

## Learner Experience Committee

### Agenda

**Meeting reference:** Learner Experience 2021-22/03  
**Date:** Wednesday 2 February 2022 at 2:30pm  
**Location:** Online  
**Purpose:** Scheduled meeting

\* Denotes items for discussion/approval.

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

	<b>Agenda Items</b>	<b>Author</b>	<b>Led by</b>	<b>Paper</b>
1	Welcome and Apologies		Chair	
2	Student Support Annual Report - Presentation by Gerald McLaughlin		Student Services Manager	Paper 1
3	Additions to the Agenda		Chair	
4	Declaration of Conflict of Interest in any Agenda Item		Chair	
5	Minutes of the Meeting held on: 10 November 2021		Chair	Paper 2
6	Actions arising from previous minutes		Chair	
<b>7</b>	<b>Learner Experience</b>			
7.1	HISA Perth Plan of Work 2021/22 – update 2021/22	HISA Perth	Student President	Paper 3
7.2	Induction Early Student Experience Survey (ESES)	Quality Manager	Associate Principal	Paper 4
7.3	Education Scotland Progress Visit Report		Associate Principal	Verbal
<b>8</b>	<b>Curriculum</b>			
8.1	Research Hub Plan – Presentation by David Gourley		Head of Learning & Teaching Enhancement	Paper 5

	<b>Agenda Items</b>	<b>Author</b>	<b>Led by</b>	<b>Paper</b>
<b>9</b>	<b>College Policies and Strategy</b>			
	<ul style="list-style-type: none"> <li>None for this meeting</li> </ul>			
<b>10</b>	<b>Committee Minutes</b> (for noting)			
10.1	Scholarship & Research Committee <ul style="list-style-type: none"> <li>17 January 2022</li> </ul>			Paper 6
10.2	Student Engagement Group <ul style="list-style-type: none"> <li>05 November 2021</li> <li>21 December 2021 (Draft)</li> </ul>			Paper 7 Paper 8
11	Date and time of next meeting <ul style="list-style-type: none"> <li>27 April 2022 @ 2.30pm</li> </ul>		Clerk	
*12	Review of Meeting (to include check against Terms of Reference)		Chair	Paper 9

# Student Services Annual Report 2020-21

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## Introduction

Student Services initiated a restructure in academic year 2020-2021. This was a result of the previous Student Services manager moving on to pastures new and a desire for the incumbent Student Services Manager to create a fluid service where students could access support from each service seamlessly.

It was recognised that the previous structure would occasionally present with barriers to fluidity. While there was team leader meeting with the previous manager not all members of the services were present. This was likely due to the size of the service which has now been incorporated within the wider Student Experience Directorate.

The current Student Services structure therefore now more accurately reflects the support services that student's access. The close working of each service now promotes seamless transition between each service that students require access too. The Student Services Manager through services meetings and 1-1 meetings with staff actively promotes a cooperative approach to working practices that ultimately allows for the required seamless transition from one service to the other for our service users. This is designed to improve the Student Experience and facilitate efficient service provision.

## Current Structure

**Gerald McLaughlin**  
Student Services Manager  
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Additional Support Service additional.support.perth@uhi.ac.uk	Counselling Service counselling.perth@uhi.ac.uk	Wellbeing and Support Service studentsupport.perth@uhi.ac.uk	Student Engagement Service	Transition Service
<b>Craig Lindsay</b> Additional Support Officer Craig.Lindsay.perth@uhi.ac.uk 01738 877 616	<b>Claire Nelson</b> Student Counsellor Claire.Nelson.perth@uhi.ac.uk 07920 703 894	<b>Alexander Weir</b> Wellbeing and Support Officer Alexander.Weir.perth@uhi.ac.uk 07967 170 090	<b>Jane Edwards</b> Student Engagement Officer Jane.Edwards.perth@uhi.ac.uk	<b>Vacancy</b> Transitions Officer
<b>Becky Angus</b> Additional Support Officer Becky.Angus.perth@uhi.ac.uk 01738 877 382	<b>Fiona Morrison</b> Student Counsellor Fiona.Morrison.perth@uhi.ac.uk 07385 433 522	<b>Nic Henderson</b> Wellbeing and Support Officer Nicola.Henderson.perth@uhi.ac.uk 07920 703 902	<b>Sam Monie</b> Student Engagement Administrator Sam.Monie.perth@uhi.ac.uk 01738 877 380	
<b>Rachel Weir</b> Additional Support Administrator Rachel.Weir@uhi.ac.uk 01738 877 389	<b>Annie Garrigan</b> Student Counsellor Annie.Garrigan.perth@uhi.ac.uk 07385 433 513	<b>Pam Kemely</b> Wellbeing and Support Officer Pamela.Kemely.perth@uhi.ac.uk 07812 669 802		
		<b>Apryll Mackie</b> Student Support Worker Apryll.Mackie.perth@uhi.ac.uk 07385 029 889		

University of the Highlands and Islands  
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**Student Services**

## Additional Support Service

The Additional Support Service offer a range of services designed to aid students with gaining equal access to the curriculum, in line with the Equalities Act (2010). The services which are offered include, but are not limited to, Personal Learning Support Plans (PLSPs), Needs Assessments for access to Disabled Students Allowance (DSA). The service also coordinates all internal assessments for students who have PLSPs, coordinate Non-Medical Personal Help (NMPH) referrals, both internally and externally and arrange loans for students through the Assistive Technology Loan Bank. Software training sessions are also offered where requested.

The Additional Support Service work closely with other support services on campus to make referrals where appropriate, as well as working closely with academic staff to ensure that students are supported effectively, and any issues are resolved in a timely manner.

### PLSP Provision

2020/21 saw a considerable decrease in PLSPs at 12.1% from academic year 2019/20, as demonstrated in the table below.

<u>Academic Year</u>	<u>PLSPs</u>	<u>% Increase/Decrease from Previous AY</u>
2017/18	587	22%
2018/19	562	-4.3%
2019/20	633	12.6%
2020/21	557	-12.1%

The biggest reason for a large decrease in the number of PLSPs can be put down to the COVID-19 Pandemic. Working from home produced several challenges in the usual processes for PLSP provision, from initial contacting of students through to PLSP meetings.

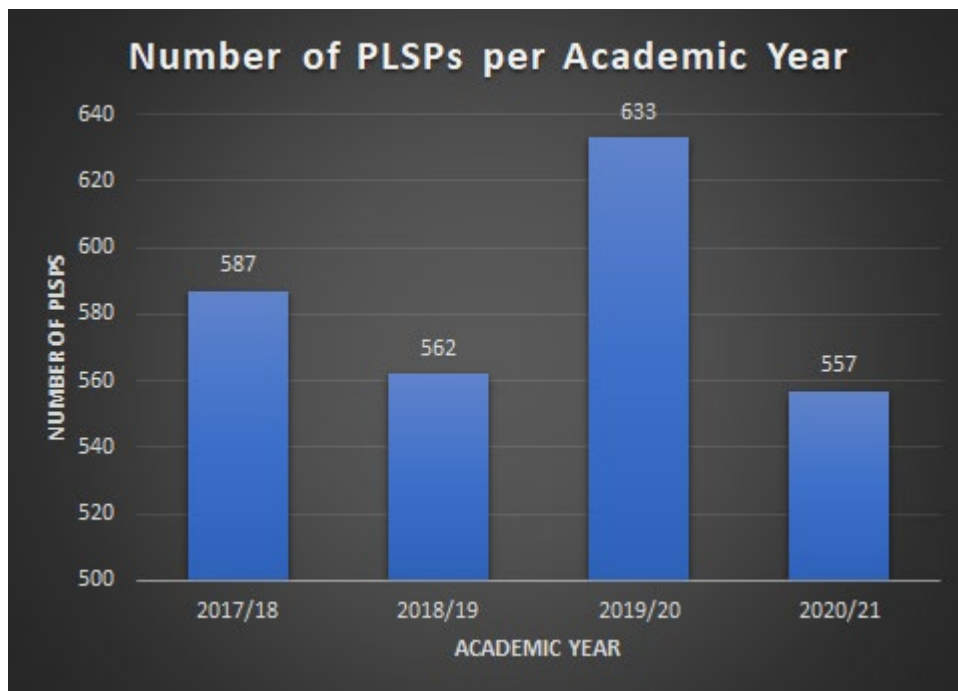
The introduction of home working meant that our sole option for communication was email, this meant that less students engaged with the service as some students did not pick up their emails effectively. In previous years, letters would also be sent to students with the idea that parents would see letters coming in addressed to the student and prompt them to access the service but, as this was not possible from home, a decline in student contact was the outcome.

A change was also seen in how we could meet with students, with the only options being online or via telephone call. Initially, students were able to meet the service via Skype for Business but a change to the UHI policies meant we could only interact with students using approved VC platforms such as WebEx or Microsoft Teams. Ongoing difficulties with technology meant that some appointments were delayed or rearranged, which took up available appointment slots. Some students did not have access to these platforms which made meetings more difficult.

It was further noted that less students applied for Academic Year 2020/21 due to the online nature of the course delivery and the uncertainty surround the pandemic.

Further, a change to the service structure happened in Academic Year 2020/21, which saw the promotion of the Additional Support Team Leader (ASTL) to Student Services Manager. This meant a

reduction in the work which the ASTL could complete for the service and meant that we only had one Additional Support Officer able to complete PLSPs for our service.



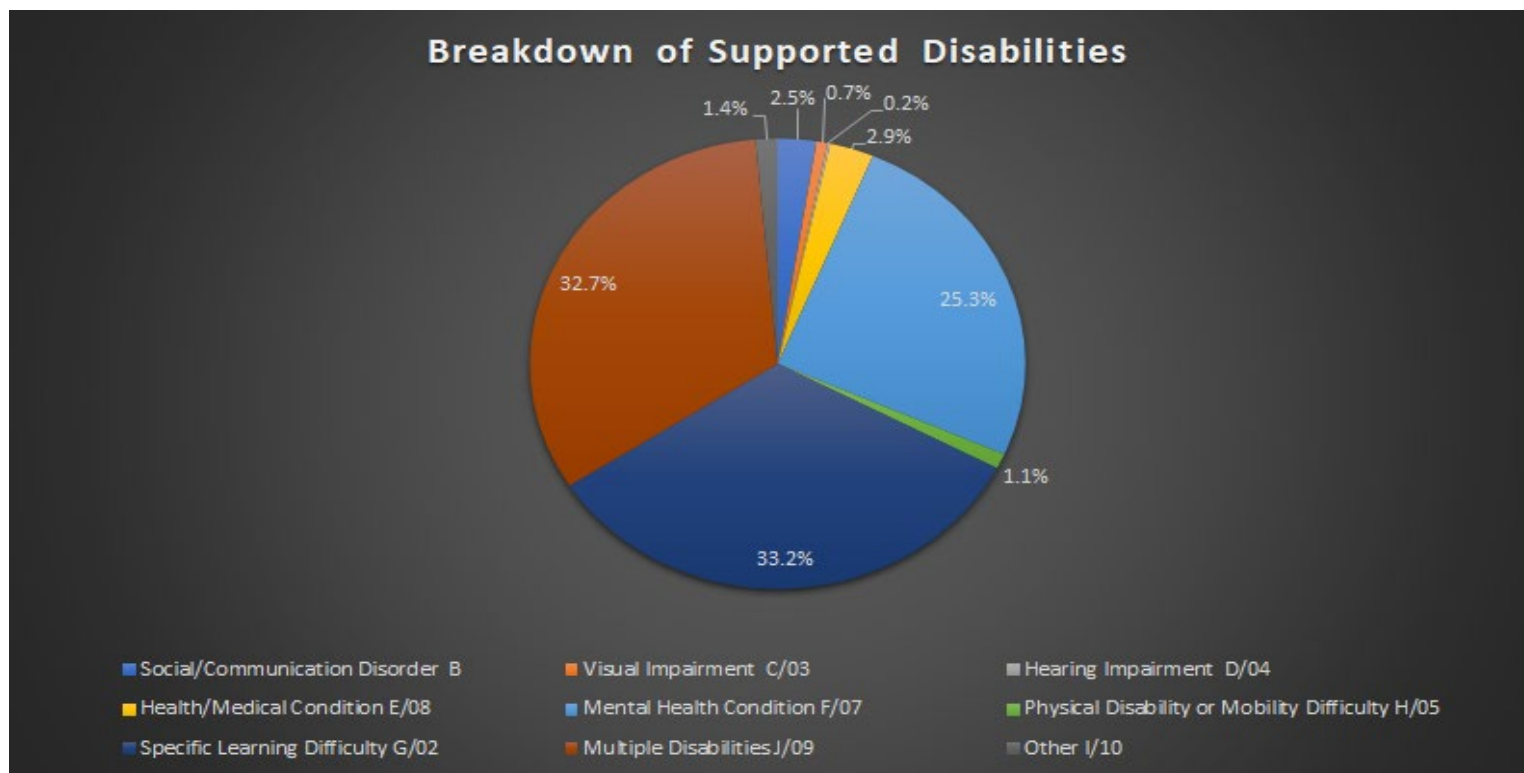


## PLSP by Disability

A further breakdown of the PLSPs which were put in place can be shown in the table below. This is a breakdown of supported conditions, and the number of students who presented with each condition. Multiple Disabilities encompasses all students with 2 or more impairments and includes all students who were supported by both the Additional Support Service and the Wellbeing and Support Service simultaneously.

	<u>Disability Type</u>	<u>Disability Code</u>	<u>Number of Students</u>	<u>Percentage (%)</u>
	Social/Communication Disorder	B	14	2.5%
	Visual Impairment	C/03	4	0.7%
	Hearing Impairment	D/04	1	0.2%
	Health/Medical Condition	E/08	16	2.9%
	Mental Health Condition	F/07	141	25.3%
	Physical Disability or Mobility Difficulty	H/05	6	1.1%
	Specific Learning Difficulty	G/02	185	33.2%
	Multiple Disabilities	J/09	182	32.7%
	Other	I/10	8	1.4%
<b>Total</b>			557	100%

This can be further illustrated in graph form.



This year saw an increase in students presenting with Mental Health conditions, which could be expected with the pandemic and the changes which were made to day-to-day life. A significant decrease was seen in students presenting with Specific Learning Difficulties for the first time, but an increase was seen in students with Multiple Disabilities, so it is possible that some of these students have fallen into this category.

Further, students could not access Specific Learning Difficulty diagnostic appointments – this will be discussed later in the report. Challenges were face obtaining screenings for students due to home working and availability within the Learning Zone due to increased demand on services, this also provides explanation for a drop in numbers.

## PLSPs by Gender

As noted in previous Annual Reports, the Additional Support Service have noticed a growing trend in the difference in numbers of male's vs female's accessing support. Plans had been put in place previously to discuss ideas on how we can target curriculum areas which are traditionally male dominated, e.g., Engineering or Construction, and encourage more males to take up support, if necessary. Unfortunately, the change to both working from home and course delivery has meant that these discussions had been shelved, but the Service are keen to pick this back up again as an objective for either Academic year 21/22 or 22/23.

Previous discussion regarding the topic is below:

### ***Social Communication Disorders***

*It is noticeable that the prevalence of Social Communication Disorders such as Asperger's syndrome or Autism is more than twice in males than that of females. The [National Autistic](#) website points to a number reasons why autism is more prevalent in men than in women:*

*"More men and boys are currently diagnosed as autistic than women and girls..."*

*In 2015, the ratio of men to women supported by The National Autistic Society's adult services was approximately 3:1, and the ratio of boys to girls in our charity's schools was approximately 5:1.*

*In a 2017 study, Loomes and other researchers [analysed existing prevalence studies](#) and found that the male-to-female ratio was nearer 3:1.*

*There are various theories that might explain why more men and boys get an autism diagnosis.*

- *There is a ['female autism phenotype'](#) - in other words, autistic females have characteristics which don't fit with the profile usually associated with men and boys. Autism assessment tools are usually based on male characteristics, leading to under diagnosis in females. [Diagnostic tests for women and girls should be modified accordingly](#).*
- *Autism is an [exaggeration of normal gender differences](#).*
- *The ['extreme male brain'](#) theory of autism, which focuses on the effects of foetal testosterone on brain development.*

### Specific Learning Difficulties (SpLD)

The incidence of female students presenting with SpLD is almost double that of males (49.5%). This is contrary to national and international trends in relation to SpLD. For example, [Science Daily](#) reports that dyslexia is two to three times more prevalent in men than women.

“Their study, investigating dyslexia in both males and females, is the first to directly compare brain anatomy of females with and without dyslexia (in children and adults). Their findings were published online in the journal *Brain Structure and Function*.

Because dyslexia is two to three times more prevalent in males compared with females...”

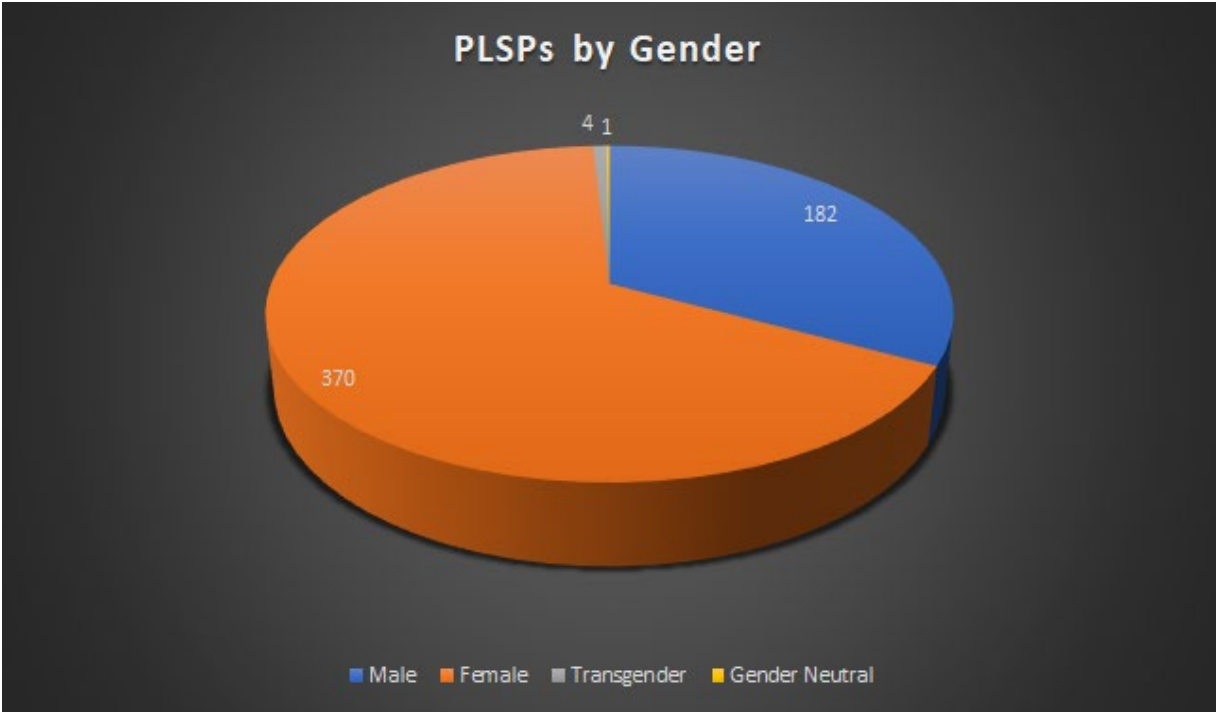
Further, in their research *Explaining the Sex Difference in Dyslexia*, Arnett et al (2017) concluded:

“The current study found that the higher prevalence of males with reading difficulties can be explained by a combination of males’ slower and more variable PS (processing speed) and worse inhibitory control, although these are partly offset by males’ better verbal reasoning. We did not find support for a female advantage in verbal skills, which had been previously hypothesized to explain the sex difference in reading. Our results are consistent with a prior study in which PS similarly mediated the sex difference in ADHD, which is frequently comorbid with dyslexia and also more common in males.”

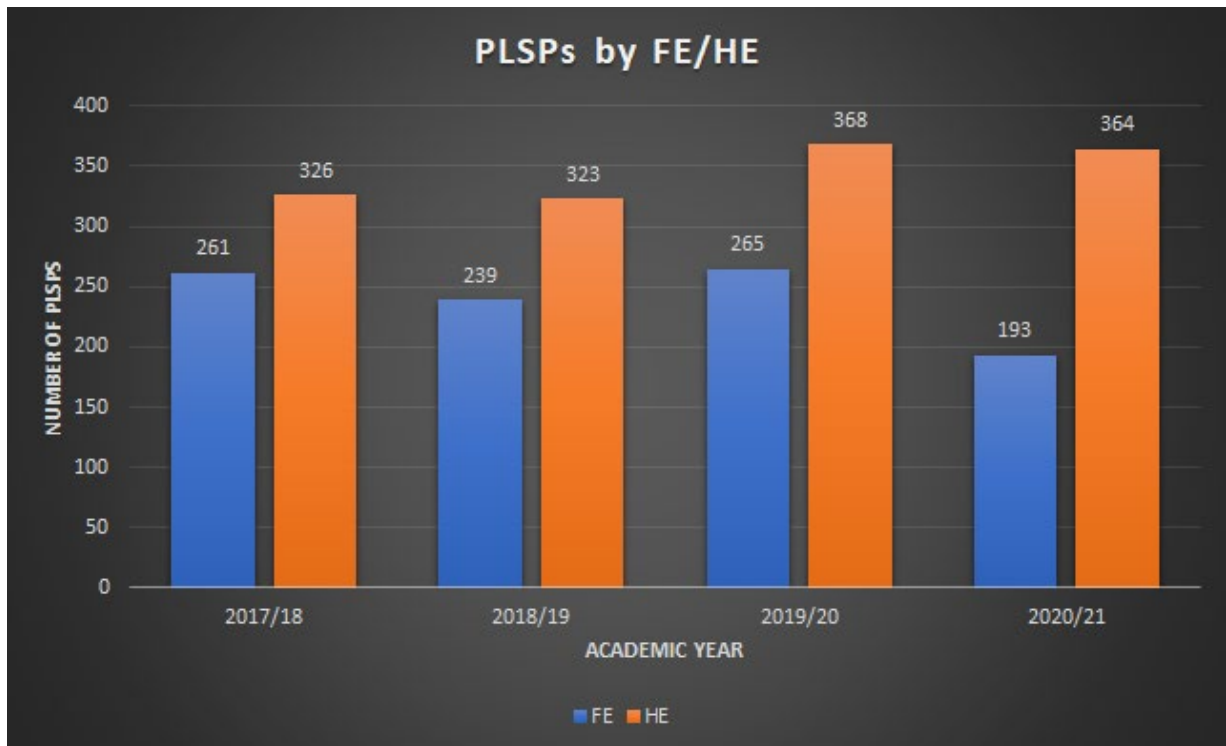
The presentation of almost double females to males with SpLD is therefore worthy of further investigation and mitigation.

A pie chart and a breakdown of the 2020/21 figures can be seen below.

Academic Year 2020/21											
Disability Code											
Gender	Number of PLSPs	Percentages (%)	B	C/03	D/04	E/08	F/07	H/05	G/02	J/09	I/10
Male	182	28.75%	10	3	1	5	34	0	68	60	1
Female	370	58.45%	4	1	0	11	106	6	116	119	7
Transgender	4	0.63%	0	0	0	0	1	0	1	2	0
Gender Neutral	1	0.16%	0	0	0	0	0	0	0	1	0
Totals	557	88%	14	4	1	16	141	6	185	182	8



PLSP information has also been broken down to show the number of PLSPs produced for FE students vs HE students. The number of FE students accessing PLSPs was significantly less than in previous years, this is possibly down to the number of FE courses being more practical based and so students were possibly not attending or engaging, owing to the changed delivery of their chosen course.

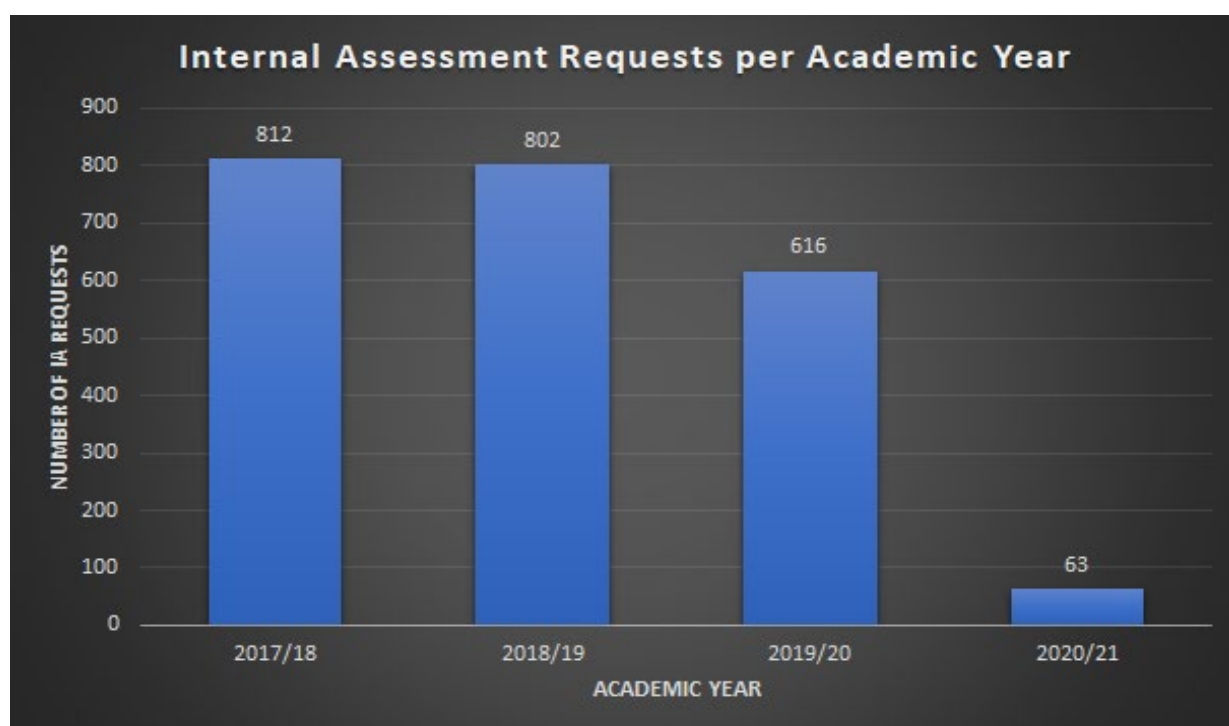


## Internal Assessment Requests (IARs)

It can be seen in the graph below that Internal Assessment Requests have gone down considerably in the last two academic years, which can be explained by the pandemic.

As we all went into lockdown in March 2020, no more requests were made for academic year 19/20. In academic year 20/21, all external exams were cancelled, and an ongoing assessment methodology was adopted, meaning that internal exams were also stopped. One curriculum area, Sport and Fitness, continued with ongoing assessment through the year as normal – which amounted to the 63 assessments shown in the graph.

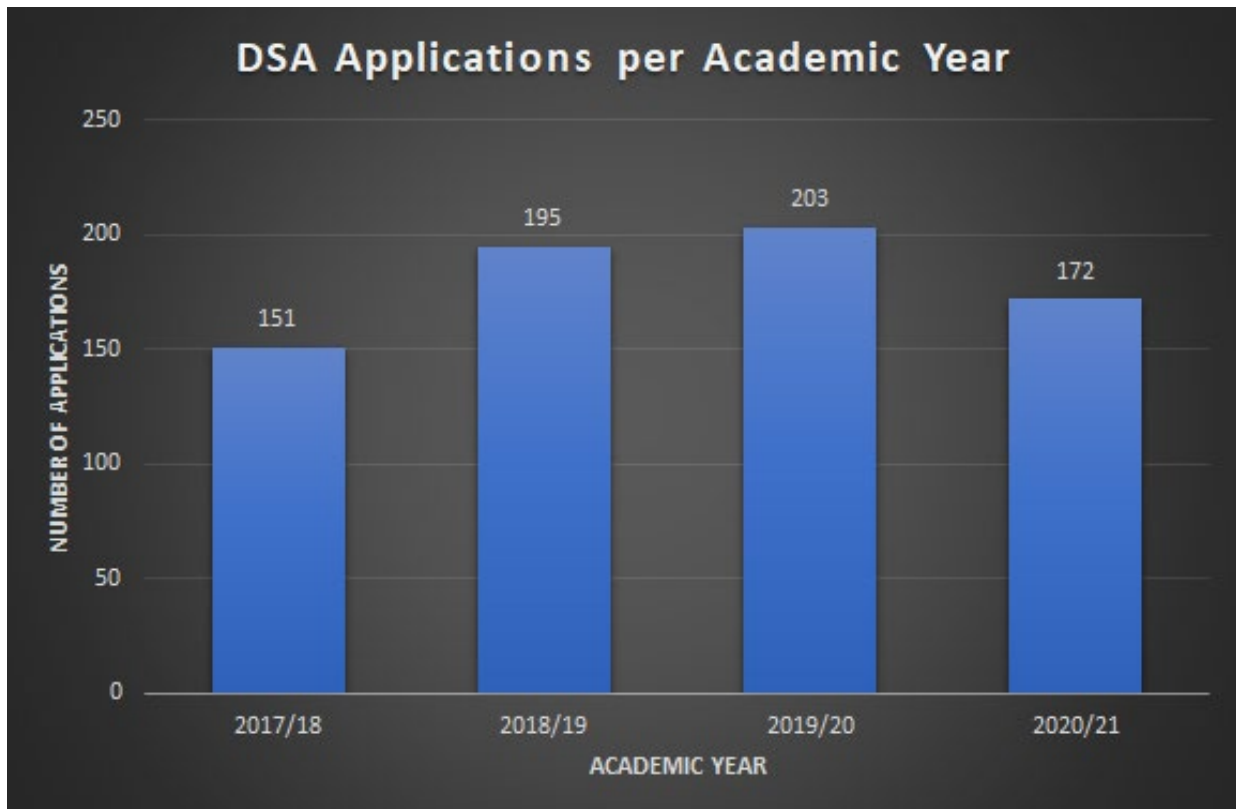
Challenges were faced with this during academic year 20/21 as exams were being conducted online, with staff and students all being in their own homes. Several trials were required to ensure that the VC platforms provided a fair assessment, as close to what the student would experience face to face as we could possibly achieve.



