separate consultation process would take place with regard to this.</p> <p><u>ASW</u></p> <p>MC said that the proposal was to gain savings from the commercial</p>	<p><b>KH</b></p>

Item		ACTION
	<p>arm of ASW and not the academic entity. However, Management were looking to maximise efficiencies, hence the proposed roles noted for removal.</p> <p><u>International</u> MC said that Management were looking at significant growth in this area and were looking at increasing income from transnational, in-country, delivery. UHI were also looking for a 300% growth in this area, led by Perth on behalf of other UHI Academic Partners, and as a result, Management were not proposing any changes in this area at the moment.</p> <p>MC advised that Brexit would also have an impact, but as this couldn't be foreseen at the moment, this would have to be put to one side.</p> <p>SMcA asked what the purpose of the commercial subsidiary would be. MC said this would likely be a similar model to AST, where the company employs staff to carry out work, with money flowing back into the College for these activities. The whole premise of this would be to re-invest in the College. SMcA asked what the advantages of this would be and MC said it would give the College much greater flexibility. LC said it would also give flexibility in capacity, which was fundamental to growth. MC said that models she has viewed of other institutions, shows that they employ staff in-country. LC said that if the College generated greater income, then the reliance on the core grant would be less. MC said that UHI was one of 2 organisations in Scotland who had a greater reliance on SFC funding than any other institutions and, if the College had flexibility in capacity, then there would be less reliance on this core funding.</p> <p>WF asked if these staff would have the same T&amp;Cs as College staff and MC said that this would be unlikely.</p> <p><u>Marketing</u> MC indicated that Management were not proposing to make any changes in this area at this time.</p> <p><u>Finance</u> MC said that the sustainability of the organisation would be key over the next few years and there had already been a number of changes in this team in the last 12-18 months.</p> <p>With the current Head of Finance leaving the College at the end of the year, and until a permanent replacement is found, an Interim Head of Finance would be sought. In light of these changes, it was proposed that no savings would be identified from the Finance team.</p> <p>However, MC noted that Finance was very reliant on paper-based processing and there would, therefore, be a focus on how</p>	

Item		ACTION
	<p>improvements in processing, reporting and budget management could be achieved, with a move away from largely manual processes, to digital approvals and monitoring.</p> <p><u>ICT &amp; AV</u> MC said that this team remains a crucial service for students, staff and visitors. However, in recognition of the level of financial savings that were required to be achieved across the College, Management were proposing removing 1FTE equivalent out of this area.</p> <p>Management were also aware that there was 3 Helpdesks – IT, Estates, UniDesk – so they proposed the merging of the roles of ICT Administrator and Estates Administrator resulting in a saving of 1FTE across these two teams.</p> <p>No change to reprographics.</p> <p>WF queried if the interim ICT manager would remain. MC said that Management would propose maintaining the interim arrangements in the short to medium term.</p> <p>LC said, however, that Management would certainly look at alternative suggestions, as this document was only a proposal.</p> <p><u>DTP</u> Management were proposing these roles be removed and the work they do be absorbed elsewhere in the College. This would give a saving of 1.6FTE.</p> <p><u>Library</u> No changes.</p> <p><u>Learning Resources</u> MC said there would be no changes in this team, except in terms of changes to reporting lines.</p> <p><u>Estates</u> MC said that due to a number of changes in the Estates team, with the retirement of the Chief Caretaker and the Head of Estates recently leaving, Management have had the opportunity to reconfigure the overall structure of this team.</p> <p>KH advised that the reference to the property maintenance technician was in relation to one role and did not affect Electrical/Joinery.</p> <p>RR queried if there would be a new Head of Estates. LC confirmed that there would be a new Head of Estates, but there would be an Estates Team Leader replacing the Estates Officer and Chief Caretaker.</p>	

Item	ACTION
<p><u>Curriculum Admin Team</u> MC said this team were currently centrally managed, but Management proposed that this would change and be devolved to each curriculum area, under the line management of the Head of Curriculum. LC said that Management were looking for up to 1FTE efficiency from this team.</p> <p><u>Executive Office</u> MC indicated that the role of Planning and Project Manager, had already been removed and replaced with a Planning and Project Officer. No further changes were anticipated.</p> <p><u>Quality</u> MC advised that there had already been a change in this area with the removal of a Quality Officer role (0.8FTE) and no further changes were anticipated.</p> <p><u>HR &amp; OD</u> MC indicated that there had been significant change in this area over the last few years and the team had only just become fully staffed. There were a number of key issues that needed to be addressed to ensure robust management of all elements of HR and the development of a strong Organisational Development strategy going forward. In light of these changes, it was proposed that no savings would be identified in this area at the moment.</p> <p>LC said it was important to note, for example, that the last time there had been an upgrade in CiPHR was 2007/8. The issues with digital systems wasn't a new problem, but had been long-standing. Significant investment would, therefore, be needed in the future for this.</p> <p><u>Student Records</u> MC indicated that Management were proposing to make savings in this area through the removal of 2 roles and amalgamating these into one combined role. This would remove 1FTE from this area.</p> <p><u>Student Engagement</u> With the HISA team setting new benchmarks for involvement, participation and impact, Management would be looking to ensure that this good work was fully supported and maintained. However, it was proposed that the current Student Engagement Team would be reduced from 2 to 1 and that the remaining post would be term time only to match the work requirements of this role.</p> <p><u>Student Services</u> MC noted that, in this area, demand already exceeded potential capacity and so Management did not propose any reduction in staff.</p> <p>MC advised that the College Sector should, very shortly, see funding</p>	

Item		ACTION
	<p>for Counsellors, but it was unclear when this would happen and how much funding would be received.</p> <p><u>General Questions</u></p> <p>DGo queried if the role of Research Co-ordinator would go. LC said it may well stay where it is, but would be happy to discuss its specific location.</p> <p>MC stressed that these were proposals only and Management were keen to get responses from Reps and staff across the College.</p> <p>DGa queried if, overall, the redundancies would meet the required savings. MC said it should provide the savings, but funding and financing was not getting better and this could become a moveable target. When the end of this process was reached, MC said she couldn't guarantee that the target wouldn't have moved.</p> <p>WF asked if the line managers/team leaders knew about these proposals. MC said not at this time.</p> <p><b>Proposed selection/appointments process</b></p> <p>MC advised that, in terms of the proposed selection/appointment process, it wasn't possible to determinate the pools at this time. However, Management would make every effort to ensure staff remain employed in the institution, if they wish.</p> <p>Once a structure was agreed then Management would begin to have discussions about pools etc and, by that time, it was also hoped to have an agreed VS scheme.</p> <p>KH highlighted that the Redundancy Policy, which was approved at the Board of Management meeting in June 2018, referred to 2 years' salary conservation. This document had not yet been updated to the changes from National Bargaining, but the College would, of course, use the 4 years conservation which had been agreed at National Bargaining.</p> <p>MC asked representatives if they and staff would be able to respond to this proposal by 1<sup>st</sup> November. Representatives felt this timeline was too short and they would not be able to respond by that date.</p> <p>MC advised that Management would wish to let staff know, tomorrow morning (22<sup>nd</sup> October), which groups of staff, in which areas, would be affected, before the proposal document was circulated as a public document. MC, therefore, requested Representatives keep this document confidential, until the groups of staff had been met with.</p> <p>Meetings were to be arranged for the staff in affected areas to meet</p>	

Item		ACTION
	<p>with Management. However, Management did recognise that not everyone would be in College/available for these meetings.</p> <p>After these meetings, the proposal document would then be circulated to all staff. The circulation email would stress that this was a consultation exercise and that Management would be looking for feedback. MC advised that a separate, new, email box had been set up specifically for feedback.</p> <p>Any generic questions received into the email box would then be included in a general Q&amp;A and circulated to all staff. KH asked that Representatives also communicate through this box, so that all communications could be managed from the same place.</p> <p>KH said she proposed a follow up meeting for 5<sup>th</sup> November for Representatives and SMT to meet to discuss feedback. MC proposed to have the 5<sup>th</sup> as a meeting, but would also want to take stock on the 1<sup>st</sup> in terms of feedback received. MC said that if there were any changes/proposals etc in the meantime, the document would then be changed and re-circulated for further consultation. MC said that at the same time as staff go through this process, the VS scheme would also go to UHI/SFC for approval.</p> <p>KH requested any comments on the VS scheme to be sent to her by 5<sup>th</sup> November latest.</p> <p>SMcA pointed out that the document refers to the staffing model results not being known until 25<sup>th</sup> November. KH apologised, but this was a typo and it should definitely have read 25<sup>th</sup> October (KH will update the proposal document for any errors before it is circulated to staff).</p> <p>MC asked Representatives if they were content with this document going no further, until 3pm tomorrow (22<sup>nd</sup> October). Representatives agreed to this. KH reiterated she would update the document with regard to any errors and said it would be uploaded to PerthNet, so as not to clog up the email system.</p> <p>MC said Management proposed that the document be circulated to the entire institution after 3pm tomorrow (22<sup>nd</sup>), but if Representatives found a real problem with any of the information, could they please report this back to SMT asap tomorrow morning (22<sup>nd</sup>).</p> <p>MC advised that a communication would also be sent to the press regarding the process.</p> <p>WF suggested including a structure chart for each department mentioned in the document. MC said she was happy to do that where it was possible but, suggested it wasn't necessary for the</p>	<p><b>KH</b></p> <p><b>Reps</b></p> <p><b>KH</b></p> <p><b>Reps</b></p> <p><b>KH</b></p>

