

Learner Experience Committee

Agenda

Meeting reference: Learner Experience 2022-23/01

Date: Wednesday 14 September 2022 at 2:00pm

Location: Boardroom (Braham Building Room 019)

Purpose: Scheduled meeting

*Denotes items for discussion/approval.

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

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Interest in any Agenda Item		Chair	
4	Minutes of the meeting held on 27 April 2022		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Strategy & Policy			
6.1	College Strategy Alignment		Depute Principal	Verbal
6.2	Safeguarding Policy & Procedure	Quality Manager	Head of Student Experience	Paper 2
7	Student Experience			
7.1	Perth Partnership Project 2022-23	HISA Perth	HISA Perth President	Paper 3
7.2	OBI Awards 2022 Report	HISA Perth	HISA Perth President	Paper 4
7.3	Student Satisfaction and Experience Survey	Quality Manager	Head of Student Experience	Paper 5
7.4	Student Funding Update		Head of Student Experience	Verbal

8	Curriculum			
8.1	Student Completion & Progression - update		Head of Student Experience	Verbal
8.2	Student Recruitment update		Head of Student Experience	Verbal
9	Committee Minutes (for noting)			
9.1	<ul style="list-style-type: none"> Student Engagement Group, 20 June 2022 		Head of Student Experience	Paper 6
10	Date and time of next meeting: <ul style="list-style-type: none"> Wed 23 November 2022, 2:00pm 		Clerk	
11	Review of Meeting (to include check against Terms of Reference)		Chair	Paper 7

Learner Experience Committee

DRAFT Minutes

Meeting reference: Learner Experience 2021-22/04

Date: Wednesday 27 April 2022

Location: Room 019/Online

Members present: Lorenz Cairns, Depute Principal (Academic)
Catherine Etri, Associate Principal (Academic)
Robert Boyd, Teaching Staff Member on the Committee
Rosalind Bryce, Chair of Scholarship & Research Committee
Todor Pavlov-Kennedy, Student Board Member
Deborah Lally, Head of Student Experience
David Gourley, Head of Learning & Teaching Enhancement

In attendance: Ian McCartney, Clerk to the Board

Apologies: Margaret Cook, Principal (Chair)
Sheena Devlin, Board Member
Jenny Hamilton, Board Member
Ann Irvine, Board Member
Fiona Martin, Board Member
Veronica Lynch, Vice Principal (External Engagement)

Chair: Lorenz Cairns (on behalf of Margaret Cook)

Minute Taker: Ian McCartney

Quorum: 7

Minutes:

Item		Action
1.	<p>Welcome and Apologies</p> <p>Chair welcomed everyone to the meeting, noting apologies.</p> <p>Clerk advised that the meeting had not reached Quoracy due to the lack of Board Members in attendance, therefore all matters requiring a decision would be passed to the Board for approval.</p>	
2.	<p>Additions To The Agenda</p> <p>None</p>	
3.	<p>Declaration of Conflict of Interest in any Agenda Item</p> <p>None</p>	
4.	<p>Minutes of Meeting held on 02 February 2022</p> <p>The minutes were approved as being an accurate record of the meeting.</p>	
5.	<p>Matters Arising from Previous Minutes</p> <p><u>7.2 HISA Perth Plan of Work</u> Action 1: Complete Plan for next Board Meeting Status: Completed</p> <p>Action 2: Provide Report to Principal on engagement with Teaching staff; share with Committee as appropriate Status: Completed</p>	
6	<p>Learner Experience</p>	
7.1	<p>HISA Perth Plan of Work 2021/22 - Update</p> <p>Student Board Member presented the latest iteration of the HISA Perth Plan of Work, highlighting the progress made in a number of areas. Student Board Member noted the fairly low engagement levels experienced for some events, which was disappointing. Focus at the moment was the shortlisting and organisation of the OBIs, with more nominations having been received than in the previous year.</p> <p>Chair queried whether a smaller plan with a bigger impact is a better way to go than the current arrangements. Student Board Member agreed this would be worth considering but would need to be agreed</p>	

	<p>with new Officer Team depending on their priorities for 2022/23.</p> <p>Committee NOTED the HISA Perth Plan of Work update.</p>	
7.2	<p>Student Destinations</p> <p>Head of Student Experience advised Committee that the information on Student Destinations was not yet available as individual returns had only just been submitted to SFC.</p> <p>Head of Student Experience would summarise the Report and circulate to Committee Members once available.</p>	Head of Student Experience
7.3	<p>CDN Training Module – Working With Student Members on College Boards</p> <p>Clerk advised Committee of a new Training Module being devised by CDN that focused on how Board-level committees could work with Student Board members to ensure high levels of student engagement. Clerk noted that Chairs Committee had suggested that Independent Board Members on LEC would be prime candidates to engage in this module, however with no IBMs in attendance today, Clerk would circulate information when the module goes live.</p>	Clerk
8	<p>Curriculum</p>	
8.1	<p>Student Recruitment Update 2021/22 & Targets 2022/23</p> <p>Head of Student Experience presented Paper 3 and outlined processes around how targets are set and agreed.</p> <p>Head of Student Experience advised that SFC did not release indicative funding until March/April, which presents challenges if there are significant differences between SFC numbers and assumed local numbers as planning is undertaken locally from November.</p> <p>Head of Student Experience noted that it was likely that FE Credit targets would be met this Academic Year, however HE numbers are well behind targets which raises the potential for claw-backs from SFC, which could total up to £2m for UHI, Perth College exposed to around 50% of that figure. SFC are aware that a large percentage of Colleges are unlikely to meet this years' targets and SFC are analysing the issue with a view to developing a fair and equitable solution.</p> <p>Head of Learning & Teaching Enhancement queried whether the reduction in numbers was part of a trend. Head of Student Experience responded that this was a blip as previous recruitment levels showed a stable position.</p>	

	<p>Head of Student Experience summarised the activities surrounding Recruitment for 2022/23 and how numbers were being actively monitored.</p> <p>Teaching Staff Member on the Committee queried whether targets were being lowered. Head of Student Experience advised that the College was continuing to set realistic yet challenging targets.</p> <p>Committee noted Paper 3.</p>	
8.2	<p>Curriculum Review Update</p> <p>Associate Principal presented Paper 4 for information.</p> <p>Associate Principal reported on the work being done locally around planning processes and noted some of the challenges likely to be experienced locally if some of the Awards highlighted for disinvestment were pursued.</p> <p>Committee noted Paper 4.</p>	
8.3	<p>SFC Benchmark Report on KPIs</p> <p>Head of Student Experience provided a verbal update, noting that SFC had not yet published their KPIs. Head of Student Experience noted that these are normally published in January each year, which provides more time for deferred students.</p> <p>Head of Student Experience would produce paper and circulate to Committee when the data becomes available.</p>	Head of Student Experience
9	<p>Committee Minutes</p> <p>Committee noted the following minutes:</p> <ul style="list-style-type: none"> • Scholarship and Research Committee, 30 March 2022; • Student Engagement Group, 03 February 2022; • Student Engagement Group, 29 March 2022 	
10	<p>Date of Next meeting</p> <ul style="list-style-type: none"> • tbc <p>Clerk noted that the timetable for Board and Standing Committee meetings 2022-23 would be tabled to the final Board Meeting of the year on June 16 2022.</p>	

12	Review of Meeting Committee confirmed the business of the meeting had been consistent with the 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.2

Committee	Learner Experience Committee
Subject	Safeguarding Policy & Procedure
Date of Committee meeting	14/09/2022
Author	Jessica Borley, Quality Manager
Date paper prepared	08/09/2022
Executive summary of the paper	<p>Please outline the following elements of this paper:</p> <p>i) Purpose – what is it for</p> <p>To approve the revised Safeguarding Policy and Safeguarding Procedure. This has been reviewed by the UHI single policy working group.</p> <p>ii) Impact – what are the intended outcomes</p> <p>The policy and procedure have been revised with minor amendments made. Full history of changes can be seen in the version control table at the end of each document.</p> <p>iii) Course of Action – what happens next & by whom</p> <p>To be published once approved.</p>
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	UHI Single Policy SLWG, CMT (Chair's Action due to minor amendments).
Action requested	<input type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input checked="" type="checkbox"/> Strongly recommended for approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)

Perth College UHI

<p>Resource implications</p> <p>Does this activity/proposal require the use of College resources to implement?</p> <p>If yes, please provide details.</p>	<p>No</p>
<p>Risk implications</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</p> <p>This is a legislative policy / procedure and if not followed is a high risk to the college.</p>
<p>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>Compliance, student support</p>
<p><u>Equality and diversity</u></p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please give details:</p>	<p>Yes – approved September 2022</p>
<p><u>Data Protection</u></p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please give details:</p>	<p>No</p> <p>Click or tap here to enter text.</p>

Perth College UHI

<p>Island communities</p> <p>Does this activity/ proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p>Status (e.g. confidential/non confidential)</p>	<p>Non Confidential</p>
<p>Freedom of information</p> <p>Can this paper be included in "open" business?*</p>	<p>Yes/ No</p>

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

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

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

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

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

and

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

Safeguarding Policy

Also available in large print (16pt)
and electronic format.

Ask Student Services for details.

www.perth.uhi.ac.uk

Perth College is a registered Scottish charity, number SC021209.



University of the
Highlands and Islands
Perth College

Policy Summary

Overview	<p>Why is the policy required?</p> <p>This policy is required to fulfil the safeguarding obligations of UHI and all partners.</p>
Purpose	<p>What will the policy achieve?</p> <p>The policy will provide a unified approach to safeguarding across the university partnership and ensure parity of student experience.</p>
Scope	<p>Who does the policy apply to?</p> <p>The policy applies to UHI and all partners.</p>
Consultation	<p>Who has been consulted on the policy, and who will be notified?</p> <p>The policy has been developed by a group of practitioners from the university partnership to ensure that best practice is reflected in the policy and accompanying procedures.</p>
Implementation and Monitoring	<p>Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred?</p> <p>Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.</p>
Risk Implications	<p>What are the risk implications of this policy?</p> <p>This policy will reduce risk for the university partnership by ensuring that best practice from across the partnership is being shared and followed.</p>
Link with Strategy	<p>How is this policy linked to University strategy?</p> <p>This policy supports the UHI's commitment to provide a safe and supportive learning environment for all. It also aims to ensure that all partners meet legislative requirements on safeguarding and discharge their duty of care.</p>
Impact Assessment	<p>Equality Impact Assessment: Completed June 2022. No action required.</p> <p>Privacy Impact Assessment: n/a</p>

Title: Safeguarding Policy
Version/Status: 8
Approved By/Date: LEC tbc
Issue Date: September 2022

Owner: Depute Principal
Lead Author: Head of Student Experience
Lead Editor: n/a
EQIA Approval Date: June 2022

1. Policy Statement

- 1.1 The policy outlines our commitment to provide a safe and supportive learning environment for all. In addition, the policy sets out strategies to manage known risk (and any potential risk) to ensure we do all we can to protect individuals from harm, abuse, neglect or exploitation.
- 1.2 Perth College UHI recognise and comply with our legal and statutory obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, the Adult Support and Protection (Scotland) Act 2007, the Counter-Terrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014, National Guidance for Child Protection in Scotland 2021, Prevent and CONTEST, and other relevant guidance and regulations.

2. Definitions

- 2.1 **UHI and partners:** UHI is an integrated university, made up of a distinctive partnership of independent colleges and research institutions. The partners are: UHI Argyll, UHI Inverness, UHI Moray, UHI North Highland, UHI Outer Hebrides, UHI Shetland, UHI West Highland, Highland Theological College UHI, Orkney College UHI, Perth College UHI, Sabhal Mòr Ostaig, and Scottish Association for Marine Science (SAMS).
- 2.2 **Safeguarding:** Safeguarding is the action we take to promote the welfare of children and vulnerable adults to protect them from harm. This includes making sure we meet our legislative requirements and ensuring the appropriate policies and procedures are put in place. Safeguarding includes child protection but goes further and extends to all vulnerable groups.
- 2.3 **Duty of Care:** Our responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship.
- 2.4 **Vulnerable Adults:** Vulnerable adults or adults at risk are adults who meet all 3 of the below criteria as detailed in the Adult Support and Protection (Scotland) Act 2007:
 - That they are unable to safeguard their own well-being, property, rights or other interests;
 - That they are at risk of harm; and
 - That because they are affected by disability, mental disorder, illness or physical or mental infirmity, they are more vulnerable to being harmed than adults who are not so affected.
- 2.5 **Child / Children:** The term 'child' or 'children' refers to persons who have not yet attained the age of 18 years as stated in section 97(1) of the Children and Young People (Scotland) Act 2014.
- 2.6 **Corporate parenting:** Perth College UHI has responsibilities as a corporate parent under the Children and Young People (Scotland) Act 2014.

Please read and consider Appendix 1 for further important information and definitions that help partners fulfil their safeguarding duties.

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3. Purpose

- 3.1. Safeguarding, and the emerging agendas connected to safeguarding and duty of care are posing ever increasing challenges and demands in tertiary education. It is a key part of our remit and responsibilities to manage any real (or potential) risk we face, including in online environments, as a learning community, in our student halls of residencies and in our nursery.
- 3.2. Our duty is to provide a safe and supportive learning environment for all users within a framework set out by Scottish and UK government legislation. The increasing demands and complexity of these responsibilities make it imperative that UHI and all partners utilise and develop shared expertise, models, systems and processes to meet these challenges.
- 3.3. The following underpinning principles are shared by UHI and all partners:
 - 3.3.1. We will utilise a system of named staff (Safeguarding Leads) in UHI and each partner with key responsibilities and duties linked to this role. Some partners also have Safeguarding Deputies to support Safeguarding Leads.
 - 3.3.2. Safeguarding Leads and Deputies are invited to join the UHI Safeguarding Group.
 - 3.3.3. Some partners have local safeguarding groups or practitioner networks.
 - 3.3.4. We are committed to continuing professional development and ongoing training for safeguarders.

3.4. Criminal Convictions

- 3.4.1 UHI and all partners have a Student Criminal Offence Data Policy which should be referred to alongside this policy.
- 3.4.2 UHI and Perth College UHI recognise the transformative power of education and do not consider criminal convictions and offences or related security measures to be insurmountable barriers to learning. Where possible, we are committed to supporting those with spent and unspent criminal convictions in our communities as part of their rehabilitation.
- 3.4.3 We encourage all applicants and students to disclose information about any criminal convictions or police proceedings which may affect their ability to complete key aspects of their programme or placement. This includes personal restrictions or other conditions arising from court orders or parole conditions e.g. travel, contact with others and use of equipment.
- 3.4.4 We will offer support and guidance to applicants/students disclosing with criminal convictions about course selection and career planning and advise on the scope for any potential course or placement adjustments.
- 3.4.5 We undertake to ensure that, by this policy and related procedures, we operate in consideration of all relevant statutory legislation and professional body requirements.

4 Scope

- 4.1 This policy applies to UHI and all partners.
- 4.2 This policy applies throughout UHI and partner premises and campuses, including:
 - Student accommodation managed by UHI and partners directly
 - Sports facilities operated by UHI or Perth College UHI
 - Nurseries operated by UHI or Perth College UHI

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- Any other areas or facilities where UHI or partner activities are carried out
- 4.3 This policy applies to activities undertaken by all students as part of their studies, including but not limited to:
- Work placements and work experience
 - Summer schools, field trips and outreach activities
- 4.4 This policy applies in all environments, including physical and virtual (e.g. social media and online learning platforms).
- 4.5 HISA has their own Safeguarding Policy and associated procedures, but there is an expectation on behalf of both organisations to work collaboratively to safeguard our community.

5 Exceptions

- 5.1 This policy does not apply to accommodation advertised by or signposted to by UHI and partners (e.g. privately managed student accommodation or listings of private tenancies).
- 5.2 Third parties using UHI or partner facilities (e.g. Highlands and Islands Student Association (HISA), other academic institutes, external sports clubs and societies). It is expected the third party will have their own Safeguarding Policy but UHI and partners cannot be held responsible for the content of any external policies.
- 5.3 Students attending activities organised and hosted by another academic institute or body e.g. conferences, symposiums, sports tournaments and society gatherings.
- 5.4 Safeguarding considerations related to work placements should refer to the relevant policy (see Section 9).

6 Notification

- 6.1 All staff are responsible for safeguarding students through their student journey and will be made aware of any changes to the policy.
- 6.2 Safeguarding Leads and Deputies will be briefed and trained on the policy and procedures.
- 6.3 The policy will be publicly available on our website.
- 6.4 We will make information available about our Safeguarding Lead and Deputies and how to contact them. This information will be available both on Perth College UHI website and the UHI website.
- 6.5 The regional Student Support Group (SSG) will include any updates to the policy or procedure as an agenda item to ensure that staff group have a forum to discuss changes and best practice.

7 Roles and Responsibilities

- 7.1 Perth College UHI Student Experience Board Committee is responsible for approving the policy, ensuring the legal compliance of the policy and ensuring that it is followed. Boards of Management are also responsible for ensuring the strategic effectiveness of the policy.

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- 7.2 Principals and Senior Management Teams are responsible for operational compliance with the policy set by the Student Experience Board Committee and making recommendations to the Board about updates to the policy. Principals and Senior Management Teams are also responsible for ensuring the operational effectiveness of the policy and making provision for training for all staff.
- 7.3 Safeguarding Leads are accountable for responsibilities as detailed in the Safeguarding Procedures.
- 7.4 Line managers are responsible for ensuring staff participate in training and follow the policy in their day-to-day role.
- 7.5 All staff are responsible for familiarising themselves with the policy and procedures.