## Disabled Students Allowance (DSA) Applications

Previous years have seen a relatively steady incline in DSA applications. As has been the trend during this report, DSA applications saw a decrease during academic year 2020/21.

Due to the aforementioned promotion of the Additional Support Team Leader, fewer Needs Assessments were conducted last year which provide some explanation as to the lower numbers of applications.





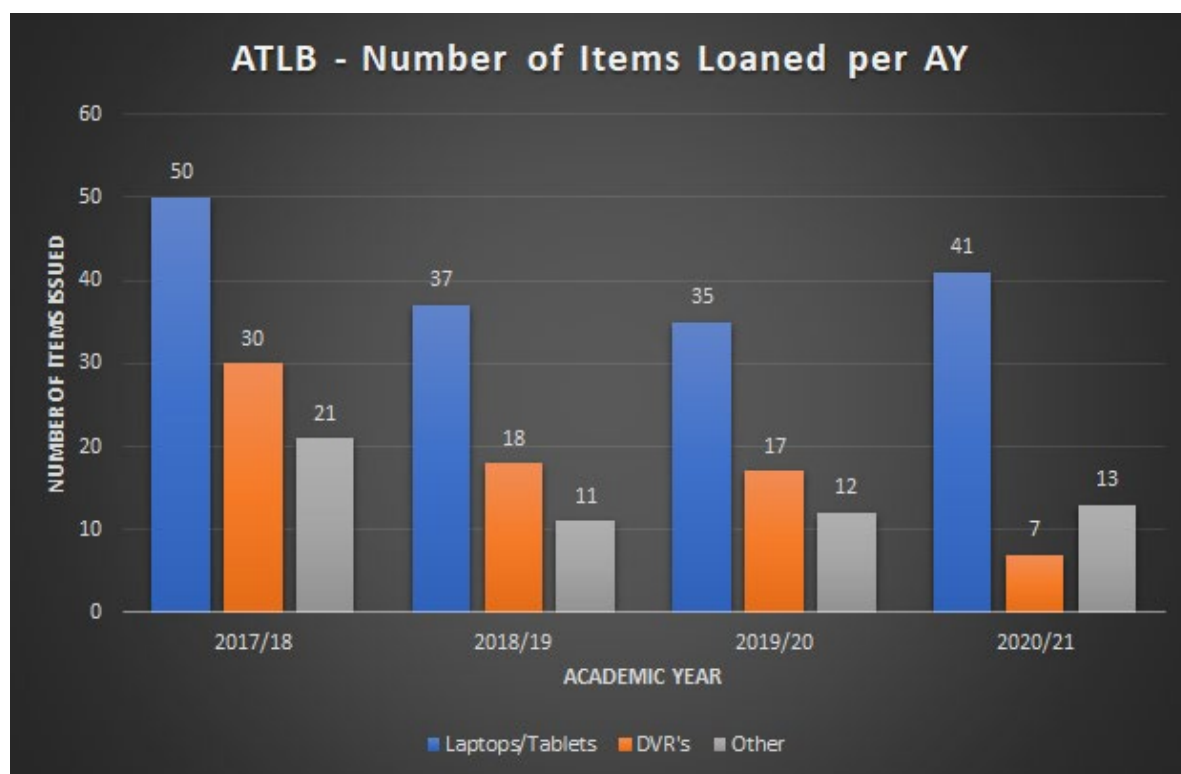
## Assistive Technology Loan Bank

The Assistive Technology Loan Bank (ATLB) has a variety of equipment designed to support and facilitate student's study.

The Additional Support Service received a fleet of new laptops during Academic Year 19/20, just prior to the lockdown - 10 to replace outdated stock and a new 10 as an investment. It would be expected that an increase would be seen in the number of laptops issued and, while there was a slight increase, it was not as high as expected. This is potentially explained by the introduction of the digital poverty scheme, started throughout the summer of 2020. This scheme meant that all students were asked if they required equipment and provided laptops by the college where necessary – negating the requirement of the Additional Support Service to provide such equipment.

A decrease was seen in the loan of recording equipment. Due to classes being online, recordings of all lectures were taken and posted to Brightspace, where they remained for the full Academic Year. This meant that the Additional Support Service were not required to supply recording equipment as all students had access to recordings when required.

An increase was seen in the number of tablets which were supplied, as the Additional Support Service received a fleet of iPads which were loaned out to students once we entered lockdown and throughout the following academic year.



## Needs Assessment Reporting/Income

This year saw a considerable decline in the revenue brought in from Needs Assessments. In previous years, Perth College was the most economically sustainable Needs Assessment Centre in the UHI partnership drawing in significant and increasing amounts of revenue for college purposes.

In 2019/20, Perth College also supported students in other UHI Academic Partners by conducting Needs Assessments, this continued in the 2020/21 academic year but as mentioned previously, the promotion of the Additional Support Team Leader meant diminished capacity and, therefore, we were less able to support students outwith Perth College.

Needs Assessments have been broken into two categories; those completed internally and those completed externally. Carol Boyle, Course Co-ordinator at College Development Network, completes external Needs Assessments. The cost to Perth College, per external Needs Assessment, is £315. However, the administration work to conduct the assessment is provided by the Additional Support Administrator, and SAAS pay Perth College £135 for this service.

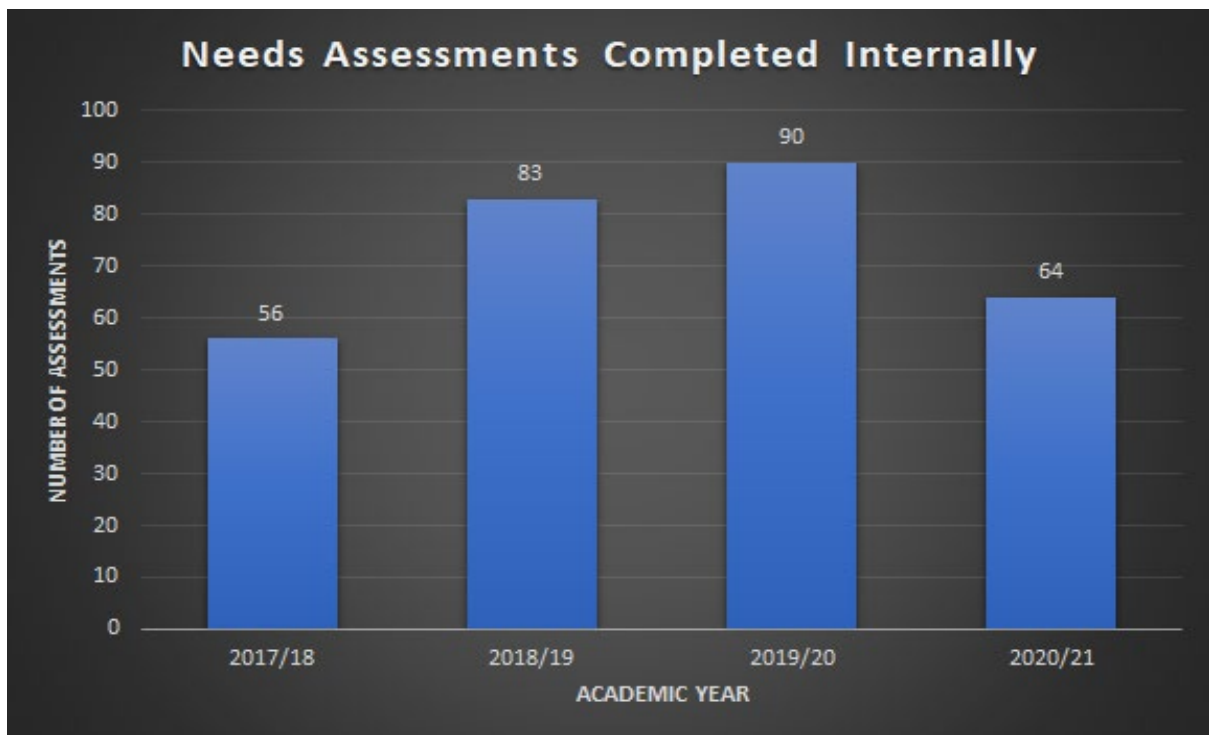
Further, each Needs assessment completed internally, either by the ASTL or ASO generates £450 for Perth College. While this income stream is a welcome boost to Perth College, it should be noted that there are real benefits to the students and their experience in terms of accessing Needs Assessments on campus, as opposed to an Access Centre.

Academic Year 2020/21, several challenges were faced with the Needs Assessment process due to home working. We had to adapt our methodologies of delivering a Needs Assessment to an online approach, utilising VC platforms. The biggest obstacle faced was working with the adaptation of SAAS, a previously paper based company, as they transitioned to online work. This was, and remains, challenging and waiting times for students accessing DSA has increased dramatically.

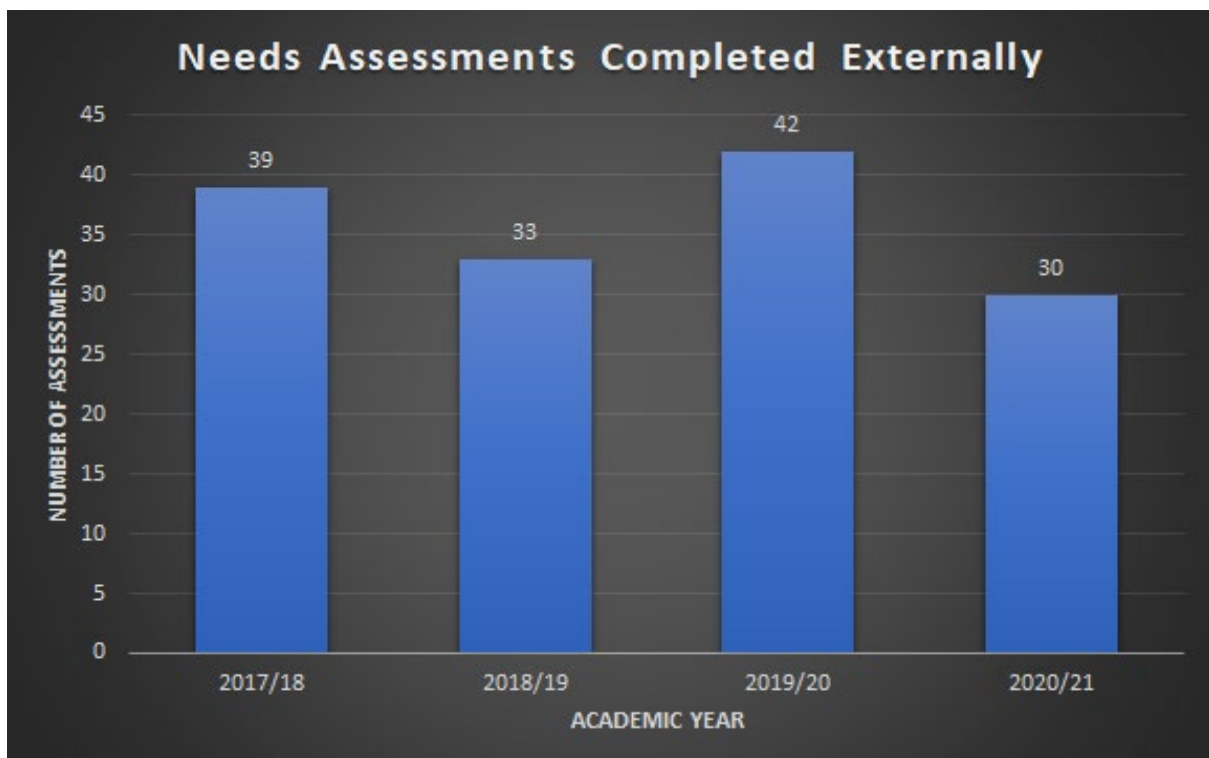
Further challenges were faced in terms of evidentiary requirements for students, as diagnostic appointments were frozen for this year with the inability to offer face to face appointments. SAAS discussed acceptance of dyslexia screenings as evidence of Specific Learning Difficulties, but later in the year revoked this which caused significant delays for students.

The charts below signify the Needs Assessments conducted last year, both internally and externally.

The internal assessments bar chart shows a significant decline in the number of Needs Assessments completed in house, due to the promotion of the Additional Support Team Leader.

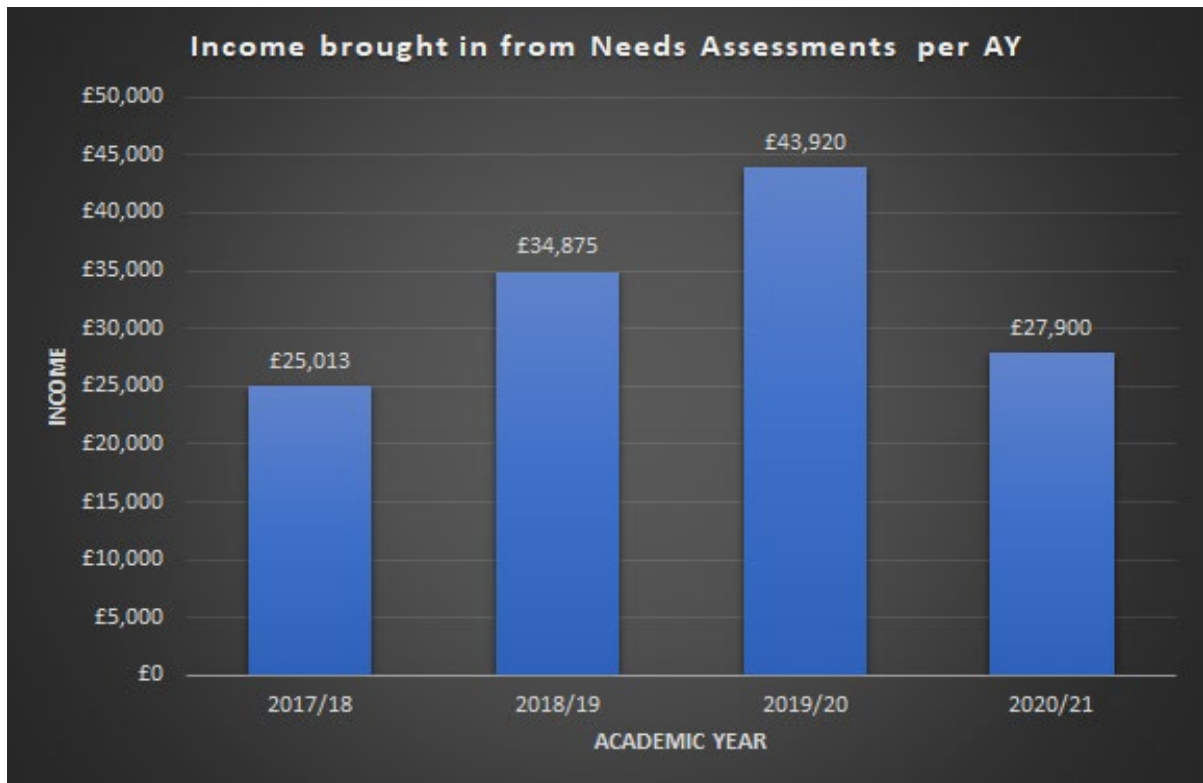


The chart below shows a decline in the number of Needs Assessments completed externally by Carol Boyle. It is hoped that, over time, the number of Needs Assessments completed externally will decrease, but this is unlikely in the immediacy with the change to the Service structure.



The graph below shows the increase to the income which Needs Assessments were bringing into the college. It can be seen below the sharp decline in this income during Academic Year 2020/21. This can be explained, partially due to the aforementioned changes to the service structure, the difficulties with evidence requirements and the changes to SAAS processes, but also due to the

volume of students who withdrew from their courses between the Needs Assessment process and the approval of their DSA award. The numbers for this are circa 10 students, which would amount to approximately £4,500, a huge dent in the income.



It is envisaged that the income for 2021/22 will be lower due to the internal assessments being solely completed by the Additional Support Officer and the external assessor, Carol Boyle.

## External Study Skills Support

As with previous years, the Additional Support Service continue to use external agencies to support students, which is funded by SAAS as part of students Disabled Students Allowance (DSA). In previous annual reports, it was noted that Perth College does not have the capacity to meet the support requirement generated via DSA internally and, as such, this is sourced externally via Theorise LTD.

The information below outlines the external support recommended. We have seen a substantial increase in the amount of support recommended but the amount of support being undertaken by students has also increased year on year. A breakdown of the previous three academic years can be seen in Appendix 2.

<b>2020/21</b>						
<b><u>Support Method</u></b>	<b><u>Recommended</u></b>	<b><u>Costings</u></b>	<b><u>Potential Income</u></b>	<b><u>Claimed for</u></b>	<b><u>Totals</u></b>	<b><u>Percentage of Potential Income Claimed</u></b>
<b>Study Skills Hours</b>	4511	£67.20	£303,139.20	2483	£166,857.60	55.04%
<b>Proof Reading Hours</b>	1060	£30.00	£31,800.00	449.25	£13,477.50	42.38%
<b>Mental Health Support</b>	1760	£79.62	£140,131.20	512.25	£40,785.35	29.11%
<b>Totals</b>			£475,070.40		<b><u>£221,120.45</u></b>	46.54%

A pie chart is used below to further highlight the number of hours which were recommended to Theorise LTD for NMPH.



## Internal Study Skills Support

Internal Study Skills Support is provided by the Learning Zone team, and was all remote this year. The number of recommended hours were significantly lower this year than in previous years. The Learning Zone no longer offer proof reading support as a service. The team were also facing new challenges with remote working, and an increased demand for screenings as remote diagnostic assessment was not a possibility during academic year 2020/21.

The tables below outlines the potential income that was available to Perth College for the delivery or NMPH. The Study Skills Team continue to face challenges that have prevented them from translating the recommended support to actual support provided. Comparative figures can be seen in Appendix 3.

<b>2020/21</b>						
<b><u>Support Method</u></b>	<b><u>Recommended</u></b>	<b><u>Costings</u></b>	<b><u>Potential Income</u></b>	<b><u>Claimed For</u></b>	<b><u>Income</u></b>	<b><u>Percentage of Potential Income Claimed</u></b>
<b>Study Skills Hours</b>	98	£65.00	£6,370.00	27	£1,755.00	27.55%
<b>Totals</b>	98		£6,370.00		<b><u>£1,755.00</u></b>	27.55%



## Internal Support Worker Hours (Reader/Scribe)

The type of support provided by the internal Reader Scribes include:

- Visual Impairment support
- Hearing Impaired support
- In class support
- Library support
- Orientation support
- Note taking support
- Proof reading support
- Transcription of lectures
- Assistive Technology support

When in class support is provided to HE students from our bank of Reader Scribes, we can reclaim the funding from SAAS, as part of the student's DSA award. A breakdown of the income generated can be seen in the tables below, highlighting the income generated for Perth College through this service.

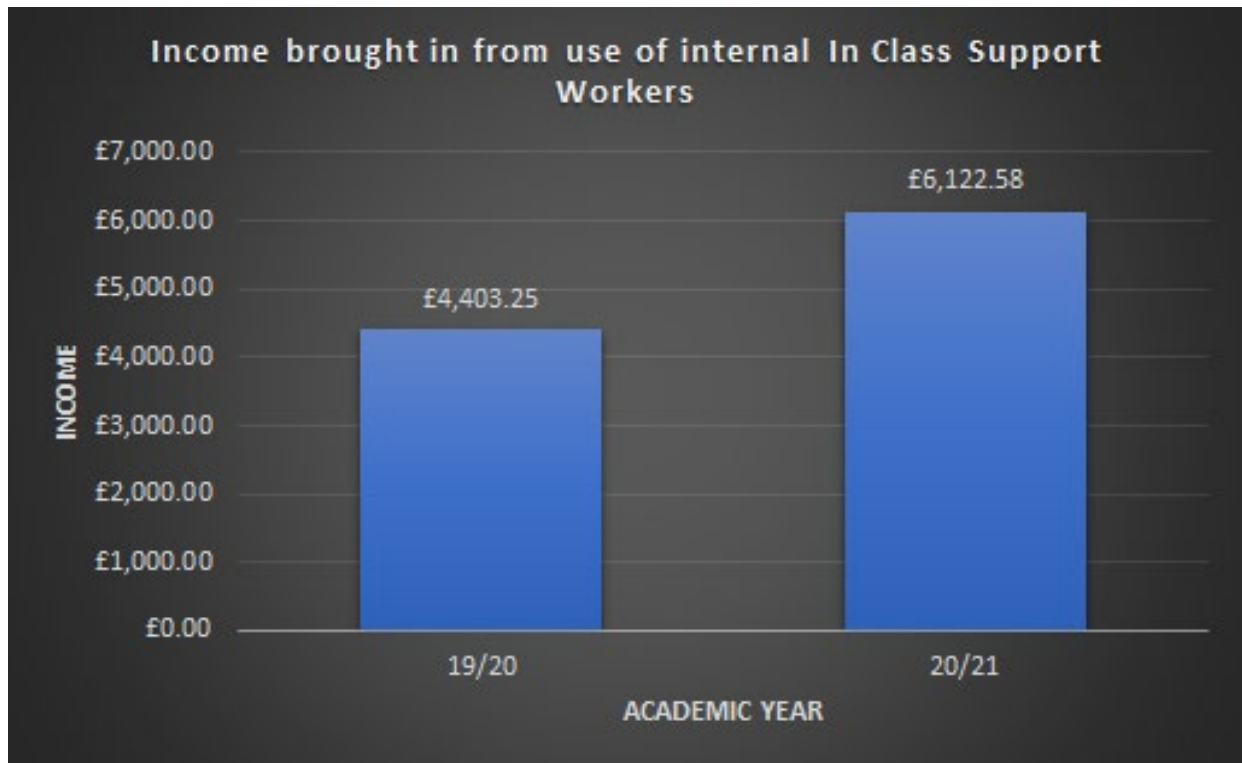
A chart is also shown to show the increase, which we would hope to continue to increase in the future as a source of income.

### Academic Year 2019/20

<u>Student</u>	<u>Time Frame</u>	<u>Hours</u>	<u>Hourly Rate</u>	<u>Claimed for</u>	<u>Paid</u>	<u>Staff Cost</u>	<u>Profit</u>
Student A	Total	358. 25	£12.00	£4,299.0 0	£4,299. 00	£3,482. 19	£816.81
Student B	Total	122. 75	£12.00	£1,473.0 0	£1,473. 00	£1,193. 13	£279.87
Student C	Total	419. 5	£12.00	£5,034.0 0	£5,034. 00	£4,077. 54	£956.46
Student D	Total	474	£12.00	£5,688.0 0	£5,688. 00	£4,607. 28	£1,080. 72
Student E	Total	6	£12.00	£72.00	£72.00	£58.32	£13.68
Student F	Total	392. 5	£12.00	£4,710.0 0	£4,710. 00	£3,815. 10	£894.90
Student G	Total	4.75	£12.00	£57.00	£57.00	£46.17	£10.83
Student H	Total	153. 5	£12.00	£1,842.0 0	£1,842. 00	£1,492. 02	£349.98
				£23,175. 00	£23,175 .00	£18,771 .75	£4,403. 25

### Academic Year 2020/21

<b>Student</b>	<b>Time Frame</b>	<b>Hours</b>	<b>Hourly Rate</b>	<b>Claimed for</b>	<b>Paid</b>	<b>Staff Cost</b>	<b>Profit</b>
Student A	Sep-Jun	121	£12.00	£1,452.00	£1,452.00	£1,127.72	£324.28
Student B	Sep-Jun	309.75	£12.00	£3,717.00	£3,717.00	£2,886.87	£830.13
Student C	Sep-Jun	313.5	£12.00	£3,762.00	£3,762.00	£2,921.82	£840.18
Student D	Sep-Jun	356.5	£14.00	£4,991.00	£4,992.40	£3,322.58	£1,669.82
Student E	Sep-Jun	525.25	£14.00	£7,353.50	£7,353.50	£4,895.33	£2,458.17
				£21,275.50	£21,276.90	£15,154.32	£6,122.58



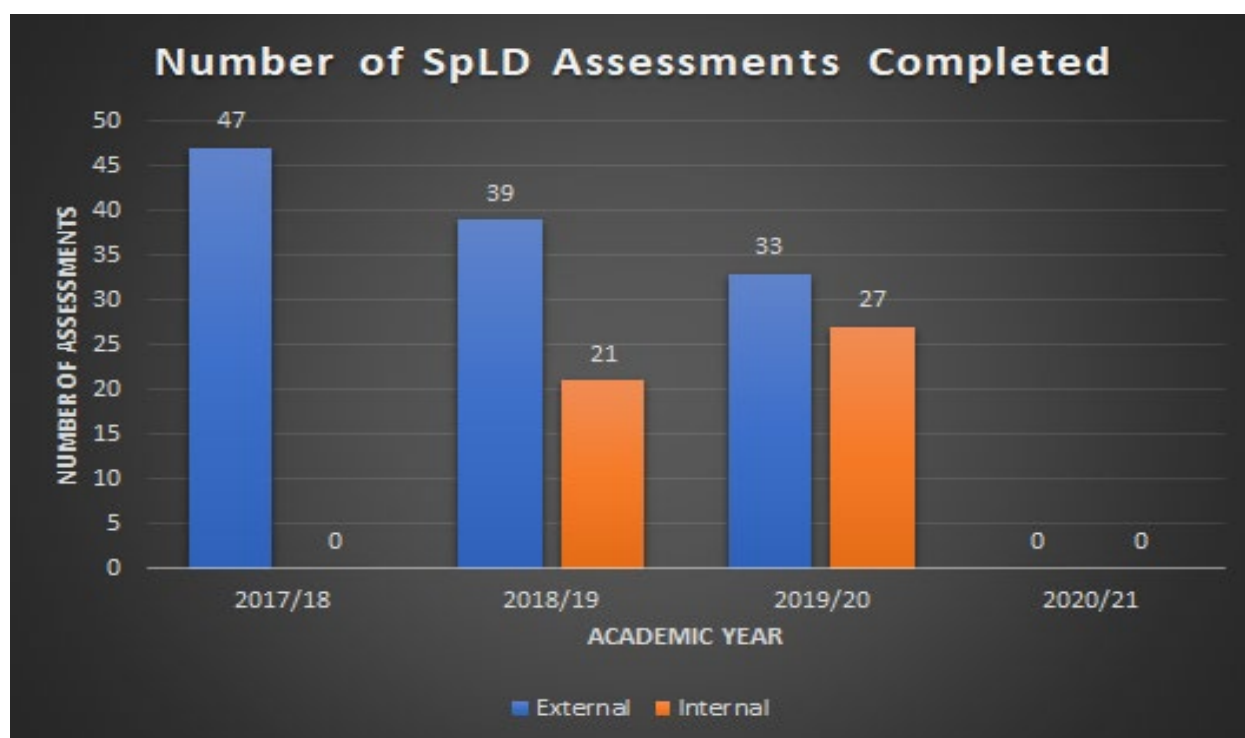
## Diagnostic Reports

A few years ago, the Additional Support Team Leader completed the Associate Membership of the British Dyslexia Association training. This allowed the Additional Support Service to offer students in house diagnosis, as follows:

- Meets the British Dyslexia Association (BDA) criterion for competent observation of dyslexic difficulties.
- Fulfils the BDA criterion for competent assessment of the cognitive abilities and difficulties of students who fail to become competent in literacy and/or numeracy
- Fulfils the BDA criteria for reflective and critical appraisal of a range of learning and structured, sequential, multi-sensory language and numeracy teaching programmes
- Fulfils the BDA criteria for production and critical evaluation of appropriate programmes in relation to the assessed needs of a range of dyslexic learners.

