

Learner Experience Committee

Agenda

Meeting reference: Learner Experience 2022-23/02

Date: Wednesday 23 November 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 14 September 2022		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Items For Approval			
6.1	Curriculum Strategy	Vice Principal (Academic)	Vice Principal (Academic)	Paper 2
7	Student Experience			
7.1	HISA Perth Plan of Work 2022-23	HISA Perth	HISA Perth President	Paper 3
7.2	Perth Partnership Project 2022-23 - update	HISA Perth	HISA Perth President	Verbal
7.3	National Student Survey	Quality Manager	Vice Principal Academic	Paper 4
7.4	Postgraduate Taught Experience Survey	Quality Manager	Vice Principal Academic	Paper 5

8	Curriculum			
8.1	Student Completion & Progression - update		Head of Student Experience	Verbal
8.2	Student Recruitment – Options Update	Vice Principal (External Engagement)	Depute Principal	Paper 6
9	Committee Minutes (for noting)			
9.1	Scholarship & Research Committee: <ul style="list-style-type: none"> 07 November 2022 		Chair of Scholarship & Research Committee	Paper 7
9.2	Student Engagement Group: <ul style="list-style-type: none"> 28 September 2022 		Head of Student Experience	Paper 8
10	Date and time of next meeting: <ul style="list-style-type: none"> Wed 08 February 2023, 2:00pm 		Clerk	
11	Review of Meeting (to include check against Terms of Reference)		Chair	Paper 9

Learner Experience Committee

DRAFT Minutes

Meeting reference: Learner Experience 2022-23/01

Date: Wednesday 14 September 2022

Location: Boardroom (Braham Room 019)

Members present: Margaret Cook, Principal (Chair)
Sheena Devlin, Board Member (from Item 7.1)
Jenny Hamilton, Board Member
Fiona Martin, Board Member (between Items 6.1 and 8.2)
Patrick O'Donnell, Staff Board Member
Liam Fowley, Student Board Member
Todor Pavlov-Kennedy, Student Board Member (until Item 8.2)
Lorenz Cairns, Depute Principal
Robert Boyd, Teaching Staff Member on the Committee (until Item 8.2)
Rosalind Bryce, Chair of Scholarship & Research Committee
Deborah Lally, Head of Student Experience
David Gourley, Head of Learning & Teaching Enhancement

In attendance: Ian McCartney, Clerk to the Board

Apologies: Catherine Etri, Vice Principal (Academic)
Veronica Lynch, Vice Principal (External)

Chair: **Margaret Cook**

Minute Taker: Ian McCartney

Quorum: 7

Minutes:

Item		Action
1.	<p>Welcome and Apologies</p> <p>Chair welcomed everyone to the meeting, in particular new Board Members Jenny Hamilton and Liam Fowley, before noting apologies.</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 27 April 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 Student Destinations</u> Action: Head of Student Experience to summarise Report and circulate once available Status: Report complete, circulation to follow</p> <p><u>7.2 CDN Training Module</u> Action: Clerk to circulate information when module goes live. Status: Awaiting confirmation</p> <p><u>8.3 SFC Benchmarking Report on KPIs</u> Action: Head of Student Experience to produce paper and circulate to Committee once data available Status: KPIs to be finalised at end September 2022, following delays caused by late issuing of KPIs</p>	
6	<p>Strategy & Policy</p>	
6.1	<p>College Strategy Alignment</p> <p>Depute Principal provided a verbal summary of next steps regarding the implementation of the Strategic Plan, noting that CMT would be engaged in breaking down targets over 5 years within individual teams, with a twice-yearly review linked to planning and budgeting processes in order to facilitate linked initiatives. In addition, consideration will be given to whether all KPIs will be regularly reported on, or just specific</p>	

	<p>areas. Depute Principal advised that there was a significant amount of work required to complete this phase of the process.</p> <p>Board Member advised there should be a focus for each Committee based on their remits.</p> <p>Teaching Staff Member's understanding was that Committees would be seeing all of document. Board Member suggested starting with the full document then reducing this down where required. This approach was agreed.</p>	
6.2	<p>Safeguarding Policy & Procedure</p> <p>Head of Student Experience introduced Paper 3, noting that this represented a minor iteration from the previous policy, mainly around legislative updates.</p> <p>Head of Student Experience noted that the policy was now part of the UHI Single Policy Environment, however some contextualisation to Perth College had been completed. Head of Student Experience further noted that the recent Education Scotland review had expressed satisfaction with procedures, although some attention was required regarding awareness of PREVENT legislation.</p> <p>Board Member queried Board's responsibility in terms of strategic oversight in this policy area. Principal noted that reports were mainly operations, but suggested an annual report on safeguarding issues be prepared by Head of Student Experience for each Cycle 4 LEC, then feeding to June Board. This approach was agreed.</p> <p>Committee APPROVED the Safeguarding Policy & Procedure.</p>	Head of Student Experience
7	<p>Student Experience</p>	
7.1	<p>Perth Partnership Project 2022-23</p> <p>Student Board Member presented Paper 3, summarising the process for consultation, and the newly-formed officer team's reflections on feedback, before arriving at the 3 priority areas of Mental Health, Creating and Promoting Social Events on Campus, and Cost & Choice of Food on Campus.</p> <p>Student Board Member noted that HISA Perth were currently finalising their Plan of Work for the year, which hadn't been completed due to Freshers Week and Inductions.</p> <p>Chair expressed disappointment that Committee was unable to see the full Plan of Work at this stage, noting that, whilst the success of Freshers is to be acknowledged, the norm is to present the Plan at the</p>	