8 Legislative Framework

- [Adults with Incapacity \(Scotland\) Act 2005](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Counter-Terrorism and Security Act 2015](#)
- [Council of Europe Convention on Action against Trafficking in Human Beings](#)
- [Data Protection Act 2018](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)
- [Equalities Act 2010](#)
- [EU Directive of 5th April 2011 on Preventing and Combating Trafficking in Human Beings and Protecting its Victims](#)
- [Forced Marriage etc. \(Protection and Jurisdiction\) \(Scotland\) Act 2011](#)
- [General Data Protection Regulation \(GDPR\) 2018](#)
- [Getting it right for every child \(GIFREC\)](#)
- [Human Trafficking & Exploitation \(Scotland\) Act 2015](#)
- [Mental Health \(Care and Treatment\) \(Scotland\) Act \(2003\)](#)
- [National Guidance for Child Protection in Scotland 2021](#)
- [Police Act 1997 \(Disclosures\)](#)
- [Police and Fire Reform \(Scotland\) Act 2012](#)
- [Protection of Children \(Scotland\) Act 2003](#)
- [Protection of Children and Prevention of Sexual Offences \(Scotland\) Act 2005](#)
- [Protection of Vulnerable Groups \(Scotland\) Act 2007](#)
- [Rehabilitation of Offenders Act 1974](#)
- [Sexual Offences \(Scotland\) Act 2009](#)
- [United Nations Convention on the Rights of the Child 1992](#)

9 Related Policies, Procedures, Guidelines and Other Resources

- [Complaints Handling Procedures](#)
- [Fitness to Practise Guidelines \(course-specific\)](#)
- [Fitness to Study Guidelines](#)
- [Induction Procedure](#)

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- IT Acceptable Use Policy
- Placement and Externally Supported Learning Policy
- Promoting a Positive Learning Environment Policy
- Protecting Vulnerable Groups Scheme Policy
- Protecting Vulnerable Groups Scheme Procedure
- Regional Work Place Policy
- Safeguarding Procedure
- Staff Complaints and Grievance Procedure
- Student Code of Conduct
- Student Disciplinary Policy
- Student Criminal Offence Data Disclosure Policy
- Study Abroad Policy and Guidance
- Support to Study Procedure
- Whistleblowing Policy
- Whistleblowing Procedure
- Work Placement Procedure

10 Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
1-7	March 2019	AP Board of Management	New single policy. Prior versions were Perth College UHI only specific	UHI Safeguarding Group
8	May 2022	AP Board of Management	Minor spelling, grammar, formatting changes, in addition to changes related to the UHI rebranding. 1.1: Changed second sentence to include 'we do all we can to protect individuals'; 1.2: added ' National Guidance for Child Protection in Scotland 2021' and 'Prevent and CONTEST'; 2.1: New definition to reflect rebranding; 2.2, 2.4 and 2.5: revised definitions; 3.2 and 3.3: revised and combined into single 3.2; 3.3: new 3.3.2 and 3.3.3, previous 3.3.2 has become 3.3.4; 3.5: Section on criminal convictions revised and has become 3.4 due to removal of previous 3.3, new information related to Student Criminal Offence Data Disclosure Policy; 4.2: 'UHI or partner name' added to sports facilities and nurseries; 4.5: new section regarding HISA; 5.2: 'It is expected the third party will have their own Safeguarding Policy but UHI and partners cannot be held responsible for the content of any external policies' added to the end; 8: added National guidance for child protection	UHI Safeguarding Group

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			in Scotland 2021; 9: updated policy list to reflect current policy names and framework.	

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Appendix 1: Definitions

1. **Minor:** Any child under the age of 16. For example, a school pupil studying at college on a school link program.
2. **Child:** A child can be defined differently in different legal contexts. Under the Children and Young People (Scotland) Act 2014 a "child" will be defined for the purposes of all Parts of that Act, as someone who has not attained the age of 18.
 - a. The individual young person's circumstances and age will dictate what legal measures can be applied. For example, the Adult Support and Protection (Scotland) Act 2007 can be applied to over-16s where the criteria are met.
 - b. Where a young person between the age of 16 and 18 requires protection, services will need to consider which legislation or policy, if any, can be applied. This will depend on the young person's individual circumstances as well as on the particular legislation or policy framework. On commencement of the Children and Young People (Scotland) Act 2014, similar to child protection interventions, all adult protection interventions for 16 and 17 year olds will be managed through the statutory single Child's Plan.
 - c. The Children's Hearings (Scotland) Act 2011 now contains the current provisions relating to the operation of the Children's Hearings system and child protection orders. Section 199 states that, for the purposes of this Act, a child means a person under 16 years of age.
 - d. Additionally, children who turn 16 during the period between when they are referred to the Children's Reporter and a decision being taken in respect of the referral, are also regarded as "children" under the Act. Children who are subject to compulsory measures of supervision under the Act on or after their 16th birthday are also treated as children until they reach the age of 18.
 - e. The United Nations Convention on the Rights of the Child applies to anyone under the age of 18.
3. **Child Protection:** Child Protection is a part of the overall area of safeguarding and refers to the activities undertaken to protect specific children who are being harmed or are at risk of suffering harm.
4. **Adult at Risk:** Someone who is aged 16 or over and who is, or may be, in need of community care services by reason of mental or other disability, age or illness; and who is, or may be, unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation
5. **Vulnerable Adult:** Vulnerable Adult is the term that was previously used to refer to someone we would most often now refer to as an Adult at Risk
6. **Harm:** Harm is most broadly defined as being all harmful conduct, but more specifically is: conduct which causes physical, psychological or self-harm or unlawful conduct which appropriates or adversely affects property, rights or interests.
7. **Abuse:** A broad definition of abuse is: all forms of physical and/or emotional ill treatment, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to health, survival, development or dignity in the context of a relationship of responsibility, trust or power.
8. **Trafficking:** The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, abduction, fraud, deception,

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abuse of power or a position of vulnerability, or the giving or receiving of payments or benefits to obtain the consent of a person having control over another person, for the purpose of exploitation.

9. **Exploitation:** Includes the exploitation or the prostitution of others, or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.
10. **Corporate Parenting:** Is a legal duty placed on all Colleges and Universities in relation to those applicants and learners from 'care experienced backgrounds'. It involves a number of key duties and obligations.
11. **Prevent:** All Colleges and Universities have to fulfil new obligations under the Counter Terrorism and Security Act 2015: to have due regard to the need to prevent learners from being drawn into terrorism.
12. **Hate Crime:** is associated directly with protected personal characteristics (Also see e-safety):
 - a. The Scottish Government defines hate crime as: "Crime committed against a person or property that is motivated by malice or ill-will towards an identifiable social group". In other words, a hate crime is a crime against someone because of who they are.
 - b. Characteristics covered by Scots law include race, religion, sexual orientation, transgender identity, and disability. Hate crime legislation does not cover crimes against someone because of their gender, although other Laws may apply based on the crime.
 - c. Some colleges and universities have become Third Party Reporting Organisations for hate crime. They have committed to report any form of hate crime and to work with local Police and partners to encourage a tolerant and diverse learning community. This definition also applies to activities online and also to hate speech.
13. **Care Experienced Children and Young People:** Any child or young person who has experienced living in foster care, residential accommodation, living at home but under a supervision order, those in kinship care, or living in a secure unit. New changes in legislation give Young people some choice in where they stay after they turn 16.
14. **E-safety:** E-safety is the safeguarding of vulnerable people online (and includes some or all of the following: bullying, stalking, harassment, blackmail, fraud, abuse, hate crime)
 - a. The dangers associated with being online are huge: but here are some of the main risks and most common issues. Some of the risks and dangers are exclusively related to being online, but for some issues the dangers can happen off-line as well (in the real world). Some dangers can apply to both realms and in some cases can happen in both simultaneously.
 - b. Bullying, harassment, grooming or stalking, are examples of inappropriate behaviour that can happen both online and in the real world or can take place in both realms simultaneously.
 - c. Safeguarding for issues that happen online is becoming increasingly important, especially for sexually motivated activities like grooming, or sexting; which in turn can include blackmail or fraud. Blackmail and Identity Fraud are also examples of online crimes that are increasingly committed using others personal details or accounts on-line.
 - d. Safeguarding includes ensuring learners are aware of the dangers online and know how to protect themselves online and how to report an issue or concern. New legislation connected to Prevent have placed a duty on Universities and Colleges around e-safety –

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as part of our duty to prevent vulnerable students being radicalised and being drawn into extremism.

15. **Sexting:** is when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message.
16. **Grooming:** is when someone builds an online relationship with a young person and tricks them or forces them to do something sexual. It might include trying to meet up with the young person. People who do this often lie about who they really are.
17. **Forced Marriage:** A forced marriage is one where people are made to get married against their will. It may also involve physical or emotional abuse. This is not arranged marriage – which is consented to by both parties.
18. **Blackmail:** The crime of threatening to reveal embarrassing, disgraceful or damaging facts (or rumours) about a person to the public, family, spouse or associates unless paid off to not carry out the threat. It is one form of extortion (which may include other threats such as physical harm or damage to property). Online blackmail can be connected to the posting or sending of compromising photos, videos or details.
19. **Identity Fraud:** Is the act of deliberately using a stolen or fictitious identity to make applications for new products or services or to open a new account. Facility takeover fraud, or account takeover fraud, is when a fraudster has enough details (like passwords) to bypass security on your existing accounts and take them over.
20. **Female Genital Mutilation:** (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or Sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It is dangerous and a criminal offence.
21. **Human Trafficking:** the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.
22. **Slavery:** A person who is by law deprived of their liberty for life, and becomes the property of another. Slavery and trafficking are often joined together for safeguarding purposes.
23. **Gender Based Violence**
 - a. Describes a spectrum of behaviour that starts with objectification and unwanted comments and includes: intimidation, harassment, online abuse, intimate image sharing, domestic abuse, physical and emotional abuse, stalking, sexual assault and murder. The term also includes commercial sexual exploitation and so-called 'honour based' violence, including female genital mutilation, forced marriages and 'honour' crimes.
 - b. Scotland uses the term gender based violence because women and girls are much more likely to experience it and men most likely to perpetrate it as a result of the continued inequality in our society. However, the term recognises that men and the LGBT+ community can be victims too.

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Appendix 2 – Online Etiquette

Online Etiquette (Netiquette)

What is Online Etiquette?

When you go out socialising, whether that be to the cinema, dining, or a nightclub, you think about etiquette whether you realise it or not. Socialising at work can be a different experience to say socialising with family and friends. Each of them have social norms and rules to be followed. For example, it is acceptable to wear a bikini at the beach but not at the opera.

The Internet is exactly the same way. Depending upon your audience, and how you're communicating, there are different rules to be followed. This is called **online etiquette**, or **netiquette** for short.

1. **NO YELLING PLEASE/Be aware of strong language, all caps, and exclamation points.**

Most readers tend to perceive SOMEONE TYPING IN ALL CAPS AS INAPPROPRIATE AND IT CAN COME ACROSS AS SHOUTING. Read everything (out loud) before you send it. Try to avoid using exclamation marks!

2. **Be careful with humour and sarcasm**

Everybody likes their personality to shine, however what may seem like an obvious joke to you could come across as off-putting or rude to those who don't know you personally. As a rule of thumb, it is best to avoid sarcasm at all times in an online classroom.

3. **Don't abuse the chat box**

Many online resources come with a chat room. It can be a helpful resource or a major distraction. Keep the chat/questions to the subject being discussed, do not deviate to talk about unrelated topics

4. **Grammar and spelling**

It's great to be engaging with your studies, however, please make use of proper punctuation, spelling and grammar. Written shortcuts belong with text messaging family and friends.

5. **Be kind, professional and respectful**

Just because you are online, it doesn't mean that you don't have to treat people with the same respect, politeness and professionalism if they were in the same room as you. It is essential that you keep in mind the feelings and opinions of others, even if they differ from your own. It is important to remember that your fellow students and staff members are real people who may be affected by the words you say and write.

6. **Your words and posts are permanent**

A passing comment or showing a post/picture in a face to face class can be forgotten in an instant, but what you share in an online classroom is part of a permanent digital record

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Video Conference (VC) Etiquette

1. **Be punctual**

As with any classes, regardless of its delivery style, to ensure you get the most from the lesson, please arrive and dial in on time.

This will hopefully allow for any set up or technical issues to be resolved before the lesson begins and avoid any disruptions or delays.

If you have to leave the lesson early, inform the lecturer of this at the start. If not, there may be an assumption that you disconnected through lack of engagement.

2. **Frame the camera correctly**

Ensure that your camera is switched on and you are ready to engage. Make sure you frame your camera in a way that feels natural and allows you to look at the camera, positioning it so that it shows at least from the midsection or from your shoulders up.

3. **Pay attention**

Do not try to multi-task when in a video conference (VC) lesson. This can come across as you not engaging with the lesson and can look rude to other participants.

4. **Mute yourself when you are not speaking and choose a quiet location**

Even though you may not be speaking and think you are being quiet, most microphones can pick up minor background noises, like coughs, sneezes, or typing, including external noises like grass cutting. These sounds can be distracting to other participants and could cause annoyance. So please remember when you are not speaking to mute your microphone.

But don't forget to unmute yourself when you do want to say something.

5. **Speak up and say your name**

You may have a good connection and you can hear yourself loud and clearly, however others may not have as such a good connection, so always speak clearly. There may be several individuals in the lesson and sometimes you may not be able to see everyone on the screen, when you do want to say something, always say your name first so individuals can acknowledge who is talking.

6. **Is the lesson being recorded**

If circumstances mean that you have missed a lesson, check to see if the lessons are being recorded, that way you can catch up when it is convenient for you to do so – but don't leave it too late to catch up.

7. **If you are joining the session from outside the College/University (eg home)**

Choose a location that is quiet and distraction free from say pets who may like to ensure they are being heard or seen (eg dogs who may bark when someone comes to the door, or cats who may want some attention and climb over the keyboard and other equipment, distracting and making it difficult for you to engage).

Appendix 3 – Nursery (Child Protection Policy)

Perth College UHI Nursery is fully committed to safeguarding the welfare of all children. We commit to taking all reasonable steps to promote safe practice and to protect children from all kinds of harm (abuse, neglect, exploitation) and where any suspicion of abuse is dealt with appropriately and promptly. Further, it recognises that the Getting it Right for Every Child (GIRFEC) approach where practitioners across all services for children meet the needs of children and young people, using a shared language and methodology, working together to support and safeguard wellbeing to ensure they reach their full potential

To achieve this we:

- Ensure that adult:child ratios are adhered to at all times.
- Ensure that children are not left alone with visitors to the nursery.
- Ensure that children are treated with dignity and respect.
- Ensure that all staff in the nursery have undergone an enhanced PVG check through Disclosure Scotland and we have received two satisfactory written references.
- Ensure that all children are supervised to ensure their safety and wellbeing.
- Ensure that all staff members received Child Protection training which includes recognising signs and symptoms of abuse and neglect.
- Maintain open and positive relationships with parents and carers unless advised by otherwise by Authority Organisations (eg Police, Social Services).

Under no circumstances will children be punished by smacking, slapping, shaking or by any other humiliating methods such as ridicule or exclusion.

Children will not be given over to a parent or carer who is clearly under the influence of alcohol or drugs. Alternative arrangements will be made by contacting another parent/carer from the child's emergency contact details.

All staff members must report any incidents of children being treated inappropriately

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Safeguarding Procedure

Also available in large print (16pt)
and electronic format.

Ask Student Services for details.

www.perth.uhi.ac.uk

Perth College is a registered Scottish charity, number SC021209.



1. Introduction

1.1 Purpose

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- 1.1.1 This document provides staff with information about safeguarding and duty of care in UHI and all partners. It should be read in conjunction with Perth College UHI's Safeguarding Policy.
- 1.1.2 Definitions, context and guidance are provided in order that staff can fulfil their responsibilities and work with their local Safeguarding Lead. Guidance is provided about how to report concerns and disclosures. Additional training will be provided to staff to support these procedures.
- 1.1.3 UHI and all partners operate a system of named Safeguarding Leads, with one in each institution. An up-to-date list of Safeguarding Leads and local Safeguarding Deputies can be found online [here](#).
- 1.1.4 The Safeguarding Leads and other key staff make up the UHI Safeguarding Group. The group meets twice a year normally, or more regularly when the Safeguarding Policy and/or Procedure require to be updated.
- 1.1.5 This procedure outlines proportionate and appropriate responses if staff have any concerns about care, welfare and the safety of a student. If staff have any doubts at all as to whether or not it is a safeguarding issue, they should discuss with their designated Safeguarding Lead.

1.2 Definitions

- 1.2.1 **UHI and partners:** UHI is an integrated university, made up of a distinctive partnership of independent colleges and research institutions. The partners are: UHI Argyll, UHI Inverness, UHI Moray, UHI North Highland, UHI Orkney, UHI Outer Hebrides, Perth College UHI, UHI Shetland, UHI West Highland, HTC, Sabhal Mòr Ostaig and Scottish Association for Marine Science (SAMS).
- 1.2.2 **Safeguarding** is the action we take to promote the welfare of children and vulnerable adults to protect them from harm. This includes making sure we meet our legislative requirements and ensuring the appropriate policies and procedures are put in place. Safeguarding includes child protection but goes further and extends to all vulnerable beneficiaries.
- 1.2.3 **Duty of Care** is our responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship.
- 1.2.4 **Vulnerable Adults:** Vulnerable adults or adults at risk are adults who meet all 3 of the below criteria as detailed in the Adult Support and Protection (Scotland) Act 2007:
- That they are unable to safeguard their own well-being, property, rights or other interests;
 - That they are at risk of harm; and
 - That because they are affected by disability, mental disorder, illness or physical or mental infirmity they are more vulnerable to being harmed than adults who are not so affected.
- 1.2.5 **Child / Children:** The term 'child' or 'children' refers to persons who have not yet attained the age of 18 years as stated in section 97(1) of the Children and Young People (Scotland) Act 2014.
- 1.2.6 **Legal obligations:** We recognise and comply with our legal and statutory obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, the Adult Support

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and Protection (Scotland) Act 2007, the Counter-Terrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014, National Guidance for Child Protection in Scotland 2021, Prevent and CONTEST, and other relevant guidance and regulations..