Item		ACTION
	<p>departments where there were no proposed changes. Also, ASW has a massive structure, therefore, it may not be possible to include this.</p> <p>WF asked if Management were going to ask the pension companies to talk to staff about this. MC confirmed that it would be early access to pension, not enhancement, that staff would receive. The strain cost was, however, for the employer, not the employee. MC noted that, periodically, in the past, the College had invited the pension companies in and there was no reason why this could not be done again. SMcA suggested this could be done at the next Staff Conference Day. KH said that the pension people are often booked up fairly well in advance and it might be too short notice to invite them along for the next conference day. However, she would look to see what could be arranged.</p> <p>KH handed out the HR1 form, which was formal notification that the College was in a redundancy situation. KH noted that the form has indicated the dates for the process commencing and ending as: 31 January – 31 March 2020. KH went through the details on the rest of the form and advised that this would be circulated to relevant consultancy services, but if any details/numbers change, then the form would be updated.</p> <p>KH confirmed the meeting on 5<sup>th</sup> Nov at 2pm and that invitations would be sent out for this.</p> <p><b>5. Any Other Business</b></p> <p>None.</p> <p><b>6. Date and time of next meeting:</b></p> <p>Tuesday 5<sup>th</sup> November, 2.00pm, room 019.</p>	<p><b>KH</b></p>

## Joint JNC Meeting – 4<sup>th</sup> Consultation meeting

Note of Meeting held on Tuesday 5<sup>th</sup> November 2019, 2.00pm, Room 019

**Present: Management Representatives**

Katy Harrington (KH), Head of HR & OD (Chair)

Dr Margaret Cook (MC), Principal

Lorenz Cairns (LC), Depute Principal Academic

**Academic and Professional Staff Representatives**

Declan Gaughan (DGa), EIS-FELA

Shiona McArthur (SMcA), EIS-FELA

Winston Flynn (WF), Unison

Rob Reed (RR), Unison

John Gallacher (JG), Senior Regional Officer, Unison FE

**Employee Representative for Staff on Management Contracts**

Dr David Gourley (DGo), Head of Learning & Teaching Enhancement

**Note Taker:** Carolyn Sweeney-Wilson

### Summary of Action Items

Ref	Action	Responsibility	Timeline
6.	<b>Feedback from Representatives on other elements of the Proposal</b>  MC to provide JG with a statement indicating management intentions with regard to compulsory redundancies, with a view to easing the fear of staff regarding this.	Margaret Cook	ASAP
7.	<b>Sharing/publishing Consultation Minute notes</b>  KH to publish the approved minutes from the previous consultation meetings on PerthNet. KH to draft a summary of today's meeting to be circulated to unions for jointly issuing to staff.	Katy Harrington	ASAP



## Summary of Action Items

Ref	Action	Responsibility	Timeline
9.	<b>Date and time of next meeting:</b>  KH to propose some dates for the w/c 18 <sup>th</sup> November.	Katy Harrington	ASAP

## Minutes

Item		ACTION
1.	<p><b>Welcome and Apologies</b></p> <p>Katy Harrington (KH) welcomed everyone to the meeting.</p> <p>KH welcomed JG, Unison, to his first meeting.</p> <p>There were no apologies.</p>	
2.	<p><b>Minute and Actions from previous meeting</b></p> <p>The minutes of the 3<sup>rd</sup> Joint JNC meeting, held on 21 October 2019, having been circulated, were approved as an accurate reflection of the discussions that had taken place.</p>	
3.	<p><b>Matters Arising</b></p> <p>In terms of the actions from the last meeting:</p> <p><u>Staffing Establishment</u> KH confirmed that the areas of overstaffing within a version of the staffing model had been confidentially shared with EIS reps. KH said that she had not received any significant feedback from reps yet, but other feedback had been received via the Consultation email box.</p> <p><u>VS Scheme</u> This item would be taken on the agenda.</p> <p><u>Proposal Document – Typos</u> KH advised that she had corrected the document before it had been circulated.</p> <p><u>Pension</u> KH advised that she had sent a formal request to the pension company to attend the next Staff Conference Day, but had not yet received a response from them.</p>	

Item		ACTION
4.	<p data-bbox="284 188 979 226"><b>Sharing of information/Target Setting 2020/21</b></p> <p data-bbox="284 264 1254 555">LC advised that SMT had met with SDDs last week. The proposal document was discussed and then the meeting focussed on moving forward with targets for next year. SDDs had already been in discussion with SMs, which were still ongoing. However, this was the normal process at this time of year. The College has to make a return to UHI in the first week of December each year. Based on all the data given to SDDs, they will then produce the targets for 2020-21.</p> <p data-bbox="284 593 1267 1032">EIS asked if the targets for 2020-21 impinge on anything for this year. MC said this was an exercise that was carried out every year and they will look to see the trend data, in terms of our ceiling for FE/HE, which will be divided up among programmes. In terms of the link to overstaffing, MC said management would take this into account when that process was carried out, as this would go into the staffing model for next year. EIS asked if the staffing model for this year had been run. MC said that it was run again, this time with actual student numbers and this was where the overstaffing areas had been identified from. However, the model had since been run again, and the model would continue to be refined – it was an iterative process.</p> <p data-bbox="284 1070 1270 1435">MC said that, in terms of overstaffing, they could run the model on a particular date which would give the figure at that date and run with that. In terms of the proposal, this would run in parallel to that process. EIS said their members were concerned about the overstaffing issue. LC said that he was sure that members were, but this was why SDDs were asked not to share the model with staff at that time, as it was an iterative process, and would be run again. MC said that in the areas where overstaffing were identified, management would look first at fixed term contracts and would bring those to an end, before looking at permanent roles.</p> <p data-bbox="284 1473 1254 1765">EIS asked if the SDDs had the current staffing model. LC said they received the last version that was run. There was a need to decide when to run with the targets for next year and whether this would be based on the current establishment, or the new one, if it was available in time. EIS queried if the new proposal had taken cognisance of the increase in hours that would fall on remaining staff, with the reduction in roles. LC said that just one run included that information.</p> <p data-bbox="284 1803 1262 1989">KH reiterated that the staffing model information only identified the areas where there might be roles that could be reduced. Management had very consciously not detailed anything further until the proposal had been fully discussed with SDDs, in terms of why and what could be done about overstaffing.</p>	

Item		ACTION
5.	<p data-bbox="284 192 1150 264"><b>Feedback from Representatives on Voluntary Severance Proposal</b></p> <p data-bbox="284 302 1233 338">KH asked for feedback on the Voluntary Severance (VS) proposal.</p> <p data-bbox="284 376 1244 448">JG said he thought it would be better to take item 6 first, then come back to the discussion regarding VS.</p> <p data-bbox="284 486 807 521">Item 6 was then taken before item 5.</p> <p data-bbox="284 560 1257 741">Following discussions at item 6, KH asked if JG needed more time before Unison was able to feedback to management on the VS Scheme. JG said that Unison was agnostic on this, as they couldn't stop management doing this, but there were matters that they wanted assurances on in terms of risk and equality assessments.</p> <p data-bbox="284 779 1246 1072">Also, JG reiterated his earlier comment, that Unison felt the VS Scheme was "mean" – it provided no financial incentive to staff to take it. Unison would, therefore, encourage staff not take this, particularly as it was their opinion that the cuts were a step too far. JG asked what the rationale was for the cuts. Had management conducted any sort of assessment regarding the loss of the posts identified. JG said he was assuming that there was some business case narrative behind the proposals.</p> <p data-bbox="284 1111 1267 1216">JG said that Unison would feedback to management and will provide a written submission on these proposals by the deadline on 6<sup>th</sup> December.</p> <p data-bbox="284 1254 1267 1359">College Unison stewards said that some of their members, when they looked at the VS on offer, said it wasn't enhanced so they didn't see any benefit in taking this.</p> <p data-bbox="284 1397 1267 1731">MC said there were SFC rules regarding how much VS could be offered. JG said that SFC do bend the rules sometimes and had management asked them to do this yet. JG said that document didn't give a great amount of detail about the VS and it would help members to have a technical guide on how management were going to go about this. JG suggested that, based on the current information provided, management might not get the numbers they needed. However, if they offered a better package they might get a better uptake of VS.</p> <p data-bbox="284 1769 1246 1874">EIS reps provided feedback from their members, which was the same as Unison's, in that no one thought it worth their while to take the package on offer.</p>	