	<p>first meeting of the academic year. Student Board Member apologised and advised that the Plan would be issued in advance of the next meeting.</p> <p>Chair expressed surprise that, given the issues around cost of living, this was not an area of priority. Student Board Member noted that cost of living had not been identified at the time of the consultation with students, however issues affecting cost of living will be absorbed into the Food of Campus priority area.</p> <p>Board Member noted that the consultation had amounted to 39 respondents, and asked how confident HISA Perth was that this reflects student opinion. Student Board Member responded that any student response places importance on the issue identified, however acknowledged that student engagement had been a challenge, combined with online consultation fatigue – HISA Perth is looking to address low levels of engagement.</p> <p>Depute Principal noted that College focus groups regularly achieve higher levels of student engagement than 39 out of 2,500 full-time students, which indicates that HISA Perth’s mechanism for engagement is fundamentally flawed. Head of Student Experience offered support in capturing input from students, but advised that HISA Perth should consider the timings of when they look to capture data, as May/June is far from ideal.</p> <p>Depute Principal queried what expertise HISA Perth have in the area of mental health. Student Board Member referred to the “Partnership” element of the project, and HISA Perth would be looking to work with the Perth College professional team in this area.</p> <p>Student Board Member sought to reassure Committee that consultation is not a closed door, and HISA Perth is constantly taking feedback and adjusting its priorities accordingly. Student Board Member noted that higher levels of engagement are already being seen this year compared to last year.</p> <p>Chair requested that Partnership Project be reviewed to reflect Cost of Living and resubmitted for approval, and that the HISA Perth Plan of Work be forwarded to Clerk for circulation to Committee members as soon as possible.</p>	HISA Perth/ Clerk
7.2	<p>OBI Awards 2022 Report</p> <p>Student Board Member presented Paper 4 for information, noting that the 2022 OBIs were the most successful to date in terms of nominations and attendance at the event.</p>	

	<p>Teaching Staff Member noted that STEM tends to show poorly in terms of take-up of OBIs, and asked for thoughts on reasons why this may be the case. Student Board Member noted that HISA Perth was looking to reach under-represented areas, and part of this is to make the nominations process as simple as possible.</p> <p>Committee noted Paper 4.</p>	
<p>7.3</p>	<p>Student Satisfaction & Experience Survey</p> <p>Head of Student Experience provided a verbal update on the SSES noting that response rates had fallen since College started to conduct these in-house.</p> <p>Board Member asked about overall satisfaction differences between FE and HE. Head of Student Experience advised that differences tend to be that FE students are more frequently on campus and receive more direct support.</p> <p>Teaching Staff Member noted that NSS results were much more favourable, with a 93% satisfaction rate, 4th in overall satisfaction rates and 3rd in PG satisfaction rates. Chair noted that the SSES had a much smaller sample size, which may skew results.</p> <p>Staff Board Member queried whether the products on offer need looked at. Chair agreed, as there are a number of courses across UHI that aren't attracting students.</p> <p>Board Member queried whether anything can be done from FE to HE. Chair advised that transition numbers were good when compared to direct entry to HE.</p>	
<p>7.4</p>	<p>Student Funding Update</p> <p>Head of Student Experience provided a brief update on Student Funding, noting that, thanks to staffing restructures and a move to online submissions, all applications were up to date (compared to generally being 1 month behind at this time of year), which has allowed the Funding Team to focus on processing, As a result, funding has now been released for FE Bursaries and all students are registered for Student Loans.</p> <p>Head of Student Experience advised that, due to these improvements, the College is now able to offer tailored support to cohorts of disadvantaged students (eg care experienced), and this has improved relations with students.</p>	