- 1.2.7 **Individual and Corporate Responsibility:** Every member of staff has an individual responsibility to ensure the safety and protection of all students and visitors to Perth College UHI, including children and vulnerable adults. The requirement is for staff to respond proactively and protectively to alleged or actual harm. This is not optional.

Safeguarding involves ensuring the welfare and safety of children and adults at risk, as well as our general duty of care towards students and staff, therefore the procedure applies to all students. Contractors, volunteers and other people working for or with Perth College UHI will also be required to operate within the ethos and parameters of the procedure.

Perth College UHI relies on members of staff fulfilling their individual responsibility in order to fulfil its corporate responsibility. Perth College UHI will ensure appropriate systems are in place to facilitate confidential reporting, disclosure and addressing of safeguarding concerns by staff. Senior staff are open to feedback in order to improve the process.

- 1.2.8 **Corporate parenting:** Perth College UHI has responsibilities as a corporate parent under the Children and Young People (Scotland) Act 2014.

2. Role Description for Safeguarding Lead

2.1 Overview

- 2.2.1 UHI and all partners each have a named Safeguarding Lead. The Safeguarding Lead has ultimate responsibility for when to refer out to Police Scotland and other agencies. The Safeguarding Lead is responsible for providing general updates to senior members of staff about safeguarding in their institution and will inform a senior member of staff about referrals out before (or as soon as practical after) they occur. Safeguarding Leads should note that informing senior members of staff is not a prerequisite of referring out and should not delay an urgent referral.

- 2.2.2 In some institutions, the Safeguarding Lead may be supported by one or more Safeguarding Deputies. The specific duties of the Safeguarding Lead are set out below, although they may delegate some of these duties to Safeguarding Deputies. In this case, Safeguarding Deputies will be provided with an appropriate role description detailing their duties and responsibilities.

- 2.2.3 Staff should not undertake the duties of the Safeguarding Lead but should instead engage with their Safeguarding Lead for advice or if they have concerns.

2.2 Safeguarding Lead Responsibilities

2.2.1 General Responsibilities:

- Be the first point of contact for safeguarding concerns and advice, including Gender Based Violence
- Participate in the UHI Safeguarding Group
- Work with local Safeguarding Officers/Deputies/Contacts, who may be the first point of contact if the Safeguarding Lead is not available

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- Be safeguarding champions, keeping the profile of safeguarding high and raising awareness to staff on related themes e.g. hate crime, e-safety, gender based violence (GBV)
- Provide/facilitate training for all new staff and update existing staff on confidentiality, roles, responsibilities and procedures to be followed in any causes for concern.
- Attend training as needed.
- Coordinating necessary risk assessments
- Main point of contact for contractor safeguarding protocols
- Keep secure records of all safeguarding issues, risk plans, concerns raised - as part of wider UHI approaches and for planning and training purposes as we move forward

2.2.2 Managing Concerns

- Collate information regarding any concerns raised.
- Liaise with Perth College UHI Safeguarding Group about procedures to follow in concerns raised that are more complex than normal.
- Coordinate investigation and make decisions about which incidents should be reported to external partners or internally investigated.
- Ensure correct documentation is accurately completed and stored correctly.
- Creation and maintenance of risk plans to follow for students who may have placement experience impacted on by outcome of PVG
- Liaise with colleagues regarding any potential disciplinary procedures arising

2.2.3 External Partner Working and Managing Known Risks

- Work with external agencies as necessary, i.e. third sector, social work teams, Police Scotland, including Offender Management Units and Multi Agency Public Protection Arrangements (MAPPA), liaise with/be part of Child Protection & Adult Protection Committees locally
- Make decisions on offer / acceptance / continuing enrolment of prospective or current students with a known risk - this can be a collective decision within a small local team or wider UHI Safeguarding Group team if requested/required.
- Draft Risk Plans for prospective or current students with a known risk, where the student has accepted an offer / is continuing study.
- Meet all students with a risk plan in place to monitor the effectiveness of the conditions and discuss any issues, support student etc. (meet formally once per semester - more often if appropriate)
- Act and guide staff on students with a known risk (and Perth College UHI risk plan) regarding any course or mandatory placements.

3. Reporting and Escalation

3.1. Overview

3.1.1 If a student who is a child or vulnerable adult makes a disclosure you **must** report it. If you have concerns about a student, you should report it using the Safeguarding Reporting Form. If staff have any doubts at all as to whether or not to report an issue, they should discuss it with the Safeguarding Lead.

3.1.2 In general, as a member of staff you should not:

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- Make promises you cannot keep.
- Make the person repeat the story unnecessarily
- Delay
- Panic
- Investigate the matter

3.1.3 Should you have cause to report a concern or a disclosure, you should use the Safeguarding Reporting Form. It is important to fill the form out in as much detail as possible, but only fill out the relevant sections.

3.1.4 If you have a concern you wish to discuss with the Safeguarding Lead, you can do so face-to-face. A Safeguarding Reporting Form can be filled out after the discussion.

3.1.5 All staff members must fill out Section A of the form. Remember to maintain strict confidentiality and store the form and any information relating to it securely.

3.2. Recognising and reporting a concern for or about a student

3.2.1 If you have concerns for or about a student, you should complete Section B.

3.2.2 Through day-to-day contact with students, staff are well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning pattern or development. Such symptoms could be due to a wide variety of causes including mental ill-health, bereavement, changes in family circumstances, drug, alcohol or solvent misuse and relationship problems. Sometimes, however, they could be due to harm.

- Concerns regarding the protection of children or adults at risk may arise because:
 - o A child or adult at risk discloses that they are being harmed.
 - o There are suspicions or indicators that a child or adult at risk could be being harmed.
 - o There are observable changes in the behaviour of a child or adult at risk that could relate to harm.
 - o The behaviour of a member of staff towards a child or adult at risk causes concern or there is a suspicion that a staff member or volunteer is harming a child or adult at risk.
- Possible signs of harm include:
 - o Bruises and injuries with which the explanation given seems inconsistent.
 - o Possible indicators of neglect, such as inadequate clothing, poor growth, hunger, poor hygiene.
 - o Possible indicators of emotional harm, such as excessive dependence; attention seeking; self-harming.
 - o Possible indicators of sexual harm – physical signs such as bruises, scratches or bite marks; or behavioural signs such as precocity, withdrawal or inappropriate sexual behaviour.
- Other possible signs are:
 - o Withdrawn behaviour.
 - o Agitated or anxious behaviour.
 - o A student being isolated by other students or isolating themselves from fellow students.
 - o Nervousness when approached.
 - o Inappropriate or improper dress.

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- Appearing unkempt or unwashed.
- Being overly anxious to please.
- Signs of discomfort or pain.
- Frequent absences for admission to hospital.
- Atypical incidence of absence from scheduled teaching events.
- Uncharacteristic changes in the child or adult at risk's behaviour, attitude and commitment e.g. becoming quiet and withdrawn, or displaying sudden outbursts of temper.
- Inappropriate sexual awareness or behaviour.
- Fear of particular adults or students – especially those with whom a close relationship would normally be expected.
- Children or adults at risk being reluctant to go home.

3.2.3 It is important to note there are often very powerful and persuasive reasons for a victim not to report harm:

- Emotional/psychological factors, and threats made by perpetrators.
- The perpetrator may be powerful, very significant and close to the individual such as a family member or carer.
- The experience of harm may show in changes in behaviour or in the person's appearance as described above.

3.2.4 Changes to behaviour which is atypical of the person is the key. Behaviour which is noted as a significant change in their usual presentation and functioning as an individual should be a cause for concern and further investigation.

3.2.5 You should also use this section if you have concerns about a student that could lead to them harming themselves or others.

3.2.6 When you have completed Section B, you should pass the form to the Safeguarding Lead. Where possible please send it electronically via email.

3.2.7 The police or other third parties may want to speak to you about the concern you have reported. This is normal and you should not be worried if the Safeguarding Lead lets you know someone wishes to talk to you.

3.3. Recognising and reporting a disclosure from a student

3.3.1 If a student has made a disclosure to you, you should complete Section C.

3.3.2 If a child or adult at risk tells you they are being harmed, as a member of staff you should:

- Be honest and transparent with the person making the disclosure in relation to your professional responsibilities. Make it clear that you will have to share information with appropriate others.
- Allow the person to speak without interruption.
- Listen to what the person says and show that you take them seriously.
- Stay calm – do not rush into inappropriate action.
- Reassure the person – confirm that you know it must be difficult to confide.
- Ensure that you clearly understand what has been said so that you can refer the matter to the Safeguarding Lead.

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- Keep questions strictly to a minimum. If you must ask questions, use open ended questions i.e. those where more than a yes or no response is required. Make sure that you do not use leading questions or suggest words.
- Record information in the relevant documentation.
- Consult with the Safeguarding Lead ensuring that you communicate all the information accurately.

3.3.3 When you have completed Section C, you should pass the form to the Safeguarding Lead. Where possible please send it electronically via email.

3.3.4 The police or other third parties may want to speak to you about the disclosure you have reported. This is normal and you should not be worried if the Safeguarding Lead lets you know someone wishes to talk to you.

3.4. Recognising and reporting concerns about someone responsible for students

3.4.1 If you have concerns about someone responsible for students (e.g. a member of staff or volunteer), you should complete Section D.

3.4.2 The types of issue that may lead you to making a report could include:

- Hearing someone use inappropriate or suggestive language around students.
- Seeing someone behaving towards students in a way that transgresses professional boundaries.
- Someone telling you something about someone responsible for students that makes you suspicious.

3.4.3 When you have completed Section D, you should pass the form to the Safeguarding Lead. Where possible please send it electronically via email.

3.4.4 If the report concerns a member of staff Human Resources will be involved at an appropriate point.

3.5. What happens next?

3.5.1 When you pass the form to the Safeguarding Lead they will complete Section E. They may contact you with follow-up questions related to the information on the Reporting Form.

3.5.2 The Safeguarding Lead will liaise with you about the issue as and when they can. Some issues may require confidential and extensive discussions with external organisations in order to protect the person who has been harmed.

4 Other Safeguarding and Duty of Care Areas

4.1 Adult students who disclose childhood abuse

4.1.1 Staff in any organisation who work in a supportive capacity with adults may experience disclosures. In an educational setting this would be from our adult students who, perhaps for the first time, feel able to talk about harm they suffered as children. This will be a significant step for the person making the disclosure. These incidents are unlikely to represent a current safeguarding concern, but similar principles apply:

- Allow the person to speak without interruption.
- Listen to what the person says and show that you take them seriously.

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- Stay calm – do not rush into inappropriate action.
- Reassure the person – confirm that you know it must be difficult to confide.
- Ensure that you clearly understand what has been said
- Keep questions strictly to a minimum. If you must ask questions, use open ended questions i.e. those where more than a yes/no response is required. Make sure that you do not use leading questions or suggest words.

4.1.2 The adult may wish to make contact with police about the disclosure. Should this be the case, staff may provide support to the student to help them make contact with the police.

4.2 Adults who disclose ongoing abuse or harm

4.2.1 Staff may experience disclosures from adults who are experiencing ongoing abuse or harm. Staff should provide support to the student using the following principles:

- Allow the person to speak without interruption.
- Listen to what the person says and show that you take them seriously.
- Stay calm – do not rush into inappropriate action.
- Reassure the person – confirm that you know it must be difficult to confide.
- Ensure that you clearly understand what has been said
- Keep questions strictly to a minimum. If you must ask questions, use open ended questions i.e. those where more than a yes/no response is required. Make sure that you do not use leading questions or suggest words.

4.2.2 Staff should signpost to relevant external organisations and provide support to the student to access support if necessary. The student may wish to make contact with police about the disclosure. Should this be the case, staff may provide support to the student to help them make contact with the police.

4.2.3 If the disclosure is in relation to gender based violence, staff should refer to the Gender Based Violence Guidance and support the student accordingly.

4.3 Student criminal offence data disclosure

4.3.1 UHI and Perth College UHI recognise the transformative power of education and do not consider criminal convictions and offences or related security measures to be insurmountable barriers to learning. Where possible, we are committed to supporting those with spent and unspent criminal convictions in our communities as part of their rehabilitation.

4.3.2 We encourage all applicants and students to disclose information about any criminal convictions or police proceedings which may affect their ability to complete key aspects of their programme or placement. This includes personal restrictions or other conditions arising from court orders or parole conditions e.g. travel, contact with others and use of equipment. Please refer to the Student Criminal Offence Data Policy for further information.

4.4 School Students attending Perth College UHI

4.4.1 If a school pupil discloses an issue that that has taken place within Perth College UHI, the Safeguarding Lead will support the Schools Co-ordinator to investigate the issue, working collaboratively with the school's child protection officer to support the pupil accordingly.

- 4.4.2 If a school pupil discloses an issue that has taken place outwith Perth College UHI, the Safeguarding Lead will support the Schools Co-ordinator to liaise with the school's child protection officer in order to facilitate an investigation by the school. The Safeguarding Lead should seek assurance the issue is being dealt with, and if there is any doubt make a referral to the appropriate authority.
- 4.4.3 If a school pupil due to attend Perth College UHI presents a risk to staff or students, the school should notify Perth College UHI so if necessary, a risk assessment can be carried out and a decision can be made regarding whether the student should be offered a place on the course.
- 4.4.4 Where teaching staff are required to record the attendance of school pupils who are attending classes, any absenteeism will be reported to the relevant school in order that they can take appropriate action in the interests of safeguarding.

4.5 Nurseries in Perth College UHI

- 4.5.1 Nurseries and childcare facilities on premises have local procedures and relevant legislation should be followed at all times.

4.6 Prevent and CONTEST

- 4.6.1 The Prevent strategy is part of the wider counter-terrorism strategy known as CONTEST, it aims to safeguard people from becoming radicalised or supporting terrorism. Prevent addresses all forms of terrorism and includes the radicalisation of others and associated grooming behaviours, thus ensuring our communities and families are not exploited or groomed into following a path of violent extremism
- 4.6.2 Prevent has three objectives:
1. Tackle the causes of radicalisation and respond to the ideological challenge of terrorism
 2. Safeguarding and support those most at risk of radicalisation through early intervention, identifying them and offering support
 3. Enable those who have already engaged in terrorism to disengage and rehabilitate
- 4.6.3 An integral part of Prevent's success is involving people who already have the skill and support to allow them to recognise when someone may be becoming involved in or supporting terrorism, and can help make a decision not to carry on that path, before any crime is committed.
- 4.6.4 Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda.
- 4.6.5 Changes or behaviours to be vigilant of include, but are not limited to:

Emotional changes:	Verbal Changes:	Physical/Circumstantial:
<ul style="list-style-type: none"> - Short tempered - Angry - New found arrogance - Withdrawn - Depressed - Crying 	<ul style="list-style-type: none"> - Fixated on a subject - Closed to new ideas/conversations - Change in language/use of words 	<ul style="list-style-type: none"> - Extreme right-wing tattoos - Use of internet - Change of routine - New circle of friends - Absent

Title: Safeguarding Procedure
Version/Status: 1.1
Approved By/Date: LEC tbc
Issue Date: September 2022

Owner: Depute Principal
Lead Author: Head of Student Experience
Lead Editor: n/a
EQIA Approval Date: June 2022

	<ul style="list-style-type: none"> - Asking inappropriate questions - “Scripted” speech - Saying inappropriate things – a call to action 	<ul style="list-style-type: none"> - Letting themselves go (in terms of appearance)
<p>Indicators that an individual is engaged in a group or ideology includes:</p> <ul style="list-style-type: none"> - Spending increased time in the company with of other suspected extremists; - Changing their style of dress or personal appearance to accord with a group; - Day to day behaviour becoming increasingly centred around extremist ideology, group or cause; - Loss of interest in other friends and activities not associated with the extremist ideology, group or cause; - Possession of materials or symbols associated with an extremist cause (e.g., the swastika for right winged groups) - Attempts to recruit others to the group, cause or ideology; - Communications with others that suggest identification with a group, cause or ideology; 		
<p>They verbalise their intention to cause harm, use violence or other illegal means including:</p> <ul style="list-style-type: none"> - Clearly identifying another group as threatening what they stand for and blaming that group for all social and or political ills; - Using insulting or derogatory names or labels for another groups; - Speaking about the imminence of harm from the other group and the importance of action now; - Expressing attitudes that justify offending on behalf of the group, cause or ideology; - Condoning or supporting violence or harm towards others; - Plotting or conspiring with others 		
<p>A person may be capable if:</p> <ul style="list-style-type: none"> - There is a history of violence - Being criminally versatile and using criminal networks to support extremist groups - Having occupational skills that can enable acts of terrorism (such as civil engineering; pharmacology; or construction) - Having technical expertise that can be deployed (e.g., IT Skills, knowledge of chemicals, military training or survival skills) 		

Version Control Table

Version	Date	Approved by	Amendment(s)	Author
0	Sep 2019 TBC	Board of Management / Relevant committee	n/a	PPL Policy Ownership Group
1	May 2022	Board of Management / Relevant committee	Name change from Promoting a Positive Learning Environment to Student Conduct Policy reflected throughout procedure; removed references to Disciplinary Framework Decision Tree due to removal of that document; rebranding exercise reflected in wording throughout. 1.3: added suite of documents list for consistency; 2.4: added for clarity on reporting rights; 2.8: added 'The option of suspension of studies is dependent on what the student's course allows'; 3: new section following feedback to clarify some ambiguities that had arisen in practice (all subsequent sections moved forward one section due to numbering revision); 4.3: added to reflect new SPSO complaints guidance; 6.2: new section on students reporting concerns; 6.3.3, 6.4.3, 6.5.3 and 6.6.9: revised wording around HISA; 6.4.2 and 6.5.2: wording added to ensure students given copy of Procedure; 6.4.7 and 6.5.6: wording about going up or down the seriousness scale added; 6.4.11 and 6.5.9: new sections clarifying retention of warning; 6.6.1: new wording about gross misconduct; 6.6.5: additional wording around timing; 6.6.10: new section regarding absence from interviews; 6.6.15: additional wording re timings; 6.6.21: list reordered; 6.6.24-26: new sections regarding retention of warning/sanction.	Student Conduct Policy Ownership Group

Title: Safeguarding Procedure
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Owner: Depute Principal
Lead Author: Head of Student Experience
Lead Editor: n/a
EQIA Approval Date: June 2022

Department/Section:

Date of Assessment:

Review Due:

Author/Owner:

Signature:

Date:

Step 1

Aim of proposed activity/decision/new or revised policy or procedure:

- New
- Revised
- Existing

Who will be affected?