Item		ACTION
6.	<p data-bbox="284 188 1158 264"><b>Feedback from Representatives on other elements of the Proposal</b></p> <p data-bbox="284 300 1193 483">JG said he was attending the meeting today because he had received the restructure proposals. The threat of compulsory redundancies in any college was an issue. The firm view of FE unions was that compulsory redundancies (CR) had no place in colleges.</p> <p data-bbox="284 519 1267 1030">JG said he was shocked by the manner of the introduction of these proposals. The threat of CR and the issue of the HR1 notices, which gave a very short consultation period, was appallingly handled. Normally, many informal consultations would have taken place before the issue of the HR1 notices. JG said that firstly, Unison were asking management to withdrawal the HR1 notices, as Unison felt this put fear into staff. Secondly, they were asking for more time for discussion and consultation with their members, as the timescale given to properly engage with members was far too short. The Code of Good Governance indicates that staff should be involved in discussions affecting them and if management expect members to give constructive input, then they needed some commitment from management to give the union time to discuss the proposals with their members.</p> <p data-bbox="284 1066 1260 1402">JG said that there were also assessments that needed to be made to ensure these cuts were appropriate and the union wanted to fail-safe this with members. There may be alternatives and suggestions that could come forward. To issue HR1, to name individuals and to force the hand of staff with a VS scheme was a completely unacceptable way to go forward with these types of discussions. JG said Unison would enter discussions, but if they had to invoke a dispute, then management would receive a letter from him tomorrow. This would then mean industrial action by members.</p> <p data-bbox="284 1438 1254 1805">JG went on to say that the proposal document came as a bolt from the blue to members. There was no previous timeline at JNCs for this. It was also clear that management wanted to make savings in-year, which would then curtail the length of time for discussions. Unison would not accept one compulsory redundancy of any of its members and they would strenuously resist this. JG said that to announce this proposal upfront, in this way, was appalling. There was, therefore, a need for this process to be started again and on a different footing, otherwise people on this side of table (union side) would be management's enemies rather than allies.</p> <p data-bbox="284 1841 1251 2020">MC said that management would not wish to make enemies of staff or unions. The College was in a position that was not desirable. However, the Board had approved SMT to balance the budget, which required £600K savings. MC said that they had maxed out in terms of non-staff savings and taken out significant elements</p>	

Item	ACTION
<p>elsewhere and in advance, in order to get to this point, where there was still a requirement for a further £600K savings. MC said that management had been aware of the challenges and had reached that point at the end of September. The College did not have the capacity to make all of the savings without some painful decisions.</p> <p>MC said management had made it very clear that this was a consultation process, it was not a fait accompli. The College needed to find £600K and needed to take this out of the current year's budget and the Board had mandated SMT to do this. Hence the issue of the HR1 notices.</p> <p>JG said he was not hearing anything from MC about withdrawal of the CR. MC said she would like to do this but that would be disingenuous to say that CR would not happen – MC said she could not guarantee that.</p> <p>JG said that the College needed to avoid CR and if not, then the “gloves would come off” if Management didn't commit to removing CR off the table. JG said Unison would not stand by and have this happen at Perth College. MC said that Management had been clear that they would seek to avoid CR, but reiterated that they couldn't guarantee that, as they needed to make the savings.</p> <p>JG said that the de facto timeline was a third of the time for delivering on the redundancies, if Management were intending to deliver this by the summer term. JG also said he thought there was no need for Management to have issued the HR1 forms at this time. In answer to JG's first point, MC said the College needed to make savings in-year and they only had a pot of money for VS until the end of March. MC said they were trying to extend this to the end of July 2020 if possible, but at moment the money was only available until 31 March 2020. In answer to JG's second point, MC said that it was Management's understanding that the HR1 forms had to be issued at this time.</p> <p>JG suggested that an alternative was to set a timeline so that Unison had time to have meaningful discussions with staff, so that they could prepare alternative suggestions. JG said that there wasn't enough time at the moment to do this. MC queried why JG wasn't able to consult with members within the timeline. JG said he was not going to do this at the “threat of a gun” of CR. MC said that Management had not said at the end of the HR1 process that CR would take place.</p> <p>KH said that Management would be looking to consult for as long as there was meaningful consultation. The 30 day limit had already passed. KH said they had wanted feedback at today's meeting, so that they could review the proposals in light of that. KH reiterated that the money for VS was only available until the end of March.</p>	

Item		ACTION
	<p>Management needed to get VS approval from the Strategic Regional Board (UHI) first, before going with it to SFC; so there was a tight timeline for this.</p> <p>KH said Management wanted to have a proper dialogue and to work meaningfully together with unions and their members. Any negativity would affect the workforce and the reputation of the College. All the negative articles printed in the press were, therefore, not helpful. JG said that VS was the only tool colleges seemed to use to make change. There was nothing Unison could do if Management wanted to “trawl” for VS, but Unison did not like or agree with it. Even though staff might leave through VS, it did not get away from the fact that the work remained and there seemed to have been no review of this work and what would be passed down to remaining staff. KH said this was why Management have said VS would only be available in targeted areas, to avoid that. JG asked Management if it was the case they were intimating they would not accept VS from someone else, outwith the targeted areas, and then re-train/redeploy people for the roles they wanted to reduce. MC said they had identified areas where they thought there could be a possibility of a reduction and which they wished to consult on. Management did not want to have a queue for VS or a have a “free-for-all” for VS. MC said Management would commit to retrain/redeploy staff where possible. JG said that Management’s commitment to retrain/redeploy was helpful.</p> <p>JG referred to the VS scheme, and said it was “pretty mean”. There was not much money in the pot and it did not provide any incentive for staff to take the offer. JG said his further criticism was that there was also an implication that staff needed to take VS because the clock was ticking, so they would have to take it now, or not at all. JG said it was completely unreasonable to put that amount of pressure on individual staff. KH reiterated that the College did not have a VS scheme yet and that once there was one in place, discussions would then be held with interested individuals. Included in that would be discussions on pension costs and making sure that staff were aware of this. It would then be a decision for the individual whether to accept this, but also a decision for the College as to whether or not they would accept the individual’s request for VS. JG queried if the College would be applying to SFC for funding for the VS. MC said not, that the SFC circular made it clear no funding would be available.</p> <p>LC asked JG how much more time he would like to consult with Unison members. JG said a minimum of 4 and maximum of 6 weeks from today would be helpful. JG said they needed the opportunity to engage with staff. Beyond that, in terms of the overall proposal, there was a requirement on the College to conduct risk assessments and equality assessments; so there were corporate tasks that would need to be completed by the College in parallel with</p>	

Item		ACTION
	<p>this.</p> <p>MC confirmed that Management were not wedded to the 30 days. However, MC was concerned that if Unison took the 6 weeks, that would take the date up to Friday 13<sup>th</sup> December, which didn't give much time for any further action prior to the end of term. MC and KH both expressed concern that this date might be too close to Christmas to come back that late. Some staff were aware that there were proposed reductions in their areas and that could leave things open-ended over the Christmas period. JG said Unison would need to meet and have conversations with these staff. MC suggested splitting the difference and have 6<sup>th</sup> December as the response date. JG agreed that Unison would undertake to come back to Management with a full response to the proposal document by the 6<sup>th</sup>.</p> <p>MC asked EIS reps if they were content with this as well and EIS confirmed they were. JG said he would need a form of words from management regarding the compulsory redundancy issue, before they could embark on this path.</p> <p>JG said that management had been very specific, very early on, about which jobs were in line for redundancy. MC agreed, but reiterated again that this was a consultation exercise. JG said this was not a consultation exercise. MC disagreed with JG's comment. MC said that management had been very clear that this was a consultation document. However, management could not say there would be no compulsory redundancies – this could not be guaranteed. MC said that management would, however, do everything in their power not to make staff compulsorily redundant.</p> <p>JG said there would be an atmosphere of fear and alarm within staff about CR, but if management could take some of the steam out of this, it would reduce the alarm. MC reiterated that management had no desire to have CR, but management could not guarantee this given the level of savings that would have to be made. However, MC said she would find a suitable form of words for this and forward it to JG.</p> <p><b>Action:</b> MC to provide JG with a statement indicating management intentions with regard to compulsory redundancies, with a view to easing the fear of staff regarding this.</p> <p>EIS said they had received feedback from a member of staff breaking down the proposals and reviewing them in-depth. The feedback stated that the Head of Curriculum posts don't seem to be equal, in that they don't all have the same amount of work. The Level 1 post also didn't seem to match the job description. LC said the SDDs and SMs had been in discussions about this and were also providing their suggestions.</p>	<p><b>MC</b></p>

Item		ACTION
	<p>EIS said their members were concerned that when roles were removed, but the work was not, this additional workload would cascade down, adding more workload to already busy staff. Also, who would these responsibilities fall to.</p> <p>DGo said that, with regard to the workload issues, all the good work that was currently being done was going to be condensed – were management convinced about this. LC said that the change needed to be made and this structure had been in the College before and it had worked. However, LC made it clear that management wished to hear from staff about these proposals and that they were engaged with SDDs and some SMs already. The consultation email inbox had also seen healthy responses. Unison said they had also been encouraging members to send responses to the email box.</p> <p>KH advised that she would be creating some FAQs, very anonymised, from the information that had been submitted and she would then distribute this to staff. Some of the proposals were very specific, so there was a need to look at these carefully before any further circulation. JG said it would be helpful to have a summary of these proposals.</p> <p>Unison’s concern was that management were not considering workload, timelines etc. Where was the science surrounding removing the identified individuals from the support staff areas. There needed to be a reason beyond money why these jobs should be stripped out. KH said some of the proposals were from whole teams and some from individuals. JG asked how SMT decided on the particular roles they were proposing to reduce. MC said that everyone in the institution reports to someone in the SMT and it was SMT who took these decisions. LC said, to clarify this, that SMT were asked by the Board to prepare this proposal document. The Board had endorsed SMT to move forward and produce the proposals to start the consultation. JG said that the Board’s code should mean that there was engagement with the unions prior to these proposals being worked up. The unions would be more than happy to lobby Government etc on behalf of Colleges regarding their funding, but JG said their concern about this document was the naming of individual staff. JG said that following consultation with their members, they may have counter-suggestions of their own. MC said that management would welcome these.</p>	
7.	<p><b>Sharing/publishing Consultation Minute notes</b></p> <p>KH said this question was about whether the notes from these consultation meetings should be shared with the staff body as this was a request from Management. JG said that there was a need to be open and transparent. KH said that any minutes would only be published once agreed.</p>	