8	Curriculum	
8.1	<p>Student Completion & Retention – update</p> <p>Head of Student Experience provided a verbal update on completion and retention numbers as 2020/21 figures are in the process of being finalised following deferrals over summer and returns/non-returns.</p> <p>Sector indicators are that success rates have declined, however Perth College is likely to be ahead of this position.</p>	
8.2	<p>Student Recruitment – update</p> <p>Head of Student Experience provided a verbal update on recruitment numbers, noting that FE numbers were healthier than HE, however funding is not secured until November; however confidence was high that FE targets will be hit.</p> <p>HE numbers, on the other hand, are concerning. This includes issues around progression and Networked delivery. Whilst there are pockets of healthy numbers (Health & Social Care, Childcare), Humanities and STEM are struggling.</p> <p>Board Member queried drop-out rate trends, and what impact shortfalls may have on courses.</p> <p>Head of Student Experience noted that, while that information is not readily to hand, high-level data on drop-out rates can be provided to future Committees.</p> <p>With regard to impact of shortfalls, Head of Student Experience advised that only 1 course at Perth College has thus far been affected, with students transferring to other courses/programmes. The main impact is on part-time/hourly contracted staff as full-time staff are utilised first.</p> <p>More broadly, Head of Student Experience noted that many HNC courses are recruiting at 66-75% across the sector, which is a huge concern.</p> <p>Head of Learning & Teaching Enhancement asked if there were ways to shore up the pipeline to better support HE programmes, such as Direct Access short courses. Depute Principal noted that these were in the gift of UHI, not Perth College.</p> <p>Chair noted that UHI did not get additional student numbers during COVID due to not having achieved previous targets, and these numbers have been retained by other Universities.</p>	

	<p>Teaching Staff Member noted that UHI offers an online access course for Science, however this type of approach would require teaching staff to work over the summer across the Partnership.</p> <p>Head of Learning & Teaching Enhancement queried the scope for reverse articulation. Head of Student Experience advised that One-Plus Funding would allow for this, but it's currently difficult to access these students; Scottish Government only looks at non-completion rates. Chair noted that night schools may be the untapped market as this allows focus on school leavers now going into employment.</p> <p>Board Member requested a discussion document for future options be prepared for a subsequent LEC meeting. Chair agreed that SMT would take this forward.</p>	SMT
9	<p>Committee Minutes</p> <p>Committee noted the following minutes:</p> <ul style="list-style-type: none"> • Student Engagement Group, 20 June 2022 	
10	<p>Date of Next meeting</p> <ul style="list-style-type: none"> • Wednesday 23 November 2022 	
11	<p>Review of Meeting</p> <p>Committee confirmed the business of the meeting had been consistent with the Terms of Reference.</p>	

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

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

Status of Minutes – Open

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

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

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

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

Committee	Learner Experience Committee
Subject	Curriculum Strategy
Date of Committee meeting	14/09/2022
Author	Catherine Etri
Date paper prepared	9 November 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>This strategy will provide clear direction for our academic sectors to ensure our curriculum meets the needs of local, regional and national priorities. It will ensure that the curriculum is sustainable, accessible and provides pathways and transition opportunities for all our learners.</p> <p>ii) Impact – what are the intended outcomes</p> <p>Provide access to a coherent industry focussed tertiary curriculum that will:</p> <ul style="list-style-type: none"> • ensure our learners are fully supported as they strive to achieve their potential • develop the regional and national workforce • support our industry and stakeholder partners • positively influence the competitiveness and productivity of our local, regional and national economy. <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	Curriculum and Student Engagement Committee Equality and Diversity Committee College Management Team Senior Management Team

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)
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Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	<p>Yes</p> <p>To ensure a coherent and updated curriculum there may be ongoing issues with the requirement to update our resources</p>
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Risk implications Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk? (If yes, please provide details)	<p>Yes</p> <p>The curriculum strategy is required to meet the objectives in our College Strategic Plan. UHI Strategy and UHI Learning and Teaching Enhancement Strategy</p>
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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 	<p>Risk Management</p>
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<u>Equality and diversity</u> Does this activity/proposal require an Equality Impact Assessment? If yes, please give details:	<p>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>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>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</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.pd

Perth College UHI

Curriculum Strategy

2023-2026

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Curriculum Strategy 2023 -2026

Our main objective is to provide access to a coherent industry focussed tertiary curriculum that will:

- ensure our learners are fully supported as they strive to achieve their potential
- develop the regional and national workforce
- support our industry and stakeholder partners
- positively influence the competitiveness and productivity of our local, regional and national economy.

We will aim to ensure –

- Our curriculum will be of a high quality, aligned to our stakeholder and employer's needs (both regional and national) which is progressive in its content, context, and provide accessible modes of learning.
- Our curriculum will provide an integrated tertiary structure that will help create seamless pathways for learners and support more students to achieve positive outcomes.
- Through our curriculum, learners can develop into high-calibre workforce, trained to current industry standard, equipped with a range of meta skills, entrepreneurial skills and future ready knowledge.
- Our curriculum is accessible and appropriate for all and there will be a focus on those learners who face barriers to learning and are furthest away from education and the labour market.
- Our curriculum strategy will direct our actions which in turn meet the aims of the following UHI Perth Strategy 2022-2027 [Link](#) and the UHI Strategic Plan 2021-2025 [Link](#) and the UHI Learning and Teaching Enhancement Strategy [Link](#)

Purpose

This strategy will provide clear direction for our academic sectors to ensure our curriculum meets the needs of local, regional and national priorities. It will ensure that the curriculum is sustainable, accessible and provides pathways and transition opportunities for all our learners.