This qualification allows the Additional Support Team Leader to diagnose Specific Learning Difficulties (SpLD). This has resulted in the number of assessments completed by our external SpLD assessor reducing, in turn reducing the cost to the College to provide this service. Further, this has also resulted in the number of SpLD reports increasing, meaning that more students get access to Disabled Students Allowance and are supported appropriately.

Below is a graphical representation of the number of SpLD assessments completed in the last number of years.



As shown above, in Academic year 2020/21, no assessments were carried out – internally or externally. This is a result of the pandemic and the result of home working, the British Dyslexia

Association stated that these assessments were not to be carried out remotely. Without the ability to do face to face assessment, assessments were frozen for one year. The introduction of Assessment of Needs began in May/June 2021, the figures for this will be shown in the 2021/22 annual report. Further, remote assessment was approved and began in the summer of 2021 – again, this will be discussed in more depth next year.

The figures below demonstrate the saving to the College as a result of the internal SpLD reports completed.

<b>External SpLD Reports</b>		
<b>Year</b>	<b>Number</b>	<b>Cost</b>
2017/18	47	£ 12,925.00
2018/19	39	£ 10,725.00
2019/20	33	£ 9,075.00
2020/21	0	£ -

<b>Internal SpLD Reports</b>		
<b>Year</b>	<b>Number</b>	<b>Saving</b>
2017/18	-	-
2018/19	21	£5,775.00
2019/20	27	£7,425.00
2020/21	0	0

## Student Feedback

At the end of each academic year, the Additional Support Service seek feedback from the students who have accessed support. Feedback received from students allow the shaping and delivery of the services that they access, allowing the Service to see what can be improved each year for future students.

All students who had a PLSP via the Additional Support Service were sent a link to a short online survey. Typically, the Service send out the questionnaire in a variety of medium, allowing increased accessibility. Unfortunately, owing to the pandemic, electronic means were the only available option this year. A decrease was seen in the number of responses, circa 45% - this was expected due to the online nature of the questionnaire, some students prefer manually completing the survey.

Below is the table of the questions usually asked during the feedback survey:

<u>Question</u>
Availability of Appointments
PLSP Interview - Rate
Interview Space - Suitability
SpLD Diagnosis - Rate
Disabled Students Allowance (Timescale)
Disabled Students Allowance (Effectiveness)
Study Skills Support - Internal
External Agencies - Rate
Alternative Assessment Arrangements - Rate
Additional Support Team - Overall

This year the questions were adapted slightly to reflect the changes to the service as a result of home working:

<u>Question</u>
Availability of Appointments
Options for Meetings
PLSP Effectiveness
AAA (Alternative Assessment Arrangements) Effectiveness
SpLD Assessor - Rate
DSA Timescales - Rate
DSA Funding - Effectiveness
Internal Study Skills - Effectiveness
External Agencies - Rate
Additional Support Team - Overall

Responses were, overall, positive. A common theme in responses related to the difficulty in online working, and difficulties with SAAS and the process changes. A table of responses can be seen below:

<u>Question</u>	<u>Very Good</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>	<u>Very Poor</u>	<u>N/A</u>	<u>Total Responses</u>
Availability of Appointments	45%	30%	21%	0%	3%	0%	100%
Options for Meetings	48%	24%	18%	6%	3%	0%	100%
PLSP Effectiveness	48%	30%	12%	6%	3%	0%	100%
AAA Effectiveness	21%	24%	9%	0%	0%	45%	100%
SpLD Assessor - Rate	30%	9%	0%	3%	3%	55%	100%
DSA Timescales - Rate	24%	12%	15%	0%	9%	39%	100%
DSA Funding - Effectiveness	33%	12%	3%	3%	9%	39%	100%
Internal Study Skills - Effectiveness	18%	12%	0%	0%	6%	64%	100%
External Agencies - Rate	33%	3%	0%	0%	0%	64%	100%
Additional Support Team - Overall	55%	27%	6%	9%	3%	0%	100%

The option was provided to students to leave any comments they wished under each question, a selection of which are below.

#### **Negative Response**

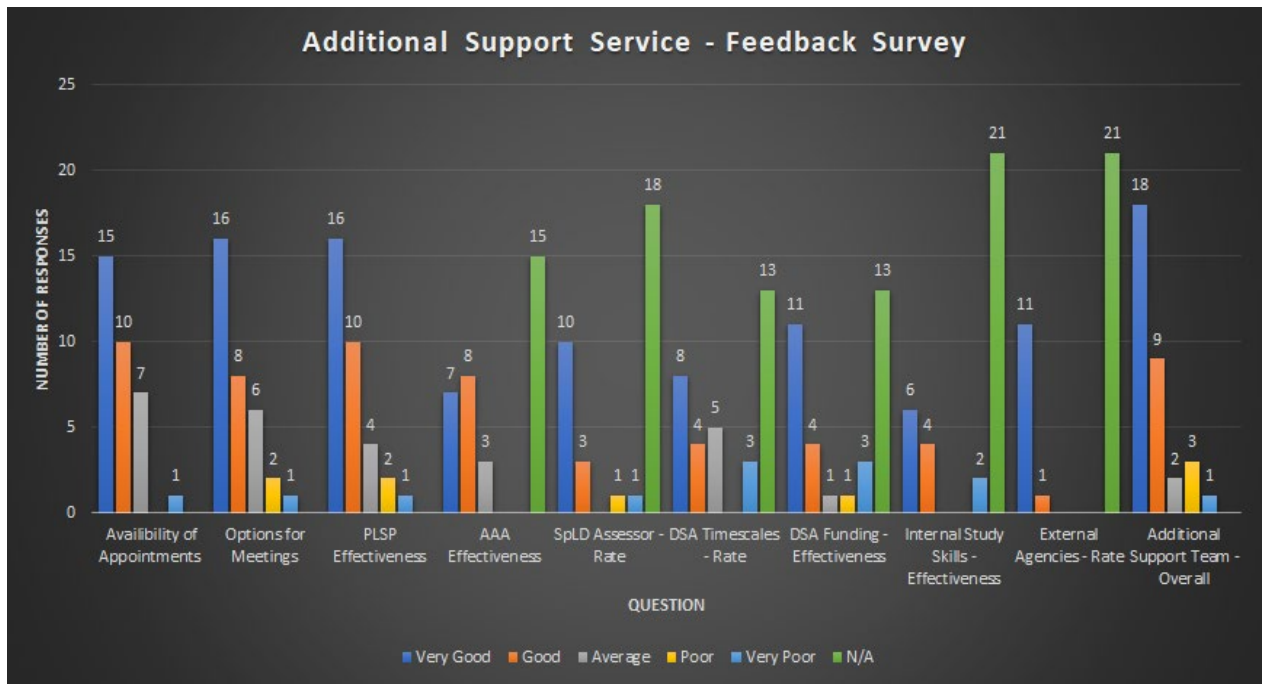
“I had my initial assessment appointment but then we went into lockdown and there was no further follow up”

#### **Positive Response**

“This was helpful as the unexpected happening referring to cyberattacks and industrial actions”

“Craig was really good, also made me feel comfortable the whole way through the process”

A graph can be seen below to highlight the responses received from the questionnaire:



## Highlights

Promotions were seen within the service, with the Additional Support Team Leader receiving a promotion to Student Services Manager and the Additional Support Administrator being appointed as Additional Support Officer on a temporary basis.

Craig, our Additional Support Officer was nominated for his 3<sup>rd</sup> OBI award in a row.

## Lowlights

The level of staffing which continues to be a major concern, discussions have taken place regarding the difficulties faced by the Service with regards to part time contracts and temporary staffing – the Student Services Manager is aware of these difficulties and is continuing to work on permanent solutions.

Working from home also had significant impacts on the Service and the Additional Support Officers during academic years 2019/20 and 2020/21. The reintroduction to office working and face to face meetings with students has improved staff morale greatly.

The cyberattack of March 2021 also brought great difficulty to the Service, staff were unable to access files or Student Records for almost three months which effectively brought the Service to a standstill. The reintroduction of our files via SharePoint has been a welcome improvement but getting used to new systems has brought up its own challenges as we learn and work simultaneously, whilst trying to maintain an effective service.

## New Plans

The new Additional Support Officer (if permission from the Head of HR is forthcoming) will be undertaking the PDA Strategies to Facilitate Inclusive Learning and Working which would allow them to conduct internal Needs Assessments for students. This would allow the Service to undertake more Needs Assessments in house, negating the need to source as much support externally and allowing the Service to bring in increased income again.

The Additional Support Service would also like to continue work previously started with lowering the Gender gap, as mentioned earlier in this report.



## Counselling Service

The service offers free confidential face to face or online counselling to all students at Perth College UHI. This is provided by three British Association for Counselling and Psychotherapy (BACP) registered in-house counsellors (equivalent to two and a half full-time counsellor). Students can self-refer by emailing the counselling inbox or specific counsellor, be referred by academic or support staff or via other members of Student Services. Counselling is offered by a blended approach of face to face and online sessions. The college offers short-term 6 session blocks.

## Counselling Statistics

### Waiting Times

Average waiting time from referral to assessment in days

2014 - 15	2015 -16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21
43	31	21	24	15	14	7

We had a reduction in referral to assessment date compared to last year by 50%. This is due to students being offered the online application form to complete rather than waiting for an initial assessment appointment. Having the application available online has meant that students do not need to now wait to be assessed unless they opt for an initial assessment with a counsellor.

	2017 – 18	2018 – 19	2019 - 20	2020 - 21
Shortest Waiting Time	Same day assessment	Same day Assessment	Same day assessment	Same day assessment
Longest Waiting Time	96	70	68	62

Waiting times between referral to a student being offered an assessment date is impacted by how long it takes for a student to respond to the service. We make contact with a student normally on the same day as the referral to offer an initial assessment, but they may not respond until sometime later.

### Average waiting time from assessment to first counselling session

2014 - 15	2015 -16	2016 - 17	2017 -18	2018 - 19	2019 - 20	2020 - 21
43	20	31	23	27	50	7

Average waiting time from assessment to first session is exceptionally low this year and this will be due to having an additional full-time counsellor to the service and also having Rowan Consultancy available for external referrals.

	2017 – 18	2018 – 19	2019 - 20	2020 - 2021
Shortest Waiting Time		1	2	3
Longest Waiting Time		107	209	91

Longest waiting times can be reflective of the time it takes for a student to engage back with the service. Sometimes an initial assessment will be carried out and an offer for counselling is offered but often it can take a student some time to respond to this offer and then set up of sessions.

#### Average waiting time from referral to start of counselling

2019 - 20	
Average Waiting time	66
Shortest	7
Longest	248

2020 - 21	
Average Waiting time	11
Shortest	3
Longest	100

All waiting times from referral to start of counselling had reduced from the previous year. This may be due to having more counsellors to counsel students. In 2020/21 we had 1 extra full-time counsellor compared to 2019/20. The reduction in days will likely also be because we had administrative duty for the service being covered every day on an alternate basis so student's referrals could be processed and allocated in less time. There was also the introduction of the online application, cutting down the waiting time for an initial assessment to be booked and attended. Applications could be received and processed and then student be allocated a counsellor in less time that in the previous year meaning less waiting time.

#### Students Counselling

	2017-18	2018-19	2019-20	2020-21
<b>Number of Students Counselling</b>	56	62	67	133

Total Number of students counselling 133 (208-75 (did not engage/counselling no longer required)

44 referred to Rowan

89 counselling by Perth College UHI counsellors

Number of hours counselled = (618 Perth College) + (264 Rowan/based on 44 students being offered 6 sessions each) = 882 hours

Number of initial assessments offered

	2018-19	2019-20	2020-21
Number of Assessments offered (including second assessments)	110	122	133

Referrals

Number of referrals

	CF	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	% Change
2020/21	?	6	18	34	35	18	22	26	22	15	10	2	208	99.5%
2019/20	15	0	24	28	20	4	3	4	4*	3*	0*	0*	105	-3.67%
2018/19	0	0	18	20	19	8	16	5	11	2	10	0	109	n/a

CF = Carried forward from previous academic year

\*COVID-19 Lockdown

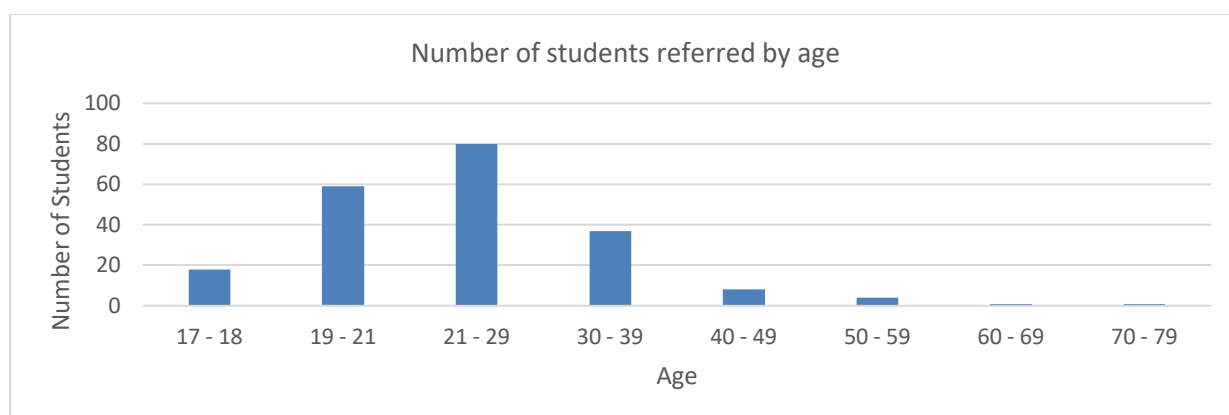
Referral characteristics

Gender

Gender	Number of Students Counsellled	Percentage (%)
Male	94	65
Female	47	33
Non-binary	3	2

Age

The youngest student referred was 15 whilst the oldest was 75. Just 32.02% of students counselled were aged 21 or younger.

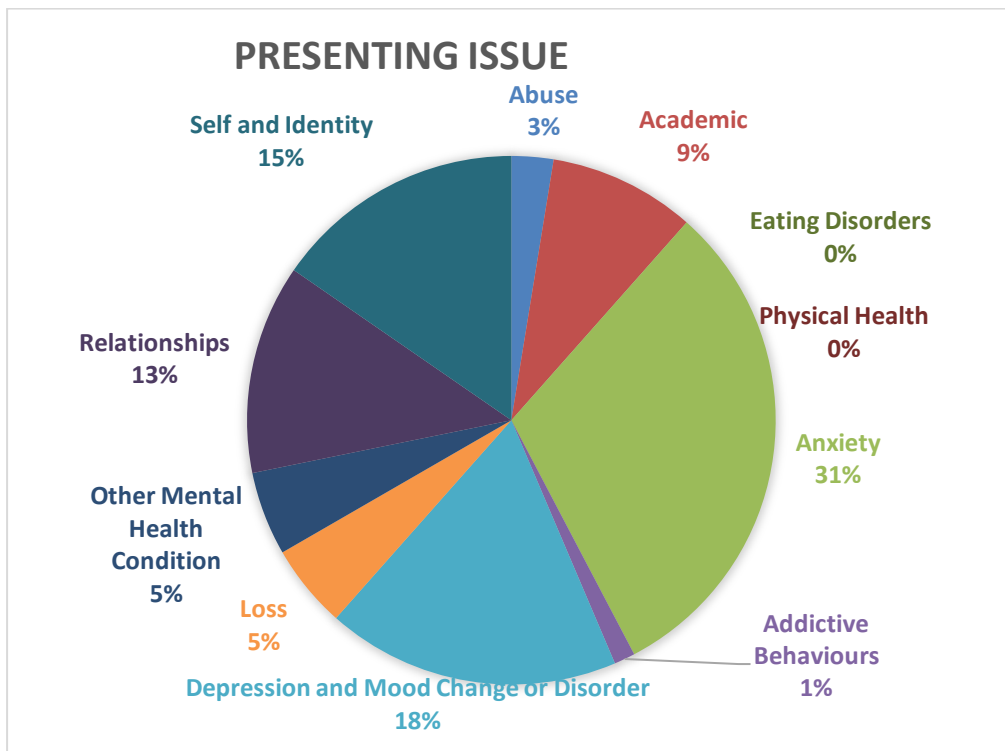


## Further Education/Higher Education breakdown

	Number of Student referred	Percentage
Further Education	65	31%
Higher Education	143	69%

## Presenting Issues

Below is a breakdown of the presenting issues which were the basis of the students' counselling sessions.



## Counselling Evaluation and Feedback

### The CORE Outcome Measure (CORE-OM)

This is a client self-report questionnaire designed to be administered before and after counselling. The student is asked to respond to 34 questions about how they have been feeling over the last week, using a 5-point scale ranging from 'not at all' to 'most or all of the time'. The 34 items of the measure cover four dimensions:

- Subjective well-being
- Problems/symptoms
- Life functioning
- Risk/harm

The responses are designed to be averaged by the practitioner to produce a mean score to indicate the level of current psychological global distress (from 'healthy' to 'severe'). The questionnaire is repeated after the last counselling session; comparison of the pre-and post-counselling scores offers a measure of 'outcome' (i.e. whether or not the student's level of distress has changed, and by how much).

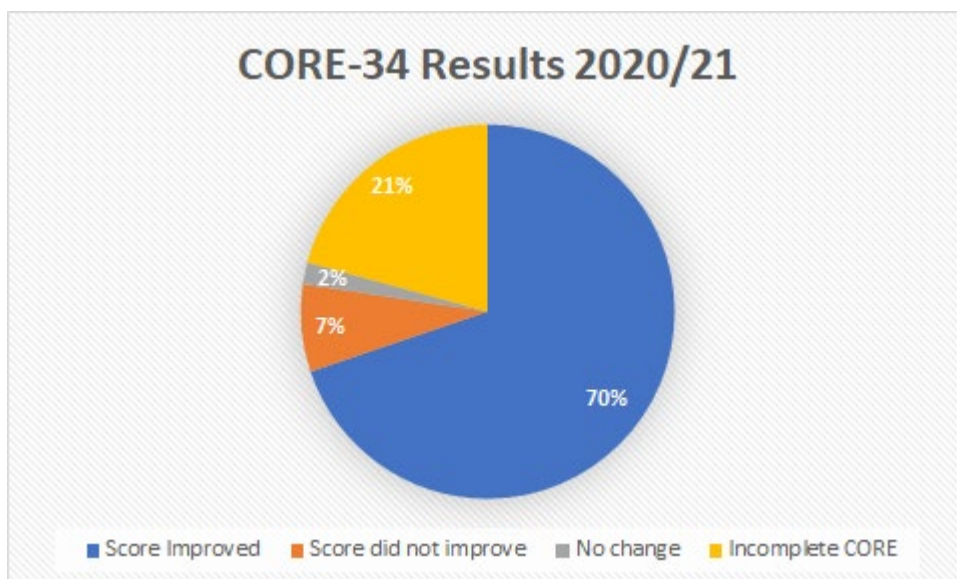
### Results of CORE-34 forms for 2020/21

Score improved = 37

Score did not improve =4

No change = 1

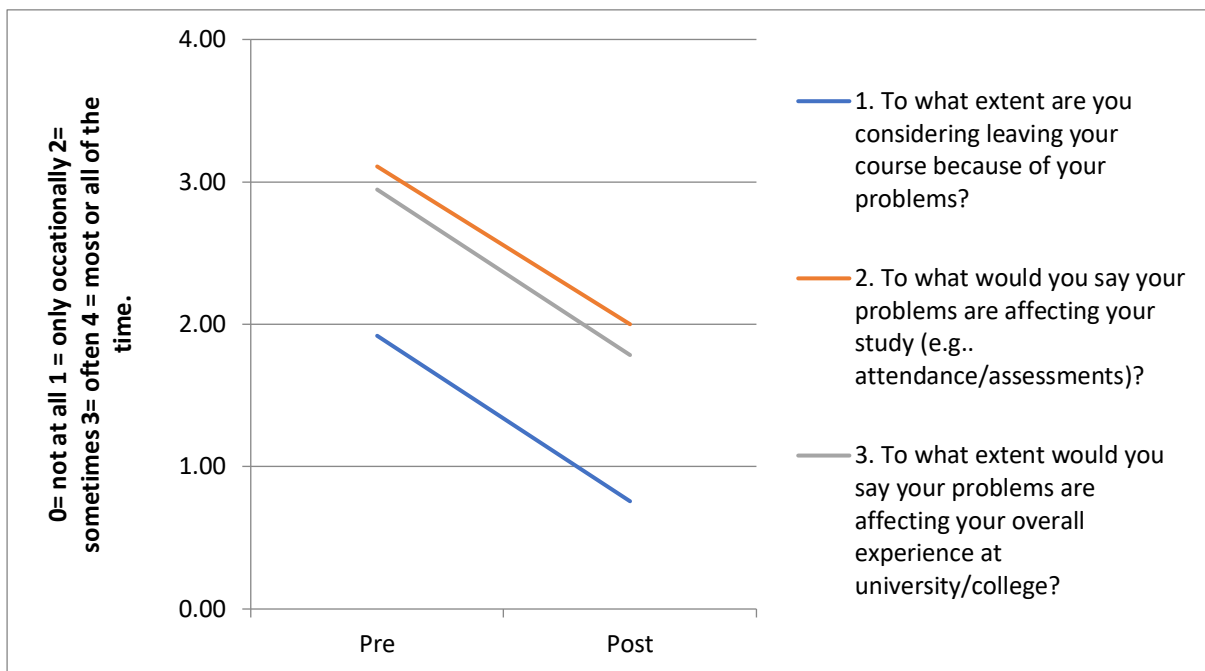
Incomplete CORE = 11



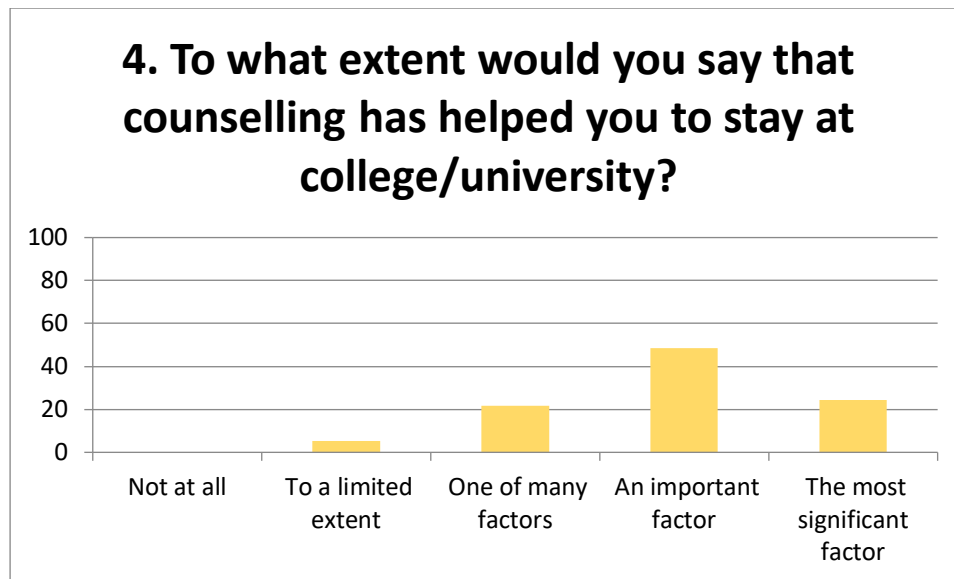
The figure of 37 improved CORE-34 shows us the students that completed all 3 CORE forms. All three CORE forms need to be present to provide a complete process of CORE and a result. Some students either don't get to the end of their agreed 6 sessions or they don't send the CORE forms back. This means that a full representation cannot be registered.

### CIAO (Counselling Impact on Academic Outcomes)

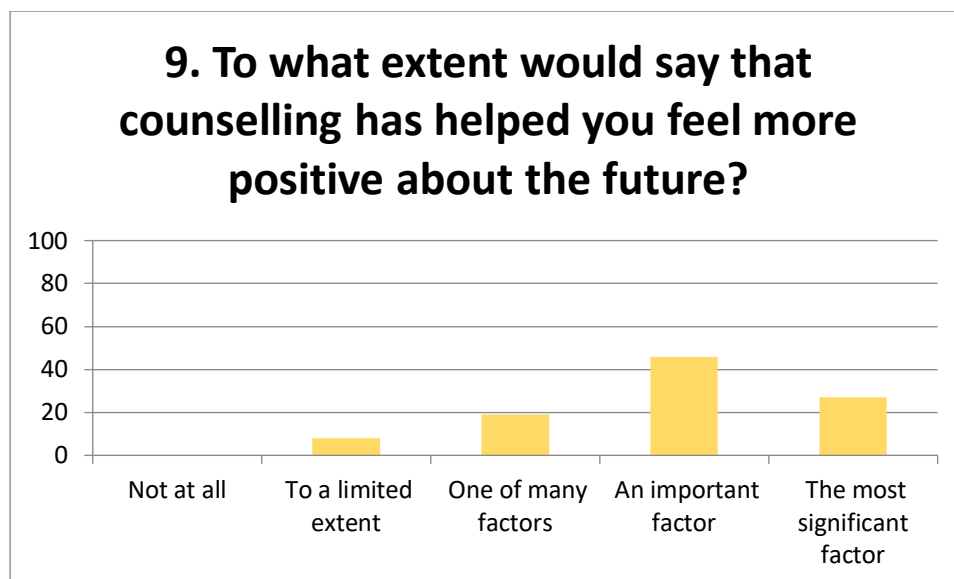
The following graphs are generated by the results of feedback using the CIAO tool. The results show that for many of the students who accessed counselling it had a positive impact on their ability to stay at college, contributed towards an improved overall college experience and has helped with feelings of positivity for the future for our students.



## Retention



## Outlook on Future



## Written feedback

As well as collecting feedback in the form of CORE-34 and CIAO, we also send students an end of counselling form (SS304c) which asks them to describe ways in which counselling helped them and also ways in which they found counselling or any aspects of the service unhelpful. This type of feedback allows us to shape the service for our students.

Some quotes from feedback form from 2020/21 included: -

“With your help I managed to start “walking” again, to find a reason behind the facts of what happened and has been happening in my life”.

“I found it very helpful to talk to someone who did not have any preconceived notions about me”.

“I am very satisfied and grateful for the experience I had”.

“I now have so much more confidence in my capabilities, counselling was super helpful. It has also helped me improve my self esteem and understand why I have felt the way I have”.

“I am very satisfied and grateful for the experience I had”.

“I now have so much more confidence in my capabilities, counselling was super helpful. It has also helped me improve my self esteem and understand why I have felt the way I have”.

### **Service highlights**

Moving to an online service

Definitely one of our highlights and successes was moving from a fully face to face service over to a fully online service. This was a huge job which included editing and updating all of the current paperwork to online forms. Newly online trained staff then began to counsel students via online mediums including video conferencing, voice only, phone, instant messaging and email.

### **External Counselling**

Due to the funding provided via the Scottish Funding Council (SFC), we were able to work in partnership from December 2020 to the end of June 2021 with Rowan Consultancy. This meant no waiting lists for our students which was a welcomed highlight for our service and our **students**.

### **Our Counsellor Recommends emails – New Service**

We began as a service to send out email's fortnightly to students. These emails are entitled ‘Our Counsellor Recommends’ and they are a way of sharing valuable resources with the whole of the student body. We work with students one a 1:1 basis but we realised that some of the resources we were using in private sessions may be useful for other students.

Writing out to all students via the PC Student Wellbeing group also allows us to reach out to students rather than expecting them to reach out to us. We wanted to reduce any barriers for students to get in touch with us. Since sending out these emails we have directly received self-referrals and enquiries for counselling.

### **Participation on the Student Mental Health Group**

We did not previously have counsellor representation at these meetings. Being a part of this UHI network means that the counselling service is contributing towards the agenda of Healthy Body Health Minds and the UHI Mental health Agreement. The counselling service ensures that they cover the themes and topics of key mental health awareness days by either contributing towards an event or touching on these within our ‘Our Counsellor Recommends’ emails.



## **Drop-ins**

Counselling drop-ins were reinstated in semester two. These were offered by both full-time counsellors and were being offered to include both face to face and online offerings.

## **Service challenges**

Working together in an online manner

It was a challenge trying to overhaul an entire service from fully face to face to fully online. This was even more challenging when the requirement was to do so online. Where aspects of working together are more easily managed when able to do so face to face this was not an option during the pandemic. It took a lot of organisation, patience, determination and hard work by every member of the counselling service.

## **Staff changes**

The counselling service experienced some staff changes during the academic year. The part time member of staff left the service towards the end of the easter break. A new counsellor was recruited but did not start until the start of the next academic year. We had the benefit of being able to refer to Rowan Consultancy but onward referral to the external agency all had to go via our service making it incredibly time consuming and a lot of extra administrative work to add onto our day.