Who will be consulted?

Evidence available:

Step 2

Potential Positive/Negative/Neutral Impact Identified. P, N, N/I	Age	Disability	Gender Reassignment	Marriage/Civil Partnership*	Pregnancy and Maternity	Race	Religion or Belief	Sex	Sexual Orientation
Eliminating Discrimination									
Advancing Equality of Opportunity.									
Promoting Good Relations.									

Step 3

Action to be taken:

Summary of EIA Outcome – please tick

- No further action to be carried out
- Amendments or changes to be made
- Proceed with awareness of adverse impact
- Abandon process – Stop and Rethink

Please forward completed EIA forms to Nicholas Oakley, Governance and Policy Officer.

Perth College UHI

Paper No. 3

Committee	Engagement Committee
Subject	Perth Partnership Project 2022-23
Date of Committee meeting	14/09/2022
Author	HISA Perth
Date paper prepared	07/09/2022
Executive summary of the paper	<p>Please outline the follow elements of this paper:</p> <p>i) Purpose – what is it for</p> <p>This paper is to inform committee of the findings from the Perth Partnership Project consultation and to propose the three themes and actions for this year’s project</p> <p>ii) Impact – what are the intended outcomes</p> <p>To focus on three key areas as identified by our students in partnership with Perth College UHI and relevant departments</p> <p>iii) Course of Action – what happens next & by whom</p> <p>HISA Perth will begin working on the themes in partnership with relevant departments and keep committee regularly updated on progress</p>
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	PCUHI students
Action requested	<input type="checkbox"/> For information <input checked="" type="checkbox"/> For discussion <input checked="" type="checkbox"/> For endorsement <input type="checkbox"/> Strongly recommended for approval

Perth College UHI

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

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

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

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

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

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

and

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

Perth Partnership Project
between
HISA Perth
and
Perth College UHI

Part A 2019-22

Part B 2022-23



Part A of this agreement outlines the general approaches to student engagement and partnership working between Perth College UHI and the HISA Perth 2019-2022.

Part B of this agreement outlines specific project themes to be jointly undertaken during academic year 2022-23.

Introduction

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

Our College Community

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

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

Vision

To be an inspirational partner in economic and social transformation.

Mission

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

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

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

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

What is partnership?

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

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

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

Part A – Student Partnership and Engagement at the College

Formal Student Representation

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

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

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

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

Students' Association

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

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

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

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

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

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

Student Engagement in the Life of the College

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

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

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

Part B - Perth Partnership Project

Context

As part of the development of a Perth Partnership Project between Perth College UHI and HISA Perth, discussions were held to inform priorities for 2022-23.

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

1. Mental Health
2. Creating and Promoting Social Events on Campus
3. Food on Campus – Cost and Choice

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

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

Joint Project Theme Overviews

1. Mental Health

- HISA Perth and the College will tackle the stigma around mental health and talk more about the subject
- HISA Perth and the College will work together to look at more ways we can support the mental health of our students
- HISA Perth and the College will work to ensure there are opportunities for students to offer one another peer support and more opportunities to socialise on campus

2. Creating and Promoting Social Events on Campus

- HISA Perth and the College will work more to better promote social events on campus for students
- HISA Perth and the College will look to put on social events on campus that suit the diversity of our students' interests
- HISA Perth and the College will create events and clubs where students have a place to meet one another on campus

3. Food on Campus – Cost and Choice

- HISA Perth and the College will work together to understand the issues that students face with food provision on campus
- HISA Perth and the College will work together to address the food on campus to ensure it is a high quality with a variety of choices for students
- HISA Perth and the College will look at ways to ensure the cost of food on campus is suitable for our students

Perth Partnership Project

Part B: 2023/23

Signed on behalf of

HISA Perth

President

Date

Perth College UHI

Principal and Chief Executive

Date

Perth Partnership Project 2022-2023 **Consultation Findings**

Introduction

Between 13th May and 30th June, HISA Perth released a consultation survey open to all students at Perth College UHI to suggest the three themes that would make up the Perth Partnership Project for academic year 2022-2023. This would be the third time that students were directly consulted in what they wanted HISA Perth and Perth College UHI to focus on together.

Students were asked to select their first, second and third choices for themes, state the reasons for their selections as well as stating what they felt the biggest issue was that we needed to tackle in relation to said themes.

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

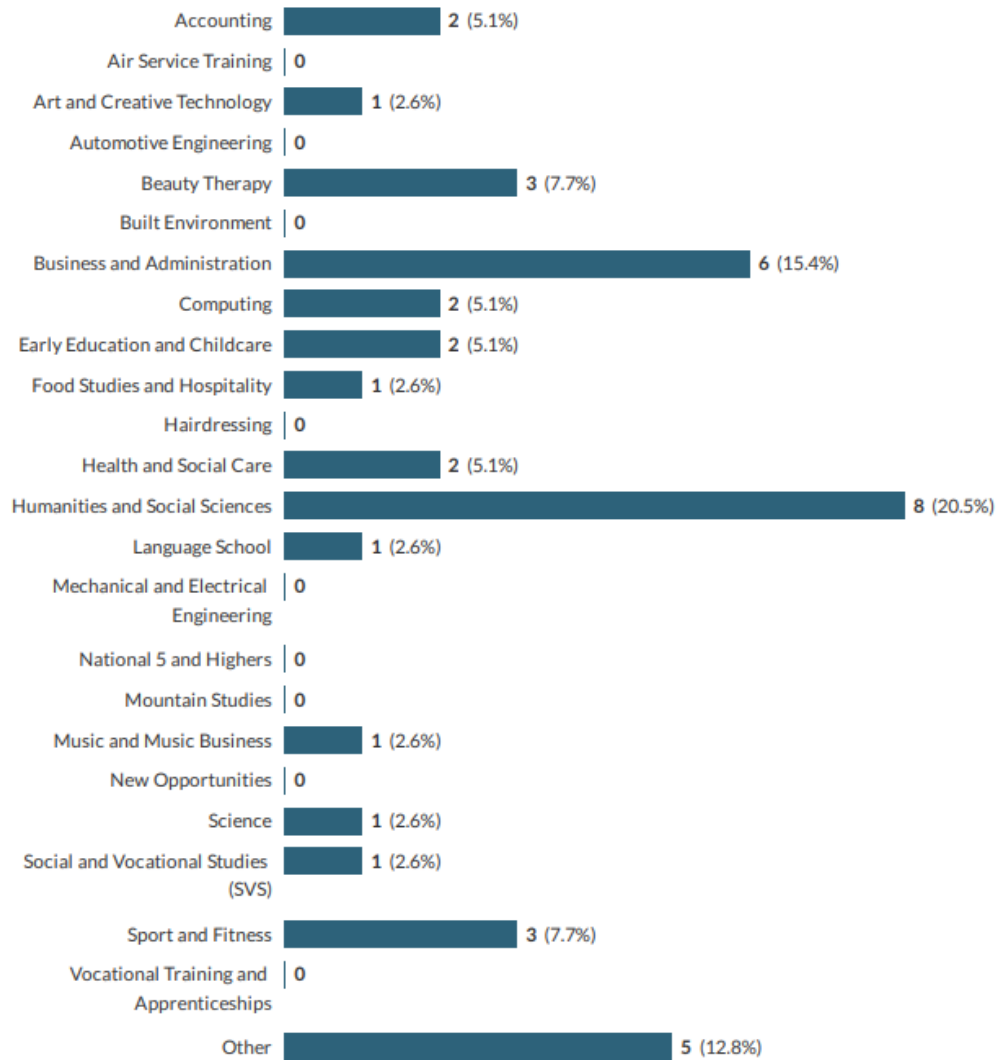
Promotion and Participants

The survey was promoted via HISA Perth social media with support from Perth College UHI social media, Student Voice Representatives and all student emails. Participation was again incentivised by promoting a prize draw where students who took part could win one of two £25 Amazon vouchers.

At the close of the survey, 39 students participated – a significant decrease of 63 from last year's consultation. A decision was made to only promote the link to the survey via an all-student email to minimise any submissions from non-students, but this was reversed two weeks prior to the consultation closing in order to increase participation. The majority of responses came in on 13th May (14 responses) and 17th June (6 responses) when all student-emails were sent out but due to issues with the final reminder email going out and despite support from the Marketing and HISA Comms team, numbers are not as high as they have been despite 248 clicks to the URL of the survey.

Out of the 39 respondents, 92.3% gave a different answer for each of their chosen themes with 7.7% repeating their choice once and 0% repeating their choice twice. 84.6% did not feel that any other themes needed to be considered with 15.4% stating another theme needed to be added. This is the first year we have had no respondents repeating their choices twice and have seen a reduction in the number of respondents stating another theme should be added. Despite the number of respondents being lower than previous years, this is still positive news.

Based on the options, the majority of students that participated in the survey were from Humanities & Social Sciences and Business & Administration. 12.8% stated Other as their subject area (8.9% increase from last year) but when reviewing their comment on their subject, we were able to assign them to an area. A full breakdown of subject areas can be found below:



Showing all 5 responses
Aircraft maintenance engineering and management / AST
Access to Nursing
Food, nutrition, textiles education
Return2learn
Creative Industries

In terms of level of study, the majority of students came from Degree level with HNC following closely behind. There are again low numbers in SVQ and PHD levels so work will need to be done to ensure these students are involved in the consultation process. We also saw a decrease in Masters and HND students' participation so these are other areas needed to be concentrated on alongside increasing participation generally.

Themes Chosen

As can be seen in the table below, the three key themes highlighted as top choice in terms of first, second and third choice are Mental Health, Communication and Creating and Promoting Social Events on Campus. The three key themes in terms of overall number of votes were Mental Health, Creating and Promoting Social Events on Campus and Food on Campus – Cost and Choice.

Following a discussion within the Perth officer team and informing the Head of Student Experience, it was decided that the three themes to take forward are Mental Health. Creating and Promoting Social Events on Campus and Food on Campus – Cost and Choice based upon the comments made by students and the officers' manifestos.

Theme	1st Choice	2nd Choice	3rd Choice	Total
An Exchange for Student Businesses	1	1	1	3
Anti-Bullying	1	0	5	6
Communication	2	9	1	12

Creating and Promoting Social Events on Campus	6	3	7	16
Engaging with Online Students	2	2	2	6
Food on Campus – Cost and Choice	4	4	5	13
International Students	2	1	0	3
Mental Health	13	3	4	20
More Integrated/Blended Learning	0	1	1	2
Return to Campus	0	2	2	4
Student Finance and Funding	3	4	3	10
Students in Halls + Homesickness	1	0	0	1
Study Support	0	3	4	7
Volunteering Opportunities for Students	1	3	4	8
Working with Businesses on Placements	4	3	0	7

Reasons why

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

An Exchange for Student Businesses

Reasons Why	Count	One thing to change	Count
No comments	2	No comments	2
Sounds interesting	1	Not sure	1

Anti-Bullying

Reasons Why	Count	One thing to change	Count
no choices	3	no choices	3
Ongoing issue	1	Getting through to those that bully others	1
People don't realise enough that what doesn't affect or bother them maybe the opposite for someone else	1	Response to bullying - realising the effects on what it can do to someone, standing up to it and reporting it.	1
Bullying at school	1	Why does bullying and bullying occur among classmates	1

Communication

Reasons Why	Count	One thing to change	Count
no comments	6	no comments	6

PCUHI not great at communication	1	Lecturers to use microphones when teaching online classes, especially for hearing impaired students	1
Needs to be better communication with hearing impaired students	1	Responses to red button queries beyond initial questions	1
Information found out later than needed	2	Getting course timetables out quite prompt to give folk time to sort childcare & work hours.	1
Communication should be aimed at older students	1	How to co-produce better Higher Education outcomes by fostering communication that is based on shared learning experiences.	1
Communication is an essential life skill/important	3	Uhi is such a big campus and it's difficult to feel part of it	1
Want to feel part of a community within UHI	1	The newsletter is great, but more regular updates needed	1
Something that young people are less confident in and you see that more now especially after being online for learning	1	Better communication and collaboration between departments would make it feel like more of a community	1
		More group work and presentations for students is a good way to grow confidence	1
		I think you should focus on making sure personal academic tutors are open and supportive. I also think that teachers should communicate with students via email or drop-ins to assist in learning.	1
		People worry about being judged	1

Creating and Promoting Social Events on Campus

Reasons Why	Count	One thing to change	Count
Students need to get more involved on campus/with each other	3	battling the fear of judgement	1
Important part of college/university life/learning	4	Promotion rather than creation/events to be better promoted	4
Wasn't enough/good last year	6	Funding	1

Important for peoples mental health and welling that we should have more events to attend	1	More events will help build relationships with people outside of course	2
bringing people together would help with loneliness and feeling outcast	1	Some people may not be interested in certain activities	3
It's hard to make friends/good to meet more people	3	More clubs where students can meet each other	2
No comments	1	No comments	1
Dances/ceildhs/Sporting events	1	Have events/social spaces like other universities do	2
The impact of Covid-19 and the restrictions it brought into all areas of life are still being experienced by many people, including students	1	Not a lot of opportunity for socialising	1
Organised social events on campus to help bring the student community together again.	1	student calendar of events	1
There were no social events on campus that I was interested in and I'd like that to change	1	better use of performance spaces at Perth	1
		more of a nightlife	1
		Some formals	1

Engaging Online Students

Reasons Why	Count	One thing to change	Count
Would be good to feel included in student life more/feel like missing out on things	2	Feeling included/part of the college	2
Often little engagement with online students	1	Regular updates from tutors	1
Sometimes online students are forgotten about and don't hear about events happening	1	More opportunity for discussions/check ins	1
Communicate better with each other	1	We can get to know each other better	1
Courses are more online now as most lectures still aren't on campus (my course is still from home anyway)	1	online chat outside of lectures ? (Like an available chat within each module)	1

Food on Campus

Reasons Why	Count	One thing to change	Count
Some of the food choices are limited/disappointing	5	The price/Make food cheaper/Better value for money	7
Costly/not affordable		No Comment	1
The food is great but I feel the price should be more subsidised.	1	Subsidisation of the cost at both the hot food and the shops.	1
bring the 5 a day into menu's.	1	More healthier options	2
Because there are only spicy choices. I can never get a lunch I can eat	1	Less bland/overcooked	2
Good/like the food	2	Don't charge for cup of water	2
		Cater to allergies	1
		More variety	1

International Students

Reasons Why	Count	One thing to change	Count
Being an international student i personally relate more.	1	Elements of the student social experience lacking.	1
The public like	1	communication	1
Would be amazing to interact and have exchange with international students	1	Probably cost and finding individuals that would like to engage around the world.	1

Mental Health

Reasons Why	Count	One thing to change	Count
Large area/ important issue	9	Overall mental health of students particularly during exam times	1
Awareness and support will help students	4	Allowing mental health days	1
Student has experience mental health issues	3	Having more therapy groups/support from tutors/sessions to manage mental health	3

Affects a lot of people	4	Stigma of talking up and response afterwards/talking more about it	4
want to see an initiative aimed at autistic/ ADHD/ other neurodivergent students.	1	feelings of being alienated once people know	1
no comments	1	Peer support/chances to socialise	3
Impact of pandemic/cost of living crisis	2	More communication on where to seek help	1
needs to be discussed and open about not hushed	1	Tackling depression – big issue	1
I know HISA have done a lot in this year on this project but I think that after the whole covid case it needs to be continued.	1	no comments	1
		Letting neurodivergent students feel visible/supported	1
		Isolation and loneliness - particularly across such a spread of campuses / online delivery.	2
		Bringing back the dogs please!	1

More Integrated/Blended Learning - Either was not selected or no comments left

Return to Campus

Reasons Why	Count	One thing to change	Count
It's important that everyone feels safe to come back on campus	1	Extra rooms for the counselling practice	1
Missed being on campus/learn better in person	2	On campus for longer lectures and online for shorter lectures	1
Feel campus should be back to what is was before pandemic	1	Put back social spaces/places to sit around campus	1