Coherent and Current Tertiary Curriculum

Our objective is to deliver a tertiary curriculum that

- addresses skills gaps and shortages,
- meets the needs of employers and all our stakeholders
- contribute to having a positive impact on our economy by anticipating future changes to the labour market and maximise opportunities to equip our students to capitalise on recovery and fluctuations.
- we prepare our learners for both current and future employment locally, regionally, and nationally.
- focuses on contributing to a more sustainable future for our college and community.

Curriculum Review

Curriculum reviews will be implemented on an annual basis through our self-evaluation and quality enhancement process.

We will carry out a comprehensive review on at least a 3 yearly basis, the most recent being 2022/23. This full examination of our curriculum offer has been prompted by, the national and international changes and shifts, which include the impact of Brexit, the pandemic, the energy crisis, increasing rates of inflation and the predicted recession.

The curriculum review will examine and analyse key data evidence:



- Key performance indicators trends over a 5 year period, including recruitment, attrition and attainment
- Learner Voice information
- Efficiency including resources, staffing and appropriate forms of delivery
- Meeting the demands of the skills gaps and shortages identified by employers both region and nationally
- Meeting the demands of all learners, schools and other key stakeholders in the region
- Progression Pathways -
 - clearer progression pathways within college and across the network to grow the number of students progressing within UHI and other HE partners.
 - ensure that awarding bodies are streamlined and appropriate across the curriculum portfolio to enable easier progression
 - improve access and progression to mainstream provision from the difficult to reach learners.
 - ensure that provision is linked to employability via the skills pipeline providing suitable progression routes and study/delivery options
- Key information from self-evaluation documentation produced by curriculum teams over the last 3-5 years
- Information from schools regarding senior phase curriculum and data from Service Design Event June 2022 and subsequent events
- Changing population demographics in Perth and Kinross and Tayside
- Consultation with our stakeholders, including – community partners, Industry, Employers' Associations, Professional Bodies, Managing Agents, Awarding Bodies, Internal Committees, DYW, Local Authority, Learner voice groups, Further Education Institute for Scotland.

Main Drivers

This strategy recognises the current drivers of education policy, economic initiatives, Scottish Government priorities, local, regional and national strategies:

1. National Strategy for Economic Transformation (March 2022) [Link](#)

The following table outlines the key Scottish Government priorities that our curriculum design will strive to influence.

National Strategy for Economic Transformation						
Regional Strategies	Entrepreneurial People and Culture	New Market Opportunities	Productive Businesses and Regions	Skilled Workforce	A Fairer More Equal Society	Sectoral Strategies
 <ul style="list-style-type: none"> Regional Economic Strategies City Region Deals Place Plans (for example Clyde Mission) 	Scottish Technology Ecosystem Review	Scotland's Vision for Trade	Infrastructure Investment Plan	Future Skills Action Plan	Fair Work Nation	 <p>Including</p> <ul style="list-style-type: none"> Making Scotland's Future Scottish Space Strategy Tourism: Scotland Outlook 2030 The Scottish Construction Industry Strategy Food and Drink Ambition 2030: Industry Strategy for Growth Life Sciences Strategy for Scotland 2025 Scottish Retail Strategy
	Unlocking Ambition	A Trading Nation	Housing 2040	Population Strategy	Community Wealth Building	
	Scotland CAN DO	Inward Investment Plan	National Transport Strategy	National Mission for Jobs	Gender Pay Gap Action Plan	
	Scottish EDGE	Global Capital Investment Plan	Greenports	Green Jobs Fund	Fair Start Scotland	
	Women's Business Centre	Supply Chain Development Programme	National Planning Framework	Climate Emergency Skills Action Plan	No One Left Behind	
	Women in Enterprise Framework	Scotland: The Perfect Stage	Digital Strategy	Youth Work and Adult Learning Strategies	Culture Strategy for Scotland	
	Rural Entrepreneur Fund		Productivity Clubs			
Net Zero and Environmental Strategies						
Environment Strategy	Climate change Plan Update	Just Transition Plans and Energy Strategy	Biodiversity Strategy	Circular Economy		
National Performance Framework - Programme for Government - Covid Recovery Strategy - Tackling Child Poverty						

Our curriculum strategy will focus on:

- Entrepreneurial learning across all our programmes
- The ambitions of future renewable energy developments..
- Working with local and regional businesses and industries to implement programmes that will help meet the skills gap, boost productivity and provide lifelong training.
- The requirements of the national digital academy around the provision of SCQF level 6 qualifications.
- Implementing the Green Jobs Work force and a focus on the provision of new skills.
- Upskilling and retraining that is more straightforward for people and business to access and benefit from.
- Targeting more skills investment and support to working age people furthest away from education and work.
- Ensure that our education offer provides pathways to sustainable work opportunities.
- Take further steps to remove barriers to employment and career advancement for disabled people, women, those with care experience and people from minority ethnic groups.
- Build on the principles of the Young Person's Guarantee, developing an all age guarantee of support for those most disadvantaged in the labour market.