## **Suicide and Risk Intervention Policy**

The Suicide and Risk Intervention Policy: Protecting Our Students from Harm and the Suicide and Risk Intervention Staff Guidance: Protecting Our Students from Harm were passed to the Counselling Service for use in August 2021. Having this policy now in place means that as a counselling service and wider Student Services Team we have uniformity to how suicide and risk within our roles. This is highly important when counselling staff are covering the duty cover and can be working with students in crisis. Counselling staff are familiar at assessing risk via the CORE assessment tool, having this additional policy now means we would be referring to this should the need arise.

## **Conclusion**

### **CPD**

All counsellors attend generic training in relation to their role e.g., gender based violence, ASSIST, Scotland's Mental Health First Aid. It is also a requirement of the roles that counsellors are able to access counselling specific CPD. The reason for this is to enhance additional clinical knowledge and information on important themes and therapeutic approaches necessary when counselling. All counsellors are registered members of the British Association for Counselling and Psychotherapy (BACP) and one of the requirements of this level of registration is the fulfilment of at least 30 hours

## Wellbeing and Support Service

The role of the wellbeing and support service is to provide mental wellbeing support for current students at Perth college UHI. The wellbeing and support service is made up of a student support worker (SSW) and two wellbeing and support officers (WBSOs). Both the SSW and the WBSOs are responsible for being on duty one day of the academic week. Duty is in place to support students who are in crisis or deep distress and who may pose a danger to themselves or others. While on duty the SSW or WBSOs are required to check and respond to email coming into the student support email address.

### Student Support Worker

The Student Support Worker role is diverse and includes supporting students with personal and attendance issues as well as offering support around transition to college and ongoing support for those students who require help adjusting and coping with college life. Monitoring the BRAG system and highlighting those with attainment and/or performance issues. Providing daily drop-in sessions within the hub. Offering emotional and behavioural support to students. Working in partnership with individual Personal Academic Tutors (PATs) to ensure all agreed supported measures are being monitored and implemented. The Student Support Worker (SSW) is available to provide emotional and guidance support for students throughout the year, referring students to internal and external support if required. The SSW runs the daily student support drop-ins in the hub and offering support appointments out with drop-in times. The SSW is the first initial contact for students in providing support and is the support contact for care experienced students, creating support plans if required along with assisting to apply for Care Experience Bursary and the Helping Hand Scholarship for care experienced people. The SSW also co-ordinates the Get Ready for College pre-entry workshops and can also assist with any difficulties Students may be having with attending college. The SSW role also offers support for any student who presents with emotional distress or in crisis.

The Student Support Worker can help students with the following issues:

- Personal issues including housing concerns, relationship, family or flatmate issues
- Attendance and attainment via BRAG
- Financial guidance including budgeting
- Emotional support and guidance
- Stress including exam stress
- Worries and concerns about themselves or someone they know
- Self-image and self-esteem issues
- Referrals to internal and external support

## Care Experienced Students

Pre-entry drop-in sessions were offered to students who disclosed as being care experienced on application. The offer was for students to come in at the end of August alone or with a guardian or carer and familiarise themselves with the campus before induction and to meet the Student Support Worker.

Co-ordinated support plans were offered to all students who disclosed on application as being from a care experienced background. No Support Plans were taken up, however, Care Experienced Students still kept in contact for support throughout the academic year. The Student Support Worker works closely with the FYI group for the best way to offer support to care experienced students.

Care experienced students were emailed at the beginning of term, before Christmas, after the Christmas holidays and then again at Easter time again to reiterate the support options open to them.

## BRAG

The BRAG Attendance and Performance Monitoring Procedure (BRAG) is the college system for supporting student attendance and performance (attainment and attitude).

Regular work has been carried out using the BRAG spreadsheets this year. Emails were produced and sent to PATs on a monthly so they could provide details of concerns they may have about any of their students regarding absence of engagement.

Initial emails were then sent to students offering a chat and support if required. 3 x contacts were done (2 x emails and 1 x phone call) to each student and if no response, an email was sent to PATs to advise and take further.

## Get Ready for College

Out of 33 Students identified for Get Ready for College workshop, only 2 Students attended. This is a poor uptake compared to previous years, however due to COVID-19, this had to be held online rather than in person on the Campus.

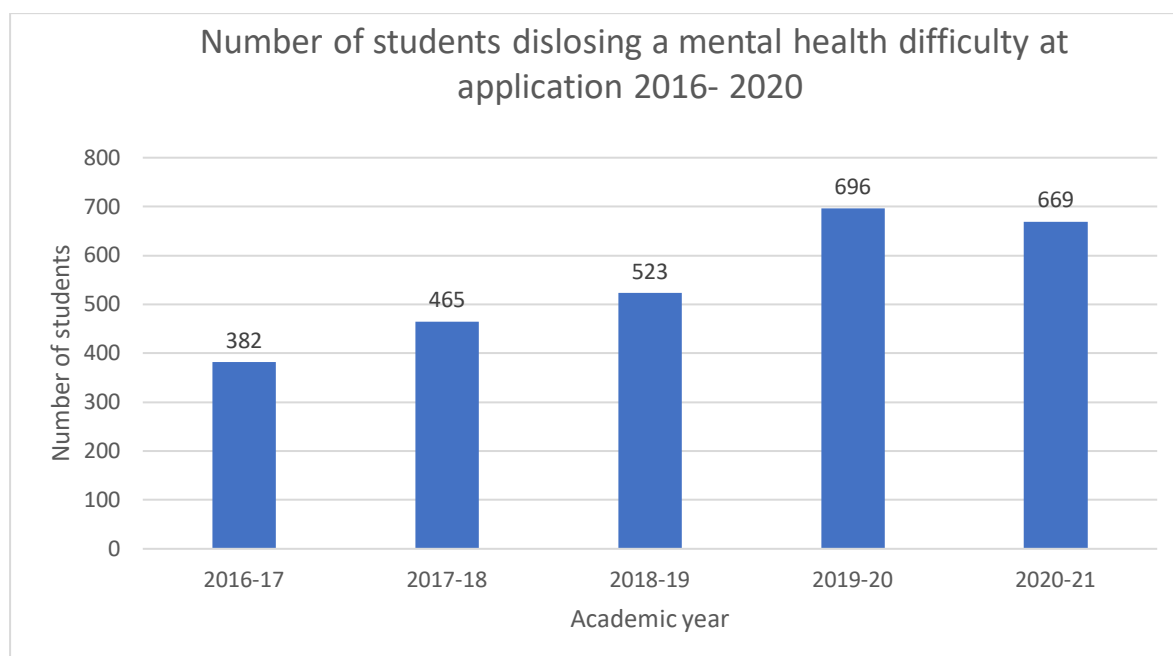
The GRFC workshop was held online between the Student Support Worker and Transitions Officer and included meeting key members of staff, including Scott Young from the Student Funding team, Caroline Curley from the Careers & Progressions Team, Vanessa Robb the Wellbeing & Support Officer and Becky Angus from the Additional Support team. It also included a virtual Campus tour. Key information was given including checking funding applications have been completed and whether anyone is eligible for a PLSP or a Co-ordinated support plan.

## Wellbeing and Support Officer

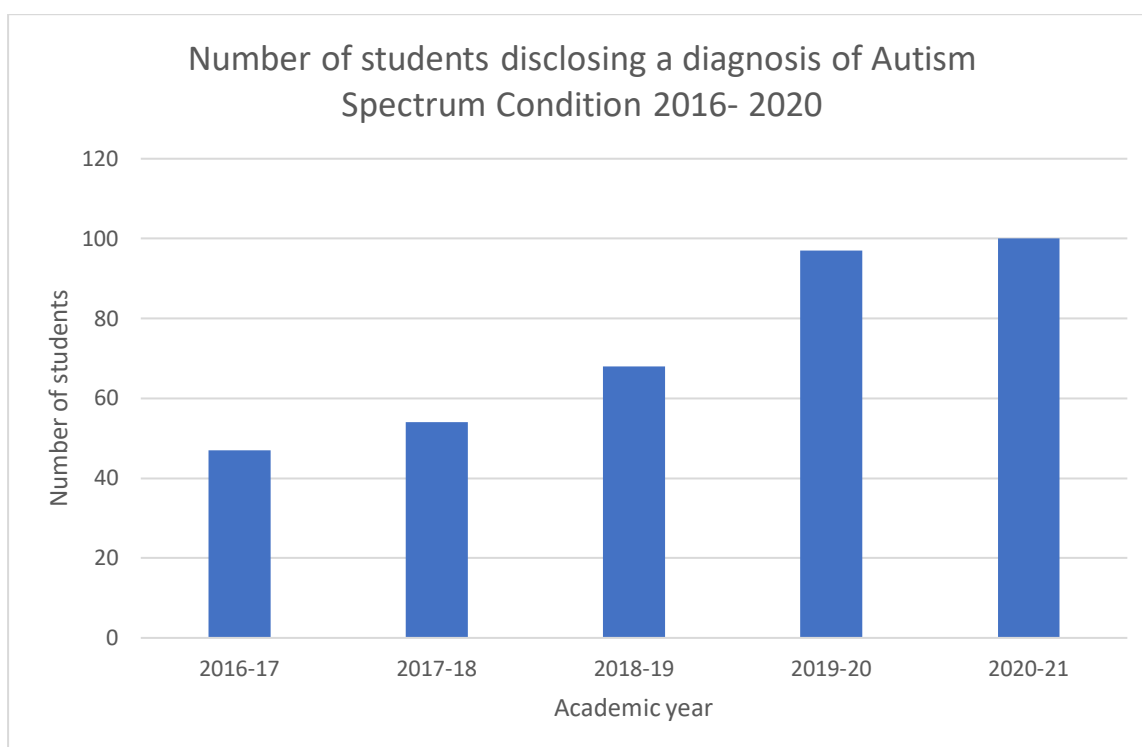
The role of the Wellbeing & Support Officers (WBSOs) is to focus on early intervention and provision of targeted support to students disclosing a mental health difficulty at application or at any stage throughout their studies to foster improvement in mental wellbeing, resilience and subsequent academic achievement. The WBSOs also provide support to students with an Autism Spectrum Condition and complete personal learning support plans (PLSP's) for both students with a Mental Health diagnosis and Autism Spectrum Condition. PLSPs allow the WBSO to offer the student reasonable adjustments with their studies based on their diagnosed condition and offer guidance to lecturers about the best ways for the student to be supported both academically and emotionally. The WBSOs can also provide 1:1 support to students with PLSP who are identified as being susceptible to struggling throughout the academic year.

The WBSOs, where resources allow, offer wellbeing and health support and advise to the wider student population in an attempt to promote healthy choices as well as trying to get the student population to take a more individualised and proactive approach to their own health and wellbeing. It is hoped that by having this awareness as a key part of our role that we can have a positive overall impact on students and their experience while at Perth College UHI and perhaps even reduce the number of students whose mental health worsens over the course of the academic year. This can be achieved through awareness raising, 1:1 support and group work.

Over the last few years, the numbers of students disclosing a mental health difficulty and/or Autism Spectrum Condition at application has increased significantly. The complexity of support requirements and comorbidity of conditions has also increased.



Graph 1: This Chart shows the figures for the number of students disclosing mental health difficulties at application.



Graph 2: This Chart shows the figures for the number of students disclosing a diagnosis of autism spectrum disorder at application.

There has been a continuing rise in the number of students disclosing a diagnosed condition over the years with the majority of students having more than one diagnosed condition. It is worth noting that approximately 60% of students supported with a Mental Health PLSP did not disclose their difficulties at application. This would appear to indicate that many students are choosing not to disclose their condition at application, or they are getting diagnosed with a condition over the course of the academic year.

#### Key Stakeholders for wellbeing and support service

- Students
- Student Services – Counsellors, Student Engagement Officer, Transitions Officer and Additional Support
- PAT’s/tutors
- HISA (Perth and UHI)

#### External Partners

- RASAC (Rape and Sexual Assault Centre) Perth & Kinross
- Community Police
- Cool2Talk (NHS)
- GP/NHS Services

- MCR Pathways
- Perth & Kinross Council: Social Workers; Social Care Officers; Through Care After Care Service; Services for Young People @Scott Street; Services for Children, Young People & Families; Wellbank House
- Foodbank: Collaborative work continues between Perth & Kinross foodbank and Perth College UHI. An agreement means that red food vouchers will be issued as standard, and collection will be from the town centre/the closest Food Bank for the Student. This academic year we have given out 7 red food vouchers. A Christmas food collection is usually run throughout the month of November on campus and Christmas items are collected and all items are donated to the food bank. Unfortunately, as no-one/only a small number of staff were on Campus, no food collection was run this academic year.
- Andy's Man Club
- Woman's Wellbeing hub
- RASAC
- Autism Initiatives
- ADHD+
- Mental Health Agency – a group with members from across the universities of Scotland to talk about the issues coming up in the area of mental health and support.

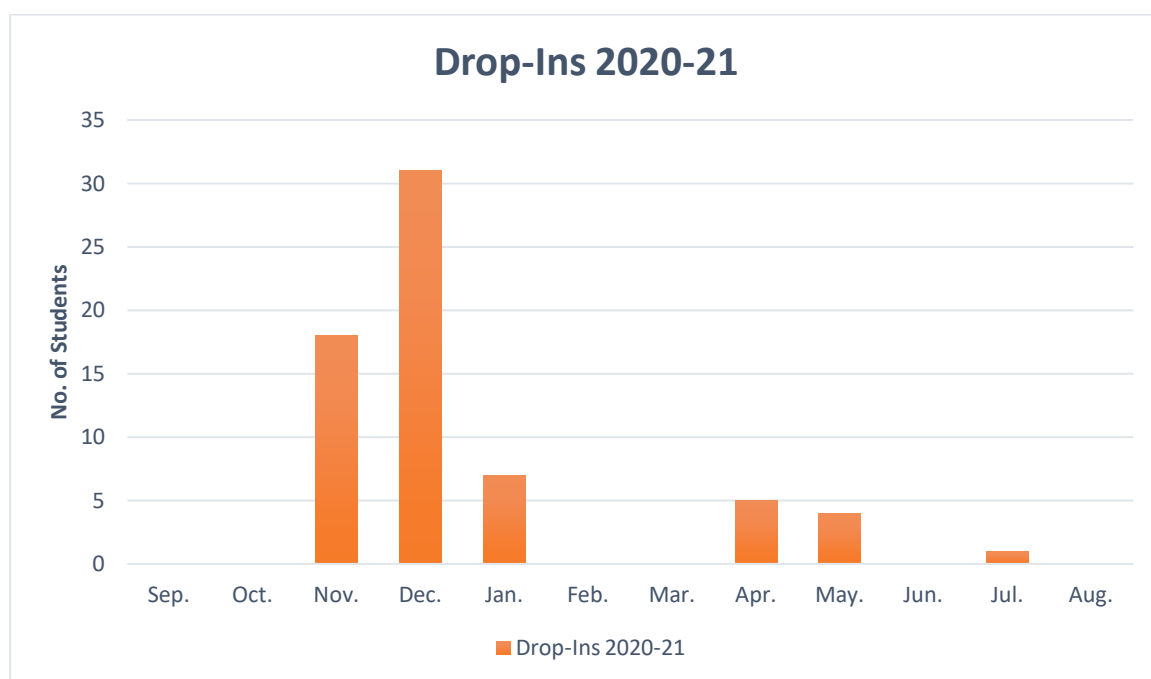
## Key Service Statistics

### Student Support Worker

The total number of students seen by the Student Support Worker for this period was 500. This figure includes students seen in drop-ins, support appointments and crisis situations.

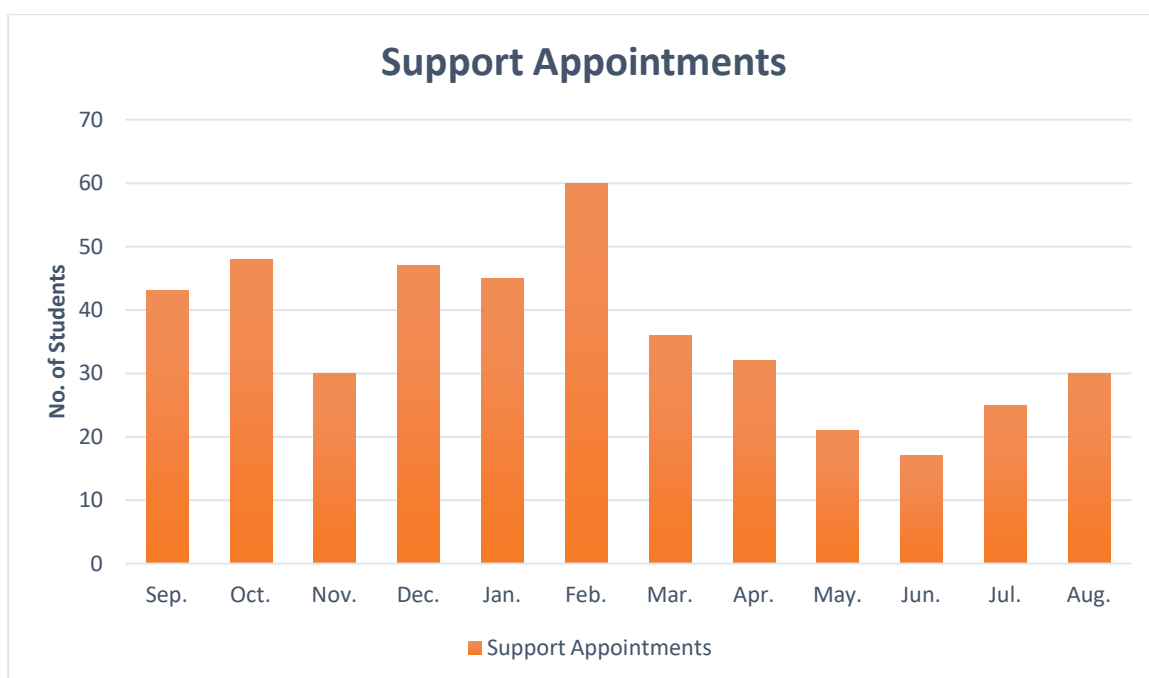
### Drop-ins

There were 66 drop-ins this year, considering we were mostly working from home due to COVID 19. Drop-ins run daily from 9.30-11.30am from within the Student Support Hub. Reasons for referral to student support drop-ins include attendance issues via the BRAG system, financial/funding issues, housing/homelessness concerns, mental health issues, worry/stress, coursework issues, family/relationships issues, care experienced and some others.



### Support Sessions

There were 434 support sessions carried out by the Student Support Worker this year. These include return appointments from students who have come along to drop-in, support which has been outside drop-in times and students who have been referred via the BRAG system.



Referrals to the Student Support Worker came from many sources including other departments, other support staff members, a family member of the student, the Wellbeing and Support Officers, PATs, external organisations or the student themselves.

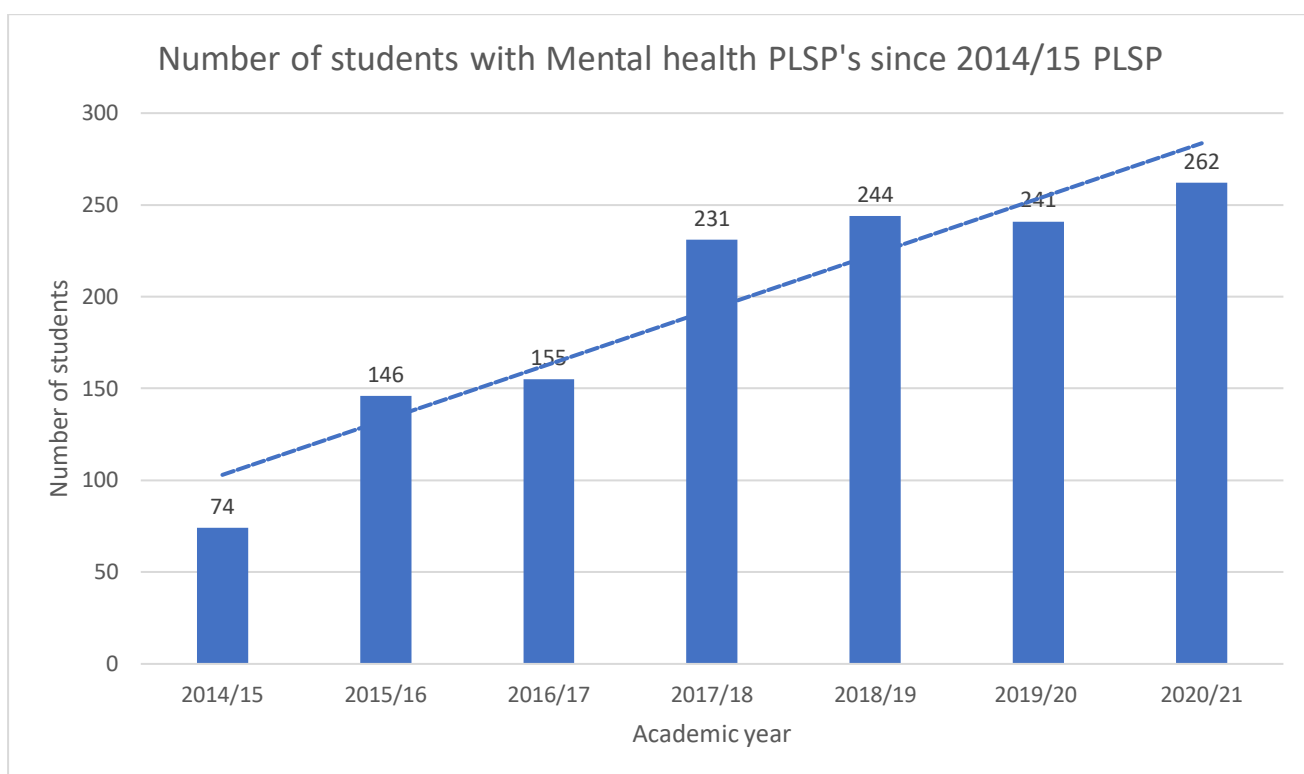
Students who came to speak with the Student Support Worker via either a drop-in or a support session were referred on at times to a variety of sources including the GP, Additional Support team, Careers, Wellbeing and Support Officer, PATs, an external agency, the College Counselling Service, the Learning Zone, the Funding Team or student records.

#### **Wellbeing and Support Officers**

The caseload size of the WBSOs continues to grow with a 69% increase in the number of students supported by them over the last three academic years and a 254% increase since 2014.

A total of 262 PLSP's were written by the two WBSOs for students with diagnosed Mental Health conditions and/or Autism Spectrum Conditions. This is a 69% increase over the last 2-year period and a 254.1% increase since 2014/15. These 262 PLSP's include a small number of PLSP's that were written together with students though not formally completed/shared with teaching staff and remained in draft. A PLSP may remain in draft for a number of reasons e.g. the student suspends studies on health grounds prior to sending the PLSP to teaching staff, student is unable to provide updated required medical evidence or the student no longer wishes to have a PLSP.





Graph 3: This Chart shows the figures for the total number of mental health PLSP's at end of academic sessions for 2014/15, 2015/16, 2016/17, 2017/18, 2018/19, 2019/20 & 2020/21.

As well as offering PLSP appointments the WBSOs do support students who may be experiencing difficulties with their mental health though do not have a PLSP in place. This could be because they do not wish a PLSP to be written or they do not meet the requirements for a PLSP to be put in place. In previous years this number has been recorded and calculated using the database though given the restrictions caused by Covid 19 and this database not working remotely therefore this number cannot be accurately calculated. In previous years (2016-19) approximately 38% of the students supported by the WBSO did not have a PLSP in place. While we are not able to provide an exact number of the student supported who did not have a PLSP it is likely that this would be a similar percentage for the academic year of 2020-21.

In previous academic years the WBSOs have been able to track the number of appointments that they were able to provide over the course of an academic year then further break this number down by the type of appointments e.g., PLSP, support or crisis appointments. Due to the restrictions caused by Covid 19 this was not possible as the database that was used to record such numbers was not accessible while working from home. For reference in the academic year of 2018/19 WBSOs provided 1256 support appointments (including 429 PLSP meetings, 803 support only sessions and 24 crises support appointments) to 415 individual students within Perth College UHI.

In addition to the individual appointments (PLSP, support and crisis) the WBSOs also offered mental health and wellbeing promotion activities, workshops and events throughout the academic year. Workshop and group session were much reduced compared to previous years as a result of covid restrictions and being unable to provide online versions of these session due to the nature of the content and potentially damaging impact this could have on the students in an unsupervised

environment. The WBSOs were able to provide workshops or awareness sessions on the following topics:

- Look after your mate
- Living life to the full
- Mental wealth
- Student support induction talks
- Time to talk – wellbeing maintenance checks

## Continuing Professional Development

### Student Support Worker

CPD for the year includes mandatory and a combination of mostly free events run in college or by local authority.

- Suicide Prevention Training – 2/10/2020
- GBV (Gender Based Violence) First Responder Training – 25/03/2021
- Into to the NTTP (National Trauma Training Programme) – 14/05/2021
- PKAVS: The Care Experienced Student Training – 18/06/2021

CPD planned and in place for academic year 2021-22 includes external training for The Decider Skills: 12 Life Skills, I will also be completing the Counselling Skills Level 2 course externally.

I believe other training that would benefit the Student Support Worker in their role and towards their CPD, would be to complete the COSCA Counselling Skills course via Perth College UHI.

### Wellbeing and Support Workers

- Decider skills
- Mastery over mystery
- One drive demonstration
- Deaf awareness training
- SAMH training
- COSCA

- GBV (Gender Based Violence) First Responder Training

Moving into the next academic year the WBSOs will look to continually improve upon their professional knowledge and adjusting to the ever-changing landscape to ensure we are best placed to be able to offer effective support to the students within Perth College UHI.

## Impact/Feedback Extracts

### Student Support Worker

Feedback has been requested via an end of year survey to establish the impact of the support provided by the Student Support Worker. Going into the next academic year, this will be sent out monthly to students who have received support to provide more frequent feedback and changes made if required.

I believe the impact of the Student Support Worker is one of being vital for students. Being able to have drop-ins available that can be used when required for support or being able to book an appointment is important for Students to feel they have someone to speak to, when they aren't sure where else to go. Having that initial contact person to get general support, or to be referred on to specific support is crucial.

Below are some of the feedback comments from Students via the Jisc Online Survey:

- "I think the general support offered by Apryl was really outstanding and I'm grateful for her care and support in a vulnerable time."
- "My worries were addressed and a plan was put in place to help."
- "I was able to explain my worries immediately and further support was put in place during the initial meeting."
- "She gave me additional advice and resources on dealing with the issues I had raised and made sure the person I was appointed for further support was a great fit."
- "The help I needed from Apryll came within a day and the support she offered was tailored to my needs."
- "Apryll and the counsellor I was passed on to couldn't have been a better fit for me personally. She was so kind and supportive in the initial stages of reaching out for some help and guidance and her encouragement to seek further help that I needed has genuinely helped me to find ways of taking better care of my overall mental wellbeing."

### Wellbeing and Support Officer

Towards the end of the academic year the WBSOs sent out an online survey to find out how the students had felt about their PLSP appointment and the interaction with the WBSO in general. We received 19% return rate after 100 students were contacted for feedback.

When evaluating the impact of the WBSOs role in supporting students to effectively engage in their studies while removing (where appropriate) some of the barriers caused by they diagnosed conditions. When we asked ‘Do you feel the support provided helped you continue with your studies?’ the WBSO received a 89.5% yes return indicting that the student who completed this survey felt that the support provided by the WBSO was having a positive impact on their studies.

Questions		Examples of feedback
Are you happy with the interaction with the WBSO?	89.5% said yes	<ul style="list-style-type: none"> <li>• The WBSO was amazing and really helpful</li> <li>• Very kind and helpful</li> <li>• Best support and thanks is a little word in response to that.</li> </ul>
Did you feel valued and respected by the WBSO?	89.5% said yes	<ul style="list-style-type: none"> <li>• I was treated with respect and was offered every possible support to meet my needs.</li> <li>• Vanessa always makes me feel like I am listened to and she really understands</li> <li>• I always feel respected and valued</li> </ul>
Did you feel your support needs or concerns were met?	89.5% said yes	<ul style="list-style-type: none"> <li>• Vanessa offers ongoing support and I know I can contact her anytime I need to</li> <li>• Always</li> <li>• yes this is ongoing but needs were respected and taken into consideration</li> </ul>

Do you feel the support provided helped you continue with your studies?	89.5% said yes	<ul style="list-style-type: none"> <li>• I cant be at this stage without this support.</li> <li>• I feel I would not have made it this far if it had not been for this continued support</li> <li>• Definitely</li> </ul>
If you require support within college in the future, are you aware of how to get in contact with the Wellbeing and Support Officer?	84.2%	

It is worth noting that the WBSO followed up with a number of students that appeared to be unhappy with the interaction they had with the WBSO or PLSP process as I wished to gain further information about areas of improvement for the WBSO and specifically the PLSP process. From this conversation it came to light that the student had no issues with her interaction with the WBSO and in fact found this quite helpful though was unhappy with the support she had received from other areas of the college including on the academic side. She had also tried to contact the WBSO though her message had never been received. The numbers were not altered even after this came to light. This did bring up some interesting points about the clarity of the survey and making sure students know that this is in relation to the WBSO and the PLSP process and nothing else and also making sure that students know how to contact the WBSO directly to avoid any future confusion.