Student Finance and Funding

Reasons Why	Count	One thing to change	Count

	u nt		u nt
More information and help	3	Lack of information/ guides on how to help identify and apply for funding	2
All students should be able to study without worrying about the cost of living/big issue	4	The top up money that students receive from the hardship fund is not enough to bring students out of relative poverty - only going to get worse with the cost of living crisis that we are seeing at the moment	1
Cost of going on placement isn't really accounted for help towards that would be beneficial	1	More help surrounding what funding is available for students	1
Funding is stressful to figure out	2	Should be able to do more checks on who lives in the property council tax check	1
Some of the students have not declared all their income that they have partners and use the funding to get tattoos but alcohol	1	Funding should be more eligible for people/better funding options for students	1
Fees should be paid for senior citizens to encourage continuing learning	1	Fees are high	1

Student Halls + Homesickness

Reasons Why	Cou nt	One thing to change	Cou nt
Not aware of how bad staying in the halls would be on mental health	1	Common areas treated with respect/be able to leave things there without being stolen	1
		Issues addressed quickly with personalities/faults in flats	1
		Wardens coming into your living area without warning out of order	1

Study Support

Reasons Why	Cou nt	One thing to change	Cou nt
It's important to learning	1	Having more information around studying in the library/being promoted more	1
I feel like the library should be open 24/7	1	Affordability perhaps for someone to run library overnight	1

Study area or room where students can access anytime would be very helpful	1	no comments	1
no comments	1	clearer guidance to find the support you need/better promotion	2
It's complicated to find the help you need	2	Allow students to be more flexible with management of own time	1
Have student support and really appreciate it	1	Ensuring those who need it, are able to access it to prevent drop out/poor engagement.	1
The more support available, the better for a positive journey at UHI	1		

Volunteering Opportunities for Students

Reasons Why	Count	One thing to change	Count
Good for CV/future development/gaining experience	4	Volunteering relevant to course	3
Everyone could have some benefit	1	Volunteering with green space/local charities	1
Would like to see the return of student curriculum ambassadors.	1	Encourage students to volunteer/help them to find opportunities	1
no comments	1	Creating some opportunities within the college	1
not a lot of volunteering opportunities	1	The lack of opportunities	1
UHI needs to do better at co-ordinating volunteering for students.	1	no comments	1
		More opportunities within the local area and not just the UHI	1

Working with Businesses on Placements

Reasons Why	Count	One thing to change	Count
Important for students development and careers perspectives	2	Finding business that will be willing to take on young people/students with no previous qualifications	2

Getting more businesses to offer students places is a great prospect	1	Improve visibility of opportunities within UHI and HISA	
A lot of job adverts state they need experience even for entry level positions	1	Less restrictions placed on how the work placement module is run	
Important to make real world connections and learning opportunities outside classroom	2	Make available on my course	
Course doesn't do work placement/would like to have	2	Finding the placement in the first place	

Additional Themes

Below is the list of additional themes provided by participants who felt other themes should be included. As some of the themes suggested link into themes previously identified at the start of the survey and a lot of the suggestions are either no, blank or do not know it was felt there is no need to consider any of these additional themes for the Partnership Project, but it will be feedback that HISA Perth will take forward.

Theme	Reasons Why	Fits into another theme?
Students with multiply disabilities	The college is great if you just have dyslexia but if student is also deaf and has dyspraxia and mental problems maybe an early induction would help. may just an extra chat like having more time to absorb information.	N
Neurodivergence (autism/ ADHD etc)	It is different from mental health since they are not technically MH conditions. I want us to feel included, visible and have more support, including peer support.	N
Mental Health	People really struggle with social anxiety in results of Covid. Online learning split people and made them close up even more, although I enjoyed studying from home I lost contact and had no connection with my classmates this year. I used to be very bubbly, and now I do not like engaging as much anymore. Public speaking, or reaching out to strangers is stressful. Maybe themed social gatherings could change it, where individuals interested in particular books, or games can meet up and talk about their hobbies.	Y - Mental Health
Career Fair for all students	Although there was a student graduate fair at the end of the academic year. The exhibitions available did not meet the expectations I had. None of the exhibitions were relatable to my course deeming it pointless to attend this event. Therefore, each course needs to have a careers graduate fair for students to attend.	N

Work placements/internships, Study support	I think work placements help people get valuable work experience, and possibly kickstart their career. I think having study support in place for all students is valuable as many people have dropped out of my course and I have struggled to meet some deadlines. Furthermore, I believe that it would be beneficial to make it very clear how study support can be accessed if needed.	Y - Working with Businesses on Placements/Study Support
Sex education	Sex education is key for every child	N

Next Steps

Now that the consultation process has been completed, the following next steps will take place:

- The three themes identified by students as the most popular choices will be taken forward as the themes for the Perth Partnership Project 2022-2023
- The qualitative data will be used to identify the key problems in these areas that can produce workable and achievable solutions for students
- Work in partnership with Perth College UHI staff to develop an action plan that shares responsibility for the completion of the project between HISA Perth and appropriate Perth College UHI departments
- Plan to be approved by students through Student Representative Council and through appropriate committees at Perth College UHI as soon as is convenient
- Report back on the action plan regularly through Student Representative Council, Student Engagement Group and other appropriate PCUHI committees to hold all parties to account on continual work on the project
- HISA Perth and Perth College UHI to use other feedback provided in this consultation to solve problems identified by students

Perth College UHI

Paper No. 4

Committee	Engagement Committee
Subject	OBI 2022 Report
Date of Committee meeting	14/09/2022
Author	HISA Perth
Date paper prepared	07/09/2022
Executive summary of the paper	<p>Please outline the follow elements of this paper:</p> <p>i) Purpose – what is it for</p> <p>This paper is to inform committee of the planning and outcomes of the 2022 OBI Awards, including learning actioned from the 2021 Awards.</p> <p>ii) Impact – what are the intended outcomes</p> <p>To inform committee of the process and outcomes of the OBI Awards and advise on future plans to develop the Awards.</p> <p>iii) Course of Action – what happens next & by whom</p> <p>HISA Perth will take report findings into consideration for planning OBIs 2023.</p>
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	n/a
Action requested	<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)

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<p>Resource implications</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>Risk implications</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>Link with strategy</p> <p>Please highlight how the paper links to the Strategic Plan, or assist with:</p> <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	<p>n/a</p>
<p><u>Equality and diversity</u></p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please give details:</p>	<p>Yes/ No</p>

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

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

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

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

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

Perth College UHI

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

OBI Awards 2022 Report

Introduction

This paper summarises the process of the Outstanding Best and Inspiring (OBI) Awards run by HISA Perth, from nomination period to the awards ceremony. This year we hosted our first in-person ceremony since the 2019 awards and our first ever hybrid ceremony. We have also reflected on any lessons learned for future awards and any steps we need to take to further develop the awards.

Next Steps Identified from 2022 and Preparation

In last year's review of the OBIs, HISA Perth identified lessons to be learned and appropriate actions to tackle these. The actions taken are updated below.

Next Steps	How addressed
Reviewing the nomination form to ensure it continues to be fit for purpose	Reviewed at start of planning phase with HISA Perth President. Created online and paper-based nomination form
Incorporate online and face to face promotion in the planning for next year's awards so we can be adaptable if current circumstances change	Factored into comms plan with HISA Comms, PC Marketing and PCUHI
Continue to forward plan and set out a clear timetable for the awards to incorporate the OBIs into our plan of work	Discussed dates from December and confirmed in January
Allow for more time between nominations closing and the meeting of the judging panel to allow more comfortable timing for preparation	Factored into planning stage – two weeks allocated rather than one.
Engage with STEM subjects and look at how to increase nominations from this area	Engaged with all SDD's throughout, highlighting nomination updates as and when needed, including low sector area nominations
Engage with SVS and the Language School to discuss how to make the nomination process accessible to all our students	Worked with Sector Manager around SVS engagement. Head of Language School looped in and part of judging panel.

Nomination Period and Promotion

The nomination period for this year's OBIs opened on 21st March 2022. Staff and students were able to nominate in a conditioned Microsoft Form so that they could only put nominations in categories that were appropriate for their nominee (i.e., if a person was nominating a non-teaching member of staff, they would only have the option to nominate in the Outstanding Support Award). A paper-based form was re-introduced to make the awards more accessible for all students and were grouped based on if they were teaching staff, non-

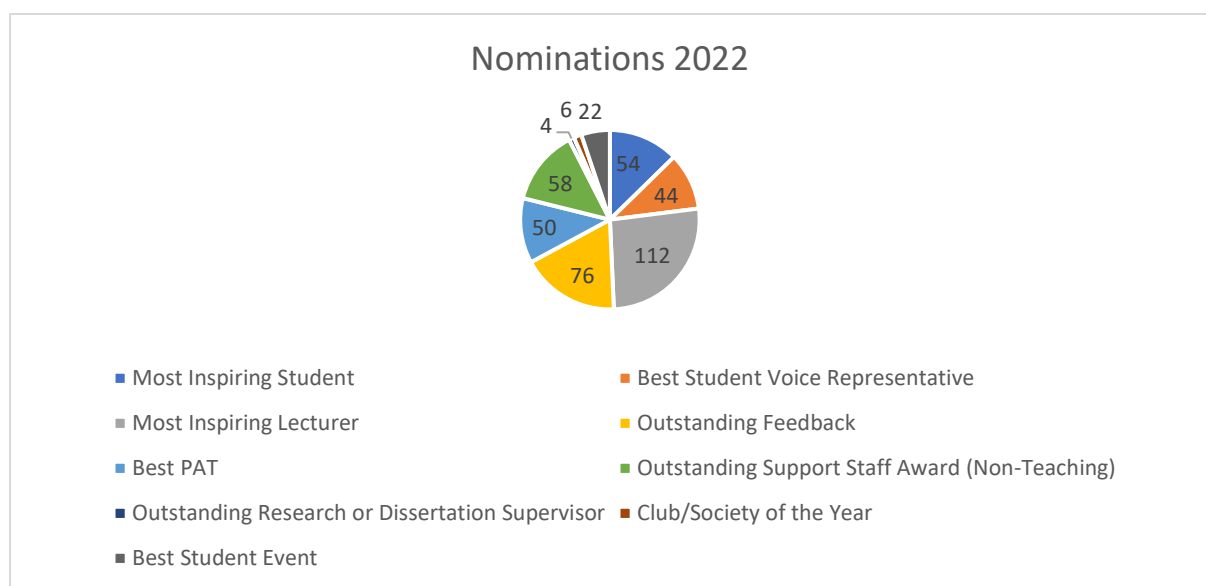
teaching staff or student related categories. These could be submitted in voting boxes at both Brahan and Goodlyburn reception areas throughout the nomination period.

The awards were promoted through social media, email communications and Student Voice Representatives at Student Representative Council meetings. A dedicated communications plan was created through the HISA Communications Team with input from HISA Perth and supported by PC Marketing.

Nominations Breakdown

In total we received 425 award nominations for this year's OBIs. This is an increase of 10 from the 2021 awards and 200 more than the 2020 awards.

Below is a graph with details on the nominations received this year:



As can be seen, the awards with the most nominations were Most Inspiring Lecturer (112), Outstanding Feedback (76), Outstanding Support Staff (58) and Most Inspiring Student (54). Below is a table indicating the difference in the number of nominations per category in comparison to previous awards:

Name of Award	Running Total	TOTAL 2021	Total 2020	Total 2019	Total 2018
Most Inspiring Student*	54	63	15	57	36
Best Student Voice Representative	44	41	18	24	36
Most Inspiring Lecturer	112	102	78	69	45
Outstanding Feedback	76	91	21	21	N/A
Best PAT	50	71	47	54	70
Outstanding Support Staff	58	25	20	41	55

Award (Non-Teaching)						
Outstanding Research or Dissertation Supervisor	4	5	2	2	N/A	
Club/Society of the Year	6	13	13	12		7
Best Student Event	22	4	11	10		12

* (was split into staff nominated and student nominated this year - combined total in table)
N/A – award category not running in this year.

As can be seen from the above table, out of the nine categories that could be directly nominated in, four of these saw such an increase that led to a bigger combined total. It is interesting that five of the categories saw a reduction, although Best Club or Society can be attributed to not many clubs and societies being active at Perth due to challenges in recruiting committee members.

For the other categories (excluding Outstanding Research or Dissertation Supervisor as nominations decreased by 1 and has always seen low nominations), we can see a pattern over the last few years of the OBIs where nominations can rise and fall so although this shows the nominations are following previously identified trends, we of course want to see nominations continue to rise every year.

It is really encouraging to see such an increase in Best Student Event, with more nominations for course-based events and projects, showing that with more activity on campus and the renaming of the category last year has had benefits. Another significant increase has been in Outstanding Support (Non-Teaching), showing how much impact staff in the professional services at Perth College UHI have done to support our students coming back onto campus after almost two years of learning online due to the COVID-19 pandemic.

In terms of who nominated in the awards, we saw 86 nominations from 43 individual members of staff and 216 nominations from 156 individual students via the online form and 46 nominations from 26 individual students via the paper form.

We received the following number of nominations from each sector/subject area:

Staff Nominators by Sector/Department		Student Nominators by Sector (online form)		Student Nominators by Sector (paper form)	
ALS	11	ALS	136	ALS	19
BMCL	22	BMCL	94	BMCL	2

CCI	2	CCI	48	CCI	5
STEM	1	STEM	13	STEM	0
Careers and Library	3				
Learning Technologies	1				
Student Services	1				

As can be seen, BMCL received the most nominations from individual staff and ALS the most from students.

Shortlisting

The shortlisting process began by checking nominations to ensure staff and students were nominated in the right area and they had nominated valid staff and students employed by or attending Perth College UHI. Once passed this stage, an initial keyword scoring exercise was undertaken by HISA Perth student officers and staff members. Once completed judging packs were passed onto the judging panel.

The judging panel, consisting of staff, students, and student officers, met in hybrid form on the 11th of May to determine the shortlist and winners of the awards. If any staff member or student was nominated for an award, they were not able to be part of the final decision or were able to abstain from voting, making to keep the judging fair.

The panel remarked once again that it was especially hard this year to select winners due to the volume and high quality of nominations received. The final shortlist was announced publicly on the 20th of May.

Awards Ceremony

This year the team was delighted to be able to hold the OBI Awards Ceremony for the year 2021 – 2022 in hybrid form via Microsoft Teams and the Goodlyburn Theatre on 1st June with refreshments provided afterwards in the Webster building courtesy of the Hospitality Department and Aramark. The hybrid set up provided the attendees the chance to attend in the way they were most comfortable. Combined, the event was attended by roughly one hundred people.

This year's setting of the ceremony had an increased feel of vibrancy about it, and it gave the winners and highly commended the chance to receive their awards in person and to say a few words to the audience.

Winners were awarded a trophy and highly commended recipients received a certificate. The winners were invited to say a few words to the audience and at the end of the event all the winners and Highly Commended were invited to participate in some photo shoots to commemorate the event.

A full list of the highly commended and winners of this year’s awards can be found in Appendix 1.

Lessons Learned and Next Steps

- Improve communication with relevant Perth College UHI staff members regarding the space that will be used for the OBI Award Ceremony as for the 2021 ceremony there were gaps in communication and a slight confusion as to whether the chosen space was free to be used or not. In future more channels of communication will be used, and more checks will be implemented.
- In future there will be different arrangements made for the photography coverage of the Awards Ceremony as in the past this was requested of the Perth College Marketing team but in order to avoid straining their capacity, we will look into hiring an external photographer in advance.
- As mentioned in the paper already, the OBI Awards Ceremony 2021-2022 took place in hybrid form however the streaming of the ceremony was not ideal with guests attending in person accidentally bumping into the camera when claiming awards and stepping over the mic cable causing the streaming quality to deteriorate. To mitigate this, we will endeavour to come up with a more robust strategy for a hybrid set ceremony and find more suitable locations for the streaming equipment so we can ensure that the quality of the awards ceremony is as good online as it is in person.
- In regard to music arrangements for the event we will plan for back up musicians to be available for future events as unfortunately the music student we worked with for this year’s ceremony could not make it due to illness.
- Nomination forms will be looked at to examine the possibility of introducing a reminder to the nominators to add comments to submitted nominations in order to make them easier to examine by the judging panel as nominations with no comments left cannot be properly judged as the panel doesn't have any feedback on any achievements to look at.
- We were delighted to be able to hold the ceremony in hybrid form and to give our guests the chance to experience the OBIS in person once again. We were also pleased to see an increase in nominations compared to last year. Despite the challenging last two years it is fantastic to see that engagement with the OBIS continues to grow.