2. Future Skills Action Plan - 22 March 2021 - [Link](#)

The purpose of the Scottish Government's FSAP is to ensure people are equipped to enter the world of work, progress and enjoy a fulfilling career. And that no one is left behind by the changing nature of our society and our economy.

We will implement the themes that the Plan highlights as vital to the role the skills system will play in helping Scotland to respond to future socio-economic challenges, including demographic changes and the climate emergency by:

- Increasing skills and a focus on agility
- Enhancing access to upskilling and retraining opportunities
- Ensuring a focus on sustainability in skill development
- Working with our stakeholders to design an efficient and effective approach to the learner journey.
- Adult learning opportunities will be strengthened and adapted to provide all workers with adequate opportunities for retraining throughout their careers
- Addressing education equalities.

3. Structural shifts in the labour market

We must understand the nature of Scotland’s labour market as employment in traditional industries such as manufacturing, agriculture and mining has been replaced by increased employment in the service sectors.

Annual Participation Measures 2022 - [Link](#)

This Scottish Government report provides an overview of the annual participation measure, at a national and local authority level. The Scottish Government’s Opportunities for All commitment offers a place in learning or training to every 16-19 year old who is not in employment, education or training. For each of the 209,984 individuals included within the 2022 cohort (covering 1st April 2021 – 31st March 2022)¹, the headline participation classification (participating, not participating and unconfirmed) is based on the classification within which an individual spent the greatest number of days within the year.

We will work with our partners including our Learner Journey Group including SDS, DYW, PKC Education and Children’s Services to ensure that our curriculum provides appropriate entry points for learners, provide transitions to further and higher education, skills based learning and work opportunities.

Chart 7 shows the percentage point change in participation between 2021 and 2022 by local authority.

In summary, the results show that between 2021 and 2022 the participation rate had:

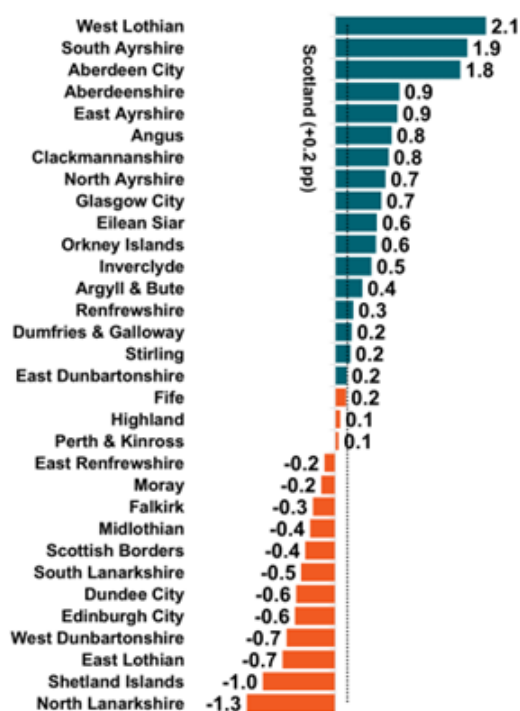
- increased in 20 of the 32 Local Authorities; and
- decreased in 12 of the 32 Local Authorities.

The greatest increase in participation between 2021 and 2022 was in West Lothian (+2.1 pp) and the greatest decrease was in North Lanarkshire (-1.3 pp).

The [supplementary tables](#) provide Local Authority information for participation, non-participation, and unconfirmed statuses for all APM publications. In comparison to 2021:

- Most local authorities had an increase in non-participation compared to 2021. The increases can be explained by the introduction of Universal Credit data which led to improvements in data quality.
 - Eilean Siar had the largest decrease in non-participation of -0.7 pp, decreasing from 2.3% in 2021 to 1.6% in 2022.
 - East Ayrshire had the largest increase in non-participation of 1.9 pp, increasing from 3.2% in 2021 to 5.1% in 2022.
- There were reductions in the unconfirmed rate in 26 local authorities and increases in 6.
 - South Ayrshire had the largest decrease in unconfirmed of 3.1 pp, decreasing from 6.5% in 2021 to 3.4% in 2022.
 - Shetland Islands had the largest increase in unconfirmed of 1.0 pp, increasing from 0.6% in 2021 to 1.6% in 2022.