Moving forward the WBSO will request feedback relating to the PLSP and the support that the students received more frequently and close to the actual appointment. This in turn should offer more reliable and accurate feedback from the students allowing us to better meet the needs of the students and make adjustments more speedily where required.

## Conclusion/Improvement of Services

### **Student Support Worker**

The Student Support Worker will be undertaking training to deliver The Decider Skills: 12 Life Skills to students in the new academic year, alongside the Wellbeing & Support Officers. The Decider Skills uses CBT (Cognitive Behavioural Therapy) to teach children, young people and adults how to recognise their own thoughts, feelings and behaviours, enabling them to monitor their own emotions and mental health. Running these workshops will assist students to learn how to deal with their own mental wellbeing along with noticing it in others and supporting them.

Get Ready for College is also being sent out on offer to all Students to come into college (in small numbers) to tour the entire Campus and their department areas along with being provided key information on who and what Student Services is and the support it provides. Due to COVID-19, people have been stuck at home and anxiety has risen from being around others – bringing students in to visit the Campus in small numbers, can help them feel at ease in the environment before getting started officially.

The small interview room in the Student Support Hub is also being measured to get ventilation fitted so it can be used for a more private area to speak with students. The room is also being looked at to possible fit the Student Support Worker desk in, which will provide more privacy for phone calls with students. This would in turn create the Hub to be a student only zone, without the interference of the Student Support Worker sitting beside them, but close enough in the other room where they can still come to chat for support.

The new Database for the Student Services should be up and running during this academic year – this will make a massive difference in our delivery of support as being able to see general notes and what support is already being provided/has been provided will benefit us so we know what steps we can take next to support our students.

### **Wellbeing and Support Officers**

In previous years within the WBSOs role we had been able to deliver support-based activities (support and workshops) to students though with the continued increase in the number of PLSP being written year on year the ability to offer this support-based activities had dramatically reduce. Towards the end of the academic year the allocation of a third WBSO was put in place with a 4-day contract.

This increase in resources will allow the WBSO to meet the need of the PLSP while being able to meet students in a more timely manner which in turn should have a positive effect of their ability to maintain their studies and be successful as well as assist student to complete DSA applications promptly. It was not uncommon prior to the increase in resources to have a 3-4week waiting list for a PLSP appointments with support appointments normally being crammed into the WBSOs diary and this is not an ideal way of working for either the WBSOs or the students. This previous lack of resources also meant that the WBSO were unable to focus on delivering an impactful college wide approach to improving students' mental health and wellbeing.

Moving forward the WBSOs will look to develop a range of workshops and awareness sessions that could be used to target specific individuals and groups of students who would benefit from such sessions including decision-making skills, resilience, relaxation, dealing with your temper, overall wellbeing, etc. It is felt that this type of support could greatly improve the overall wellbeing and resilience of these students and in turn this should have a positive effect on their academic performance and attainments. These sessions would also be used and offered out to the wider population and could be coordinated to meet relevant awareness days and events. With this increased resource the WBSO can also offer some students 1:1 support when it is felt necessary as well as assisting lecturing staff if any behavioural issues arise. The WBSOs would be able to develop Wellbeing Actions Plans, Suicide Safe Plans and provide solution-focused support to help students improve their wellbeing and academic success. This had not been previously possible as the number of PLSP required was so high that this left not enough time to offer the support-based activities that I have mentioned above.

Moving into the new academic year the WBSOs will aim to collect more feedback through the year instead of just at the end of the academic session as was done previously. With this in mind a Jisc online survey has been created where we are looking to assess how students felt about their individual PLSP session and the support they received from the WBSO then this will be sent out to the student within weeks of their appointments. This along with feedback at the middle and end of the academic year and feedback forms should give us useful information about the PLSP and any improvements that can be made going forward. The WBSO also plan on conducting a survey for personal academic tutors to complete, this will look at how they view the PLSP process and any areas of improvement that can be made as well as any misunderstanding about this process. The WBSOs will continue to collect feedback relating to workshops and supportive work as appropriate to make sure that we are delivering workshops that the students want and need and that these workshops are being delivered in a way that is most beneficial.

Currently the WBSOs do not have an appropriate database and this in turn means we do not have an effective way to seamlessly create, hold and review case notes. Particularly this makes the analysing of these caseloads very challenging with the WBSO currently using a variety of different systems to be able to do this at the moment. It is hoped that in the near future that an appropriate system will be put in place. This is being looked into at the UHI level and this will be rolled out across the partnership, when and if approved. It is hoped that this will allow the WBSOs to complete administrative tasks quicker and also be able to monitor and assess their caseload more effectively. This will in turn make it easier to collect and monitor stats to more effectively evaluate our service.

## Highlights/Challenges

### Student Support Worker

The biggest challenge we faced in 2020-21 was COVID-19. This took a toll on a lot of people's mental wellbeing as they couldn't socialise in person, see family and friends, leave their home unless for specific reasons such as shopping or limited exercise, courses were held online and for those with mostly practical courses were unable to do the practical sides. This was a huge struggle for a lot of students which saw a huge influx of students requiring support and struggling with their online courses. However, this was made difficult for support staff as there was unfortunately nothing we

could do to change this, but to support them through this time and remind them it wasn't forever and of the academic support that was also available through their PAT/tutors and the Learning Zone.

A highlight was the merge of the Wellbeing & Support Service, Student Counsellors, Additional Support, Student Engagement and Transitions into Student Services. It has made us a large and more affective team, sharing our knowledge and experiences along with supporting one another. The merge has made it easier to find the right support for our students and communication between the support areas open and transparent.

## **Wellbeing and Support Worker**

### **Challenges**

#### **IT issues**

The Cyber-attack and resulting issues caused a great deal of difficulties during the 2020-21 academic year. For a prolonged period, the WBSO did not have access to their shared folders and had to use new methods to be able to effectively support students. This generally slowed down everything and made simple tasks harder.

#### **Case management system**

The current case management systems continue to pose difficulties in effectively triaging support provision and maintaining accurate statistics. The in-house database, spreadsheets and UHI wide case management system results in duplication of data entry and neither are conducive to effective case management with increased opportunity for error and students falling through the net. Due to working from home the database was not able to be accessed which makes supporting students with a complex history more tricky as this relied of the WBSOs recall rather than being able to check the students case notes via the data base as was the previous method. This had also meant that WBSOs were not able to see the notes that other members of student services had created for students which leads to confusion and possible duplication of work.

#### **Covid 19**

Covid 19 had a profound effect on not only the WBSOs ability to engage and support students with PLSP but also meant that the general mental health of the student population was worsened due to such a significant change in society as well as the way in which they were being taught with most classes taking place online. It was the WBSOs belief that during lockdown that students were less likely to engage both academically and with the support available with many students becoming quite avoidant and isolated during this time.

During the lockdown caused by Covid 19 the WBSOs found it very hard to developing and maintain relationships with students due to the distanced nature of support. This meant that where in the past we would get to know a student and then they in turn would hopefully feel comfortable enough to come to speak with the WBSO when they were struggling or unwell. Though given that this relationship did not have the strong foundations that it would have been possible in previous academic years that this led to students being less likely to reach out and ask for support when they had been struggling which would have a clear impact on their ability to manage their studies.



## **Medical evidence**

Another challenge that the WBSOs often experience is the time it takes to get medical evidence from a student. Normally this is delayed because the student will have to request this via a medical professional, and this can take weeks and in some cases even longer. There can also be a financial barrier with many GP surgery's charging administrative fees for completing the required medical evidence forms. As a result of these issues the WBSO will often have to delay formally completing and sending out a student's PLSP. In this time a student may experience difficulties because the PLSP is not in place and may fall behind or even have to withdraw from their studies as a result of the delayed reasonable adjustments being put in place.

## **Highlights**

### **Provision of PLSPs**

Even with the difficulties presented by Covid 19 the WBSOs were still able to meet with students and write a high number of PLSP offering reasonable adjustments and supporting students to manage their studies appropriately. The WBSO completed 262 PLSP in the 2020-21 academic year.

### **Class Inductions**

WBSOs engaged with 12 individual class induction sessions to foster awareness of mental health and ensure students were familiar with the Student Support Team and the support provision available across campus. Curriculum areas with highest numbers of students disclosing mental health difficulties were prioritised. This resulted in further disclosures of mental health difficulties and afforded opportunity for early intervention support measures. The WBSOs would like to be more involved in Inductions across all curriculum areas but are limited due to time constraints of meeting PLSP appointment requests and therefore engage only with specific targeted groups.

### **Freshers Student Engagement**

The WBSOs produced videos for Freshers week with the focus on promotion of services available, self-help strategies and upcoming workshops on mental health related topics. The WBSOs also attended online freshers and refreshers events.

### **Mental Health Advisor Network Meeting (Scotland)**

The WBSOs virtually attend the bi-annual MHA network meeting which affords opportunity for networking and sharing best practice in the field of Mental Health support across the HE sector in Scotland. This group also ensures practitioners are kept abreast of any central government directives in relation to Mental Health Support for students and changes in local NHS/Third sector support provision.

## **Workshops**

The WBSO delivered a variety of workshops over the course of the academic year in an attempt to be able to support students effectively. These workshops included Look after you mate, Living life to the full, Mental wealth and wellbeing maintenance talks.

### **Look After Your Mate Workshop**

Workshop developed by “Student Minds” charity which aims to equip students with the knowledge and confidence to support others experiencing difficulties with their mental health. This licensed training session was offered to the whole student population in relation to supporting other students with mental health difficulties whilst being able to maintain own boundaries and know how to signpost effectively.

### **Living Life to The Full - Life Skills Programme**

WBSOs delivered the LLTTF programme during academic year to meet the growing demand for support provision for students experiencing low mood, anxiety or depression. LLTTF is written by Dr Chris Williams, Professor of Psychosocial Psychiatry and Honorary Consultant Psychiatrist at the University of Glasgow. It is intended not as lecture-based input or therapy but affords informal group guided self-help intervention for people with low mood to moderate depression and anxiety based on the principles of Cognitive Behaviour Therapy. Empirical research shows it can be useful in assisting people to improve their wellbeing, learn useful coping skills and also offers an opportunity for natural peer support.

The programme is based on 8 fun informal sessions offered in a small group setting which encourages natural supports to develop. The sessions cover how to deal with low mood, stress and anxiety and how to develop the life skills required to deal with the ups and downs of life.

### **Mental Wealth**

The aim of mental wealth session is to look at building mental resilience and teaching students coping strategies that help them deal with difficult times and offers advice on what to do when we are feeling stressed. This is a good session for all students even for students who are not diagnosed with any difficulties as it focuses on students having a proactive approach to their own mental wellbeing.

### **Wellbeing Maintenance Session**

The WBSOs offered a number of days where they would leave their day open for students to be able to attend a wellbeing maintenance session. In these sessions the WBSO would have a wellbeing discussion and where applicable write a wellbeing action or suicide safe plans. This support would look at increasing a student’s self-awareness of how they are feeling (mental and physically) and what actions they can take to increase their overall resilience and wellbeing. Within these sessions the WBSO would often be able to make both internal and external referrals with the student’s permission.

## Student Engagement Service

Essentially, the key aim of student engagement is to help students feel that they are integral to a wholly supportive institution. The way we seek to achieve this, in addition to ensuring they receive a first-class academic education, is by providing them with a positive all-round student experience. The fundamentals of this experience include the delivery of PDP workshops/talks on a wide variety of subjects, working in partnership with PATs within PDP times, offering comprehensive support in making course choices and applications, financial advice, help with accommodation issues and guidance in establishing relationships. Key to this is making sure that students are aware of - and take advantage of – the wide range of student support that is available to them, most crucially highlighting the roles of the Counselling Service, Careers Centre and Red Button via induction information and the university website. In partnership with HISA, the delivery of Student Voice Rep Training is pivotal in helping students to shape and, where possible, lead on events and activities such as Freshers, charity events, community events and awareness-raising campaigns.

### Inductions 2020-2021

Student inductions were for the most part delivered via online lectures, with approximately 25 delivered by the student engagement service within PDP sessions; this was very informal compared to previous years in which students would have a full College induction in the lecture theatre from student services and is direct consequence of the COVID impact.

### Student Engagement Workshops

Workshops were delivered in the following areas:

- How to stay focused when studying online
- Public speaking in a formal setting
- Stress and anxiety
- Hate crime
- What is e-safety?
- Bullying - what and why?
- How to dig deep and stay the course!
- Sexual assault at festivals and clubs
- Sex, drugs and rock 'n' roll - let's talk about it
- Gambling online problems
- Student Voice Representative Team

These workshops are tailored for PDP sessions at times of the year during which they are most relevant; the Student Engagement Service liaise closely with PATS in determining when to deliver specific workshops. These are always current, relevant and pertinent to issues that students are currently facing, and the feedback from each workshop is closely monitored and used as the driving force behind the content for subsequent workshops, ensuring maximum engagement from the student body.

## Feedback

### What did you like or dislike about the talk?

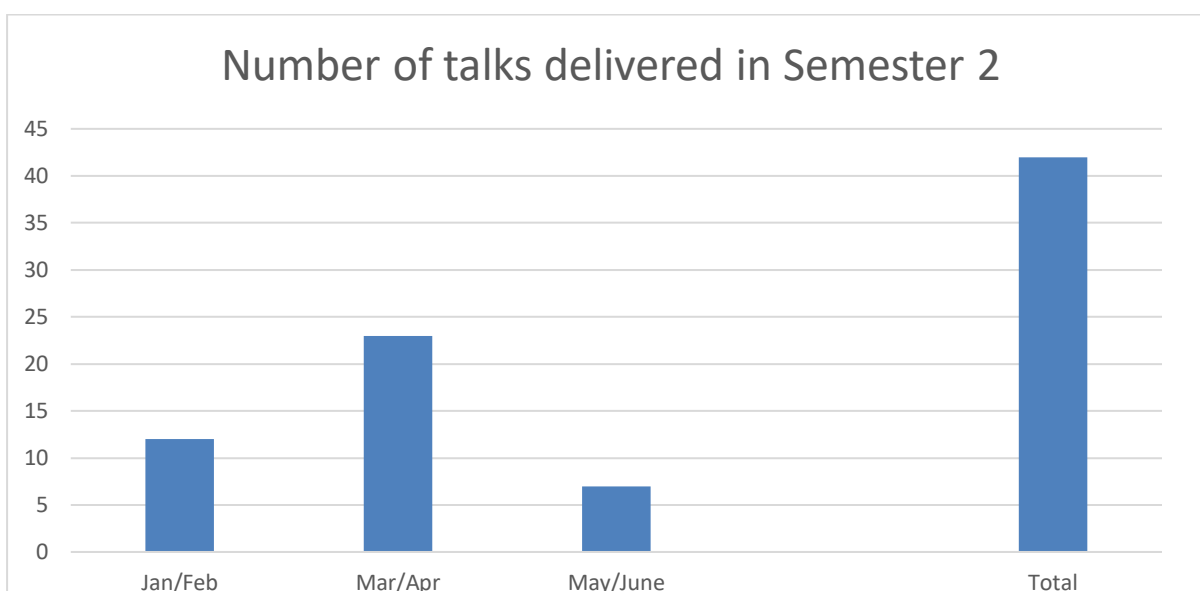
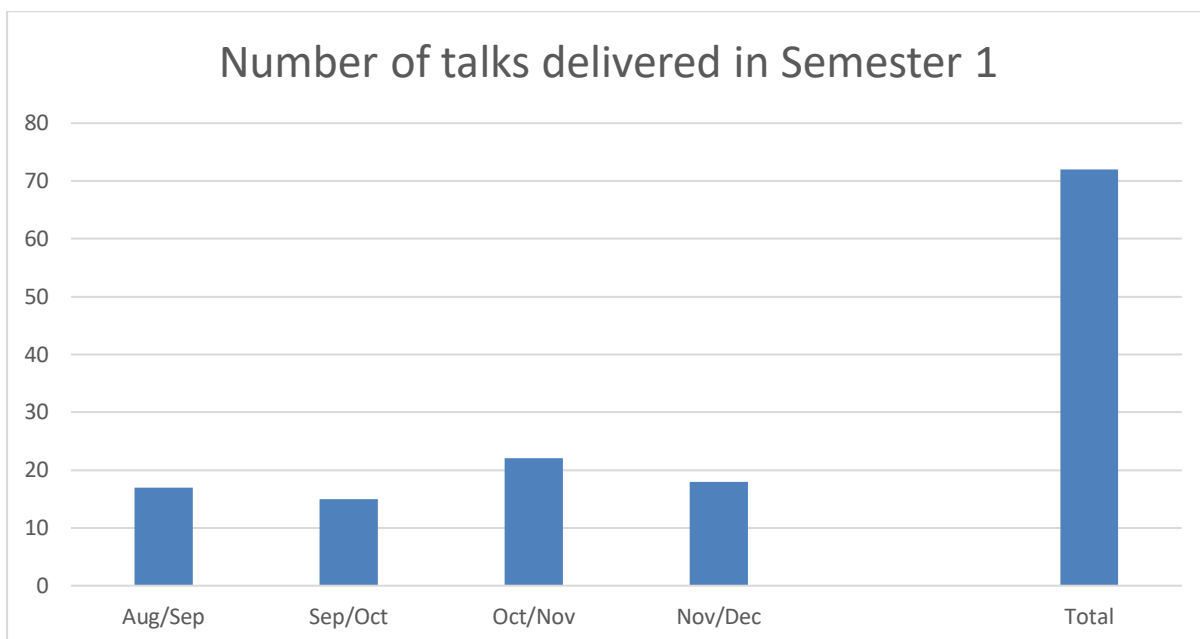


### What did you or or dislike about the talk?



### What did you like or dislike about the talk?





A total number of 114 talks were delivered, with an average of 15 students attending each talk, amounting to a total number of 1710 students having been reached by engagement talks over lockdown.

### Student COVID Funding

The Student COVID hardship fund handed out £5000 to students who completed the hardship form and applied for financial help for bills. The engagement team worked closely with HISA to sift through applications and determine which students had been most severely impacted by COVID; from there the team was able to distribute this funding to those who were considered most in need of financial help for food, rent arrears and bills.

## Going Further Award

The Student Engagement team worked over a 4-month period to gather information and evidence to obtain the Going Further Award from the Carers Trust for Perth College on 18 June 2021. By gaining this award, the College will be sending a positive message to student carers that they are recognised, supported and will be given a fair chance to be successful in their institution. They will also make it clear to other institutions and to the wider student body that inclusivity and fairness is at the heart of its institution.

### Key Stakeholders

Students

HISA

PATS/tutors

Counsellors

Transitions Officer

Additional Support

#### **External Partners**

RASAC

Police Scotland

NHS Services

Perth & Kinross Council

Young Carers

Schools

### Training Completed

The Care Experienced Student Training

Autism Training

Gambling online problems Training

## Transition Service

We understand that the transition from school to college or returning to education can be tricky and even more so for an individual with a support need. To guide you through this transition, we have pre-entry support on hand.

Pre-entry transitions support is available for potential students with an enhanced support need. The criteria for accessing transitions support requires meeting any of the following conditions/criteria:

- A physical or learning disability
- A diagnosis of profound and complex need
- Autistic spectrum disorder (ASD)
- Severe and enduring mental health condition
- ADHD and associated impact on learning/behaviour
- Anyone in receipt of a co-ordinated Support Plan (CSP) or Young Person's Plan (YPP).

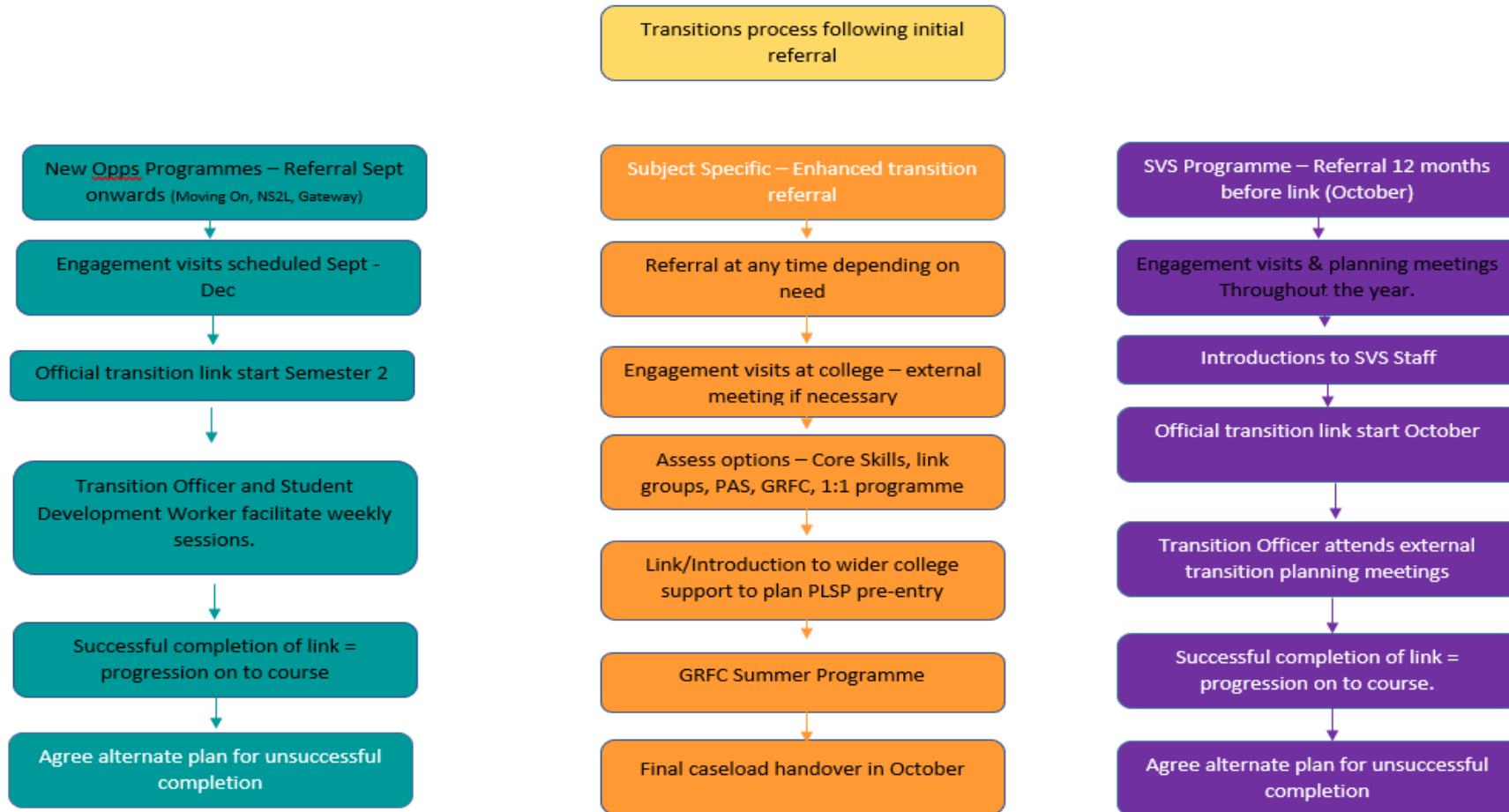
Enhanced Support is also available for young people with:

- Significant school attendance issues
- Gaps in education
- Social, emotional and behavioural difficulties (SEBD)
- Drug, alcohol or substance misuse
- Social work involvement/Youth justice
- Young carer responsibilities
- Those accessing a specialist provision – e.g., residential school for their support requirements or looked-after and accommodated.

Anyone who meets the above criteria is entitled to pre-entry transitions support from the Transitions Officer through a referral process.

## Multi Agency Approach

The post continues to adopt a multi-agency approach, working collaboratively with individuals, their parents/carers, linked workers, and external agencies to fully explore college options and thoroughly plan the individual's transition.





## Challenges and Highlights of 2020/2021

The main challenge over academic year 2020/21 was the impact of the Covid 19 Pandemic. COVID-19 has brought huge challenges and changes to all our lives. In the context of COVID 19, all young people have experienced unexpected transitions such as school closure, extended time at home and learning in a different school or centre. Others may have experienced changes in family circumstances and may have changed address or care placement. Children and young people can expect to return to a school, move on to college which looks quite different from that experienced previously.

It was of high importance to establish effective communication processes. To consider how can we demonstrate to parents that the new environment is safe for their child. Ensure effective communication processes are established between staff, parents/carers and learners. Reassure parents that we understand they have done the best they can and in turn did the best we can.

Parents may have been under stress and strain due to concerns about their own or their family's health, the impact of lockdown and restrictions on movement, their children being at home all of the time, supporting their child's learning, potential financial concerns etc. May experience difficulties accessing their child's teacher/keyworker to share concerns about their child's transition.

In response to not being able to offer physical tours of the buildings and environment in college photographs, videos and YouTube clips were developed. Practically all meetings were conducted over Teams with the majority of pupils not in attendance.

The SVS link group started as face to face but then had to moved online. This proved difficult especially when the students had to access online classes from home without support. Engagement was more successful when students received support from school.

The Moving On link group started much later at Easter time. The sessions were in small groups of 4 initially face to face. This was successful due to the nature of the students anxiety of being in a bigger group. The groups were then amalgamated into larger groups and eventually one group of 12 students. This gradual increase helped with confidence.

The New Opportunities link group started in Semester 2 and was online. Again, this proved difficult initially with engagement and accessing Brightspace but these difficulties were overcome.

A particular highlight of academic year 20/21 was the introduction of The PAS Transition Group. Working alongside Perth Autism Support, this was an online transition group that was developed to support young people working with PAS transitioning to college. Predominantly moving on to Subject Specific courses. There were 6 young people involved, the group was initially facilitated at PAS premises and then moved to College (face to face) and also included a parent/carer question and answer session.

Being new to the post and unfamiliar with the organisations and services available within Perth and Kinross has been a personal challenge. Building relationships with professionals and organisations during lockdown has proved difficult with only the use of virtual meetings.

## Transition Link Groups

The transition link groups are an invaluable part of the role and an asset to the pre-entry assessment process. The transition link groups offer a one-day per week session running in tandem with the students' school timetable (if they are still accessing education).

Each link group has a different focus, however most are underpinned by developing resiliency skills, building confidence & self-esteem and implementing coping strategies to manage anxieties that may present a barrier to learning.

Following receipt of the transitions referral and ongoing engagement visits, the individual is enrolled on the most relevant link course to meet their personal and learning outcomes. The choice of which link is based upon the information that has been provided to the Transitions Officer, the relationship built with the individual and an understanding of their support needs. This has also proved to be difficult with the lack of face to face visits.

The link itself starts as a small group and develops into a more structured class by its completion. Members of the academic department provide the teaching component and the Transitions Officer and Student Development Worker work collaboratively with the group to develop confidence, resiliency and group skills.

Continuously assessing the compatibility of group dynamics is pivotal to ensure a positive experience for the individual. The Transitions Officer assesses levels of need within the group as a whole, matching those with shared interests and future academic goals – and strategizing for any potential conflicts within the group. A holistic approach is adopted in order to ensure the most cohesive group and a positive pre-entry experience for all enrolled.

As the link progresses the Transitions Officer, Student Development Worker and Lecturer collectively assess the individual's engagement, attendance and achievement on link - identifying any inconsistency between the transition information that was initially provided and if the initial transition plan still fits. Having assessed all this, in co-ordination with the individual, the most appropriate full or part time course is agreed upon and an application for the course submitted.

Technology and access to technology has been vital in trying to develop confidence and resilience with students. Often students require continuous support with accessing online classes and encouragement to have camera's on and participate.

The following link courses are staggered through the year.

*October – June*

**SVS link groups** x 2 – One on Wednesday and one on Thursday in previous years. This academic year there were 4 groups attending either one morning or afternoon online.

Each group has roughly 8 students each and is in place for those likely to access a full-time programme within SVS, such as New Skills 1 or Stepping In.

The SVS link group is in place for those with the highest level of need and is based within the most supported department within college.

16 places across the two days

*March – June*

**1 x Moving On link group** Moving On focus tailored for 15 – 17-year-olds with chaotic backgrounds, school refusal, gaps in education, anxiety and SEBD. Again, this academic year the groups were smaller and attended on a fortnightly basis initially building up to bigger groups on a weekly basis.