Item		ACTION
	<p>JG suggested a summary of the meeting could be sent to staff and then management and union reps could send out a joint communication.</p> <p>It was agreed that the approved minutes would be published on PerthNet and a summary of current meetings, where minutes were to be approved at the next meeting, would be issued jointly by management and unions.</p> <p><b>Action:</b> KH to publish the approved minutes from the previous consultation meetings on PerthNet. KH to draft a summary of today's meeting to be circulated to unions for jointly issuing to staff.</p> <p>MC said that it would be beneficial to continue with regular update meetings, in the interim, leading up to the 6<sup>th</sup> December, when Unison would formally respond to the proposals. JG suggested that meetings could be every couple of weeks. He said he would need to speak to branch stewards and officials as they will need to organise times to speak to staff.</p> <p>JG asked what the timeline for SFC approval on the VS Scheme was. MC said that it would have to firstly be approved by the College's Regional Strategic Body, which was UHI, before it could be sent to SFC.</p> <p>JG wanted to be clear, that management wouldn't run the VS Scheme without taking it to the SFC. MC said it was her understanding that a VS scheme couldn't be run without SFC approval. JG thanked MC for that assurance.</p>	<p><b>KH</b></p>
<p><b>8.</b></p>	<p><b>Any Other Business</b></p> <p>None.</p>	
<p><b>9.</b></p>	<p><b>Date and time of next meeting:</b></p> <ul style="list-style-type: none"> <li>• Tuesday 12<sup>th</sup> November, 2.00pm, room 019.</li> </ul> <p>JG reiterated his earlier suggestion that the meetings might be better on a fortnightly basis.</p> <p><b>Action:</b> KH to propose some dates for the w/c 18<sup>th</sup> November.</p>	<p><b>KH</b></p>

## PERTH COLLEGE UHI

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### Joint JNC Meeting – 5<sup>th</sup> Consultation meeting

Note of Meeting held on Tuesday 19<sup>th</sup> November 2019, 2.00pm, Room 019

**Present: Management Representatives**

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

Dr Margaret Cook (MC), Principal

Lorenz Cairns (LC), Depute Principal Academic

**Academic and Professional Staff Representatives**

Declan Gaughan (DGa), EIS-FELA

Elinor Moses (EM), EIS-FELA

Winston Flynn (WF), Unison

Rob Reed (RR), Unison

John Gallagher (JG), Senior Regional Officer, Unison FE

Daniel Thompson (DT), Area Officer, EIS-FELA

**Employee Representative for Staff on Management Contracts**

Dr David Gourley (DGo), Head of Learning & Teaching Enhancement

**Note Taker:** Carolyn Sweeney-Wilson

### Summary of Action Items

Ref	Action	Responsibility	Timeline
5.	<p><b>Feedback from Representatives on other elements of the Proposal</b></p> <ul style="list-style-type: none"> <li>KL to add a further meeting date, specifically to discuss the responses to Management's proposal document.</li> <li>MC to email union reps with the total amount of money available to use for VS.</li> </ul>	<p>Katy Lees</p> <p>Margaret Cook</p>	<p>ASAP</p> <p>ASAP</p>

**Minutes**

Item		ACTION
1.	<p><b>Welcome and Apologies</b></p> <p>Katy Lees (KL) welcomed everyone to the meeting, in particular, Elinor Moses (EM), EIS-FELA College Rep and Daniel Thompson (DT), Area Officer for EIS-FELA, to their first consultation meeting.</p> <p>There were no apologies.</p>	
2.	<p><b>Minute and Actions from previous meeting</b></p> <p>The minutes of the 4<sup>th</sup> Joint JNC meeting, held on 5<sup>th</sup> November 2019, having been circulated, were approved as an accurate reflection of the discussions that had taken place.</p>	
3.	<p><b>Matters Arising</b></p> <p><u>3.1 Statement re Compulsory Redundancies – update</u> KL confirmed that, going forward, Management would look to send out a joint statement, with unions, from this and future meetings. KL said she would draft an update and circulate it to unions.</p> <p><u>3.2 Sharing/publishing Consultation Minute notes – update</u> KL confirmed that all previously agreed minutes were now available on PerthNet and she would highlight where on PerthNet they were in her next email.</p> <p><u>3.3 Pension advisers: attendance at Staff Conference Day – update</u> KL indicated that it had been requested that the pension advisers attend last week's Staff Conference Day. However, both pension companies had declined the invitation to attend. The pension provider for support staff had confirmed they will be in College for the Staff Conference Day in February.</p>	
4.	<p><b>Feedback from Representatives on Voluntary Severance Proposal</b></p> <p>JG queried with Management where the process was in terms of applying to the Regional Body (UHI) and SFC to open a VS scheme and what would be the likely timeline for the scheme opening. JG also asked if the VS scheme would definitely be exclusive to affected posts listed in Management's proposal document.</p> <p>MC said SMT had been waiting on feedback from EIS and Unison, although Unison had made their views clear at last meeting. However, MC said it would still be good to get this feedback so that Management could move forward with this. Both bodies know that the College would be seeking a VS scheme, but the College couldn't wait too long to do this. A scheme could not be opened until permission was given to do so. In answer to JG's query re targeting</p>	

Item		ACTION
	<p>of staff for VS, MC said that she had received notices of interest in VS from staff not in the targeted areas. MC said her view was that Management still did not want to send out a general request for VS, however, Management would be flexible, if possible, in terms of those from other areas interested in VS, and those in the targeted areas that could be redeployed to these posts.</p> <p>DT said that, in terms of EIS, they agreed with a significant proportion of Unison's response (referring to JG's written response received 19<sup>th</sup> November). EIS would, however, look to meet with their members as soon as possible and following that, would provide Management with their feedback to the VS scheme. MC said that it would be helpful to have a response as soon as EIS had met with their members, rather than waiting until the next scheduled consultation meeting.</p> <p>MC confirmed that she would inform the unions as soon as the College made an application for a VS scheme.</p>	
5.	<p><b>Feedback from Representatives on other elements of the Proposal</b></p> <p>KL confirmed that Management had received JG's feedback, on behalf of Unison, this morning, but had not yet had the opportunity to respond to it.</p> <p>JG said this was not necessarily the entire feedback form Unison, as it was likely there would be some further feedback once Reps had met with the remaining affected staff.</p> <p>KL asked, in terms of the main areas, was this all the feedback. JG said there may be some supplementary information later, but Unison were also aware of Management having received feedback from staff in terms of the wider consultation.</p> <p>KL confirmed that proposals, ideas and questions had been received from staff, but said that Management would look at any proposals from Unison, as soon as they were available.</p> <p>JG said Unison would wish the process to be started again and felt that it would be best to use the rest of the time on a different exercise and also reviewing the finances of the College; discussing these with staff and looking at efficiencies that were not controversial. This would be Unison's preferred way forward, which would mean not moving forward with the current plan. JG said that if Management were going to move forward with the current plan, then they would need to know that there would be genuine dialogue in terms of staff involved. If the indications were that there was not going to be a genuine discussion of acceptability of other ideas coming forward, then Unison would need to consider their position</p>	

Item		ACTION
	<p>and that may then go down the route of dispute.</p> <p>JG said that their written response posed significant questions and the general questions in their response needed to be answered as a precursor to discussions. That's why Unison were proposing that there should be a full and open discussion on the finances of the College before looking at what may or may not work in terms of redundancies that would help the financial position. The current proposal had no financial figures attached and Unison would need to know this before jeopardising people's jobs.</p> <p>MC, in response, said Management would, of course, have genuine dialogue and were more than happy to go through this process with unions. Management would provide JG with a written response to his submission in advance of the next meeting. In terms of the many institutions in the sector, all were in the same position, in that it was going to be very difficult to predict what would happen with finances going forward. This would then make it difficult to plan for the future, as it was not possible to say what finances would be next year or in succeeding years. The Government's response did not paint a positive future for the sector.</p> <p>MC said that any submission EIS provided would also be given a response.</p> <p>MC reiterated that the College still needed to make the savings. LC asked JG about his meeting with the Education Minister and the outcome of that. JG said the Minister had, in fact, re-scheduled the meeting so they had not yet met with him. However, JG said he was meeting with the Chief Executive of the SFC tomorrow (20<sup>th</sup>). Even though Unison would be meeting with SFC, they would still need to understand the micro situation of Perth College. It would be important that from today that, if there was to be a way forward then it would help abate the fear and alarm within the staff. JG said they would need to await Management's considered response to Unison's submission, so that they could then "push back" with points of view and have more detailed discussion about some of the proposals.</p> <p>JG said that, in terms of other solutions, Unison would like to have a discussion about anticipated income, particularly commercial income as there were no figures provided in Management's proposals. Also, if Management were receiving VS enquiries from other areas there may be a willing cohort of staff who wish to go and other staff could be moved into those areas. JG said he thought that that there would be a certain age profile of people showing interest in VS and that potentially some of these enquiries would be due to fear of losing their jobs. However, a general discussion would be required regarding the College's financial position. From there, all parties needed to agree that any solution was final in terms of moving</p>	