Chart 7: Percentage point change in participation rate between 2021 and 2022, by Local Authority



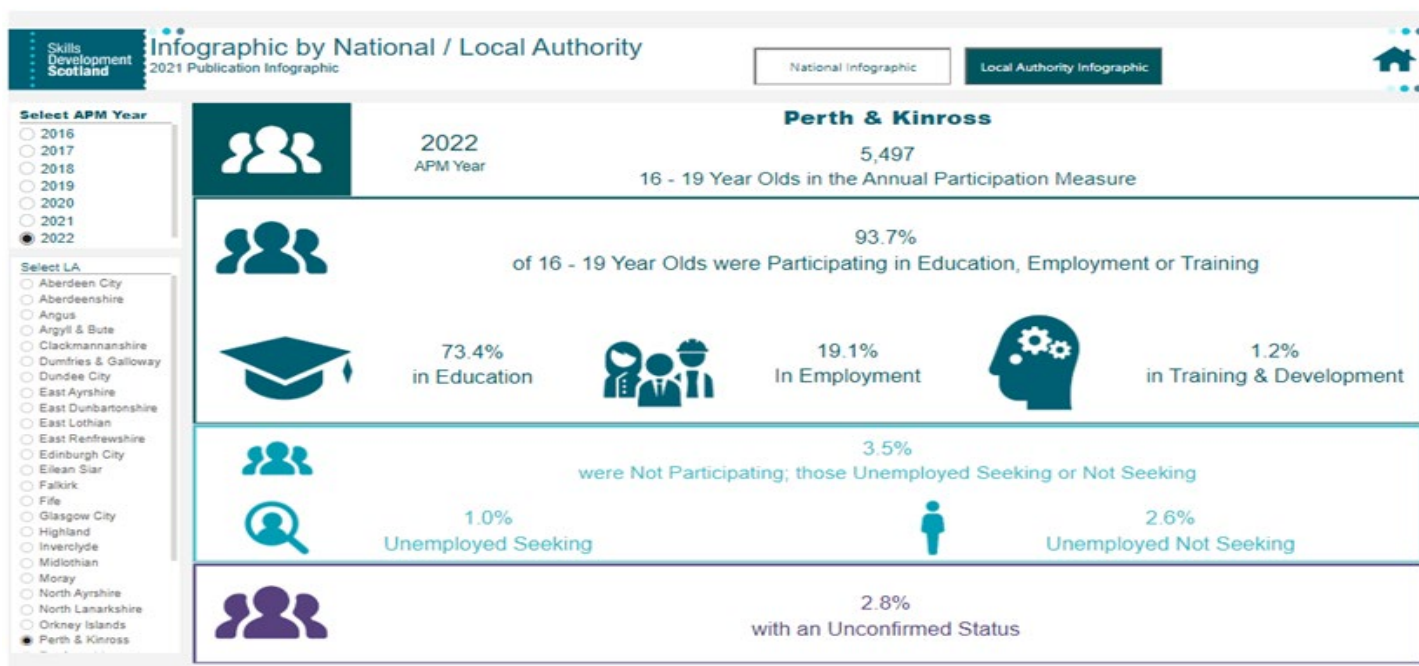
4. Tayside/ Perth and Kinross Priorities

Perth and Kinross Participation data – [link](#)

The Scottish Government's Opportunities for All commitment offers a place in learning or training to every 16-19 year old who is not in employment, education or training.

We will work collaboratively with SDS to ensure our curriculum provides access to increase participation rates for the wider 16-19 cohort.

The data below was published August 2022 and shows the participation of 16-19 year olds in Perth and Kinross.



Perth and Kinross Learner Journey Strategy

We will work in partnership with our stakeholders to ensure that the Senior Phase learning offer across Perth and Kinross embeds a schools college partnership curriculum which maximises the chances of positive destinations for all young people.

Our curriculum will ensure that our young people

- receive information advice and support, making it easier for young people to understand their learning and career choices at the earliest stage and providing long-term person-centred support for the young people who need this most.
- have a broad provision of education, we will continue to reframe our offer, doing more for those who get less out of the system and ensuring all young people have access of opportunity to develop the high-level work-based skills Scotland's economy needs.
- make the best use of our four-year degree to give greater learner flexibility and accelerated learning opportunities for more learners to move from S5 to year one of a degree, more from S6 to year 2, and more from the college experience.