Appendix 1 – List of Highly Commended and Winners of OBIs 2022

	Highly Commended	Winner
Most Inspiring Student	Dagmara Dabrowska, Winfrida Mwongela	Anna Croll, Omar Nomoko
Best Student Voice Representative	Aleksandra Banasiak, Lynn Campbell, Teresa Strachan, Barbara Ewelina Kaczowka, Fiona Smith	Shannon Kerr, Winfrida Mwongela
Most Inspiring Lecturer	Simon Fraser, Yunior Perdomo, Donna Cousins,	Adele MacDonald

	Kirsty Cassells, Hatef Dinparash Saleh, Stewart Fraser, Kirsty Moran	
Best PAT	Kelli Cochran-Sharp, Kathryn Lyneborg, Yunior Perdomo, Chris Heaney, Daniel Yurkadol, Paula Richards, Tracy McGregor, Callum McCormick	Scott Innes, Caroline Cowe
Outstanding Feedback	Deborah Duncan, Adele MacDonald, Yunior Perdomo, Jacqui Allison, Kirsty Moran	Simon Fraser, Ricky Neil
Outstanding Support (Non-Teaching)	Nicola Henderson, Apryll Mackie, Christabel McGarvey, Gordon Lamb, Sam Monie, Samantha Watson, Fraser Robertson, Kasia Szostak, Jo Burek,	Claire Nelson, Mandy MacDonald
Best Research or Dissertation Supervisor	Non awarded	Kyle Smith
Best Club or Society	Perth Blizzards (Basketball), Book Club	Volleyball
Best Student Event	Children's Shoebox Christmas Appeal, LGBTQIA+ and Parenting On-line Panel Discussion, Return To Learn Students - Enterprise Project	Author Event - Tawona Sithole
Best Overall Student 2021-2022	Not applicable	Anna Croll, Omar Nomoko

Committee	Learning Engagement Committee
Subject	Student Satisfaction and Engagement Survey
Date of Committee meeting	14/09/2022
Author	Jessica Borley, Quality Manager
Date paper prepared	05/09/2022
Executive summary of the paper	<p>Please outline the follow elements of this paper:</p> <p>i) Purpose – what is it for</p> <p>The Report provides an overview of the outcomes from the SSES 2022.</p> <p>ii) Impact – what are the intended outcomes</p> <p>The draft report was submitted to CASE (CQM) and recommendations made to change the current system of how we gather the student voice and improve response rates.</p> <p>iii) Course of Action – what happens next & by whom</p> <p>The Quality Manager, HISA Perth Officer (VP Education) and HISA Assistant Student Voice Manager led 2 staff consultation events in August, where it was agreed to move away from the UHI survey that uses JISC online survey tool to a question session facilitated by the PAT during 4 student forums over the year. The qualitative results would be captured using interactive software to enable KPIs to be used for quality management.</p> <p>The process changes and implementation are being taken forward by a SLWG of key staff and students, led by the Quality Manager who will report milestone actions and outcomes through CASE CQM.</p>
Consultation Please note which related parties, stakeholders and/or	CASE Curriculum Quality Matters

Perth College UHI

Committees have been consulted	
Action requested	<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)
Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	No
Risk implications Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk? (If yes, please provide details)	No Click or tap here to enter text.
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: <ul style="list-style-type: none"> • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information 	Student Voice, Student Satisfaction KPIs
<u>Equality and diversity</u>	No

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

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

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

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For how long must the paper be withheld? Indefinitely

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

and

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

Perth College UHI

Student Satisfaction and Engagement Survey

2022 Summary Report

Contents

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1 Executive summary

- The survey was issued to students via email through the JISC online survey tool, except for the SVS students who were provided with an adapted paper version limited to the SFC and HISA question set.
- This year, the Student Satisfaction and Engagement Survey (SSES) contained 13 core questions set by the Scottish Funding Council (SFC).
- The regional survey working group agreed an additional 16 high level questions
- The survey was sent to students on courses of 4 credits or more studying at SCQF levels 1-10

Response Rates

- The survey was issued to 2054 students, of which 832 students responded, providing a response rate of 41% overall.
- Although this is a drop by 2% overall from last year there was a shift in responses from the different student groups. FE student responses increased from last year by 21% (52% overall), whilst HE decreased by 23% (46% overall).

Satisfaction

- Overall satisfaction was 90%, which was a 10% increase and put it back on par with 2019 figures (95%).
- Students studying on FE courses were more satisfied (92%) than those studying at HN level (89%) and at Degree level (87%)
- Ten of the Sector Area satisfaction rates, where response was 40% or above, were over 90% satisfied.
- Questions concerning students' experience of their course is higher than in 2020-21 with 84% satisfied that their course is well organised and running smoothly

Learning Resources

- 82% of students (=for FE&HE) knew how to access the library facilities for electronic materials, and 83% for help and advice on Library matters.

Student Support and Welfare

- 92% of students were aware of how to access Student Services on campus, and 94% were aware of support available for mental health and wellbeing.
- 97% of students felt they were treated fairly and equally by staff
- 97% of students were satisfied that the College had taken all necessary steps to make the campus a safe place to study on

HISA/ HISA Perth

- Although 81% of students were aware of HISA and its role, only 49% knew who the local HISA Officers were
- 41% of students were aware of the fresher's activities. Students comments suggested more freshers' activities and social events on campus would be welcomed
- 57% of students thought their views were well represented by their student voice rep. This is a drop of 22% from last year (79%)

2 Introduction

This report summarises student feedback and satisfaction levels from the 2021/22 Student Satisfaction and Engagement Survey (SSES). The SSES provides a means to evaluate and enhance college provision in Scotland through a national approach to monitoring student satisfaction and engagement. The report provides survey response rates and satisfaction rates for students on full-time and part-time further education (FE), higher national (HN) and degree courses.

A UHI wide surveys working group comprising of Academic Partner, UHI and HISA representation leads on developing and coordinating this survey, along with the other annual region-wide survey the Early Student Experience Survey (ESES). CASE (CQM) reviews the question set and approve any college specific questions which are asked in addition to the UHI/SFC question set. SFC establish the thirteen core questions and all Scottish colleges must set a six-week window within a specified two-month period in which to issue the survey to students. The college returns its data for FE students to SFC in May. SFC combine the results from all colleges and produce a benchmark summary report each year, which is not published but shared with colleges for information.

2.1 Questions

As in 2020/21, the survey contains 13 core questions set by the Scottish Funding Council (SFC). All core questions are multiple choice with four answers (strongly agree, agree, disagree, strongly disagree), except Q13 where students can opt for 'Don't know'.

In addition to the SFC questions, the survey includes further questions to help gain insight to the student experience on local and regionally relevant matters. This year, the regional group made some small changes to the question set to reflect the fact that some learning was taking place on campus. The set of questions around the use and usefulness of digital technologies that was introduced in 2020-21 was retained for a second year. A set of questions around the awareness and use of mental health support services and information was added for the first time this year, as was a question relevant to Disability Allowance and Careers. The College can choose to add specific questions and this year a satisfaction question and comments was added on the student use of the careers and employability service.

2.2 Sample

The agreed student sample for the SSES regional survey was in line with SFC guidance and included students on courses of 4 credits or more, (nominal learning hours of 160 or greater). The sample included students studying FE and HE courses at SCQF levels 1-10 (which includes Degree students).

Students taking part in the National Student Survey, students on postgraduate programmes of study (SCQF 11-12), and school students were not included in the sample.

3.0 Response rates

The Board of Management last year raised concern at the drop in the response rates over the last few years and actioned the College to achieve 60% minimum response rate this year, which was the UHI target rate in 2018/19. The SFC guide that Colleges should achieve 50% minimum response rate.

	Response Rate 2021/22	Response Rate 2020/21	Response Rate 2018/19
College	41%	35%	45%
ALS	41%	38%	44%
BMCL	52%	41%	54%
CCI	44%	31%	41%
STEM	20%	24%	40%

Overall, 2054 students were surveyed, with 832 students responding. This equates to an overall response rate of 41%, which is 6% higher than last year but 4% lower than the 2018/19 response rate. It is notable that STEM response rate dropped significantly last year (-16%) and again this year (-4%), whilst the other curriculum areas although dropping last year are now fairly on par with their 2018/19 results.

It is to be noted that there was a shift in responses from the different student groups. FE student responses increased from last year by 21% (52% overall) which met SFC target but not College target. HE decreased by 23% (46% overall). It can be seen in the table below that it was the degree provision that pulled the overall response figures down.

Row Labels	Responded	Did not respond	Grand Total	Grand %
Degree	190	481	671	28%
FE	375	340	715	52%
HN	267	401	668	40%
Grand Total	832	1222	2054	41%

Table 1: SSES Response rate

Appendix 1 provides a 3-year trend of overall response & satisfaction rates per curriculum and sector area

Feedback from PATs last year regarding low response rates raised that the individual link being sent out direct to students did not provide the PAT a way to support the student in getting into the survey, or in finding their individual link when they had mislaid the email. The process was changed this year and PATs were provided with the list of individual links for students in their cohort groups. Additionally, Quality provided Sector Managers weekly with a response rate for courses in their areas, and PATs were given a list of students that had not yet completed the survey each week in the last 3 weeks of the survey being open. The survey closing date was extended by 2 weeks to encourage further students to engage.

The IT Bunker and a room in ASW were timetabled for PATs to book to use with their groups to complete the survey. None of the timeslots were booked for use by staff. Additionally, the ICT Core Skills staff offered to support completion of the survey by groups during their core skill session yet only 2 PATs took up this opportunity.

The downward trajectory of the response rates over the past 4 years means that less than half of students are providing the college feedback on their experiences: for degree students this is currently approximately 1/3rd of the student body. It is recognised that the college needs to explore differing ways to gather feedback to effectively bring about enhancements to the student experience.

4. Satisfaction

Student overall satisfaction was 90% which is an increase of over 8% from 2020-21. The curriculum area satisfaction improved from last year across the board but remains lower than 2018/19.

Appendix 1 provides a 3-year trend of overall response & satisfaction rates per curriculum and sector area

	Satisfaction % 2021/22	Satisfaction % 2020/21	Satisfaction % 2018/19
College	90%	82%	92%
ALS*	85%	83%	92%
BMCL	93%	84%	93%
CCI	90%	76%	92%
STEM	94%	80%	91%

*SVS and New Opp's were sent individual SSES question sets, which has not been included in this data.

Overall, students studying on FE courses were more satisfied (92%) than those studying at HN (89%) or Degree level (87%).

The following should be noted for context:

- the satisfaction rate in Degree provision is based on less than a 3rd of degree students responding
- Some courses with a high satisfaction rate had very low response rates e.g. 100% satisfaction / 6% response rate

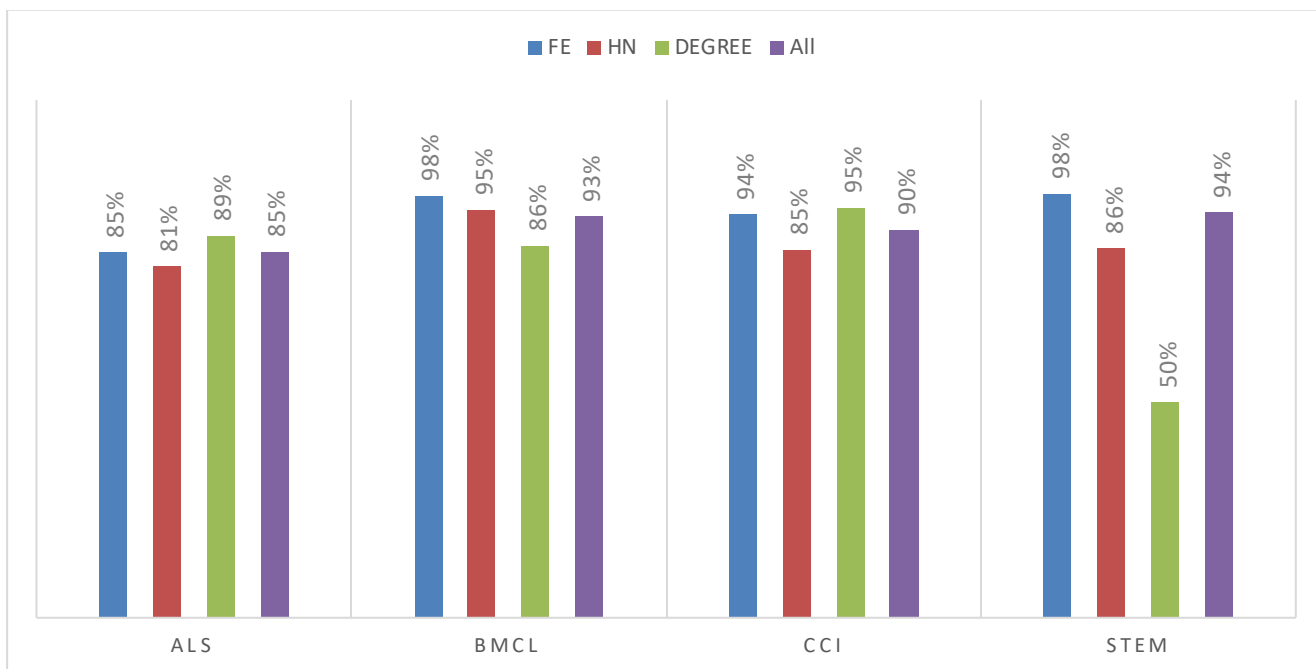


Figure 1: Overall satisfaction by Curriculum Area and FE/HN/Degree, SSES 2022

Staff were given access the SSES dashboard on [Quality Matters](#) and could drill down to course level to analyse the data, and free text comments, to enable them to set actions to enhance the student experience for 2022/23.

4.1 Overall satisfaction through an equality lens

There was little difference in overall satisfaction between the demographic questions with satisfaction being generally high and over 80%. Those who described their gender 'in another way' were significantly lower in satisfaction levels (between 5% - 10% lower) compared to those who responded, 'Prefer not to say' and 'male and female, including trans' satisfaction levels which were high at 89% and 93%.

In comparison to results from 2020/21, there was a significant positive increase in satisfaction for those who answered 'Male including trans' by 16%.

A meaningful increase in satisfaction this year (between 16%-18%) for students who responded to having a 'physical impairment or mobility issue' and 'I have a disability, impairment, or medical condition' compared to responses received in 2020/21. This is possibly reflective of students returning to campus for face-to-face experiences.

Of the full range of students, 51 were in care/looked after and were 94% satisfied with their overall college experience, which was higher than not in care.

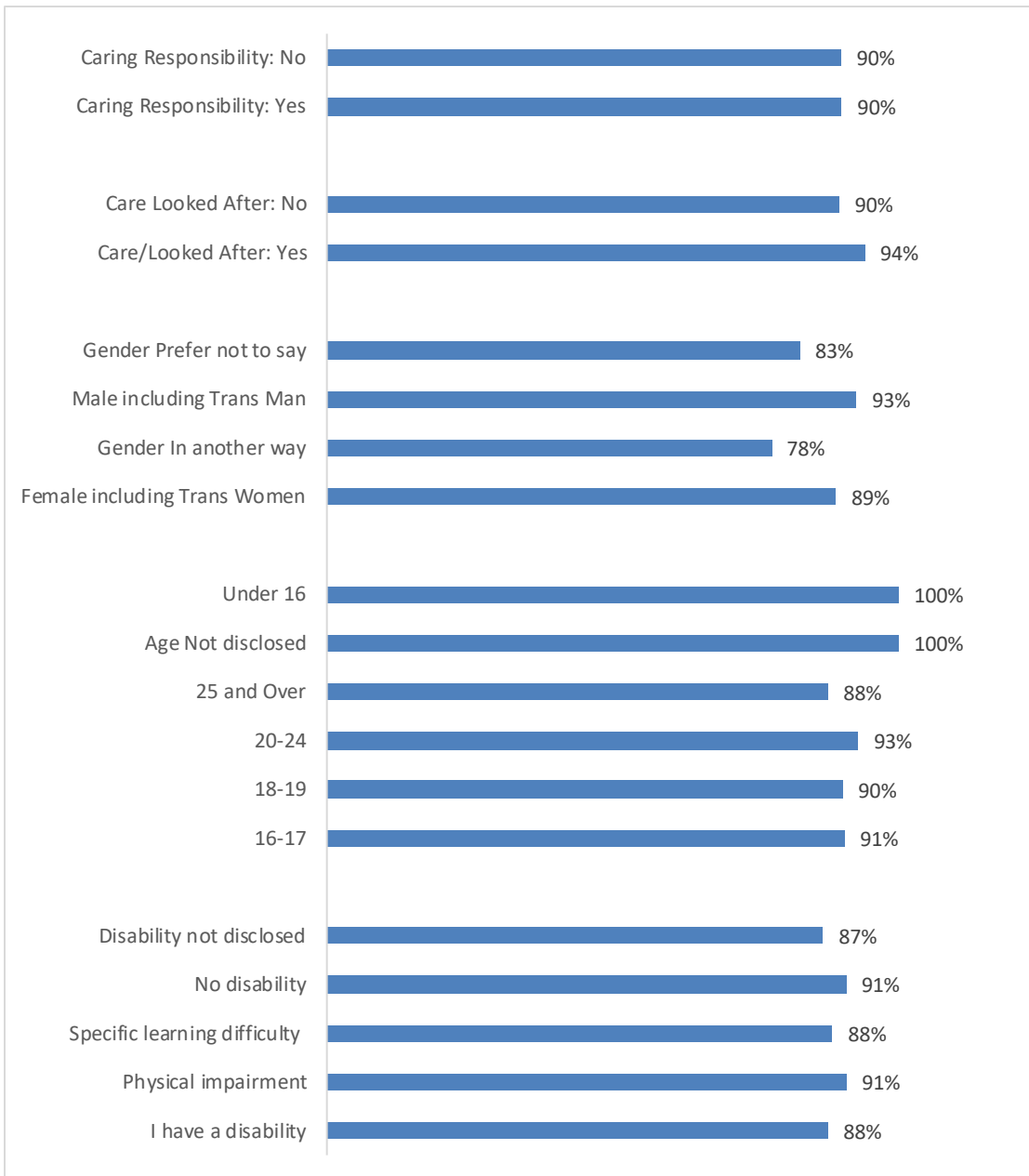


Figure 2: Overall satisfaction by Protected Characteristics, SSES 2022

5 Core SFC questions

SFC introduced three additional questions in 2020-21 taking the total core question set to 13. These are shown in Figure 3 below along with five additional questions which used the same multiple-choice format. A high percentage of students (95%) agree that staff encourage students to take responsibility for their learning. Over 40% of students responded negatively to the statement about feeling part of the college community. Whilst this is a lower score than for many other questions, this is an increase of around 10% from 2020-21 results and reflects the fact that many students have returned to campus and are experiencing face to face learning this year.