Item		ACTION
	<p>forward and that it would cause the least possible pain.</p> <p>JG queried Management's statement that there was a pot of money for VS that had to be used by March 2020 and wanted to understand where this money was coming from and why it was time limited.</p> <p>MC referred to JG's comment about age profile and said that this had been stopped over the last few years due to discrimination, so MC would be interested to know what JG meant by this. JG said he felt that one of the reasons for the enquiries was that the proposal had put great fear and alarm into staff that they might lose their jobs compulsorily. Staff, who had been loyal and given long service, wouldn't really understand why they might find themselves in that position and may think VS was the better option, rather than compulsory redundancy. However, JG said there should specifically be a discussion about VS before it was launched, but there was a need to discuss why a restructure was required, agree on what this restructure should be and what Management's plans were, before getting to an implementation stage.</p> <p>EM said that staff were asked for their feedback and she wanted to know how that was progressing and if Management had received any viable proposals. If proposals had been received by management, EM asked who would discuss this and who would say they were viable. EM wondered if the Board would have a say in this.</p> <p>MC clarified for EM that the Board of Management set the strategic direction of the College and they would not be involved in operational activity. In answer to EM's question regarding the proposals, MC confirmed that several had been received, along with many questions and comments. SMT would review all feedback received and respond accordingly. The proposals would also be considered by SMT and they would then bring these to the JNC. LC said SMT had been really encouraged by responses and proposals received from staff. LC reiterated that Management's document was a proposal, not a plan, and it was set so that discussions could commence and to encourage suggestions from staff. The responses had been helpful and would input to the process going forward. JG said that, as management, SMT obviously had the right to consult with staff direct, but as a union, Unison felt they should have been involved in the process right from the start. JG said that his view was that consultation with the staff should have taken place before, rather than after, Management's proposal had been circulated and if that had been the case, some of the alarm that has been engendered from this proposal might have been avoided.</p> <p>LC said that some of the fear and alarm might have been avoided if it was not for some mis-information given out to staff at the beginning. JG asked LC to elaborate on this comment. LC said that</p>	

Item	ACTION
<p>SMT had provided reps with details from the staffing model and had asked reps to keep this confidential, but contrary to this request, this information was then shared with staff. There was some further discussion between LC and JG regarding this matter. JG said that if the union wished to lobby the Board, or invoke a dispute with the Board, then they had a right to do so. LC agreed that this was absolutely correct.</p> <p>DT asked LC to go back to the issue of EIS members giving out information that they were asked to keep confidential and asked for some further detail. LC said it was regarding the staffing model, which was done as a technical exercise, which was then divulged to the membership by the EIS Rep. The EIS Rep said this was divulged at a College branch meeting. The information had been communicated to reps on the Monday morning and EIS Reps had kept this confidential at that point. However, EIS had a planned meeting on the Wednesday and, due to rumours etc, they felt it was relevant to discuss. KL said that, in fact, this had not been helpful to Management to have this information out to staff, before they had had a chance to discuss this with department managers and directors. KL said that if unions wanted to have that level of transparency, which SMT were happy to work with, but they needed to know that when sharing confidential information that it was kept confidential. JG said everyone was professional and no party wanted to have leaks.</p> <p>DT agreed that everyone wanted transparency. He returned to the Unison submission and said that EIS did not disagree with anything in the document up to point 6; nor did they disagree with point 31 re probation. However, EIS agreed with Unison in that they would need financial analysis to back up the College's proposals. DT said that Management made reference to the Audit Scotland Report and he was not sure that this comment did the report justice and all financials needed to be transparent.</p> <p>KL said that SMT would consider Unison's submission and asked that DT provide a response from EIS in the next week, so that SMT could respond to both unions at the next meeting.</p> <p>DT said EIS would want to review why the College was in a position that required these proposals in the first place.</p> <p>KL said she understood that this was DT's first meeting and confirmed that SMT had been having a dialogue with union reps over several meetings, but they would bring as much information as possible to the next meeting.</p> <p>JG said that there were a number of significant areas to be reviewed: the Unison response, the EIS response and the staff feedback. The fourth significant area was the financial aspect. JG</p>	

Item		ACTION
	<p>said that there needed to be meetings to discuss all these and that would require more meetings after the 3<sup>rd</sup> December meeting, in order to have time to discuss all these items. Unions and Management needed to get to a position where all could accept that there was a need for downsizing and that the financial position would be successful and longstanding. JG said he didn't think they could get through all of this at the meeting on 3<sup>rd</sup> December.</p> <p>MC said that SMT were happy to send out another meeting date. JG suggested that the meeting on the 3<sup>rd</sup> was used for the Financial discussion and a further meeting to discuss the responses to the proposal document. There was some discussion about further dates and MC said that Management would circulate some proposed dates.</p> <p><b>Action:</b> KL to add a further meeting date, specifically to discuss the responses to Management's proposal document.</p> <p>WF referred to any new roles created, particularly the combined roles, and said these would need to be evaluated. KL confirmed that any new roles created would be subject to job evaluation. WF said that meetings had been held with staff and they had been wondering what the pay would be for the combined post. KL confirmed that if a staff member was redeployed then salary conservation would apply.</p> <p>JG said that in the joint statement from today, should be mention that the meeting on the 3<sup>rd</sup> would be used to discuss financial aspects and a further day, perhaps a full day, would be diarised to look at the other proposals from staff. It would also be helpful to have all the discussions together, rather than academic and support separately and then see where that takes us.</p> <p>DT said EIS were happy to continue with joint discussions and referred to JG's point 14, in Unison's response, that showed this would impact on both sets of members, so it would therefore be appropriate to discuss matters jointly.</p> <p>EM referred to the VS deadline of 31<sup>st</sup> March and said this was in the middle of a semester and wanted to know what that meant for courses, particularly if Lecturers were made redundant at that point. How would the courses continue and how would this work with that timeframe.</p> <p>MC said that the College's financial year ran from 1<sup>st</sup> August to 31<sup>st</sup> July. However, SFC's financial year finished on 31<sup>st</sup> March, so the College was out of sync with some FE/HE. The money to be used by 31<sup>st</sup> March was deferred income within this institution and that it had been agreed with SFC, and UHI, that this money could be used by 31<sup>st</sup> March, the date of SFC's financial year end. MC said she</p>	<p><b>KL</b></p>



Item		ACTION
	<p>would like to get this extended to 31<sup>st</sup> July, so it was akin to our financial year.</p> <p>EM asked if SMT had to detail how many people would be affected by that time. MC said that, in fact, the College had to spend the money by 31<sup>st</sup> March. KL said that if someone wanted VS then employment termination would be 31<sup>st</sup> March, as the money had to be spent by then. JG agreed that it would be better if SMT could get an extension on the money to 31<sup>st</sup> July. JG asked how much money the College had for using for VS. MC said she would email this figure to the union reps after the meeting.</p> <p><b>Action:</b> MC to email union reps with the total amount of money available to use for VS.</p> <p>The EIS Rep asked if there was any option for any other funding for VS. MC said that the Scottish Government had been very clear that SFC would not fund VS, although historically they had. The College had not yet directly asked UHI for money for VS, but UHI had their own challenges in EO. The EIS Rep asked if there was precedence for this. MC said not that she was aware of. JG said that if there was a dialogue to be had with UHI then it would be worth having. MC said she would have a discussion with Crichton Lang at their meeting in Inverness next week.</p> <p>WF asked about AST money. MC said that AST gift money every year to the College and this was already accounted for in the budget. WF asked if this could not be ring-fenced for VS. MC said it was not as much as £600K and was already noted as income in the budget.</p> <p>JG asked if the College had any other land/property that it could sell. MC said that the College had already sold the Morris Court flat, but this was capital money and had to be re-invested in capital, which had been done with the building of the mezzanine floor, in order to increase students and income. The Kinross Learning Centre (KLC) was in the process of being sold, although there were some issues with the building that needed to be resolved. Again, this would be a capital receipt which meant the money would have to be spent on capital. MC said there was a distinction between capital and revenue streams and there were rules as to what these monies could be spent on. WF said he thought KLC was funded with Lottery money. MC confirmed that was correct and the College had to request permission from the 'Big Lottery' to sell the property. The College would be able to retain the capital receipt as long as the property was sold to a local charity.</p> <p>DT referred to the Audit Scotland 2019 report, where NHC was discussed and noted that they had received an advance from the regional body (UHI). MC said that she didn't have any information</p>	<p><b>MC</b></p>

Item		ACTION
	<p>about this, nor about the flow of money around UHI. She did not know what the finances of any other institution in UHI were like, so couldn't comment on this.</p> <p>KL asked if there was any other feedback. JG said that the statement from this meeting was important for general morale and control and wanted to ensure that the information included would show the staged process outlined above. KL confirmed this would be the case.</p>	
6.	<p><b>Any Other Business</b></p> <p>None.</p>	
7.	<p><b>Date and time of next meeting:</b></p> <ul style="list-style-type: none"> <li>• Tuesday 3 December, 2.00pm, room 019.</li> </ul>	
	<p><b>Meeting ended at 15.25.</b></p>	

## **Finance and General Purposes Committee Terms of Reference**

### **Membership**

Chairman (ex officio).