5. Regional Skills Assessment Plan Tayside 2022- [Link](#)

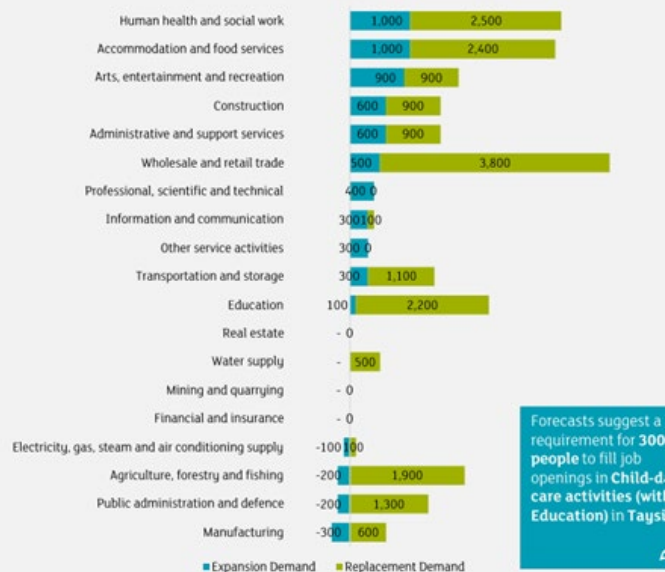
Working with our stakeholders we will ensure our tertiary curriculum meets the needs identified in the regional skills assessment:

- building a larger supply of more appropriately skilled new entrants to the workforce and support increases in the productivity and competitiveness of key and growth sectors within the region.

Figure 18: Forecast Employment Growth by Occupation (2021-2024), Tayside

Occupation	Expansion Demand	Greatest Qualification Required
Elementary Occupations: Clerical and Services Related	800 People	SCQF 5
Caring Personal Service	600 People	SCQF 7-10
Culture, Media and Sports	500 People	SCQF 7-10
Managers and Proprietors in Agriculture and Services	400 People	SCQF 7-10
Business and Public Service Professionals	400 People	SCQF 7-10
Corporate Managers	300 People	SCQF 7-10
Health Professionals	300 People	SCQF 7-10

Figure 17: Forecast Total Requirement by Industry (2021-2024), Tayside



- widening access to education and breaking barriers that confront disabled people, minority ethnic groups and care experienced people, and address gender inequality.
- building a curriculum that meets the needs of local sectoral plans that are being developed for the growth sectors in Tay Cities region
- develop a curriculum offer through the Flexible Workforce Development Fund to upskill current workforce.
- enhancing the skills of people already running or trying to establish their own business, including third sector organisations.
- Ensuring the curriculum delivers skills which is characterised by greater agility, inclusivity, and resilience.
- Ensure the curriculum meets the needs of the projected growths sectors across a range of occupations
- Provide transitions and learner journeys that meet the need for predicted shortfalls in occupations requiring SCQF 7-10 qualifications

6. Scottish Government's key sectors

Our tertiary curriculum will be structured to meet the current needs of the Scottish Government key sector priorities by analysing the Scottish Government data that provides information regarding current information on:

Areas with the greatest total requirements for new recruits:

- tourism: 10,900 job openings
- health & social care: 10,400 job openings
- food & drink: 8,800 job openings
- construction: 5,500 job openings

Occupational demand

- total high demand areas for new employees by occupation over the decade to 2028:
- elementary occupations: clerical and services: 11,100 job openings
- sales occupations: 8,700 job openings
- teaching and research professionals: 7,200 job openings
- skilled trades: 6,700 job openings.

Education and skills

- qualifications - the expectation is that by 2027 there will be a slightly higher proportion of jobs requiring qualifications at high levels, and a corresponding fall in jobs requiring only low or no qualifications.
- over the period 2017 to 2027, the total requirements in terms of job openings will be greatest for people with qualifications at SCQF 7 to 10 (55,900), SCQF 6 (12,000) and SCQF 5 (17,900).

Climate Emergency

Our curriculum will contribute to a Stronger and More Resilient Scotland – Programme for Government 22/23 [Link](#)

7. STEM Strategy for Scotland May 2022 - [Link](#)

Our curriculum will develop a well-informed STEM education which will:

- meet the implications of rapid technological change and better prepared to participate in civic society and input to issues that may affect them and their families such as nuclear power, climate change etc.
- providing the education and training system with the right number and diversity of educators with the necessary STEM capabilities.
- deliver responsive skills that employers are seeking and which meet our ambitions for our future economy and respond to rapidly changing labour market conditions,
- close equity **gaps** in participation and attainment in STEM

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Perth College UHI

Paper No. 3

Committee	Learner Experience Committee
Subject	HISA Perth Plan of Work 2022-23
Date of Committee meeting	23/11/2022
Author	HISA Perth
Date paper prepared	16/11/2022
Executive summary of the paper	<p>Please outline the follow elements of this paper:</p> <ul style="list-style-type: none"> i) Purpose – what is it for ii) Impact – what are the intended outcomes iii) Course of Action – what happens next & by whom <p>This paper provides team and operational objectives for HISA Perth during academic year 2022-23</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>
<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>

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<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

Local Plan – HISA Perth 2022/2023

Introduction

Below is the team and operational objectives for HISA Perth during academic year 2022-2023. It will give the individual objectives of the student officer team as well as operational plans for the year. This plan of work will be shared to be ratified by the Student Representative Committee and to inform Perth College UHI of the organisation's intentions for the year. This plan also links with the HISA Strategic Plan 2020/2023¹.