	Overall %	College	FE	HN	Degree
Overall, College Satisfaction					
Overall, I am satisfied with my college experience	90%	90%	92%	89%	87%
Staff regularly discuss my progress with me	83%	83%	87%	83%	76%
Staff encourage students to take responsibility for their learning	95%	95%	95%	96%	97%
I am able to influence learning on my course	83%	83%	87%	87%	72%
I receive useful feedback which informs my future learning	88%	88%	89%	89%	86%
The way I'm taught helps me learn	85%	85%	91%	84%	76%
My time at college has helped me develop knowledge and skills for the workplace	90%	90%	92%	89%	86%
I believe student suggestions are taken seriously	82%	82%	83%	85%	77%
I believe all students at the college are treated equally and fairly by staff	89%	89%	88%	89%	90%
Any change in my course or teaching has been communicated well	82%	82%	45%	82%	75%
The online learning materials for my course have helped me learn	86%	86%	44%	91%	82%
I feel that I am part of the college community	78%	78%	45%	82%	59%
The College's Students' Association influences change for the better	54%	54%	61%	52%	40%

Table 1: Overall Satisfaction, SSES 2022

5.1 Trends

Figure 4 below shows comparator data for those SFC questions that were common to both last year and this year's surveys. Satisfaction rates have improved significantly for all comparative questions particularly for 'I feel that I am part of the college community' by 14%, 'The way I am taught helps me learn' by 12%.

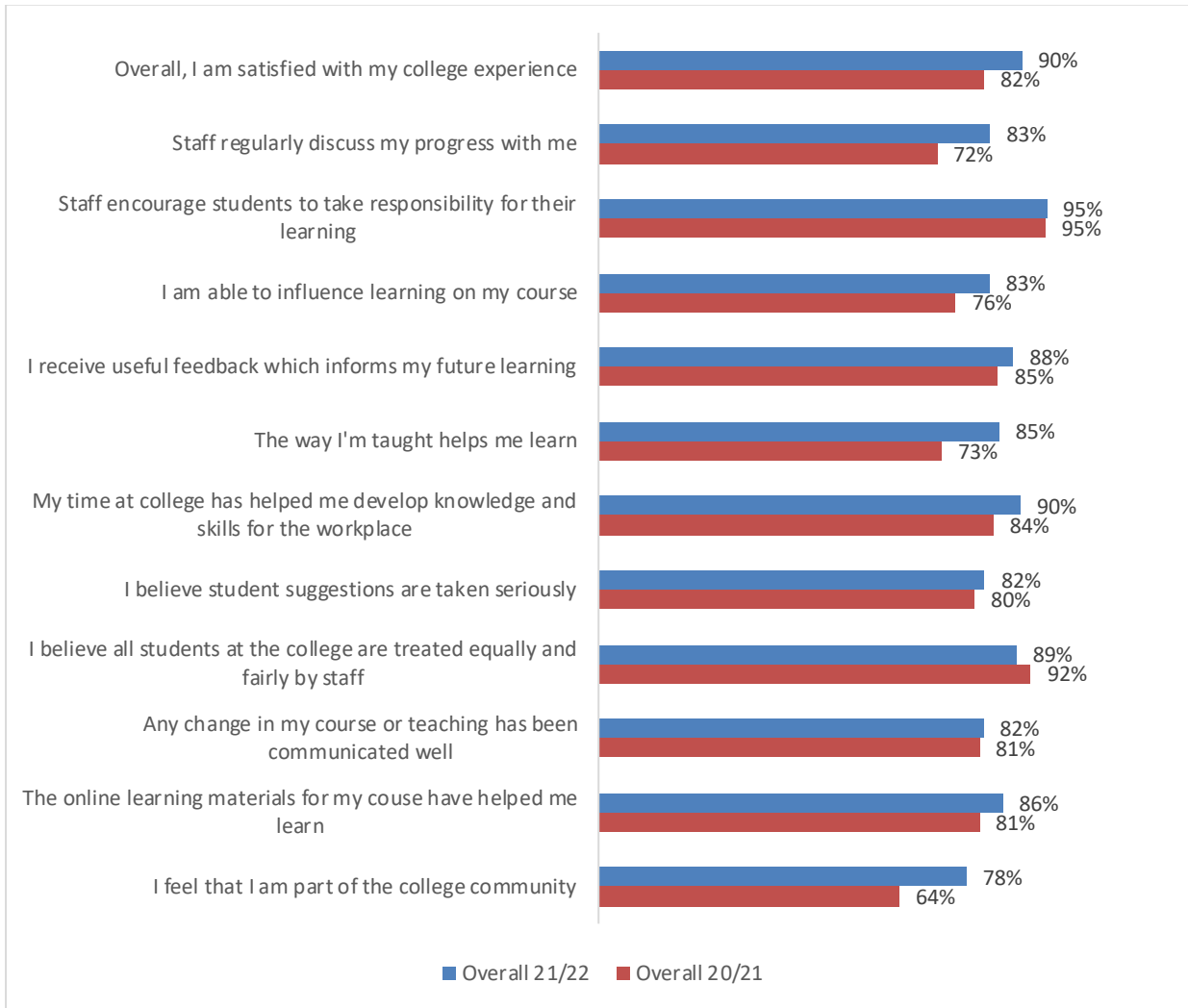


Figure 3: Comparison of SSES 2020-21 and SSES 2021-22 responses

6 UHI Regional Questions

The survey group incorporated regional questions in addition to the SFC core questions, including questions concerning digital technologies, libraries, and mental health resources.

6.1 Students' experience of their course

Overall, 83% of responders felt connected to other students on their course, and 86% felt they have had the chance to study with other students as part of their course. 84% were satisfied that their course was well organised and running smoothly. All students from across FE, HN and Degree cohorts responded positively to these questions and satisfaction is reasonably high considering changes to teaching arrangements that may have affected their learning this year.

	FE	HN	Degree	All students
I feel connected to students on my course	87%	85%	74%	83%
I have had the chance to study with other students as part of my course	88%	90%	76%	86%
The course is well organised and is running smoothly	87%	81%	83%	84%

Table 3: Student course experience question responses, SSES 2022

6.2 Digital technologies

Students were asked to rate how useful they found different digital technologies and resources, and about their preference regarding frequency of use. This information is useful in determining the extent of current usage and student preference to inform future teaching and learning strategies. Students were asked these questions regardless of whether they were studying a practical course or a course that can be delivered remotely in its entirety.

Figure 7 below presents student responses to the question “Please rate these technologies in terms of usefulness”. Responses show that the use of different digital technologies and resources is variable. These findings suggest that where digital technologies are being used by staff in learning and teaching and are known about by students, that students find these technologies useful and are very much in favour of them.

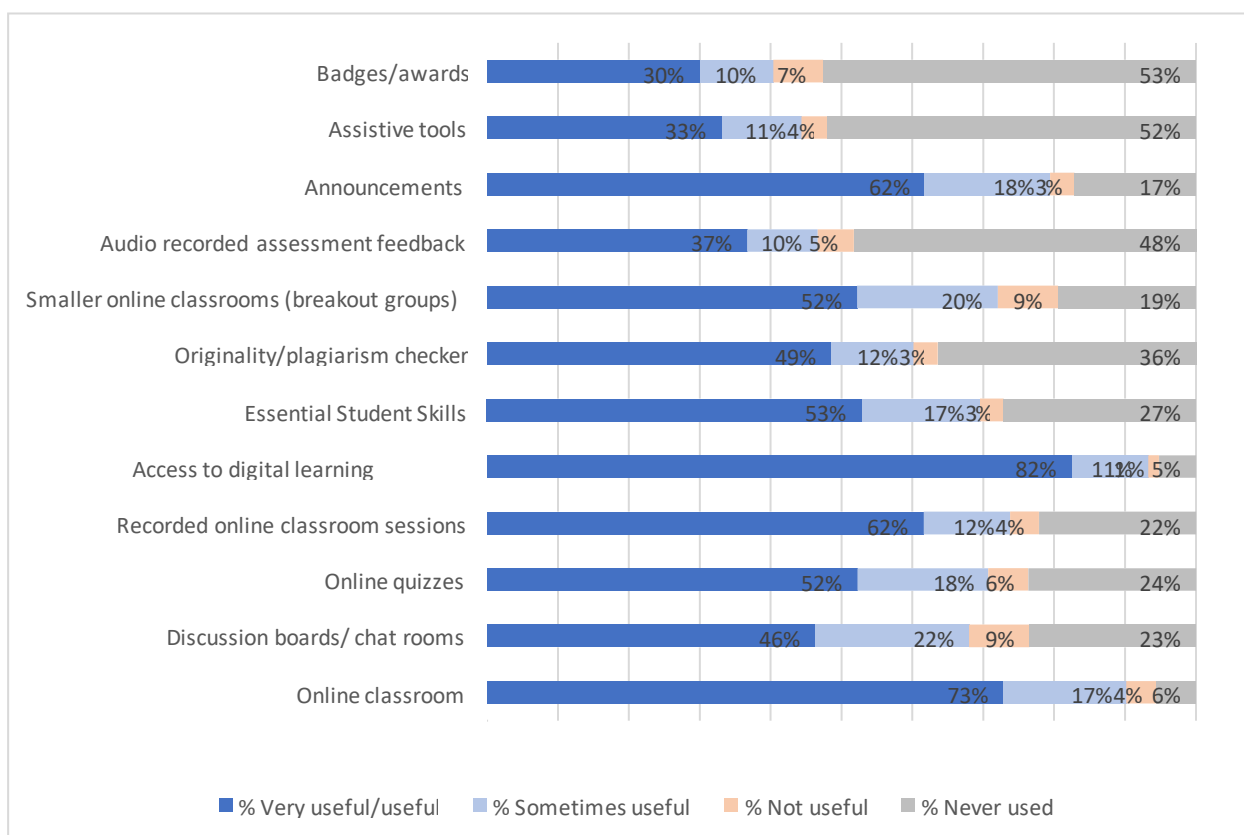


Figure 7. Rating of digital technologies and resources, all students, SSES 2022

Figure 8 below shows that many student responses indicate a preference for the continued use of all digital technologies, or for the introduction of the technology. However, it is interesting to note that around 30% of respondents said that they would like to see recorded classroom sessions, online quizzes and access to digital learning resources used more. Many students commented upon the need for Brightspace to be made more user friendly and accessible.

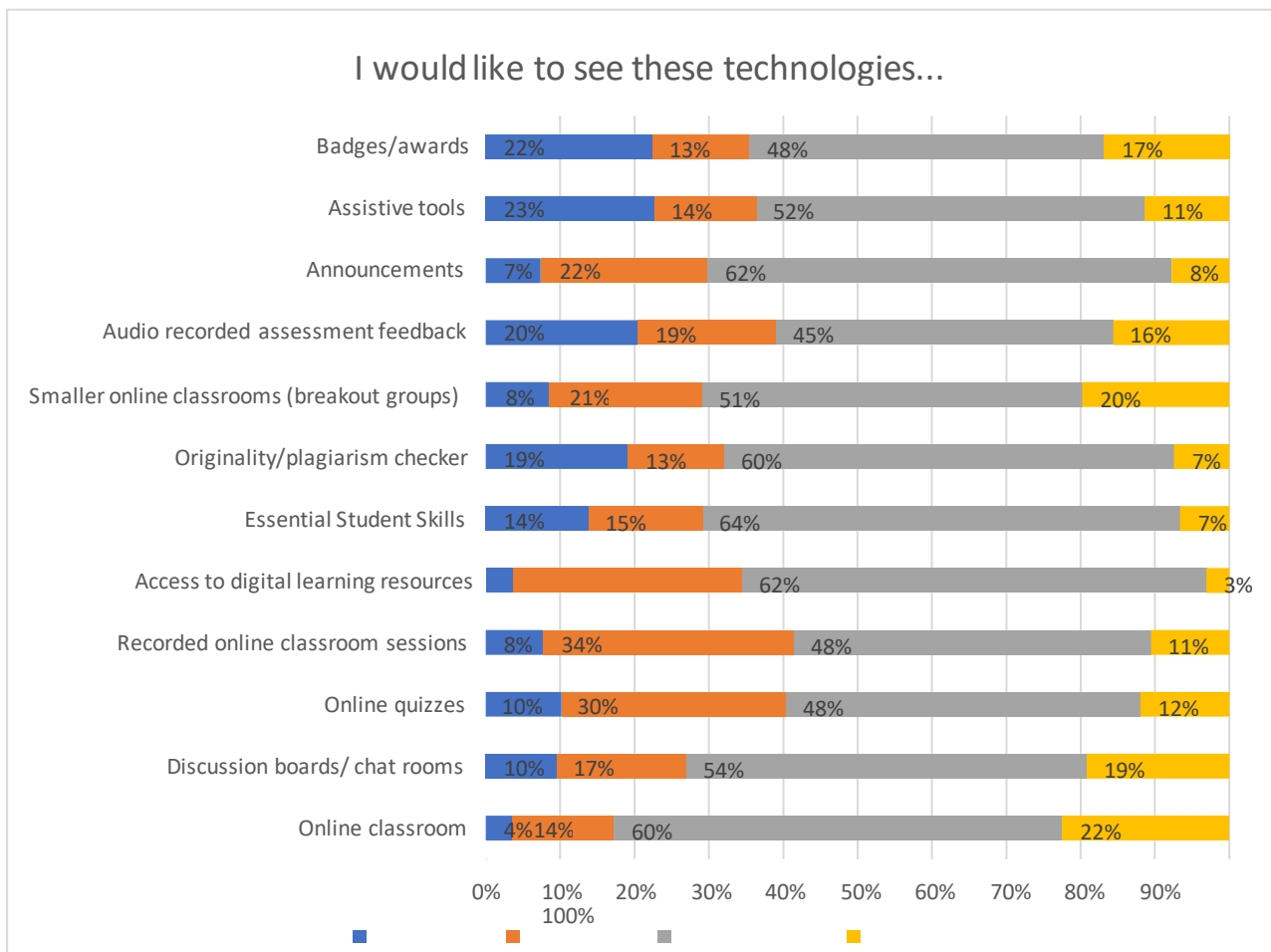


Figure 8: Preferences for future use of digital technologies and resources, all students, SSES 2022

6.3 Library and Careers Services

6.3.1 Library

Library staff were consulted regarding the wording of questions relating to their services, and these questions reverted to those offered in previous year, differentiating between online and face to face services. Usage of the services was higher than last year by 21% (68% 2021/22 / 47% 2020/21)

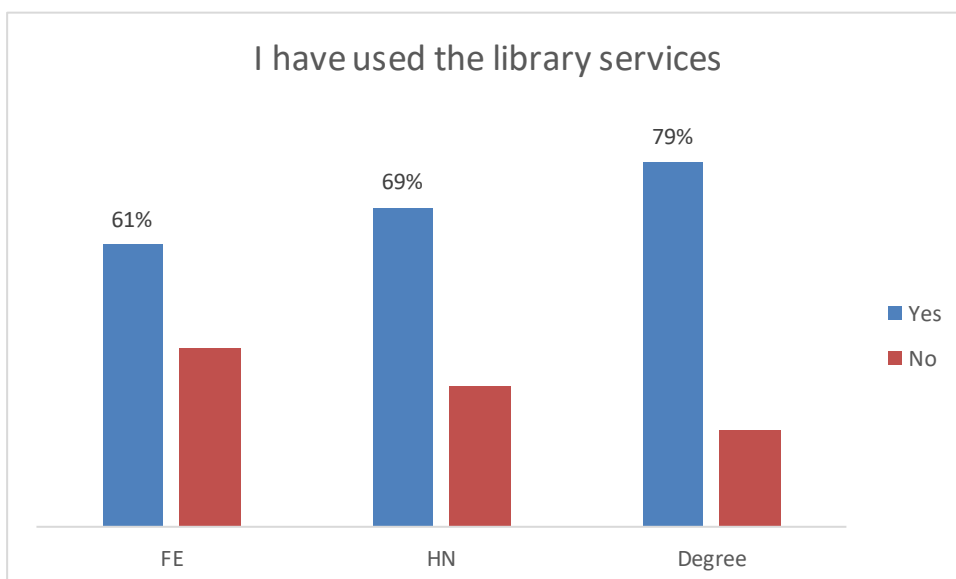




Figure 4: "I have used the library services" all student responses by FE/HN and Degree, SSES 2022

Satisfaction was higher overall for face-to-face services (70%) than it was for online services (65%). However conversely FE students were more satisfied (80%) with the online services offered compared to face-to-face services (51%). The majority of FE students are taught on a face-to-face basis so, further analysis is required to determine the reasoning behind the low uptake of satisfaction in the in-college library services.

HN students were comparably satisfied with both online and face to face services however, Degree students, who are primarily online at Perth College, returned a lower satisfaction rate for online services at (52%) compared to face to face (75%) services. Further analysis is required to identify the issues Degree students find with online library services.