Vice Chairman (ex officio).

Principal (ex officio).

No fewer than **2** other Board of Management members.

### **In attendance**

Depute Principal (Academic)

Vice Principal (External)

Head of Human Resources and Organisational Development

### **Quorum**

The quorum shall be 3 members of which **at least 2 to be independent Board of Management members.**

### **Frequency of Meetings**

The Committee shall meet no less than four times per year.

### **Terms of Reference**

- 1 Consideration of the annual estimate of revenue income and expenditure.
- 2 Consideration of the annual estimate of capital income and expenditure.
- 3\* Responsibility to ensure that appropriate control systems are in place:
  - a To administer and control all revenue and capital grants received from the Scottish Government and all other sources.
  - b To administer and control the payment of all monies due and the collection of all income due.
  - c To ensure the efficient management of the College Catering Service and Food Court and Halls of Residence.
  - d To administer and control matters relating to the repair, maintenance and upkeep of land, buildings etc.
- 4 Liaison with the Audit Committee in reporting to the Board on the state of the College's finances.
- 5 Consideration and approval of the College's Financial Regulations and Procedures, ensuring their implementation, monitoring and review in relation to all matters financial, including approving organisations in which funds may be invested and setting investment limits.

- 6 Generally the formulation of advice to the Board on financial matters and the supervision of the financial affairs of the Board.
- 7 Strategic oversight of procurement, contract management and ICT service level agreement on behalf of the Board.
- 8\* Consideration of tenders received for any works the cost of which are in excess of £50,000.
- 9 The acquisition and/or disposal of heritable property whether by purchase/sale or lease.
- 10\* Consideration of any proposals to obtain plant equipment furnishings or fittings the cost of which is expected to be more than £50,000.
- 11 Consideration and assessment of priorities for capital grant for new building work or the major modification of existing buildings. Recommendations to the Board on issues relating to College estates and resources
- 12 The oversight of the Board's statutory functions and responsibilities as an employer of the staff of the College.
- 13 Consideration of all matters relating to:
  - a The establishment and staffing structure of the College.
  - b The salaries, wages and conditions of service of all staff except the Principal, Executive and Managers as individual contracts with the Board.
- 14 Responsibilities for early retirement/early severance policy.
- 15 Oversight of the disciplinary and grievance policies and procedures of the College.
- 16 Consideration of matters relating to staff relations including union recognition and local bargaining agreements.

**The functions marked thus \* stand delegated.**

**Approved at Committee – 12 October 2016**

**Updated by Committee - 04 December 2019 (to reflect amended job roles)**

<b>Committee</b>	Finance and General Purposes Committee
<b>Subject</b>	Financial Statements 2018/19
<b>Date of Committee meeting</b>	11/12/2019
<b>Author</b>	Veronica Lynch, Vice Principal External Engagement
<b>Date paper prepared</b>	06/12/2019
<b>Executive summary of the paper</b>	<p>This paper seeks approval to extend the date for approval of Perth College UHI Financial Statements for the year ended 31 July 2019.</p> <p>It is recommended that the Committee:</p> <ol style="list-style-type: none"> <li>1. Note the rationale for the extended date for completion of fully audited Financial Statements for the year ended 31 July 2019</li> <li>2. Note the disclosures for inclusion within the Financial Statements for the year ended 31 July 2019. These will be kept under review until the conclusion of the financial reporting and audit processes are complete.</li> <li>3. Note and Approve the College's revised approval timeline.</li> <li>4. Endorse the proposed dates for completion of these statements.</li> </ol>
<b>Consultation</b> How has consultation with partners been carried out?	Consultation has been undertaken with External Auditors, EY and with the Regional Strategic Body.
<b>Action requested</b>	<input type="checkbox"/> For information only <input type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input checked="" type="checkbox"/> For approval

<p><b>Resource implications</b> (If yes, please provide details)</p>	<p><b>Yes/ No</b> There will be staff time required to complete the audit which may impact other finance priorities.</p>
<p><b>Risk implications</b> (If yes, please provide details)</p>	<p><b>Yes/ No</b> There is a risk that the audit work may not be completed on time to meet the revised Board meeting dates.  Mitigation –UHI EO have been approached for support. Agreement on delay of other deadlines has been offered.  The investigation process may identify further disclosures.  Mitigation – Action plans to address and mitigate further 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  This project supports the delivery of the strategic aim  Financial sustainability  This paper assists with risk management, compliance with legal duties and with the Code of Good College Governance.</p>
<p><b><u>Equality and diversity</u></b> <b>Yes/ No</b> If yes, please give details:</p>	<p>Click or tap here to enter text.</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><b>Yes/ No</b> If yes, please give details:  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>Set out any data protection aspects and whether a data protection impact assessment is needed</p>
<p><b>Status</b> (e.g. confidential/non confidential)</p>	<p>Confidential</p>
<p><b>Freedom of information</b></p> <p>Can this paper be included in “open” business?* <b>-Yes</b></p>	<p>Papers should be open unless there is a compelling reason for them to remain closed. If a paper, or parts of a paper, are to remain closed the reason for that exemption must be specified – see reasons below</p>

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

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

For how long must the paper be withheld? Until the OBC and FBC are approved and funding awarded to begin the project. This would be for an estimated 12 months.

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)

**FINANCE AND GENERAL PURPOSES COMMITTEE  
AUDIT COMMITTEE**

**FOR APPROVAL**

**FINANCIAL STATEMENTS 2018/19**

**11 DECEMBER 2019**

**INTRODUCTION**

This paper seeks approval to extend the date for approval of Perth College UHI Financial Statements for the year ended 31 July 2019.

The Committee are requested to approve the recommended actions to complete the year end accounts for approval at an extraordinary meeting of the College Board on 12 February 2020. The intention is to schedule an extraordinary joint audit and finance and general purposes committee in advance of the extraordinary meeting of the board.

**RATIONALE**

In discussions with the College's External Auditor, EY, the College's Senior Management Team has agreed that the timescales for completion of a fully audited set of accounts for 2018/19 within the Scottish Funding Council/RSB reporting deadline of 31 December 2019 will be unable to be met. The factors leading to this recommendation are:

- Draft financial statements were not prepared until 15 November, against an originally planned and agreed timetable of 21 October. Further work is underway to ensure that the draft Financial Statements are compliant with the requirements of the SFC Accounts Direction. Revised and updated draft financial statements will be passed to EY for audit on 6 January 2020. This was as a result of high levels of staff turnover throughout 2018/19 leading to limited institutional knowledge, including within the College's Finance Team, exacerbated by the recent resignation of the Head of Finance in October 2019 and the former Chief Operating Officer in December 2018
- EY identifying areas requiring further evidence to support the information within the draft financial statements and allow the Accountable Officer to provide assurance to the Board on the effectiveness of internal controls.
- The level of staff time required to undertake these actions has resulted in the planned audit completion dates being unachievable
- The investigation process underway by UHI Internal Audit into the Issue of Concern raised to Audit Scotland on 20 November 2019 will require the Board to consider the implications for the financial statements, and the adequacy of disclosures.

**DISCLOSURES FOR INCLUSION WITHIN THE FINANCIAL STATEMENTS**

There are a number of governance and other matters identified during 2018/19 that will require disclosure within the governance statement. The Committee is asked to note each disclosure and the planned actions being undertaken to address these issues. All disclosures are included within the risk register. These will be kept under review until the financial reporting and audit processes are complete.



Issue Identified	Action Taken
<p>Payroll Errors relating to staff with more than one contract. These came to light following the conclusion of the internal auditor's review and receipt of their report in September 2019.</p>	<p>Where underpayment of National Insurance contributions, voluntary HMRC disclosure undertaken and meetings with staff impacted. Provision of £250k has been allowed as a contingent liability for 2018/19.</p> <p>Potential overpayment of pension contributions – work to review value and extent of overpayment and associated errors in tax payments. Communications to staff impacted and support to recover overpayment. Provision of contingent asset of £TBC included within accounts.</p> <p>Where staff registered in 2 pensions – rectify anomalies and work with impacted staff to consolidate pension contributions.</p>
<p>Equalities Duties Reporting non compliance within agreed timescales</p>	<p>Equality and Diversity Staff member now appointed.</p> <p>Work is progressing on outstanding statutory reporting requirements Draft Equal Pay Statement, Gender pay report being reviewed by the Head of HR &amp; Organisational Development.</p> <p>Draft Mainstreaming report completed at end of October 2019.</p>
<p>Non reporting of Settlement Agreements to the RSB / SFC in accordance with requirements.</p>	<p>Payments made in lieu of notice with no severance payment included. Reporting to RSB and SFC undertaken retrospectively</p>
<p>A review by management of procurement processes in September 2018 was completed. This identified a number of significant weaknesses in procurement processes, including areas of non-compliance</p>	<p>Contract with APUC implemented with staff member now in place.</p> <p>Reviewing the contracts register to track and manage compliant procurement of contracts requiring renewal</p> <p>Implementing an updated Purchase Order process and communicating with suppliers to comply prior to payment</p>
<p>Implementation of contract terms and conditions</p>	<p>Implement robust terms, contract management, monitoring and recovery.</p>
<p>Deferred Income relating to 2015/16 and 2017/18 was released during 2018/19.</p>	<p>Budget holders and contract managers undertaking closer engagement with College Finance Team to ensure income released on completion of delivery in line with FRS 102 regulations.</p>

## **CONCLUSIONS**

It is recommended that the Committee:

1. Note the rationale for the extended date for completion of fully audited Financial Statements for the year ended 31 July 2019
2. Note the disclosures for inclusion within the Financial Statements for the year ended 31 July 2019. These will be kept under review until the conclusion of the financial reporting and audit processes are complete.
3. Note and Approve the College's revised approval timeline.
4. Endorse the proposed dates for completion of these statements.