14 places on a referral basis

**1 x New Opps link group** This link group is a feeder for Next Steps 2 Learning, Gateway 2 Creative Industries (all operating within New Opps). This group only attended online on a weekly basis.

16 places on a referral basis

### Student Disclosure/Non-Disclosure

Owing to the number of students working with the wider Student Support Service, it is evident through caseloads that there are many students who are choosing not to disclose a support need or do not wish to engage with Transitions.

Many students apply to a subject specific course without declaring any disability or support need and are subsequently offered a place without any transitions support. It can be very difficult to engage with the student retrospectively and often their studies break down before any of the wider support team are aware of their needs – often they do not come to the team’s attention until they are bordering on being withdrawn.

### Transitions Statistics 2020/2021

The number of referrals for enhanced transitions support this academic year has been as follows:

Total active caseload academic year 2020/2021	111
Subject Specific	31
Supported Courses	80

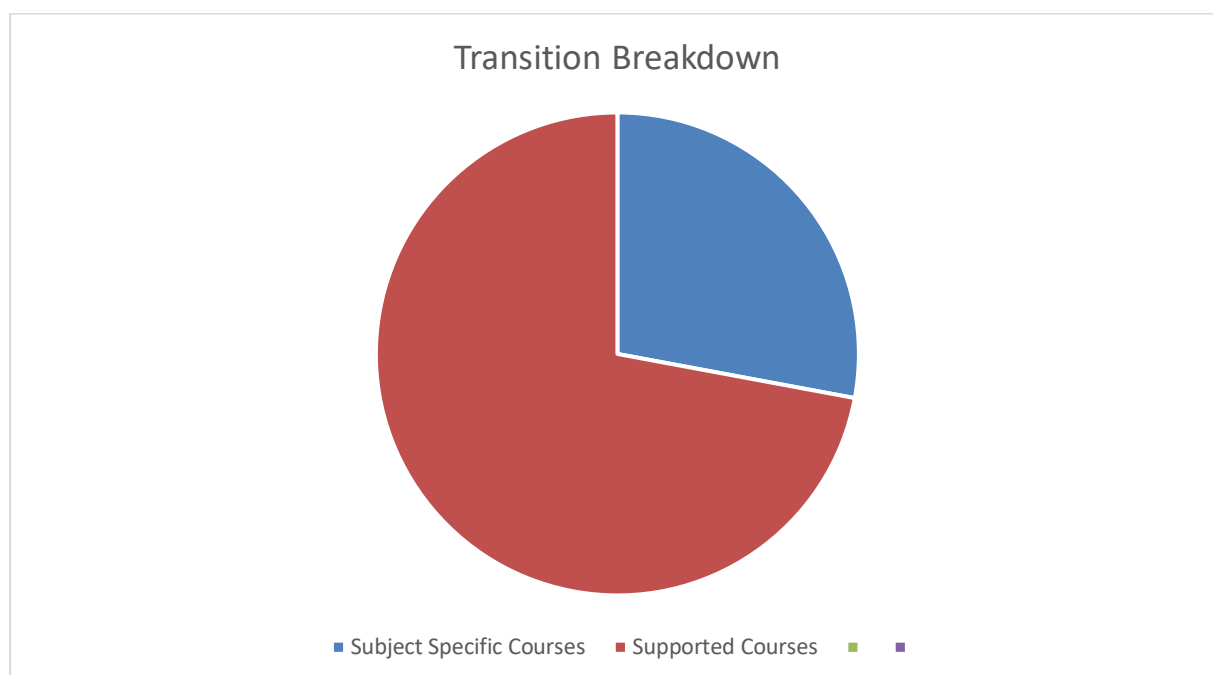


## Subject Areas

As per previous years, the Transitions caseload has sat largely within supported or semi-supported courses.

For clarity, supported courses in this report also include the Gateway courses (Gateway 2 Creative Industries and ASL Academy). These are semi-supported and run via the New Opps department but bridge the gap between a fully supported course and subject specific. For statistics purposes these are included in the figures as supported courses owing to the Student Development Worker role and that most students met the criteria for significant transitions support.

<b>Total caseload for 2020/2021</b>	111
<b>Caseload sitting within a supported course</b>	80
(Of which sitting within NewOpps)	60
(Of which sitting within SVS)	20
<b>Subject Specific caseload</b>	31
<b>Percentage of caseload accessing supported course</b>	72%
<b>Percentage of caseload accessing solely subject specific</b>	28%



## Transitions Conclusions

The impact on transitions over academic year 2020/2021 has been significant with students struggling with isolation and mental health issues alongside any existing additional support needs. It is important to continue to support these individuals with a person centred approach, taking into account all factors surrounding their education in a holistic way building on existing relationships with professionals and working collaboratively to achieve a successful transition to college.

## Conclusions

The recurring theme among all service reports this particular academic year is the impact that COVID-19 had on service delivery. While on some occasions this was detrimental to services, the robust and flexible nature of service delivery dictated that during these challenging times service provision continued. This lengthy document is a testimony to the staff and their determination to continue service provision.

The Student Services Manager would like to take the opportunity to thank all Student Services staff for their flexibility, resilience, and determination during this academic year. We very much look forward to a more 'normal' year with service provision returning to college based support as has been delivered in previous years.

# Learner Experience Committee

## DRAFT Minutes

**Meeting reference:** Learner Experience 2021-22/02

**Date and time:** Wednesday 10 November 2021 at 2.30pm

**Location:** Online

**Members present:** Margaret Cook, Principal (Chair)  
Ann Irvine, Board Member  
Robert Boyd, Teaching Staff Member on the Committee  
Todor Pavlov-Kennedy, HISA Perth President  
Patrick O'Donnell, Staff Board Member  
Miranda Landale, Co-opted Committee Member  
Lorenz Cairns, Depute Principal (Academic)  
Veronica Lynch, Vice Principal (External Engagement)  
Deborah Lally, Head of Student Experience  
David Gourley, Head of Learning & Teaching Enhancement  
Rosalind Bryce, Chair of Scholarship & Research Committee

**In attendance:** Penny Davis (Minutes)

**Apologies:** Fiona Martin, Board Member  
Sheena Devlin, Board Member  
Catherine Etri, Associate Principal (Academic)

**Chair:** Margaret Cook

**Minute Taker:** Penny Davis

**Quorum:** 7



<b>Summary of Current Action Items</b>			
<b>Ref</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time Line</b>
<b>5</b>	<b>Matters Arising from Previous Meeting</b> Student Destinations info paper to be distributed when available	Head of Student Experience	Next Meeting
<b>7.1</b>	<b>HISA Perth Plan of Work 2021-22</b> Complete Plan for December Board meeting.	HISA Perth President	December Board
<b>7.1</b>	<b>HISA Perth Plan of Work 2021-22</b> Provide report to Principal on engagement with teaching staff; share with Committee as appropriate.	HISA Perth President/ Principal	Next meeting

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**Minutes:**

Item		Action
1.	<p><b>Welcome and Apologies</b></p> <p>Chair welcomed everyone to the first meeting of the Learner Engagement Committee, formerly the Academic Affairs Committee.</p> <p>Members noted apologies received from Fiona Martin, Sheena Devlin and Catherine Etri.</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 8 September 2021</b></p> <p>The minutes of the Academic Affairs Committee meeting on 8 September were confirmed as an accurate record.</p>	
5.	<p><b>Matters Arising from Previous Minutes</b></p> <p><b>5. Matters Arising from Previous Meeting</b>  <b>Action:</b> Student Destinations info paper to be distributed when available  <b>Status:</b> Collation of information in progress; still to be circulated</p> <p><b>Action:</b> Link to be circulated to Committee for SFC Benchmark Report on KPIs  <b>Status:</b> Confirmed report published on website; link will be shared with Committee Members if requested</p> <p><b>6.4 Student Funding Update</b>  <b>Action:</b> Report to next meeting of Committee.  <b>Update:</b> Verbal report provided at meeting. Different processes had been introduced during lockdown. Systems had been enhanced, were more joined-up, and applications processing had been improved. Changes had been well-received.</p> <p><b>6.5 External Verification Overview Report</b>  <b>Action:</b> Add report to Committee agenda on annual basis.  <b>Update:</b> Principal confirmed arrangements were in place for annual reporting.</p>	<p>Head of Student Experience</p>

	<p><b><u>7.1 Student Completion and Progression</u></b>  <b>Action:</b> Circulate indicative progression KPIs  <b>Update:</b> On agenda</p> <p><b>Action:</b> Raise use of SAAS +1 funding for students affected by COVID restrictions with Colleges Scotland  <b>Update:</b> Complete; Principal reported that a range of actions that were being progressed.</p> <p><b><u>8.1 Risk Register</u></b>  <b>Action:</b> Bring executive report on mitigating actions to next meeting.  <b>Update:</b> In progress; Director of Finance taking forward review of Risk Register.</p> <p><b><u>9.1 Addressing Racism</u></b>  <b>Action:</b> Final draft report to be taken to October Board.  <b>Update:</b> Complete</p>	
6.	<p><b>Terms of Reference</b></p> <p>Principal introduced Paper 2. Changes to the previous Terms of Reference had been minimal, but the new Committee would have a greater focus on the learner experience.</p> <p>Committee confirmed that it was content with its remit.</p>	
7	<p><b>Learner Experience</b></p>	
7.1	<p><b>HISA Perth Plan of Work 2021/22 - Update</b></p> <p>HISA Perth President presented Paper 3, advising that work on the Plan was not complete but was underway and good progress had been made against some objectives. He confirmed that this would be complete before the next Board meeting.</p> <p>Areas where progress was ahead of plan included:</p> <ul style="list-style-type: none"> <li>• registration of Student Voice Reps - a total of 175 were expected and 131 had been registered; work was ongoing with Quality to provide training and support;</li> <li>• sustainability objectives, including progress with recycling, disposable face-masks and Gumdrop bins.</li> </ul> <p>Head of Student Experience stressed the importance of the Student Voice Rep role in making students aware of available resources and services. HISA Perth President confirmed that next steps were in place for training to support this.</p> <p>Board Member enquired about HISA engagement with academic staff to provide for student input into how they are being taught. HISA Perth</p>	HISA Perth President

	<p>President advised that there had been some engagement with teaching staff. He would bring a report to the Principal in the next week, which could be shared with the Committee as appropriate.</p> <p>Depute Principal (Academic) reminded Members that curriculum indicative content is fixed, to ensure relevance and alignment to policy, but there would always be a willingness to consider potential enhancements to delivery.</p> <p>Committee noted the update report.</p>	HISA Perth President/Principal
7.2	<p><b>HISA Perth Update</b></p> <p>HISA Perth President presented Paper 4, reporting good progress. Freshers events had gone very well, with a good level of participation. The focus had now shifted to Student Voice Reps and on supporting student who needed advice and support. A calendar of events was in place, the first of which was a Library Day on 17 November.</p> <p>Committee noted the update report.</p>	
7.3	<p><b>National Student Survey</b></p> <p>Head of Student Experience provided a verbal report on the Early Student Experience Survey 2021-22, which was an important barometer for the College. There had been a 36% response rate overall at this stage but the survey was still open for a few days. Last year's response rate was 42%; the target this year was 50%.</p> <p>She advised Members that while there were no specific points of concern to report, the data showed a downward trend in satisfaction with teaching on courses. This remained marginally higher than UHI overall, and the impact of the pandemic and reduced access to learning facilities may be a factor.</p> <p>She provided an outline of results as follows.</p> <ul style="list-style-type: none"> <li>• Overall satisfaction was 77.4% (77.6% for UHI);</li> <li>• Areas where results were disappointing included the level of satisfaction with HISA and with opportunities to provide feedback on courses;</li> <li>• Some practical subject areas such as Engineering had been affected by pandemic restrictions. Other areas, such as Music, Business, and Sports &amp; Fitness remained consistently strong.</li> </ul> <p>Committee noted the report.</p>	

7.4	<p><b>Student Satisfaction &amp; Engagement Survey</b></p> <p>Head of Student Experience provided a verbal report, advising that Perth College had received relatively good results in the Student Satisfaction and Engagement Survey 2020-21 in comparison with other colleges.</p> <p>Student uptake of surveys was always challenging, and the response rate had been in decline since the introduction of individual electronic links. The methodology was under review to increase the response rate. Perth College could decide how it collected data to share with the SFC. Further discussion was taking place via the Quality Forum.</p> <p>Board Member suggested it may be helpful to look at how other surveys in the sector were conducted. HISA Perth President advised that HISA was also looking at alternative voting systems. Principal advised that the focus should be on improving uptake of the electronic survey.</p> <p>Committee noted the report.</p>	
7.5	<p><b>Postgraduate Taught Experience Survey</b></p> <p>Head of Student Experience provided a brief verbal report, highlighting a higher level of satisfaction on UHI Taught Postgraduate courses than the rest of the Scottish and UK sectors.</p> <p>Committee noted the report.</p>	
8	<p><b>Curriculum</b></p>	
8.1	<p><b>Student Completion and Progression Update</b></p> <p>Head of Student Experience provided a verbal update based on data which was now available for 2020-21. She highlighted challenges including:</p> <ul style="list-style-type: none"> <li>• the difference between the first year of the pandemic, when students had commenced courses and face-to-face teaching prior to lockdown, and the second year, when teaching had been online from the outset;</li> <li>• the difficulty in completing courses with practical elements;</li> <li>• the varying impacts of the pandemic on students' circumstances and ability to complete their studies; the SFC's funding for mental health counsellors had recognised the need for additional support.</li> </ul> <p>There had been a drop in success rates from 67% in 2019-20 to 62.6% in 2020-21. Part-time completion rates were better than full-time.</p>	

	<p>Progression rates had also been lower.</p> <p>Changes were highlighted in the following areas:</p> <ul style="list-style-type: none"> <li>• school pupils' success rates had dropped (school pupils had not been allowed on campus);</li> <li>• success rates had remained high among Modern Apprentices and others in employment;</li> <li>• part-time females had been less likely to succeed than males; but this position was reversed for full-time courses;</li> <li>• there had been a decline in success rates among students from SIMD10/20 areas, minority ethnicity students, those who had a disability and those who were care-experienced.</li> </ul> <p>Sector data would be released by the SFC later in the year, which would allow for further analysis and comparison.</p> <p>Committee noted the report.</p>	
<p><b>8.2</b></p>	<p><b>Student Recruitment Update</b></p> <p>Head of Student Experience provided a verbal report, advising that analysis was being undertaken of FE and HE recruitment data. FE and HE recruitment figures for September were both around 200 short of target, which would have a severe impact on the College and which could not realistically be made up with part-time recruitment. The focus would be on maximising January intake.</p> <p>She reported that the October break was a critical juncture for students deciding whether to continue on a course, and the College would not be able to draw down funding for any students who left at that stage. Effective, early intervention and appropriate support was essential.</p> <p>Principal confirmed that this was a common picture across the sector. Paperwork had been submitted to the Scottish Government and SFC via Colleges Scotland requesting that there should be no clawback this year for not meeting targets. The financial impact otherwise would be significant.</p> <p>Teaching Staff Member raised the question of the potential impact of clawback on staff, which Principal agreed would need to inform the debate with Scottish Government and SFC.</p> <p>Members discussed the previously anticipated increase in demand for upskilling as a result of furlough ending. It was noted that this had not happened. Factors were discussed, including the increase in university places, the availability of jobs, and more pupils remaining in school for 6<sup>th</sup> year. It was confirmed the College was prepared for a</p>	

	<p>demand for upskilling if this transpired.</p> <p>Committee noted the report.</p>	
<b>8.3</b>	<p><b>Digital Poverty</b></p> <p>Head of Student Experience presented Paper 5, advising Members that the scheme had been renamed the Digital Support scheme further to student feedback. Procedures had improved since the scheme was first introduced and demand was being measured for incoming and progressing students and the expectation that demand with the January intake would be manageable.</p> <p>Laptops and dongles were provided free of charge, but students were also encouraged to buy their own equipment where possible, and arrangements were in place for return and recycling of equipment to ensure demand could be met and to minimise exclusion.</p> <p>579 laptops had been loaned to date; 93 students were waiting to receive available laptops; and 112 students had still to return laptops.</p> <p>57 dongles were presently on loan; a further 40 were in the process of being loaned; there was no waiting list for dongles.</p> <p>Board Member enquired about the legal status of lending agreements. Head of Student Experience advised that contracts were put in place by UHI. It was assumed that these had been subject to legal review, but there may be scope to make it more explicit that equipment must be maintained and returned, and that students should be given a copy of the agreement.</p> <p>Committee noted the report and the positive impact of the initiative.</p>	
<b>9</b>	<p><b>College Policies and Strategy</b></p> <p>There were no reports for this meeting.</p>	
<b>10</b>	<p><b>Committee Minutes</b></p> <p>Committee noted the following.</p> <ul style="list-style-type: none"> <li>• Paper 6 – Scholarship and Research Committee, 21 October 2021</li> <li>• Paper 7 – Student Engagement Group, 15 September 2021</li> </ul>	
<b>11</b>	<p><b>Date of Next meeting</b></p> <p>2 February 2022 at 2.30 pm</p>	

<b>12</b>	<b>Review of Meeting</b>  Committee confirmed the business of the meeting had been consistent with its Terms of Reference.	

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

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

### **Status of Minutes – Open**

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

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

The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 2018. It is important that fact, rather than opinion, is recorded.

Do the minutes contain items which may be contentious under the terms of the Data Protection Act 2018?      **Yes**       **No**

## Perth College UHI

Paper No. 3

<b>Committee</b>	Learner Experience Committee
<b>Subject</b>	HISA Perth Plan of Work 2021-22
<b>Date of Committee meeting</b>	02/02/2022
<b>Author</b>	HISA Perth
<b>Date paper prepared</b>	25/01/2022
<b>Executive summary of the paper</b>	<p>Please outline the follow elements of this paper:</p> <p>i) Purpose – what is it for</p> <p>To update committee on the work of HISA Perth</p> <p>ii) Impact – what are the intended outcomes</p> <p>The activities and objectives planned will benefit the experience of students at PCUHI</p> <p>iii) Course of Action – what happens next &amp; by whom</p> <p>HISA Perth will continue to work on this plan for the rest of the academic year</p> <p>Other updates from HISA not included in plan of work:</p> <ul style="list-style-type: none"> <li>- Working with UHI Event Management students to run eco oasis event in March</li> <li>- Working with NQ enterprise students around introducing mask recycling boxes on campus</li> <li>- HISA Perth now sitting on Development Trust Committee</li> </ul>
<b>Consultation</b> Please note which related parties, stakeholders and/or Committees have been consulted	Students

## Perth College UHI

<p><b>Action requested</b></p>	<p><input checked="" type="checkbox"/> For information</p> <p><input type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For endorsement</p> <p><input type="checkbox"/> Strongly recommended for approval</p> <p><input type="checkbox"/> Recommended with guidance (please provide further information, below)</p>
<p><b>Resource implications</b></p> <p>Does this activity/proposal require the use of College resources to implement?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p>
<p><b>Risk implications</b></p> <p>Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk?</p> <p>(If yes, please provide details)</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p><b>Link with strategy</b></p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> <li>• Compliance</li> <li>• National Student Survey</li> <li>• partnership services</li> <li>• risk management</li> <li>• other activity [e.g. new opportunity] – please provide further information</li> </ul>	<p>n/a</p> <p>Links with HISA Strategic Plan 2020-2023</p>
<p><b><u>Equality and diversity</u></b></p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please give details:</p>	<p>Yes/ No</p>

## Perth College UHI

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

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

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

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

## Perth College UHI

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

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

and

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

## HISA Perth Plan of Work 2021-2022

### Introduction

Below is the team and operational objectives for HISA Perth during academic year 2021/22. It will give the individual and team objectives for the student officer team as well as operational plans for the year including events and recurring activities in the HISA Perth calendar. This plan of work will be shared to be ratified by the Student Representative Council in its first meeting of the academic year and to inform Perth College UHI of the organisation's intentions for the year. This plan also links with the HISA Strategic Plan 2020/2023<sup>1</sup>.

The outbreak of coronavirus and subsequent reopening of society and our campus presents a unique challenge to us as a students' association, so the plans below reflect work that we believe to be achievable in a blending capacity so we can cater to the needs of all of our students, whether they are back from campus or are continuing to study from home.

### Individual Objectives

<b>Individual Objectives – HISA Perth President</b>							
<b>Workstream</b>	<b>Output</b>	<b>Date s</b>	<b>Impact on students</b>	<b>Indicator</b>	<b>Target</b>	<b>To Date</b>	<b>Notes</b>
<b>Enhancing the library</b>	<b>Increasing promotion of the library</b>	Sep- June	Student would have access to adequate learning resources that would allow them	Promotional event held	3	1	Joint event to promote service to students 1 <sup>st</sup> event 17/11 <a href="#">Other dates being put in diaries</a>
				Number of students attending events	1		17/11 – 5 students

<sup>1</sup> Can be accessed at [Strategic Plan @ Highlands and Islands Students' Association \(uhi.ac.uk\)](https://www.uhi.ac.uk/strategic-plan)

	<b>Students being able to access the library and its resources</b>	Sept - June	to be successful in their studies	Consultation with students about library service and their needs	1		Feedback Questions are being created with the help of the library team and will be asked in the coming weeks
	<b>Working in partnership with library staff</b>	Sept- June		Feedback given to library	1		
<b>Promoting socialising outside your course</b>	<b>Social space/drop in</b>	October - June	Students will be able to create a support and social network outwith their course enhancing their student experience	Space/drop in available at least bimonthly	12	6	HISA Common Room available online via HISA website Social in person drop in – weekly
				Number of students visiting space/drop in on average	10	4	Average 4 student attend face to face drop in Online figures to be collected from HISA
	<b>Dedicated events</b>	Sept- June	Events taken place	2	1	Festive Quiz – semester 1 21/12 – 2 students attended Spring quiz – semester 2 – set for 2/3	
				Number of students attending events	20		
<b>Raising awareness of mental health</b>	<b>Workshops for students</b>	Nov - March	Students with have a better understanding of mental health and	Workshops taken place	2		Collaborative event with mental health staff of PC and with NEUK and Mind Space happening on the 2 <sup>nd</sup> of February.
				Number of students attending workshops	50		

	<b>Awareness campaign</b>	Nov - March	be able to contribute to a more positive and supportive community at PCUHI	Stall created with materials for students	1		Space has been booked for stall with mental health materials during mental health event 2 <sup>nd</sup> Feb
				Communications plan created and promoted on social media	1		MH Event promoted. Materials comms plan to be created
<b>Promoting HISA Perth</b>	<b>Presence across campus</b>	Sept-June	Students will have a greater awareness of their students' association and the support we can provide	Attractive promotional materials on campus and online	1	1	Noticeboards on campus and webpages kept up to date
				Physical presence in Brahan and Goodlyburn buildings increased	1		More presence in Brahan, working on arrangements for Goodlyburn
				Explore possibility of regular HISA space in Brahan building	1	1	Hot desk in library arranged every Thursday 12-2 – to be promoted to students
	<b>HISA Perth as an inviting space</b>	Sept-June		Signage at HISA Perth office improved	1	1	Signage at office updated with support from Reprographics.
				Promotion of Webster/HISA Perth office	1		Incorporate into noticeboard/wider comms HISA Day being planned
<b>Links to HISA Strategic Plan 2020-2023</b>	<p>1.2 UHI will be recognised for the quality of its students' experience and their achievements</p> <p>5.1 To enhance the student social experience across the UHI Partnership</p> <p>6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community</p> <p>6.3 Support the UHI Partnership in creating a whole community that is committed to supporting positive mental health and wellbeing</p> <p>7.1 All members know who HISA are, the opportunities, and services it offers and how HISA can help them</p>						



Individual Objectives – Vice President Activities and Welfare							
Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
<b>Improving the promotion of clubs and societies</b>	Improved Registration System	<b>Aug – Sep 2021</b>	Students will have access to a variety of recreational pursuits enhancing their overall student experience.	Number of new clubs/societies registered	4	2	Additional potential clubs/socs in process of gathering student interest levels.
				Number of returning clubs/societies registered	12	6	
	Activities Council Meetings	<b>Sep – May 2021</b>		Minutes of Meetings held	2		Dates being set in partnership with clubs and socs
				Number of club/society leaders attending at least one meeting	6		
	Monthly Newsletter Segment	<b>Sep – May 2021</b>		Template created for promotion of clubs/societies	1	1	Feature in every newsletter
				Club/society promoted in each newsletter	10	8	
				Number of “opens” per month	100	76 (average)	November – 87 December - 66
<b>Engaging and Accessible Events</b>	Calendar of Events promoted widely	<b>Sep – May 2021</b>	Students will develop a sense of community resulting in a deeper connection to Perth College	HISA planned events planned and promoted at least 2 weeks in advance	10	3	Halls of Residence BBQ Freshers Summer Fayre Festive Quiz
				Calendar of events included in monthly newsletter	10	2	
				Events held that reflect the diversity of our student body	6		Being planned

	Diverse & Inclusive Events	<b>Sep – May 2021</b>	outside of academia.	Students are happy with the events we have run	80%		
	Seasonal Event Offerings	<b>Sep – May 2021</b>		Running activities during seasonal events	4	1	<a href="#">Festive Quiz hosted by President – others being planned for Semester 2</a>
				Number of students engaging in events	20	30 40	BBQ Attendees Summer Fayre Attendees
<b>Gathering views on issues that concern students</b>	Gathering student Feedback	<b>Sep – May 2021</b>	Students will feel their concerns are being listened to and are better informed to tackle issues.	Focus Group Sessions held on Brexit, COVID-19 and other important issues to students	3		<a href="#">Planning COVID-19 Focus Group in Feb</a> <a href="#">Others to be scheduled</a>
				Number of students attending focus groups	10		
	Support National Campaigning Efforts	<b>July-Jun 2021</b>		Promoting information on national campaigns to students	3		
	Providing guidance on these issues	<b>Sep – May 2021</b>		Student Guidance materials created on Brexit, COVID-19 and other important issues to students	3	1	Covid Guidance featured in December Newsletter.
<b>Mental Health</b>	Promotion of existing PCUHI/UHI services	<b>Sep – May 2021</b>	Student wellbeing will improve resulting in a positive learning environment and improved	Gathering information of all services available	1	1	<a href="#">Complete</a>
				Communications plan created for promotion of different services across HISA Perth channels	1		<a href="#">Underway</a>

	Mental Health Awareness Events	<b>Sep – May 2021</b>	academic performance.	Events held throughout year with focus on mental health	2		Planned Event for Feb 2 <sup>nd</sup>
				Number of PCUHI students attending HISA Mental Health Conference	10		To confirm figures with regional HISA team
				Positive feedback from students at events	80%		
	Peer Support System	<b>Sep – May 2021</b>		Implementation of system following on from previous year's work	1		Meeting with Student Engagement Team to discuss
<b>Links to HISA Strategic Plan 2020-2023</b>	<p>3.2 HISA will be a vehicle for social change at a local, regional and national level</p> <p>5.1 To provide every student at UHI with the opportunity to take part in extracurricular opportunities</p> <p>5.2 To enhance the student social experience across the UHI Partnership</p> <p>5.3 To develop clubs, societies and activities that are suitable for UHI students' unique circumstances</p> <p>5.4 To ensure any student wishing to set up a club or society can do so locally or regionally</p> <p>6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community</p> <p>6.2 For every UHI student to be able to access mental health support services when they need to</p> <p>6.3 Support the UHI Partnership in creating a whole community that is committed to supporting positive mental health and wellbeing</p>						

<b>Individual Objectives – Vice President Education and Engagement</b>							
<b>Workstream</b>	<b>Output</b>	<b>Dates</b>	<b>Impact on students</b>	<b>Indicator</b>	<b>Target</b>	<b>To Date</b>	<b>Notes</b>
		Sept-May	Confidence and ability to	Subject areas identified	2		To reach out to HISA President,

<b>Student employability post study</b>	Tailored career sessions for students		carry out a professional role after course				SDDs and Careers team to identify
				Session takes place	2		-
				Number of students attending	20		-
	New workplace opportunities for students	Sept-June		New opportunities identified in different subject areas	3		Working with SDDs. Developing volunteer opps within HISA Perth
				Opportunities advertised to students	3		
				Students taking part in opportunities	3		
	Improve opportunities advertisement	Sep-June		Subject areas identified to take part	2		To be identified
				Best way to share with relevant student identified	1		Will take to SRC
				Job placement opportunities shared with Student Voice Reps or PATs	1		Looking at best way to share this