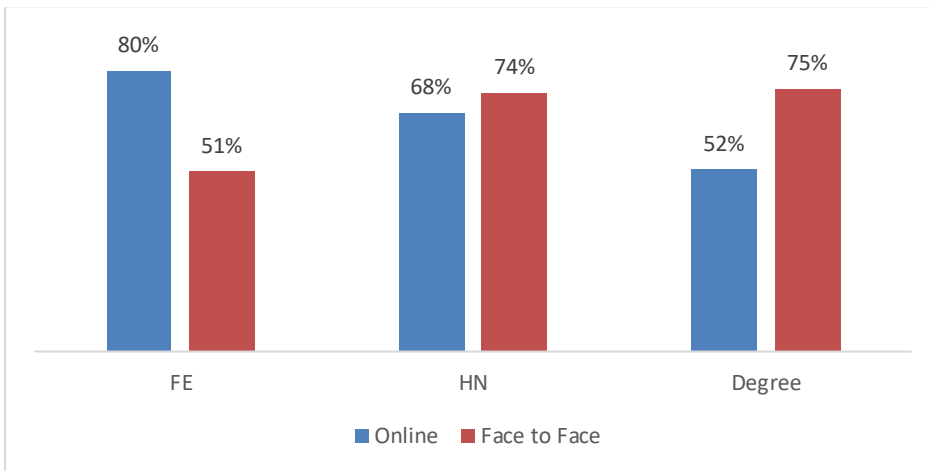


Figure 5: Satisfaction with library service, all student responses by FE/HN and Degree, SSES 2022

6.3.2 Careers

An additional question was set by Perth College this year and students were asked if they 'found the Careers and Employability services easily accessible'. Overall, students were mainly satisfied (69%). However, it is useful to note that Degree students were the least satisfied in this category (59%), whilst FE students were most satisfied (77%). This is the first year of asking this question and the careers team will be able to use the data and free text comments to gain a better understanding of which courses may need to be targeted more specifically to improve the student experience of this service.

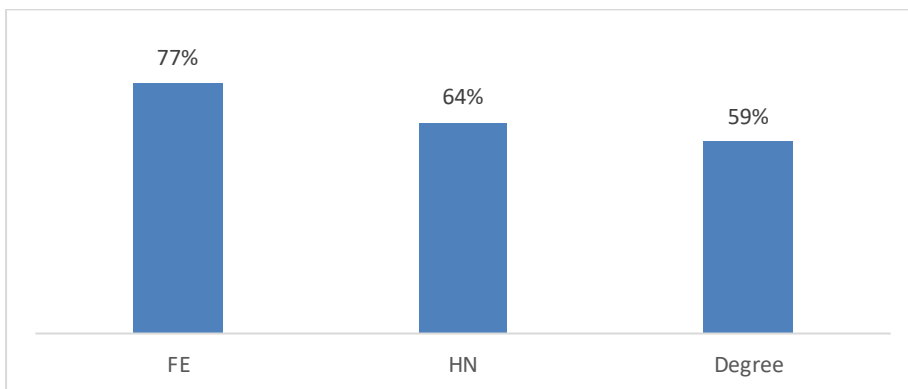


Figure 6: Satisfaction with Careers Services, all student responses by FE/HN and Degree, SSES 2022

6.4 Mental health services

Students have been asked in previous years whether they were aware of the student services support, but this was the first time that questions specifically regarding Mental Health Services had been asked. Students were asked to rate their awareness of the services available to them at Perth College. It is positive to see that over 50% of students had ‘heard of but not used’ most of the available services. More promotion is needed though to ensure all students are made aware of the support services available to them as over 50% of students indicated that they were not aware of services such as ‘Togetherall’ and ‘Spectrum Life’ and between 35 – 45% rated that they had not heard of Mental Health Training, Wellbeing Sessions or Self-help resources that are accessible to them

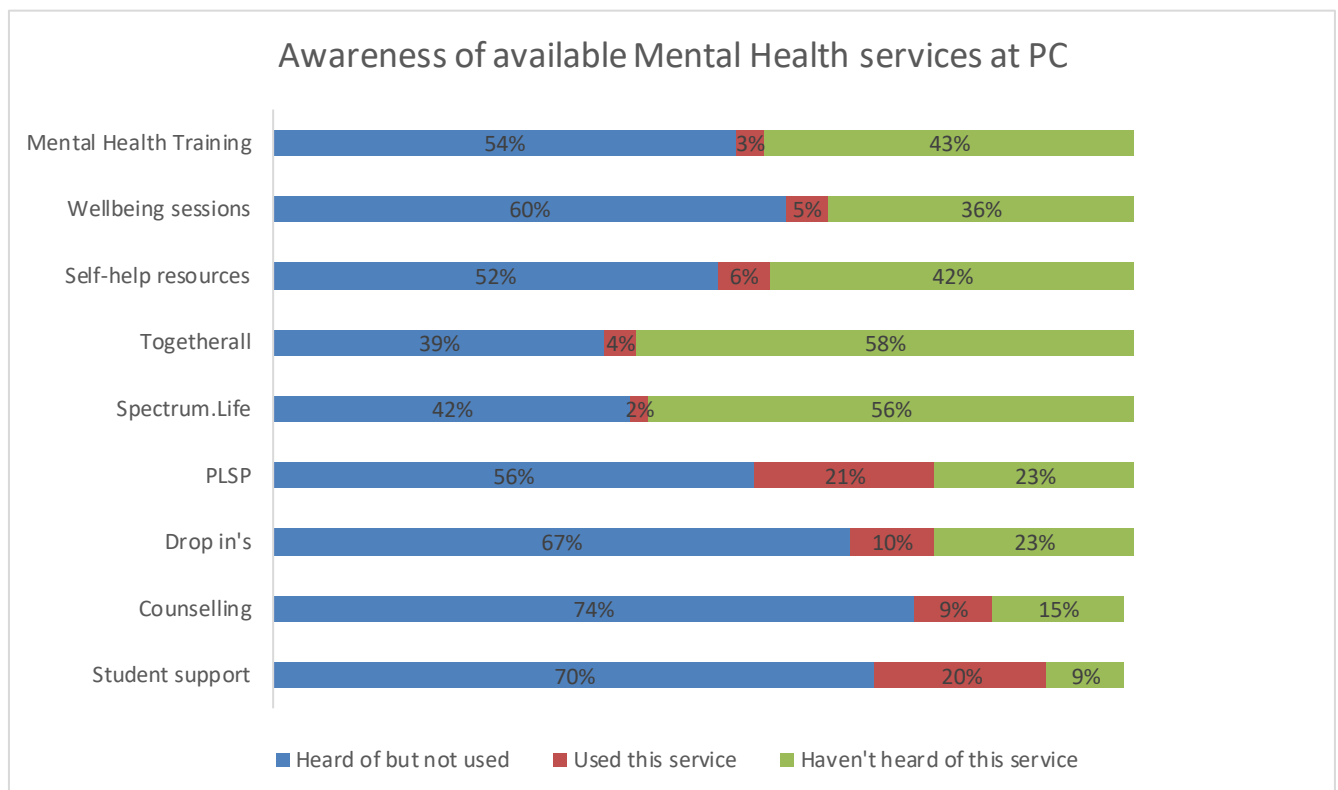


Figure 9: Mental Health Services awareness, SSES 2022

6.5 Personal Learning Support Plan

23% of the respondents answered ‘Yes’ to having a Personal Learning Support Plan (PLSP) of which, 90% were overall satisfied. This is extremely high and highlights the positive impact a PLSP is having on a student’s experience at the college.

Students commented on the impact having a PLSP has had on their learning experience, and many noted that the extra time allowance was the most helpful with managing to complete assessments including reducing anxiety levels. Students further commented that it was beneficial when lecturers were aware of their PLSP and enabled the correct support throughout the year.

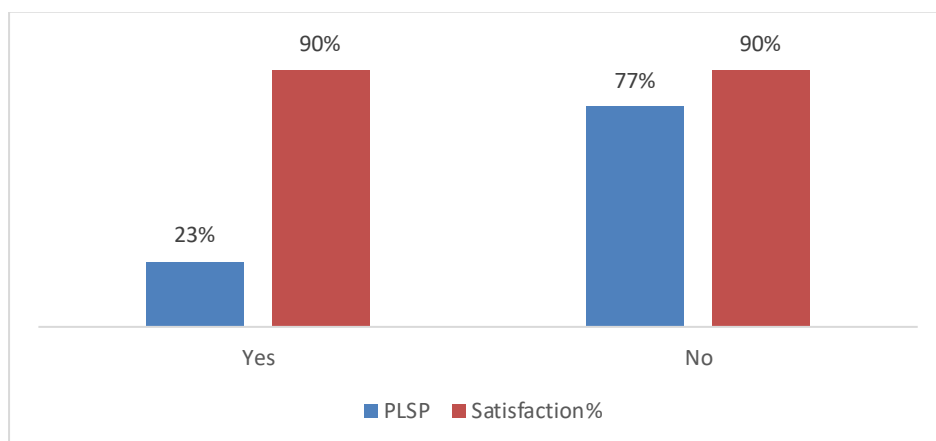


Figure 10: PLSP, SSES 2022

6.6 HISA and student representation

76% of students were aware of HISA, although awareness was slightly lower amongst Degree students compared to FE and HN students. This is lower awareness than when asked within the ESES, where 82% of students were aware of HISA.

Only 53% of students though thought that HISA influenced change for the better: and only 39% of Degree students agreed with this statement. A high proportion of survey responders (41%) didn't know if HISA influenced changed for the better (FE 35%/HN 41%/ Degree 55%).

Less than 50% of students overall were satisfied that their views had been presented well by their student voice rep. This issue will be raised at the student voice rep training, delivered by Quality/HISA Perth Officers in October 2022.

	FE	HN	Degree	All students
The College Students' Association influences change for the better	61%	52%	39%	53%
I am aware of the role of the Highlands and Islands Student Association (HISA)	78%	76%	70%	76%
My views were presented well by my student voice rep	42%	43%	39%	42%

Table 2: Student representation question responses, SSES 2022

Appendix 1: Overall Response & Satisfaction Rates per Curriculum and Sector Area

Curriculum/Sector Area	Response Rate 2021	Satisfaction % 2021	Response Rate 2020	Satisfaction % 2020	Response Rate 2019	Satisfaction % 2019
ALS	41%	85%	41%	85%	52%	37%
Beauty Therapy	71%	91%	54%	75%	65%	98%
Early Education & Childcare	46%	86%	42%	91%	58%	96%
Hairdressing	52%	73%	50%	90%	73%	100%
Health & Social Care	41%	78%	34%	87%	38%	84%
Humanities & Social Sciences	28%	88%	40%	79%	39%	95%
New Opportunities	50%	93%	33%	60%	70%	98%
SVS	65%	97%	N/A	N/A	46%	
BMCL	52%	93%	58%	83%	69%	29%
Accounting	62%	94%	53%	87%	73%	100%
Business & Administration	63%	100%	58%	85%	73%	95%
Computing	59%	92%	52%	85%	67%	96%
Food Studies & Hospitality	31%	98%	58%	92%	73%	95%
Sport & Fitness	55%	88%	62%	76%	62%	97%
CCI	43%	90%	36%	80%	54%	17%
Audio Engineering	47%	95%	47%	82%	74%	96%
Creative Industries	34%	79%	35%	79%	43%	99%
Language School	86%	92%	42%	92%	64%	97%
Music & Music Business	25%	83%	25%	70%	32%	92%
STEM	20%	94%	29%	80%	40%	17%
Aircraft Engineering	8%	40%	32%	86%	33%	66%
Automotive Engineering	13%	100%	25%	86%	40%	98%
Built Environment	32%	100%	21%	92%	46%	90%
Mechanical & Electrical Engineering	29%	91%	42%	69%	32%	93%
Science & The Environment	5%	100%	28%	74%	40%	100%

Student Engagement Group Meeting

Minute

Date and time: Monday 20 June 2022, 11.00am – 1.00pm

Location: By MSTeams VC

Members present: Sam Monie (SM), Aimee Cuthbert (AC), Sarah Wood (SW), Suzanne Miller (SM), Jen Austin (JA), Ronnie Dewar (RD), Nick Green (NG), Todor Pavlov-Kennedy (TPK), Mandy MacDonald (MMac), Gerald McLaughlin (GMcL), Kevin Lynch (KL)

Apologies: Lisa Findlay (LF), Rebecca Wallace (RW), Kathleen Connor (KC), Lesley Connaghan (LC)

In Attendance: n/a

Chair: Deborah Lally

Note Taker: Nicola McAulay

Summary of Actions

Ref	Action	Responsibility	Time Line
7	Consultation with the students to ask which products they want available; this will be done in the new academic year. DL will work on a questionnaire and will share it with the group.	DL	Next Meeting

Minute

Item	Action
1. Welcome and Apologies	

Item	Action
<p>DL welcomed the Committee members.</p> <p>Apologies were noted.</p>	
<p>2. Additions to the Agenda for AOCB None</p>	
<p>3. Minutes of the Previous Meeting – Paper 1</p>	
<p>The minutes of the meeting held on 29 March 2022, were approved as an accurate reflection of the discussions that had taken place.</p>	
<p>4. <u>Review of actions from previous meeting / Matters arising that are not included elsewhere on the agenda:</u></p>	
<p>3 In the process of filling up the residences, DL will ask the new residents if they would like representation on the Student EG.</p>	
<p>10 The College no longer provide lateral flow tests provide. Staff or students would need to purchase these themselves. Completed.</p>	
<p>5 DL delivered a presentation to the Professional Services Team – on agenda.</p>	
<p>5 Safeguarding – update</p>	
<p>Education Scotland visit – This was mentioned at staff conference. It was a very successful visit, formal report will be received for internal use only and not to be published. Not a lot of people realise the amount of work that is done behind the scenes, and it is hard to get a balance of not sharing too much and sharing enough. There will be one policy for UHI, revising at the moment to ensure its up to date.</p>	
<p>There will be a session for all staff in August in relation to this with Deborah if we want to attend. The College are looking to roll out the prevent modules, katy lees is taking that forward. It will be government modules we use for this training which will be on Brightspace, The Government will also update these which means they will always be relevant.</p>	
<p>Todor attended the Education Scotland visit with 2 students. HISA protocol was brought up which surprised Todor as there was no warning of this and thought it would have been better being discussing this in a different way.</p>	
<p>6. Student Engagement Service – update</p>	

Item

Action

Delivering workshops on staying focus, as lecturers were asking for a bit of help to keep the students on track to complete their assessments.

Carers week, seen at staff conference, went really well and was well attended. Good to have on calendar, working with the community.

Working with students to create new poster campaign, SM shared these during the meeting SW queried the colours on the poster for accessibility, SM let SW have a look over the printed version to see what she thinks.

Really intense week with HISA regarding how to get students more engaged on campus, hopefully better during the 22/23 academic year.

Pre inductions being carried out this week for many different courses.

Last week SM attended Breadalbane Academy to deliver information about bullying and young people's mental health. Very impressed what we delivered and have asked that the College helps develop something for Breadalbane.

7. Period Dignity

Regional working group – The estates team are responsible for taking forward period dignity, making sure products are available in the toilets for free. Period products act, we need to produce a statement of intent. We will call it period dignity in place of period poverty. The working group came about when Dundee and Angus got in touch to ask if we would be interested in working with them and other councils. How can we work more collaboratively to raise awareness?

The College have a wee pot of funds available for this as we need to use it. Advertisement came out last week for a period poverty leader, will be employed by Dundee and Angus.

Period Product Act – The College have a duty to make a statement of our intent on how we are fulfilling this act and what is in place currently.

We need to make available reusable products and we also do not provide a variation of sizes.

Consultation with the students to ask which products they want available; this will be done in the new academic year. DL will work on a questionnaire and will share it with the group.

DL

8. SLWG Student Induction

Item

Action

Group has met once – GMcL chaired the first group as DL could not attend. DL will attend the next meeting this afternoon. Very short meeting.

Notes are still available to change and amend in time for this afternoon's meeting.

Look at personalising the induction information to students as students get confused about which induction they should be attending. Information to be sent out by post to let the students know exactly what date their induction will be held on.

9. Student residences update

We are now full for 22/23, we do keep a few rooms aside in case any students need to move rooms due to any emergencies. There is a waiting list of 19 students.

Rooms booked for Chinese students.

Lowered age this year to 16 as the minimum age to stay in the residences as there is nothing in Scottish law to say we can't have students of this age.

We have a few families who are hosting Ukraine families and they have asked if their son or daughter can come to stay in the residences and were surprised that there is a cost for this.

Students have all moved out now for 21/22 and Hostelling Scotland have taken back over for the summer, they are full for the summer period.

Perth college student facebook group will continue to run this year – this is monitored by HISA UHI – AC shared the link for this in the teams meeting chat.

HISA will be providing a BBQ for the new residents moving in.

10. Digital Accessibility

This will now be fully moved over to the customer service team, handover should be completed between the library and Erin's team. Erin is busy extending agreements for any students coming back, an extension agreement will need to be signed. We have got slicker with IT, we are able to track usage of the laptops and dongles

Receipt will be given when they hand the device back.

Item	Action
<p>Process will start again for 22/23, raising awareness will start to make sure it is understood that it's not a right and there is an eligibility, and the criteria will be updated.</p>	
11. HISA Update	
<p>9.1 See paper for information - Paper 2 9.2 Currently still open, link only being sent through email. 1st email went out when this opened. Will close on the 30th of June. Analyse the results and come up with action plan. 9.3 See paper for information – paper 3 9.4 OBIs – Fantastic ceremony, in person. Lots of nominations this year. 9.5 Feedback – SCR in April and may very successful, fantastic presentations. Had questions that have been answered. 9.6 Officer Induction – Working groups HISA wide project, call out over summer. Will look at recruitment. New officer team started today, 2 week handover, this is the first time a handover has been done. HISA wide conference. Handover meetings for outgoing and incoming officers. 30th of June Rebecca will be finishing and Magdalene will be moving on.</p>	
12. Student EG Member Updates: - not included elsewhere in the agenda	
<p>Aimee – HISA award results were announced, Perth most awarded institution.</p> <p>Gerald – Engaging with an external counselling service for next year to provide additional services. Recruiting for a 0.8 wellbeing and support officer for 22/23 - 5 month post.</p>	
13. AOCB	
<p>None</p>	
14. Date of Next CMT Meeting:	
<ul style="list-style-type: none">• 22 June 2022	
15. Date of next Student Engagement Group Meeting:	
TBC – New Academic year	

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.

DRAFT

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.