## Perth College UHI

Paper No. 11

<b>Committee</b>	Finance & General Purposes Committee
<b>Subject</b>	Business Development Strategy
<b>Date of Committee meeting</b>	11/12/2019
<b>Author</b>	Gareth McKenna
<b>Date paper prepared</b>	29/11/2019
<b>Executive summary of the paper</b>	This Business Development Strategy sets out Perth College UHI's ambition to significantly impact the growth and development of the Perth and Kinross and Tay Cities Regional Economy. It outlines the purpose, vision and strategic approaches the College will undertake to achieve that impact.
<b>Consultation</b> How has consultation with partners been carried out?	n/a
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	Yes/ <del>No</del> tbc
<b>Risk implications</b> (If yes, please provide details)	Yes/ <del>No</del> tbc

## 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>	
<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>
<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>

## Perth College UHI

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

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

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

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

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and

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

# Perth College UHI Business Development Strategy 2019-2024

## Introduction

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

### 1. Executive Summary

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

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

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

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

## **2. Strategic and Market Context**

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

### **Perth College UHI's Regional Connectivity**

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

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

### **Perth and Kinross Regional Workforce**

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

The projected population rates across the term of this strategy in Perth and Kinross are

2019	152,748
2020	153,537
2021	154,303
2022	154,990
2023	155,650
2024	156,924

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

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

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

### **Perth and Kinross Business Base**

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



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

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

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

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

### Re-alignment of Perth and Kinross Skills Profile

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

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

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

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

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

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

## **The Changing World of Work**

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

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

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

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

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

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

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

### **3. Competitor Analysis**

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

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

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

## 4. SWOT Analysis

### Strengths

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

### Weaknesses

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

### Opportunities

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

## **Threats**

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

## 5. Mission, Vision & Strategic Aims

### **Mission**

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

### **Vision**

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

### **Strategic Aims**



#### **Profit**

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



#### **Programmes**

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



#### **Processes and systems**

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



#### **People**

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



#### **Places**

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



#### **Profile**

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



#### **Partnerships**

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

## **Values**

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

## **We want to be recognised as:**

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

## **Strapline:**

**#WORKINGWITHYOU**

## 6. Strategy Map & Balanced Scorecard

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

<p>“To deliver exemplary programmes and levels of service that meet the needs of our students, staff, partners and customers, ensuring sustainable business relationships”</p>	<p>To spend time significantly enhancing our business intelligence on the needs of our business partners to support targets above</p>	<p>Develop and install a key account system/process with each our business partners and within our operations</p>	<p>20-21</p>
	<p>To increase the number of industry advisory Boards we currently work with by 2-3 each year</p>	<p>Through our key account system and networks within industry look to have 1-2 industry advisory Board meetings per year that support our requirement for regional and industry needs</p>	<p>20-21</p>
	<p>Ensure we continually understand the needs of our customers/users of all our internal commercial operations</p>	<p>Set up a number of user forums for all internal operations in order we are delivering needs of customer and are businesses are relevant to demand/market changes.</p> <p>Ensure we are up to date with industry competitors/trends through research and appropriate networks in place</p>	<p>20-21</p>



<p>“To develop and implement processes and systems that cultivate an environment of joint working, alignment, knowledge exchange and enhance our business intelligence and outcomes”</p>	<p>To significantly improve the way as a College we engage and monitor our position with business partners</p> <p>To have maximum of 2 points of contact for each business partner</p> <p>To openly share intelligence and networks between all colleagues to ensure we are maximizing our business potential with each partner</p> <p>To ensure the systems and processes we use and operate continually enhance business intelligence and allow us to enhance our service provision and generate additional and sustained business</p> <p>Develop “dashboard” monitoring tools that allow us to monitor our business impact</p>	<p>Develop a CRM system that is populated through our</p> <ol style="list-style-type: none"> <li>1. Sector development planning and operation</li> <li>2. Sharing of intelligence across all the sector plans.</li> <li>3. Training on CRM and continual updates of CRM are embedded in our operation</li> <li>4. Commitment to allow time for key personnel to develop and continually improve our planning, operation, process and systems across BET and academic sectors</li> </ol> <p>Continually improve systems and processes within our own internal commercial assets including XN leisure management</p> <p>Review our system provision in relation to point of sales systems at ASW, catering provision and other commercial areas. One system approach across College?</p> <p>Quantitative and Qualitative measures (see paragraph 11 for examples)</p>	<p>20-21</p>
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<p>“To invest in, support and empower people by developing and creating opportunities that lead to a high quality workforce that can meet the needs of our region, our partners and our own internal commercial opportunities”</p>	<p>To employ/train people to have required skill set required to develop and meet our business targets</p>	<p>Develop an enabling staffing structure within BET to increase revenue across the College.</p>	20-21
	<p>Develop a platform to continually engage with business partners that provides alignment, business intelligence, builds trust and sustainable relationships and in doing so ensures PC UHI has the intelligence to develop regional workforce and attracts greater share of business</p>	<p>To assign each staff member with agreed KPI's and targets both quantitative and qualitative to internal and external partners using key account system and process</p>	20-21
	<p>Ensure our BET and internal commercial assets are staffed by appropriately skilled people. Create an environment of commercialism with key staff.</p>	<p>In developing our separate subsidiary company ensure key staff have the ability to be incentivized by meeting targets and that our staffing awards are matched to others in the industry in order to keep key staff and also ensure we are competitive in other staffing areas.</p>	20-21
<p>“To develop and create a business development environment that attracts and enables people, services and facilities to maximise their potential”</p>	<p>To create a culture with staff we employ within the BET of understanding the business and people of each business in all our negotiations and work with each business partner</p>	<p>To develop industry advisory boards across all academic sectors that inform further our understanding of business needs and ability to provide be-spoke opportunities.</p>	21-22
		<p>To develop a business partner benefits programme that enhances our position with each business we work with and provides support for employees of each business and their families. Build Loyalty to Perth College UHI.</p>	19-20

	To ensure within all our commercial assets that our customer service is at the forefront of our culture to ensure growth and sustained business loyalty	To develop an environment where “we go the extra mile” to provide a service that others cannot match (quality of partnership/ service /partner benefits, in doing so we become “destination of choice” for our partners/customers	20-21
“To ensure our Business Development Department is able to promote, inform and influence through modern marketing and communication channels”	To continually showcase our services, our people and our impact in addition to growing our reach and profile.  To enhance our social media reach by 50% in 20-21 within the BET and also grow our commercial internal marketing and communication reach (ASW) by 10% each year.	To develop a marketing and communication strategy and operation that allows us to better inform all our partners and customers of our services, in doing so also showcase our successes.	20-21
	When working with business ensure we can meet with them and present to them in a professional and be-spoke manner	Develop FB/LinkedIn /Twitter pages for BET  Develop appropriate marketing collateral that enhances our ability to sell our services and leaves a lasting impression with business contacts.	20-21
	Create a culture that understands the essential need for continuous marketing support, initiatives and operation within a commercial environment. Ensuring we are relevant to today’s society and up to date with new forms of marketing and communication	Support from marketing (equivalent 0.5) post to cover BET and all commercial assets including ASW	21-22
“To develop relevant partnerships that realise business opportunities, enhance our reach and foster sustainability”	Continually grow our “live” business accounts as highlighted above.  In addition also recognize business accounts and sectors that are not bearing fruit in order to focus resources on “best return”	Through our sector development planning and effective use of our CRM system and staff working within our business region develop our ability to prioritize the focus of our work for best return on investment.	20-21

	<p>Develop initiatives with BET, internal and external colleagues that may open up new partnerships and environments, improve position on existing environments leading to business opportunity, greater reach and advanced position in the market place with other competitors</p>	<p>Embed a collaborative commercial culture across the College with a view to:</p> <ol style="list-style-type: none"> <li>1. Winning more, competitiveness in marketplace</li> <li>2. Aligned and joint approach to winning business</li> <li>3. Profit.</li> <li>4. Sustainable partnerships. profile and reach</li> <li>5. Establish customer relationships within each business that give access to influence decision makers</li> </ol>	<p>21-22</p>
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## 7. Key Initiatives to Achieve the Strategic Objectives