<b>More control of learning</b>	Determining how much influence students have over delivery	Sept-Dec	Students having better experience with their learning by having more control and input into what they are taught	Scoping exercise carried out over curriculum areas of optional units	1	1	Feedback taken at first SRC meeting
				Discussion with SDD's over student influence over student learning	1		To be discussed
	Use of alternative teaching methods	Sept-Dec		Identifying good practice of alternative teaching methods across PCUHI from staff	1		Looking through old OBI nominations.
				Identifying good practice of alternative teaching methods across PCUHI from students	1		Will gather feedback from SVRs
				Creating resource to share with teaching staff in partnership with PCUHI	1		
<b>Student Voice Reps</b>	Recruitment of Student Voice Reps	October 2021	Student experience is improved through change suggested and led by students.	Increase in number of courses having at least one student voice representative.	60%		187 reps at PCUHI 140 registered with HISA To calculate percentage with January starts
	Student Voice Rep Training	October -		Deliver student voice rep training in partnership with Quality Team.	5	10	

		December 21		Increase number of class reps being trained.	60%		35 reps trained
	Student Representative Council Meetings	October -May 2022		Review format of SRC meetings to take place online and in person	1	1	Meetings taking place Monday AM for online and Wednesday lunch for in person. Meetings have same format
				Regular meetings to be held.	6	2	SRC 1 – w/c 22/11 SRC 2 – w/c 13/12 Semester 2 dates TBC
<b>Gathering Feedback from students</b>	New methods of gathering student voice identified	Sept-May	Increasing the ways in which the student voice can be collected leading to increased student engagement	Workshop taking place	1		To be scheduled
	New methods of gathering student voice tested			Ideas tested out by HISA	1		Have tested out voting buckets
				Evaluation of ideas by HISA	1		
				Asking students views on what should be taken forward	1		
				Implementing new methods of feedback	1		
	New methods of gathering student voice implemented			Number of feedback received from students using new methods	50		Voting bucket - 42

<b>Links to HISA Strategic Plan 2020-2023</b>	<p>1.1 . The University of the Highlands and Islands will be the United Kingdom’s leading integrated university, encompassing further and higher education</p> <p>1.3 UHI worldwide reputation will be built upon its innovative approach to learning and its distinctive research and curriculum, enriched by the people, natural environment, economy, culture and heritage of our region and its communities</p> <p>2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representative system region-wide that takes into account all learning modes and demographics</p> <p>2.2 HISA digital democracy will be sector leading, accessible to all its members and have a real impact</p> <p>2.3 HISA will provide top-level training, support and development for its representatives and officers at the local and regional level to ensure a sector-leading student academic and, wider, experience</p> <p>3.3 Throughout UHI, officers, volunteers and representatives will work in partnership with academics and the wider staff community to solve problems and provide an evidence base to drive policy change</p> <p>4.3 To develop employability prospects for all students</p>
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### Team Objectives

Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
Sustainability	Reducing waste	Sept-June	Students will be contributing to a more sustainable society, benefitting life on campus	Discussions with Aramark taken place	1		Meeting to be set
				Promotional campaign taken place	1		
				Collecting stationary on campus	1		Ongoing
	Encouraging reusing resources on campus	Sept-June	Reused stationary given out to students	1	1	Given out as part of Freshers – over 1300 stationary items given away.	

			and in wider society				Permanent stall outside HISA office Total Items of stationary given away - 1423
				Exploring other ways to encourage reuse of resources on campus	1		In discussions with Gumdrop and student group about different projects
<b>Inclusivity</b>	Anti-racism and racial harassment	Sep-June	Student experience is enhanced for under-represented students.	Continued participation in PCUHI Anti-Racism Working Group Action Plan	1		Action Plan incorporated into Plan of Work
				Visual Campaign Conducted	1		Being planned with Afro Caribbean Society and PCUHI staff
				Anti -Racism workshops held	1		Workshops will be put together in partnership with Student Services and delivered at Staff Conference. Dates to be set for student workshops
<b>Communicating with Students</b>	Regular HISA Perth Newsletter	Sept-June	Students will have a better knowledge of their local	Layout of newsletter created	1	1	Created
				Newsletter sent out to students	10	<b>2</b>	November and December shared on social media



			students' association, enabling them to get more easily involved and enrich their overall student experience				and on PCUHI/HISA website. January being created
				Number of students interacting with newsletters	50	76 (average)	November – 87 December - 66
	Up to date online communications	Sept-June		Regular posts on local social media	1	1	Being undertaken with support of regional comms team
				Web pages kept up to date	1	1	PCUHI done by local team, HISA website done by HISA comms team
				Number of visits to website monthly	200	292 (average)	PCUHI Sept – 664 Oct – 117 Nov – 215 Dec – 175
				Increase in online engagement	800 (per month)		Still collating figures
	Regular in-person communications with students	Sept-June		Number of students interacted with in person	20 (per interaction)		
<b>Links to HISA Strategic Plan 2020-2023</b>	3.4 Equality, diversity, and inclusiveness are embedded in all HISA activity. 3.5 We will be an eco-friendly organisation leading the way in environmental sustainability						

	<p>6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community</p> <p>6.2 For every UHI student to be able to access mental health support services when they need to</p> <p>7. 1 All members know who HISA are, the opportunities, and services it offers and how HISA can help them</p> <p>7.2 Members know their role in HISA and feel like they have a stake in their community</p>
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### **Operational Plan**

<b>Workstream</b>	<b>Output</b>	<b>Dates</b>	<b>Impact on students</b>	<b>Indicator</b>	<b>Target</b>	<b>To Date</b>	<b>Notes</b>
<b>Freshers and Induction</b>	HISA Perth input during Inductions	September 21	New students are made to feel welcome to Perth College UHI	HISA to feature as part of induction programme at Perth College UHI	20	73	Partnered up with Student Engagement Officer for Brahan Lecture Theatre Inductions – 30+. Confirming students 40+ class inductions booked – final figure 85
	Freshers activities	30th Aug – 3 <sup>rd</sup> Sept		Events taken place.	3	4	Student Socials (online and in person)  Support for Students – 80+ students

							Summer Fayre – 40+ students  Goodies Giveaway – over 1000+ stationary, 400+ dig in boxes and 200+ HISA branded goodies given away
	Working with local companies/or ganisations/c harities	30th Aug – 3 <sup>rd</sup> Sept		Local companies/organisations/charities featured in Freshers' activity.	1	18	Attendance at Support for Students Event and online promotion
	Integration with regional Freshers' activity	Sept 21		Promotion of local and regional activities to be cohesive.	1	1	Central Freshers website and ticketing run by regional.
<b>ESES</b>	Improve participation.	Oct 21	Changes are made to the early student experience based on student feedback.	More students take part in ESES.	54%	38%	Promoted in HISA inductions
	Improve score	Oct 21		Increase in awareness of HISA from 2020-2021	86%	81.35%	
<b>HISA Con</b>	Improve attendance	Jan 22		Number of PCUHI students attending HISA Con	4	4	<a href="#">Taking place 25-27<sup>th</sup> Jan online</a>
<b>Elections</b>	Local positions filled	Feb 22	Effective student representation decided by	All HISA Perth positions to have a candidate.	3 (per position)		

	Turnout	Mar 22	students for students.	Increase on voter turnout from 2020-2021	9%		Voting week 14 <sup>th</sup> -18 <sup>th</sup> March  Working with Student Engagement Team around local promotion
	Number of candidates	Feb 22		Increase in number of candidates.	12		Nominations open 26 <sup>th</sup> Jan – 25 <sup>th</sup> Feb
<b>National Student Survey</b>	Improve participation.	June 22	Student experience improved for HE students.	More students take part in NSS.	75%		
	Improve score	June 22		Increase Q26 score from 2020-2021	53%		
<b>SSES</b>	Improve participation.	March 22	Changes are made to the overall student experience based on student feedback.	More students take part in SSES.	46%		
	Improve score	March 22		Increase in HISA Perth specific questions from previous year.	75%		
<b>OBI Awards</b>	Awards Timeline	Jan 22	Best practice of staff and students is shared to all at Perth College UHI	Timeline of awards created and published	1	1	Timeline created and shared with SMT and Curriculum staff
	Review Nomination Form			Online nomination form updated and made easier to navigate.	1		In progress
				Alternative nomination form created so all students can participate	1		Working with New Opps/SVS



advice  
and support.

Number of queries received from  
students

150

Collating figures  
– delay due to  
sickness in team

<p><b>Link to HISA Strategic Plan 2020-2023</b></p>	<p>1.2 UHI will be recognised for the quality of its students' experience and for their achievement.</p> <p>2.4 HISA's officer structure will be advanced, effective and reflect the needs of its students, UHI and the Partners.</p> <p>3.1 HISA becomes the place that students and academics alike recognise as providing independent appropriate and quality support advice on academic and welfare issues.</p> <p>3.3 Throughout UHI, officers, volunteers and representatives will work in partnership with academics and the wider staff community to solve problems and provide an evidence base to drive policy change.</p> <p>6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community.</p>
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### **Activities and Events (subject to change)**

<b>Workstream</b>	<b>Output</b>	<b>Dates</b>	<b>Officer lead</b>	<b>Indicator</b>	<b>Target</b>	<b>To Date</b>	<b>Notes</b>
<b>Liberation Events</b>	LGBT History Month	Feb 2022	VPAW	Events created and hosted in partnership with Perth and UHI LGBT+ societies.	1		<a href="#">Being planned</a>
	Student Parents Event	March 2022	VPAW	Event taken place	1		To be for student parents and their children
<b>Engagement events</b>	Halls of Residence Event	Dec 2021	VPAW	Event taken place.	1		Looking to plan Movie Night. Date tbc
	Music Showcase Event	Dec 2021	VPAW	Event taken place	1		Co-hosting with HNC Music Business students
	Christmas	Dec 21	VPAW	Event taken place.	1		<a href="#">Festive Quiz 21/12 hosted by HISA Perth President</a>
	Valentine's Day	Feb 22	VPAW	Event taken place.	1		<a href="#">Being planned</a>

	OBlS	May 22	All	Award ceremony taken place.	1		w/c 30 <sup>th</sup> May
	Student Sports Day	May 2022	VPAW	Date determined and event taken place.	1		
<b>Refreshers</b>	Refreshers	Jan 22	All	Events taken place.	1		Small events taking place w/c 31 <sup>st</sup> Jan
				Local companies/organisations/charities featured in Refreshers' activity.	1		Will be promoting via social media
				Promotion of local and regional activities to be cohesive.	1		In progress
<b>Cultural/Awareness Raising Events</b>	Mental Health Event	Jan 2022	President/VPAW	Event taken place.	1		Taking place 2 <sup>nd</sup> Feb
	Chinese New Year	Feb 2022	VPAW	Event taken place.	1		Being planned
	Easter Event	April 2022	VPAW	Event taken place.	1		
	Mental Health Awareness Week	May 2022	President/VPAW	Event taken place.	1		
<b>Partnership Events</b>	Equality and Diversity Events	Sept-June	VPAW	Events identified and supported with EDI Advisor and Student Engagement	1		EDI Advisor new in post – to arrange meeting
	Perth College UHI Events	Sept-June	All	Events identified and supported in partnership with PCUHI.	1		Uni Mental Health Day – 3 <sup>rd</sup> March (with Student Services)
<b>Link to HISA Strategic Plan 2020-2023</b>	<p>5.1 To provide every student at UHI with the opportunity to take part in extracurricular opportunities.</p> <p>5.2 To enhance the student social experience across the UHI Partnership.</p> <p>6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community.</p>						

## **Conclusion**

Above shows the plan of work for HISA Perth during academic year 2021/2022 and demonstrates the impact this work will have on our students and how our work ties into the strategic vision of HISA. This plan of work will be updated regularly to showcase the achievements of the student officers and HISA Perth team to the student body and key stakeholders at Perth College UHI. Future updates of the plan will be given in summarised versions for accessibility and to provide clearer visibility on achievements during reporting periods.



<b>Committee</b>	Learner Engagement Committee
<b>Subject</b>	Early Student Experience Survey
<b>Date of Committee meeting</b>	02/02/2022
<b>Author</b>	J Borley, Quality Manager
<b>Date paper prepared</b>	25/01/2022
<b>Executive summary of the paper</b>	<p>Please outline the following elements of this paper:</p> <ul style="list-style-type: none"> <li>i) Purpose The survey is issued to all students to gather feedback on their experience of applying to the course, induction and generally how satisfied they have been with their overall experience in the first 2 months of their studies in a new academic year or new course.</li> <li>ii) Impact The outcomes of the survey are evaluated by each course team as well as various groups and committees in the College to determine what is working well and what needs development to improve the student experience.</li> <li>iii) Course of Action The survey results were published on the staff intranet in November 2021 and issued to HISA Perth. The results have been discussed at CASE and at Student Engagement Group. Course Teams have evaluated the outcomes and, where relevant, added actions to their continual evaluation action planning and discussed these with their student classes.</li> </ul>
<b>Consultation</b>	Click or tap here to enter text.

## Perth College UHI

<p>Please note which related parties, stakeholders and/or Committees have been consulted</p>	<p>HISA Perth Officers and CASE CQM were consulted to provide comment on the generic question set used and methodology.</p>
<p><b>Action requested</b></p>	<p><input checked="" type="checkbox"/> For information  <input type="checkbox"/> For discussion  <input type="checkbox"/> For endorsement  <input type="checkbox"/> Strongly recommended for approval  <input type="checkbox"/> Recommended with guidance (please provide further information, below)</p>
<p><b>Resource implications</b>  Does this activity/proposal require the use of College resources to implement?  If yes, please provide details.</p>	<p><b>Yes/ No</b></p>
<p><b>Risk implications</b>  Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk?  (If yes, please provide details)</p>	<p><b>Yes/ No</b>  Click or tap here to enter text.</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>Student Feedback, Student Experience, Continual Evaluation and Improvement</p>

## Perth College UHI

<p><b><u>Equality and diversity</u></b></p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please give details:</p>	<p>Yes/ No</p>
<p><b><u>Data Protection</u></b></p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please give details:</p>	<p>Yes/ No</p> <p>A privacy statement is issued with the survey to guide students how the College will use the data. All data is treated as anonymous.</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>Status</b> (e.g. confidential/non confidential)</p>	<p>Non Confidential</p>
<p><b>Freedom of information</b></p> <p>Can this paper be included in "open" business?*</p>	<p>Yes/ No</p>

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

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

## Perth College UHI

Its disclosure would constitute a breach of the Data Protection Act	<input type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>
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Further guidance on application of the exclusions from Freedom of Information legislation is available via:

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

and

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

# **Learning Engagement Committee Overview Report 2021 Early Student Experience Survey**

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# 1 Executive Summary

This report summarises the top-level Perth College results from the ESES that was issued to students in October 2021.

This is the fourth year of conducting the Early Student Experience Survey (ESES) as a UHI wide regional survey. The survey was issued to all full and part time FE and HE students, other than those shown below, to gather early indications of the overall student learning experience:

- schools link students, who will be issued a different survey in December
- SVS
- Students studying SCQF Level 11 and 12
- Work based learning i.e. Modern Apprentice students
- Course under 160 hours duration
- Block release
- Infill students
- Students taught off campus

The overall satisfaction rate of 93% was an increase by 10% on last year (83%). The tables below provide an overview of the response rates for FE & HE (Table 1), Curriculum Areas (Table 2), and Sector Areas (Table 2). Please note, the satisfaction figures are based on Question 1 – Overall, I am satisfied with my college experience.

Overall, 96% of students felt they were on the right course, 94% of students were aware of support available for mental health and wellbeing, 97% felt they were treated fairly and equally by staff, 89% felt that induction had given them the confidence to engage with their course, and 91% felt induction was a useful preparation for starting their course and 98% of students felt welcome during their first week. Overall, questions had improved in satisfaction from last year.

Satisfaction for students in care has marginally improved by 1% to 95% although this now equates to the satisfaction of students who have not come through the care system for the first time since recording this statistic. Students with a caring responsibility are 10% more satisfied with their college experience this year. Under 16 students are less satisfied this year, whilst all other age groups are more satisfied. Gender satisfaction has remained the same.

The survey was issued to 2397 students (FE 818/ HE 1579) and 38% of students responded (FE 42%/HE 38%). This was a 5% decrease from 43% received last year (ESES 2020). As the response rate was noted as being low again this year CASE actioned the Quality Manager to review how the survey was issued to students to see whether this could be changed and/or improved in some way.

Outcome of this review was that staff fed back the key issue as being a) PATs (Personal Academic Tutors) were not able to facilitate a student completing the survey, as they had in the past, as they did not have a note of the individual links sent to a student, b) not all PATs taught a class in a room with pc's available.

The following will be put into place for the SSES survey in March 2022 with an aim to improve student participation.

a) the survey will continue to be issued in an individual email link to each student and each PAT will be issued with a list of the links issued to students in their classes, thereby being able to reissue the link should the student not be able to locate the original email.

- b) The Study Centre will be available to PATs to use with their class to help facilitate the completion of the survey. In addition, the ICT core skills staff will support facilitation of the survey during their lessons.
- c) The Student Engagement Coordinator will support drop-in sessions in the Study Centre to facilitate student completion of the survey.
- d) A poster campaign for the SSES will be implemented.
- e) An informatic poster of the ESES results is under development to share with students within the email for the SSES survey as a promotional tool to encourage student response.

## 2. Satisfaction Results

Question 1: Overall, I'm satisfied with my student experience so far.

**Table 1: Final Response & Satisfaction Rates by FE / HE**

FE / HE	Response Rate	Satisfaction %	Response Rate 2020	Satisfaction % 2020
FE	48%	96%	31%	87%
HE	36%	91%	69%	81%

**Table 2: Final Response & Satisfaction Rates by Curriculum Area**

Curriculum Area	Response Rate 2021	Satisfaction % 2021	Response Rate 2020	Satisfaction % 2020
ALS	28%	92%	41%	85%
BMCL	50%	96%	58%	83%
CCI	36%	90%	36%	80%
STEM	31%	94%	29%	80%

**Table 3: Final Response & Satisfaction Rates by Sector Area**

Sector Area	Response Rate 2021	Satisfaction % 2021	Response Rate 2020	Satisfaction % 2020
Accounting	59%	100%	53%	87%
Aircraft Engineering	22%	77%	32%	86%
Audio Engineering	41%	96%	47%	82%
Beauty Therapy	63%	91%	54%	75%
Built Environment	30%	97%	21%	92%
Business & Administration	58%	96%	58%	85%
Computing	40%	89%	52%	85%
Creative Industries	37%	87%	35%	79%
Early Education & Childcare	44%	96%	42%	91%
Engineering	29%	87%	42%	69%
Hairdressing	66%	90%	50%	90%
Health & Social Care	23%	80%	34%	87%
Hospitality	37%	98%	58%	92%
Humanities & Social Sciences	33%	89%	40%	79%
Language School	84%	96%	42%	92%
Motor Vehicle	48%	96%	25%	86%
Music & Music Business	20%	82%	25%	70%
New Opportunities	49%	100%	33%	60%
Science & The Environment	27%	100%	28%	74%
Sport & Fitness	55%	97%	62%	76%



### 3. Satisfaction Results by Protected Characteristics

#### 3.1 Age Band

Age Categories	ESES 2020/21 Satisfaction %	ESES 2020 Satisfaction %
16-17	97%	86%
18-19	94%	81%
20-24	93%	79%
25 and Over	93%	86%
Under 16	91%	100%

#### 3.2 Gender

Gender Categories	ESES 2020/21 Satisfaction %	ESES 2019/20 Satisfaction %
Female including Trans Woman	93%	95%
In another Way	89%	83%
Male including Trans Man	94%	94%
Prefer not to say	87%	88%
Blank	72%	95%

#### 3.3 Disability

Categories	ESES 2020/21 Satisfaction %	ESES 2019/20 Satisfaction %
I have a disability, impairment, or medical condition	92%	93%
I have a physical impairment or mobility issue	100%	91%
I have a specific learning difficulty such as dyslexia	93%	94%
No disability	94%	95%

**3.4 Care Experienced (have you been or are you currently in care or from a looked after background at any time in your life?)**

<b>Categories</b>	<b>ESES 2020/21 Satisfaction %</b>	<b>ESES 2019/20 Satisfaction %</b>
No	94%	95%
Yes	94%	91%

**3.5 Caring Responsibilities (Do you have unpaid caring responsibilities for a family member or friend who is ill, frail, disabled or has a mental health or addiction problems?)**

<b>Categories</b>	<b>ESES 2020/21 Satisfaction %</b>	<b>ESES 2020/21* Satisfaction %</b>
No	93%	83%
Yes	94%	85%

# The Research and Innovation Hub Implementation Plan

## Introduction

The Research and Innovation Hub is a physical space located in 810 in the Webster building specifically designed to expand, develop and sustain research activities by encouraging collaboration and support and the creation of an active research and innovation community.

The Research and Innovation Hub is underpinned by institutional conditions that values, supports, sustains and rewards research activities and outputs. The Hub is a space that promotes and enables Perth College UHI research aspirations and priorities by nurturing collaboration and support between researchers both internal and external by having a location to discuss new ideas and to exchange knowledge/intelligence/data/leads, allowing staff to explore new research opportunities for the college and develop their existing research further. This will allow staff to discuss opportunities for preparing/organising proposals/funding submissions. It will also create an environment where staff feel confident and have a platform to present, debate and discuss ideas/projects, and therefore will support the development of an innovation culture. The Hub also has a role in being a quiet space for academic staff to come and think, reflect, plan and write up their research away from the distractions of their usual offices.

In order for the research and innovation hub to achieve its goals and have maximum impact this implementation plan has been developed and is being executed.

## Actions

Aim- 1 Letting staff know about the hub space and activities to support research

Action	Lead	By When	Status
Develop Research Hub Share Point Site	DG	February 22	On going
Poster and email campaign	POD	February 22	On going
Plan and hold launch event	DG	December 21	Complete
Identification of staff with research aspiration and approaching them directly to engage with the Hub	POD	February 22	On going

Aim-2 Encouraging staff to engage with research and the hub in order to develop a research culture

	Lead	By When	Status
Establishing link with LTA mentoring scheme and using HUB to promote engagement	DG	April 22	On going
Promotion of use of HUB as quiet area for research and write up time.	POD	April 22	On going
Initiation of research journal club on Pedagogical Research	DG	April 22	On going
Setting up and supporting wider team for the preparation of	TG & MR	June 22	On going

delivery of professional doctorates			
Establish informal lunch time meetings to discuss research interests and to start developing research networks, and to further refine hub activities	DG	June 22	On going

Aim – 3 Addressing the development and training needs of staff who are or aspire to be research active

	Lead	By When	Status
Deliver support and training on research methodology	POD	June 22	On going
Establish support circle of early year and experienced researchers to share ideas and nurture a sustainable research culture	DG	June 22	On going
Facilitate the delivery of workshops on ethics proposals	POD	June 22	On going
Organise Seminars from external Guest speakers	Steering Group	June 22	On going
Establish a development programme for aspirational researchers/early career researchers	POD	June 22	On going

#### Aim 4- Dissemination of current research

	Lead	By When	Status
Establishment of lunch time research seminars on current research	RB & POD	Feb 22	On going
Signposting of new publications In research hub	POD	Dec 21	Complete
Organise Student research Poster presentations in Hub	TG	Jun 22	On going

#### Aim – 5 Supporting Funding Applications

	Lead	By When	Status
Promote and deliver workshops on completing funding applications (jointly with research office)	POD	Jun 22	On going
Support in the identification and exploitation of commercially viable intellectual property	DG	Jun 22	On going

Training and Support in the searching and identification of external funding opportunities	POD	Jun 22	On going
Support of applications to Research Sabbatical Scheme	POD and DG	Jun 22	On going
Support in applications to LTA scholarship fund	POD and DG	Oct 22	On going

Aims - 6 Maximising Impact of Research Hub on student Experience and Our Journey to Excellence

	Lead	By When	Status
Establish a steering group to direct work of the HUB	DG	Sept 21	Complete
Establish groups around Key Masters and Honours degree programme to maximise impact from research/teaching linkages	DG	June 22	On going
Consolidate and realign pedagogical research to maximise synergy between research and learning and teaching so it informs new and advanced ways to enhance our student learning experience	DG	Jun 22	On going

## Perth College Scholarship and Research Committee (SRC)

### Draft Minutes

**Meeting reference:** 2 of 3 in AY 2021-22  
**Date:** 17 January 2022 at 1100  
**Location:** By Microsoft Teams

### Present:

Rosalind Bryce (Chair), Robert Boyd, Lorenz Cairns, Kathleen Connor, Margaret Cook (until 1155), Ronnie Dewar, Tatiana Gladkikh, David Gourley, Lynne Griffin, Donna Heddle, Katy Lees, Veronica Lynch, Christiana Margiotti, Patrick O'Donnell, Michael Rayner, Alex Sanmark, Keith Smyth

**Apologies:** Andrew Comrie, Henry Nicholson

**Minutes:** Angela Paterson

No.	Minutes	Action
1	<p><b>Welcome, apologies &amp; membership</b></p> <p>R Bryce welcomed everyone to the meeting with a particular welcome to recently appointed member Ronnie Dewar, Sector Manager (Humanities and Social Sciences) and new member Tatiana Gladkikh, Sector Manager (Business, Management and Computing).</p> <p>Apologies noted above</p>	
2	<p><b>Minutes of the previous meeting held on 18 October 2021</b></p> <p>Approved as an accurate record</p>	
3	<p><b>Update on actions and matters arising</b></p> <p><b>Sector Managers' Research Sub-Group (R Dewar)</b>  R Bryce to meet with R Dewar/Sector Managers sub-group for update – complete  It was agreed to have 2 representatives for this area – complete (Tatiana Gladkikh now a committee member)</p> <p><b>R Bryce/V Lynch to discuss KE partnerships – in progress</b>  RB has been in discussions with a couple of organisations (Mountaineering Scotland &amp; the Game &amp; Wildlife Conservation Trust).</p> <p><b>Action:</b> VL &amp; RB still to meet and discuss</p>	VL/RB
4	<p><b>Sector Managers' Research Sub-Group (R Dewar)</b></p> <ul style="list-style-type: none"> <li>• R Dewar met with D Gourley to get a better understanding of the overall research ethos at the college.</li> <li>• Agenda item included on next Sector Managers meeting to set up a research communication system and get a greater understanding of what is happening in the sectors. Paper to be sent to SRC committee when systems are in place</li> <li>• R Bryce to be invited to next Sector Managers meeting, as guest speaker</li> <li>• R Dewar to be included in future communications about the Research Hub</li> </ul>	



## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
5	<p><b>Research &amp; Scholarship Coordinator Update (including REF-related activity in Perth College UHI) (P O'Donnell)</b>  P O'Donnell's report was circulated in advance (Paper 2); points raised included:</p> <ul style="list-style-type: none"> <li>• Template sent to staff identified as being involved in research, to give details of research work. Low response rate from those with one or two hours of research allocated per week. <b>Action:</b> P O'Donnell to follow up and report back at next meeting.</li> <li>• K Lees advised there was no paperwork for these remitted hours and from a REF point of view, evidence would be needed that research is on these staff members contracts</li> <li>• <b>Action:</b> P O'Donnell to include Sector Directors in correspondence so they can assist with responses</li> <li>• <b>Action:</b> M Cook not aware there were still staff being given one or two hours research time per week. <b>Action:</b> P O'Donnell to send a list of those names to M Cook.</li> <li>• It was agreed this was part of a larger discussion out with the remit of this committee.</li> <li>• Nuffield bid unsuccessful; no feedback received. Bid to be tweaked, aim to submit elsewhere.</li> <li>• Outputs/projects secured: LTA funded scholarship looking at Hybrid learning spaces.</li> <li>• Perth College research webpage updated to include research hub, including staff links; more images to be added. <a href="https://www.perth.uhi.ac.uk/about-us/research-and-knowledge-exchange/research-and-innovation-hub/">https://www.perth.uhi.ac.uk/about-us/research-and-knowledge-exchange/research-and-innovation-hub/</a></li> <li>• What do we mean by an Early Career Researcher (ECR)? P O'Donnell consulted other academic contacts to ask them how they define an ECR, and what was the best form of support for an ECR. All agreed this linked to PhDs (recently studied/completed or linked to a project). Effective support can be given working with an experienced researcher.</li> <li>• Useful websites: <ul style="list-style-type: none"> <li>• <a href="https://www.vitae.ac.uk/">https://www.vitae.ac.uk/</a> recommended website which articulates all the aspects of learning and development. Also, useful to look at the REF for the definition of ECRs.</li> <li>• <a href="https://www.dmu.ac.uk/research/research-support/early-career-researchers/early-career-researchers.aspx">https://www.dmu.ac.uk/research/research-support/early-career-researchers/early-career-researchers.aspx</a></li> </ul> </li> </ul> <p>M Rayner reported that the British Academy are launching an early career research network and he is invited to a meeting on 25 January. Cluster Leads have been contacted to identify someone to attend in place of/along with M Rayner.</p> <p>Linking with other experienced researchers is something we should be looking at within UHI. The UHI Mentoring Scheme is a good place for people to start to look for support and advice. The research mentoring strand is the longest established strand of the scheme, the scheme works flexibly and is tailored to the needs of individuals.</p> <p>In terms of capacity building, early career researchers are vitally important. We need to consider aspiring researchers, early career researchers and researchers. <b>Action:</b> useful to compile a list of aspiring researchers</p>	<p>POD</p> <p>POD</p> <p>POD</p> <p>POD</p>

## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
6	<p><b>The Research Hub (D Gourley – paper 3)</b></p> <p>The Research and Innovation Hub Implementation Plan was circulated in advance; written with T Gladkikh, P O'Donnell, R Bryce and A Sanmark. This is an action plan for the research hub - how we will use it for the benefit of research and maximise outputs of research</p> <p>Discussions included:</p> <ul style="list-style-type: none"> <li>• One of the aims is a communication one; trying to get staff to engage in research to develop a research culture. This is important as we continue with the curriculum review and try to establish better research teaching linkages</li> <li>• It is good to have a conversation about early career researchers and aspirational ones and we need to establish a development programme for aspiring researchers, as well as early career ones.</li> <li>• One of the most important aims is maximising the impact of the research hub on student experience and Our Journey to Excellence.</li> <li>• M Cook agreed it was a helpful plan which delineates all the things we are doing. It would be good to have milestones added, as well as end dates, and it was suggested that Kirsty Campbell could help with organising hub activity.</li> <li>• Once more staff are back in college, informal hub meetings to be set up. In the meantime, a programme of online seminars needs to be set up to generate interest. R Bryce offered to do a talk about the Centre for Mountain Studies.</li> <li>• The synergy with other UHI departments is also critical (eg the LTA and the Research Office)</li> <li>• Focus can be given to research teaching linkages. A hub event to facilitate discussions on where linkages can be developed and strengthened would be valuable and could involve a good number of staff.</li> <li>• Mentoring opportunities exist between students and industry. There may be opportunities to develop mentoring for undergraduates. At other universities, different levels may be taught together (e.g. Hons year students in the same class as postgrad students to promote mentorship)</li> <li>• It would be good to feed these ideas into the curriculum review. <b>Action:</b> R Boyd to take forward</li> </ul>	R Boyd
7	<p><b>College Research Update</b></p> <p><b>Ros Bryce Centre for Mountain Studies (CMS):</b></p> <ul style="list-style-type: none"> <li>• One new project funded, collaborating with the Centre for Tourism and Recreation. This is another grant from the Northern Periphery and Arctic Programme (NPA), a bridging project on circular and regenerating tourism which will run from now until the end of June 2022.</li> <li>• Waiting to hear outcome of various other grant proposals including three B Macaulay was working (Nuffield/British Academy programme) and a Horizon Europe project</li> <li>• R Bryce and A Lawrence working on another bid for a Treescape call, March 2022 submission deadline.</li> <li>• CULTIVATE, a JPI Cultural Heritage project, progressing well and CMS are currently recruiting for a one day per week research assistant for this project</li> <li>• Ongoing cancellation of face-to-face meetings is a continuing challenge</li> <li>• R Bryce did a talk for the Tay Probus Business Club in November and has been invited to do an RSGS talk. Also invited to events organised by Mountaineering Scotland and a new research group for University College Dublin.</li> </ul>	

## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
	<p><b>Alex Sanmark, Institute for Northern Studies:</b></p> <ul style="list-style-type: none"> <li>• Awarded funding from the AHRC and German Research Council. Project starts 1/2/22; working with researchers in Germany, and will be hiring a post doc research assistant, full time post for 2.5 years, to be based at Perth College</li> <li>• Working with S Timoney and D Lee from Archaeology on the Knowledge Exchange project with the Cateran Eco museum. Currently producing a report for them. Perhaps CMS could be involved in this in the future; R Bryce and A Sanmark to discuss</li> <li>• Kingship project with Perth Museum: now writing up final report and finalising website. Talks were recorded and these can now put online, along with a collection of photos of sites. There will be a final publication from this</li> <li>• Applied for an Apex award last year; shortlisted but was unsuccessful; this has now been resubmitted.</li> <li>• Looking at developing further applications, including one for the European Research Council that is due in November 2022. To discuss possibility of new seminar series with Perth Museum</li> <li>• Ongoing interaction with the South African PhD project</li> </ul>	
8	<p><b>Perth College Innovation Update (Veronica Lynch)</b></p> <ul style="list-style-type: none"> <li>• Working on Innovation Voucher project with Vienga hydro power business. The engineering team are engaging with this which will also become a student project. This may lead to a much broader funded project as the next phase of activities</li> <li>• College Innovation Group in early stages; meeting held w/c 10 January. <ul style="list-style-type: none"> <li>• Discussions to broaden out the work of the Innovation Group; to look at other aspects of innovation that would dovetail in with the research hub. Looking at the potential of applying some of the research by staff and how that could potentially be commercialised in the long term</li> <li>• Considering how can we build innovation opportunities within the academic business plan</li> <li>• Exploring whether there are any cross college/team specific innovations to bring people together to work towards wider innovation success; some events to be scheduled across the year.</li> <li>• Considering our existing employer relations</li> <li>• Group still at an early stage but will be some things that we then report at future meetings; it was agreed that the outputs from the Innovation Group will be reported through the SRC</li> </ul> </li> </ul>	
9	<p><b>Update on UHI Research and Impact (Donna Heddle)</b></p> <p>Update from Donna Heddle, Acting Vice Principal (Research and Impact):</p> <ul style="list-style-type: none"> <li>• UHI's Research conference was held online w/c 10 January; included a great range of research and was very well organised.</li> <li>• UHI have now embarked on 3-year partnership with the Royal Society of Edinburgh and Highlands and Islands Enterprise. This should raise our profile throughout the region. D Heddle, M Rayner and S Bryan are sitting on the northwest group (which covers the whole of UHI) and a couple of meetings have been held already. Further meeting scheduled for 31 January to look at a programme of activities.</li> <li>• The Haplo system for postgraduate researchers went live in November 2021.</li> <li>• Seven new funded PhD students started in October 2021; funders include the Scottish Government, John Muir Trust, and the Arts &amp; Humanities Council.</li> </ul>	

## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
	<ul style="list-style-type: none"> <li>• In October 2021 UHI procured the support of EuKnow Research Consultancy based in Brussels, contract for 14 months, contact is Dr Lynn Thrower</li> <li>• Local government information unit contacted UHI about a PhD related to the islands Plan; candidate now appointed.</li> <li>• Preparations are being made for the REF results which are due out in May; communications proposal being prepared</li> <li>• There has been a lot of consultation about the REG and the RPG grant and how we use it; D Heddle responded on behalf of UHI</li> <li>• MRes are not currently funded by the RPG, and we have now put forward for this to happen in the future</li> <li>• Feedback on the REF 2021 due by 26 January; this has been circulated to colleagues, any comments should be sent to D Heddle</li> <li>• Development of research culture and impact: Training packages to be offered to researchers, eg introduction to impact case sessions with Anna Paaso. Colleagues in Research Office developing a range of training initiatives</li> <li>• Working with Communications to focus on research impact. Recommend staff sign up to find an expert pages, etc,</li> <li>• Investing in studentships is critical to development of research culture. Currently preparing a short paper on this and hoping to have funds of around £100K a year; this is very much supported by the Vice Chancellor and the Chair of the University Court.</li> <li>• Looking at options in investment for growing ECR engagement (with L Walker who attends the REF Steering Group meetings)</li> <li>• Another idea is to have a Visiting Researchers scheme; good opportunity to formalise some of the arrangements going around the network</li> <li>• In response to a question about looking at quantifying what IP we had across UHI and opportunities for commercialising IP, D Heddle confirmed the KE team are about to appoint someone to take this aspect forward</li> <li>• In response to a question as to where we are at with the development of professional doctorates, M Rayner confirmed this is something that was under development in the past. Current areas of focus are business, nursing and education. Jane Lewis, Principal of Shetland College, has been in discussions to pull together a small team to work through a more general approach to this proposal. Hope to get an update at the next professorial meeting.</li> </ul>	
10	<p><b>Research Clusters Update (Michael Rayner)</b></p> <ul style="list-style-type: none"> <li>• Much of the work of the clusters is ongoing</li> <li>• Much of the time of HARC and SILK has been spent on preparing for the next round of student funding and for Carnegie studentship funding applications.</li> <li>• One of the DTP (Doctoral Training Partnership) competitions in the MESE cluster was very successful once again and secured studentships</li> <li>• HARC and SILK conference, The Edge, was held at the end of 2021; moved online but worked well</li> <li>• Started early discussions with C Richards about the next HARC &amp; SILK conference on Enchantment and Wonder. This may integrate with the Staff/Student conference planned for December 2022; hopefully to be held face-to-face</li> <li>• Plans put forward by each of the clusters for use of extra available funds; all now agreed</li> <li>• Colleagues' engagement with professional bodies as well as other networks should be encouraged. M Rayner is now a fellow of the RSA. These kinds of opportunities might be timely for us to consider engaging with; good for UHI and good for individuals too. We need to consider how staff look for these opportunities (eg via a</li> </ul>	

## Perth College Scholarship and Research Committee (SRC)

No.	Minutes	Action
	webinar or email circulation, by invitation, by self-application)	
11	<p><b>AOCB</b></p> <p>M Cook confirmed Andrew Comrie is no longer a member of the Board on the Learning and Engagement Committee and as such he will withdraw from the SRC Committee; to be replaced with one of the new Board members. <b>Action:</b> M Cook to update when new person has been appointed</p> <p><b>Action:</b> on request by a member of the committee, consider the use of Teams for SRC meetings so that all papers etc are available centrally.</p> <p>Meeting finished at 1230</p>	<p>MC</p> <p>AP</p>
12	<p><b>Date of next meeting</b> Wednesday 30 March 2022 @ 1000</p>	

## Student Engagement Group Meeting

### Minute

**Date and time:** Friday 05 November 2021, 11.00am – 1.00pm

**Location:** By MSTeams VC

**Members present:** Kathleen Connor (KC) Gerald McLaughlin (GMcL), Sam Monie (SM), Lesley Sutherland (LS), Todor Pavlov-Kennedy (TPK), Mandy MacDonald (MM)

**Apologies:** Lisa Findlay (LF), Maureen Paris (MP), Jess Borley (JB)

**In Attendance:** n/a

**Chair:** Deborah Lally

**Note Taker:** Nicola McAulay

### Summary of Actions

Ref	Action	Responsibility	Time Line
2	DL to seek representation from BMCL and ALS	DL	Next meeting
4	Fostering a learning community online – JB could not attend the meeting. DL will ask JB for an update	JB/DL	Ongoing
5	DL to inform/remind staff about the GBV and Safeguarding modules on brighspace. DL will also follow up with SMT about these being mandatory training modules.	DL	Next meeting
5.	DL is arranging for the Team Leader from Safer Communities to attend the College and deliver PREVENT training to the Safeguarding Group.	DL	Next meeting
6.	SM is working with Rasac re:16 days of action plan. A workshop is booked in for the 25 <sup>th</sup> of November. SM to chase RASAC for an update.	SM	Next meeting
6.	SM to provide an update on how to reach out to more students.	SM	Next meeting
6.	DL to take to CDI group issues with regards to smoking on campus (smoking shelters not fit for purpose Gerald has put communication out regarding this In October but will put out further	DL/GMcL	Next Meeting

## Summary of Actions

Ref	Action	Responsibility	Time Line
	communication regarding masks and the sunflower scheme		
8	Student Engagement Strategy – DL to share her initially presentation	DL	Next meeting
11.	Representation from priority groups	GMcL	Next Meeting
	Digital Support Scheme - DL to contact PATs to share those students who have not yet collected their loaned devices	DL	
9.		GMcL	Next Meeting
10.		DL	Next Meeting
14.		DL	Next Meeting
			Next meeting

## Minute

Item	Action
<p><b>1. Welcome and Apologies</b></p> <p>DL welcomed the Committee members.</p> <p>Apologies were noted.</p>	
<p><b>2. Additions to the Agenda for AOCB</b></p>	

Item	Action
<p>DL to seek another representative from BMCL and ALS.</p>	
<p><b>3. Minutes of the Previous Meeting – Paper 1</b></p>	
<p>The minutes of the meeting held on 15 September 2021, were approved as an accurate reflection of the discussions that had taken place but it was suggested that on page 3 of notes Student Engagement Team be changed to Student Engagement Services.</p>	
<p><b>4. Review of actions from previous meeting / Matters arising <u>that are not included elsewhere on the agenda:</u></b></p>	
<p>4 Complete.</p>	
<p>4. Fostering a learning community online – Jess Borley could not attend the meeting, DL will ask JB for an update</p>	DL
<p>7.2 This issue was raised at the covid response group, there doesn't seem to be any further issues regarding this. We are not sure of uptake now of Lateral flow tests, students may be ordering online themselves rather than pick them up from college.</p>	
<p>11. Student Engagement Strategy – On agenda.</p>	
<p>11. Suicide Intervention Policy – Won't need added to every meeting agenda.</p>	
<p>11. Suicide Intervention Policy – Now available on the College website for everyone to look at.</p>	
<p><b>5. Safeguarding – update</b></p>	
<p>Nothing to update this time, getting education Scotland visit in December 15<sup>th</sup> and 16<sup>th</sup>. May be concerned about students success rates due to covid.</p>	
<p>If its a practical course this is very challenging but not just Perth college, all through the sector. They will also be looking at safeguarding and what systems are in place.</p>	
<p>DL will send out email to staff about gender based violence module and also safeguarding module which staff complete. Deborah will follow this up with senior management to make the gender based violence module mandatory.</p>	DL



Item	Action
<p>The Team Leader from Safer Communities has offer to attend the College and deliver PREVENT training to the Safeguarding Group. The College will then evaluate the training to see if it can be rolled out further.</p> <p>Both DL and G McL have completed Chile Protection training, this focused on children rather than vulnerable adult, but principles are the same, it was very good training.</p>	DL
<p><b>6. Student Engagement Team – update</b></p>	
<p>moving on from inductions in last meeting, workshops are now being provided for the students. 95% of these are face to face with a few online, around 1200 students have attended in total with very good feedback.</p> <p>The workshops covered public speaking as there is a lot of anxiety caused by covid, this was followed by a Stress and anxiety workshop then staying focused workshop. Sam has been asked by to do bullying and e safety workshops.</p>	
<p>Emails in relation to spiking were sent out to specific areas of females and a workshop was delivered in relation to How to be safe with sexual assaults and being spiked at nightclubs and festival etc. Spikeys were handed out – This is a small plastic device that goes on top of a bottle, your straw then goes through it and no one can put anything inside the bottle.</p>	
<p>Sam is working with laura from RASAC, 16 days of action plan workshop is booked in for the 25<sup>th</sup> of November, but not yet promoted to students – awaiting more feedback from RASAC. Sam to chase Laura up to get an update on this.</p>	SM
<p>Todor is impressed how quick we adapted to the current spiking situation.</p>	SM
<p>Discussion took place around exploring different ways for reaching out to students (those areas that appear to not engage) Sam to provide an update on how to possibly reach out to engage with areas that do not engage with this team.</p>	
<p>There is a trial mentoring programme - 4 mentors will be highlighted by PATs this will be 3<sup>rd</sup> or 4<sup>th</sup> year students.</p>	
<p>Problems have been highlighted in relation to students smoking on campus, non-mask wearing and students using the lift. How do we deal with this? Todor has spoken to students, and they don't want to be stuck close together in the shelter because of covid times and just being uncomfortable in general, our shelters are not fit for purpose. DL will take this to college development innovative team to discuss this.</p>	DL

Item		Action
	<p>Talk of lift passes being introduced again, G McL contacted 5 or 6 colleges to ask what their process is and smaller colleges tend to use lift passes. SM thinks there should not be lift passes in place and people should be able to use it if they want but Gerald explained that the lift can breakdown very often so maybe only certain groups of students should be able to use it.</p>	
<b>7.</b>	<b>COVID-19 Updates:</b>	
	<b>7.1 Student Residences Update</b>	
	<p>There is a student who has tested positive – 4 students who shared the flat all had PCR tests and 1 came back positive. Residences will put support in place as they did the last time – access to food and toiletries etc. This is the second case within the residences. Emergency number is available if they feel really unwell.</p>	
	<b>7.2 Student Asymptomatic Testing Update</b>	
	<p>Lateral flow testing – not much uptake not a great demand at the moment.</p>	
	<b>7.3 Group Member Updates</b>	
	<p>Issues with masks have been raised at covid recovery group meeting and no single solution to this, We should keep reminding people that masks should be used unless exempt. Gerald has put communication out regarding this In October but will put out further communication regarding masks and the sunflower scheme. Feedback from last communication was that even if they are part of the sunflower it is a legal requirement to wear the mask whilst carrying out close contact treatments on courses such as beauty and hairdressing.</p>	<b>G McL</b>
<b>8.</b>	<b>Student Engagement Strategy</b>	<b>DL</b>
	<p>The College will be developing a new Student Engagement Strategy. Feedback on the one that has now lapsed acknowledged that it went into too much detail with lots of actions that should have really been part of an enabling plan to sit alongside the strategy. There was recognisance that we need to take into consideration the UHI Student Engagement Strategy when producing our own. DL presented a paper on suggestions about 'what is student. This will be circulated by DL and will be discussed at the next meeting.</p>	
<b>9.</b>	<b>Student Representation from Priority Groups</b>	
	<p>Not a standing agenda item but will be included until we can get a few students from key groups, Gerald will take this forward.</p>	<b>G McL</b>

Item	Action
<p><b>10. Suicide Intervention Policy</b></p> <p>No longer an agenda item.</p>	
<p><b>11. Digital Poverty</b></p> <p>It was noted that all students who have requested a laptop or dongle have been contacted to inform them of availability and come to collect, however over 100 have still to collect. DL will chase these via their PAT.</p> <p>There are also previous students who have not yet returned devices, despite reminders being sent. The College will now be using alternative means to recover the costs.</p> <p>Discussions also took place around devices being returned damaged. And even some students asking that we make arrangements for collecting the laptops.</p> <p>DL to feedback at the next meeting, the outcomes agreed following a meeting with VL and processes to be introduced to recover costs and how we determine and follow up on damaged laptops.</p>	<p><b>DL</b></p>
<p><b>12. HISA Update</b></p> <p>12.1 HISA Perth Update – Paper 1 circulated prior to the meeting with information.</p> <p>12.2 Perth Partnership Project Agreement 2021-2022 (revised) approved by BOM – Paper 2 circulated prior to the meeting with information.</p> <p>12.3 HISA Perth Indicative Plan of Work 2021/2022 (Revised) – paper 3 circulate prior to the meeting.</p> <p>There has been a slight struggle recently as they are down a HISA member. Freshers went well and they are planning a library day event on the 17<sup>th</sup> of November from 12pm – 4pm. This will be held in the library and HISA, the library team and Careers Team will all be taking part. There will be different books of interest on display, any questions the students have can be asked, raffles, story writing workshop and also free coffee vouchers will be handed out.</p>	

Item	Action
Clubs and societies will be a mix of face to face and online. DL asked if new entrant students get communication about HISA and the student voice at the start of the academic year. The group suggested that Look at a flyer to go out to students with information.	
<b>13. Student EG Member Updates</b>	
None	
<b>14. AOCB</b>	
Actions in previous plan will be circulated by DL	<b>DL</b>
<b>15. Date of next CMT Meeting:</b>	
<ul style="list-style-type: none"><li>• 10<sup>th</sup> November 2021</li></ul>	
<b>16. Date of next Student Engagement Group Meeting:</b>	
<ul style="list-style-type: none"><li>• 21<sup>st</sup> December 2021 11.00 – 13.00</li></ul>	

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The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 2018. It is important that fact, rather than opinion, is recorded.

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

## Student Engagement Group Meeting

### Minute

**Date and time:** Tuesday 21 December 2021, 11.00am – 1.00pm

**Location:** By MSTeams VC

**Members present:** Jessica Borley (JB), Kathleen Connor (KC), Lisa Findlay (LF), Kevin Lynch (KL), Gerald McLaughlin (GMcL), Sam Monie (SM), Todor Pavlov-Kennedy (TPK), Sam Monie (SM), Aimee Cuthbert (AC), Rebecca Wallace (RW)

**Apologies:** Lesley Sutherland (LS)

**In Attendance:** n/a

**Chair:** Deborah Lally

**Note Taker:** Nicola McAulay

### Summary of Actions

Ref	Action	Responsibility	Time Line
2	DL to see representation from BMCL and ALS.	DL	Ongoing
5	DL will follow up with SMT about the GBV module being mandatory	DL	Next meeting
6	DL to take to CDI group issues with regards to smoking on campus	DL	Next meeting
9	HISA to ask student rep groups if they would like to have representation at these meetings.	AC	Next meeting
10	Todor suggested grouping weekly cases together in one email, Rebecca has agreed with this and suggested keeping the emails short. Aimee suggested taking this to the student voice reps in the new year and feeding back.	AC	Next meeting
10	DL will ask the question to the students staying in the residences if they want to have representation on the student EG group.	DL	Next Meeting
9	GBV module for students - Keep an action on the agenda for this to let the new intake students know in September this is available.	DL	Ongoing

## Minute

Item	Action
<p><b>1. Welcome and Apologies</b></p> <p>DL welcomed the Committee members.</p> <p>Apologies were noted.</p>	
<p><b>2. Additions to the Agenda for AOCB</b></p> <p>Early Student Survey - JB</p>	
<p><b>3. Minutes of the Previous Meeting – Paper 1</b></p> <p>The minutes of the meeting held on 25 November 2021, were approved as an accurate reflection of the discussions that had taken place.</p>	
<p><b>4. Review of actions from previous meeting / Matters arising <u>that are not included elsewhere on the agenda:</u></b></p> <p>2. Keep on action list for next meeting</p> <p>4. Jess was to pick this up in Lesley Connaghans absence, Lesley was going to talk to the group. Take off agenda and pick back up at a later date.</p> <p>5. DL still to follow up with SMT, action still to be done. Will pick up in new year.</p> <p>5 Complete - About 4 attended the training which was very valuable this was delivered by an ex chief superintended.</p> <p>6. This workshop went ahead, Sam will update further later in the agenda.</p> <p>6. Sam will update further in agenda.</p> <p>6. Raised under several groups but not CDI, Mentioned at covid response group also. Keep in Actions to be raise at CDI group meeting by DL.</p> <p>8 This is complete. There has been some confusion with staff, beauty students have to wear mask when doing treatments but not in class when exempt. The group discussed how to encourage people to wear masks and how to roll this out. Put up awareness poster? Maybe something available from NHS. Not enough signage up around the College for this but who is responsible for putting up more signage regarding mask</p>	<p>DL</p> <p>DL</p> <p>DL</p>

Item	Action
<p>wearing and also the one way system? LF has said Marketing would be happy to help with this and take this forward. A short life working group could be set up to discuss these specific points. Lisa, Sam, Todor initially to be involved.</p> <p>11 Student Engagement strategy - DL will share this to the group.</p> <p>9. Still to be looked at. Class voice reps to come along to these groups. HISA to ask student rep groups in the new year, AC will take this forward.</p> <p>10. This was completed. This was reported to the PATs, some students now longer require a laptop.</p> <p>Agenda item 11 - Students who haven't returned their equipment have now been invoiced, several warnings been done already. After communication going out there have been a few returned laptops from students. Still requests coming through, emailed to say equipment is there to be picked up. There has been confusion about what a dongle does, not for boosting current connection.</p>	DL AC
<p><b>5 Safeguarding – update</b></p>	
<p>No new updates</p>	
<p><b>6. Student Engagement Service – update</b></p>	
<p>RASAC were on campus and delivered 5 workshops in ASW, this was delivered to all sports and fitness students as Sam had been contacted from this department about this, the workshops went well. A stall in main reception was set up and there was a lot of engagement from students. Sam will be working with RASAC again in the future.</p> <p>Sam is now rolling out workshops, and at least 120 have been delivered. Feedback is very well received with students.</p> <p>Sam is also helping with transition work for Gerald's team, potential groups of students from schools. Working with Rebecca moving forward regarding workshops on bullying.</p>	
<p><b>7. Student Services Annual Report</b></p>	
<p>See paper for more information. Commended by SMT and Education Scotland, Gerald presented the paper to the meeting attendees. This paper was pulled together by the whole student services team. The team structure is on the website.</p> <p>The student funding team has been invested in and they have developed systems, invested in staff and promoted staff in that area. This year we have had a quick turn around in funding applications being processed.</p>	

Item	Action
<p><b>8. Care Inspectorate Report</b></p> <p>See paper for further information – Care inspectorate report. All inspections are unannounced and were there for 2 days. They spoke with staff and parents/carers. Investment in the nursery has paid off. Jess has asked for the report to be sent to Quality.</p>	
<p><b>9. GBV Module for students</b></p> <p>This module is now available for students to complete. The health and well being team emailed all students encouraging them to participate in the module. Pick up after the new year to remind students this is available to complete. Keep an action on the agenda for this to let the new intake students know in September this is available.</p>	
<p><b>10. Covid 19 Updates</b></p> <p>Emails sent out to staff and students when there is a positive test result, more recently when emailing students saying if you don't want to receive these messages you need to apply a rule. 1 or 2 students have come back saying they do not want to know about these cases. HISA have been asked their opinion on whether we should send these emails out to students. Todor suggested grouping weekly cases together in one email, Rebecca has agreed with this and suggested keeping the emails short. Aimee suggested taking this to the student voice reps in the new year and feeding back.</p> <p>10.1 No residences update apart from most are going home at Christmas. Keeping an eye on new rules. Student has said there is no heating and the toilet has overflowed, has asked for help a few times but no help. HISA asked for email to confirm this but not had this as yet. DL stated that 2 Boilers stopped working in 2 of the blocks, the estates team supplied new heaters for the students for a short period. Alternative wash facilities were offered too over at the ASW. For each day the boiler wasn't working they have been living rent free.</p> <p>10.2 HR have had more people coming forward for lateral flow tests.</p> <p>10.3 DL will ask if they want to have representation on the student EG group from residences.</p>	<p><b>DL</b></p>
<p><b>11. Digital Accessibility</b></p> <p>Update at start of meeting, nothing further.</p>	



Item	Action
<p><b>12. HISA Updates:</b></p> <p>12.1 See paper for more information.</p> <p>12.2 Asking various areas why there isn't any voice reps but this is not what is wanted. Many more FE reps than HE reps. Jess doesn't have an up to date programme leaders list for UHI. Feedback from Karen Downs area suggests they work on a bespoke voice plan.</p> <p>12.3 Rebecca shared with the group feedback being received from students. Feedback was received from students during SRC's (Student Representative Council) about online student cards and students wanting to keep physical ones, barriers for students wearing face coverings on campus, challenges with the UHI referencing system and accessing software and students wishing to be back on campus when learning completely online</p>	
<p><b>13. Student EG Member Updates:</b> - not included elsewhere in the agenda</p>	
<p>No Updates</p>	
<p><b>14. AOCB</b></p> <p>Early Student Survey - How do support staff get access to the questions asked on the surveys, Jess has said it should have sent out the email to the support staff although it is also on Perthnet</p>	
<p><b>15. Date of Next CMT Meeting:</b></p> <ul style="list-style-type: none"><li>• <b>19 January 2022</b></li></ul>	
<p><b>16. Date of next Student Engagement Group Meeting:</b></p> <ul style="list-style-type: none"><li>• <b>Thursday 3 February 2022, 11.00-13.00</b></li></ul>	

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Information recorded in College minutes are subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). There are certain limited exceptions, but generally all information contained in minutes is liable to be released if requested.

The College may also be asked for information contained in minutes about living individuals, under the terms of the Data Protection Act 2018. It is important that fact, rather than opinion, is recorded.

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

# **Board of Management - Learner Experience Committee**

## **Terms of Reference**

### **Membership**

- Principal – Chair
- No fewer than 2 Representatives of the Board of Management (one to be Vice-Chair)
- 2 Academic Staff Representatives (Board Teaching staff representative plus one other nominated teaching staff representative)
- 2 Student Representatives nominated by HISA Perth
- Depute Principal (Academic)
- Vice Principal (Engagement) Associate Principal (Academic)
- Chair of Scholarship and Research Committee
- Head of Student Experience
- Head of Learning and Teaching Enhancement

### **By invitation**

Student Services Manager, Student Records Manager, Quality Manager

### **Quorum**

The quorum shall be 7 including the Chair or Vice Chair and must include one Independent Member of the Board of Management

### **Frequency of Meetings**

Normally 3 times per academic session, and as required.

### **Terms of Reference**

1. To maintain an overview of academic quality assurance and outcomes by reviewing reports from the Quality Assessment Committee and other relevant internal and external sources including feedback and evaluation from student and stakeholder surveys.
2. To consider the implications of reports and updates from other relevant College and UHI Committees and, where appropriate, act to ensure the relevance and currency of the academic offer.
3. To review and approve College's policies and strategies that relate directly to the student experience.
4. To receive regular reports from Management and HISA Perth on progress with student engagement in the operation of the College.