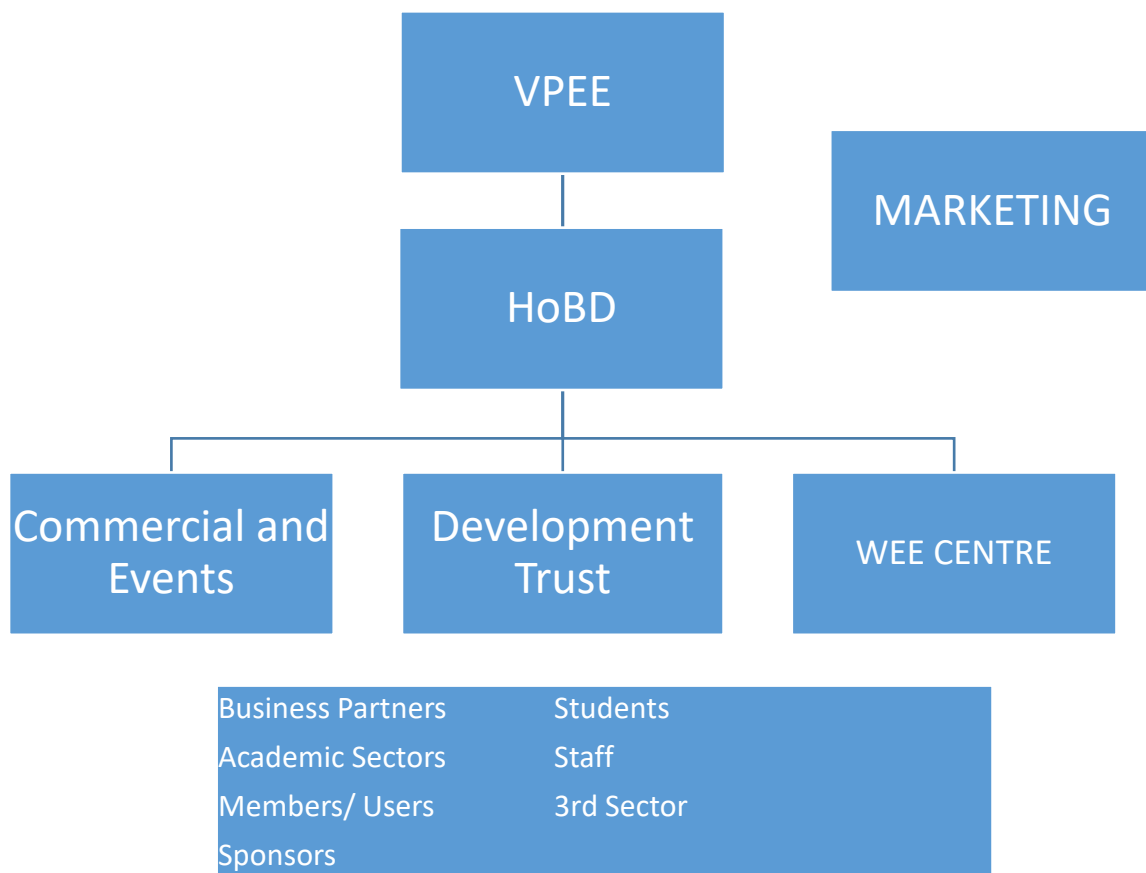
Phase 1 (2019/20)	Phase 2 (2020-2022)	Phase 3 (2023-2024)
<p>a. Introduce Industry Advisory Boards and sector development plans across sectoral teams in order to:</p> <p>Influence skills and programmes</p> <p>Capture and utilise market intelligence</p> <p>Offer opportunities to attract new skilled workforce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

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

## **8. Strategic Roadmap**

*See Appendix A*

## 9. Proposed Structure to Deliver Strategy



## 10. Principles of Success

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

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



## 11. Measures of Success

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

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

### **Business Development Strategy - References to Government National Strategies**

Enterprise and Skills Strategic Board

SFC Strategic Framework 2019-2022

Scotland's Wellbeing – Delivering the National Outcomes

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

NOMIS Labour Market Data 2018

Tay Cities Deal Strategic Plan

<https://www.nrscotland.gov.uk/files/statistics/council-area-data-sheets/perth-and-kinross-council-profile.html#tables>

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

**Perth College UHI**

Paper No. 12

<b>Committee</b>	Finance & General Purposes Committee
<b>Subject</b>	International Strategy
<b>Date of Committee meeting</b>	11/12/2019
<b>Author</b>	Lin Shen
<b>Date paper prepared</b>	29/11/2019
<b>Executive summary of the paper</b>	This International Strategy sets out Perth College UHI's ambition to significantly impact the growth and development of the College and the University of the Highlands and Islands through deepening and diversifying its International Partnerships and Recruitment. It outlines the purpose, vision and strategic approaches the College will undertake to achieve that impact.
<b>Consultation</b> How has consultation with partners been carried out?	n/a
<b>Action requested</b>	<input type="checkbox"/> For information only <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For approval
<b>Resource implications</b> (If yes, please provide details)	Yes/No tbc
<b>Risk implications</b> (If yes, please provide details)	Yes/No tbc

## 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>	
<p><b><u>Equality and diversity</u></b></p> <p>Yes/ No</p> <p>If yes, please give details:</p>	<p>Yes/ 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>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>

## Perth College UHI

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

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

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

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 College UHI International Strategy 2019-2024**

### **Introduction**

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

#### **1. Executive Summary**

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

#### **2. Strategic and Market Context**

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

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

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

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

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

### **Perth College's role within UHI**

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

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

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

### **Current Market Reach**

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

### **Target Market Growth Projections**

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

### **Established Markets**

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

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

## **Future China Business Opportunities**

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

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

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

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

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

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

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

## **Growing/ Emerging Markets**

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

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

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

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



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

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

### **Other Target Markets**

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

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

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

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

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

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

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

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

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

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

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

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

### 3. Competitor Analysis

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

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

### 4. SWOT Analysis

#### CHINA

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

## INDIA

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

### 5. Mission, Vision and Strategic Aims

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

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

**Values** – Ambition, Integrity and Respect

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

#### Strategic Aims

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

## 6. Strategy Map & Balanced Scorecard

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

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

## 7. Key Initiatives to Achieve the Strategic Objectives

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

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

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

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

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

## References

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

National Performance Framework, Scottish Government, 1 July 2019

Strategic Framework 2019-2022, SFC

Scotland's Colleges 2019, Audit Scotland June 2019

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

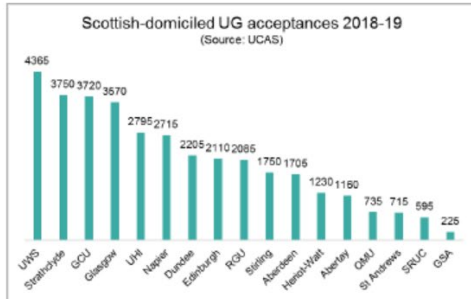
Malaysia Education Blueprint – 2015-2025 (Higher Education)

EU Vietnam Business Network Education Report, 2018

## Appendix 2

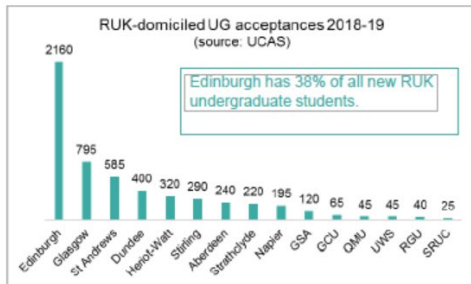
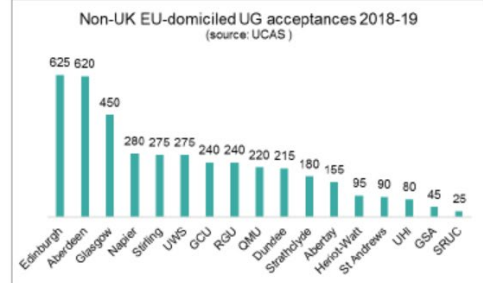
### Scottish sector: 2018 undergraduate acceptances

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



#### SFC-funded students (Home and EU)

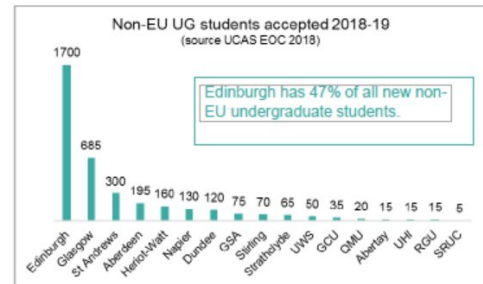
Modern universities = 30% of Scottish-domiciled acceptances



#### Non-SFC funded (RUK and non-EU)

Modern universities = 7% of acceptances from RUK

8% of the international non-EU students



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

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

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

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

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

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

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



### Appendix 3 - Perth College UHI International Strategy Summary

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

## **Appendix 4 - Target Market Background Information**

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

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

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

### **Key policy drivers**

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

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

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

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

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

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

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

## **The China Transnational Education (TNE) landscape**

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

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

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

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

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

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

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

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

## **India**

### **Political**

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

### **Economic**

Economic Forecast - 7.4% growth for 2018

#### ***Government Priorities for economic growth***

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

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

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

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

### **Demographics**

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

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

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

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

## Education

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

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

### ***Additional Drivers for Indian institutions to internationalise:***

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

### ***Education institutions in India in 2016***

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

### ***Education Demand***

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

### ***HESA Stats – Indian Students Abroad***

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

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

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



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

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

2022/23		2023/24		IS Plan
Students	Total	Students	Total	Total
80	£560,000	80	£560,000	£2,240,000
10	£112,640	10	£112,640	£506,880
	£55,000		£55,000	£270,000
	£20,000		£25,000	£105,000
5	£11,750	5	£11,750	£58,750
12	£24,000	12	£24,000	£96,000
2	£27,000	2	£27,000	£135,000
	£810,390		£815,390	£3,411,630
	£2,175,690 <b>Total</b>		<b>£2,243,690</b>	£6,823,260

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



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