Individual Objectives

Individual Objectives – HISA Perth President							
Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
On Campus Student Bar	Set up a pop-up bar on a regular basis	Sep - Dec	Students over 18 will have a dedicated safe space on campus that will maximise the student experience	Identify a local business within the Perth community that is interested in facilitating a pop – up bar.	1	2	Several potential businesses have been identified by HISA Perth who could work well in this arrangement. We are currently in talks with one and depending on this outcome we will examine the possibility of talking to others.
				Reach an agreement with whichever business chosen	1		
	Feedback from students	Dec-May		Positive feedback gathered from students	40		
	Look at setting up a bar on campus full time	Dec-June		Discussions with local business	1		
				Discussions with PCUHI	1		Discussions have been started with SMT

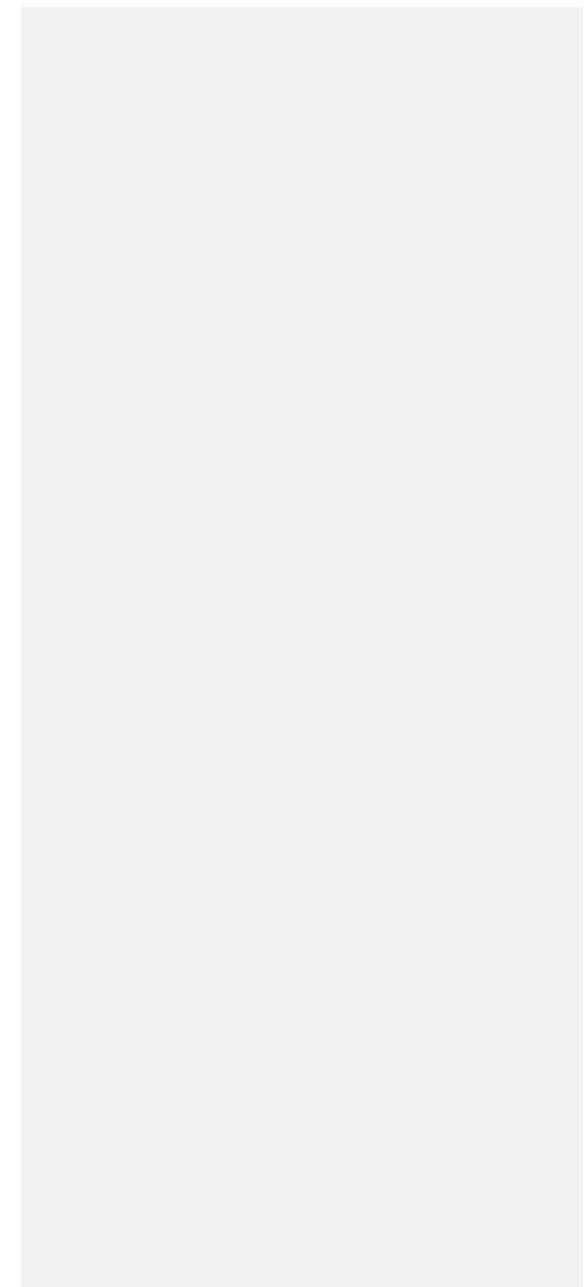
Enhancing the Library Service	Identification of potential student spaces within the library.	Sep 2022 – May 2023	Students will have access to more spaces within the library such as a Creators Space and other applicable spaces.	Work with the library service to identify what student spaces are needed within the library. Spaces identified in partnership with the library.	2	2	I have had regular communication with the library team especially during our monthly catch ups, and we have discussed the benefits of a Creators Space within the library that would be available to all students including more quiet study rooms for students. A potential space for the Creators Space has been identified and several staff members have taken interest in the discussions around this.
				Work with the library team and other relevant staff to create new student spaces within the library once identified. Spaces created in partnership with the library.	1		Discussions have started on how to approach creating these spaces.
Building Up the Student Community	Additional spaces to students to socialise on Campus	Sep 2022 – May 2023	An alternative social space will be available to students where they can gather and socialise, and they will be able to borrow board games from HISA and	Events and activities ran in Webster and in potential new spaces.	4	1	Board game afternoons Music Lunches Movie Screenings The board game afternoons are still to be scheduled and the music lunches and movie screenings that were created by DPAW are already in progress.

			engage in fun activities in said space. Furthermore, I will work in collaboration with PC UHI staff and help facilitate various student groups to give students the chance to interact more with each other.	Events and activities ran in Wellness Garden	1	0	I have been frequently communicating with the ASW team and we have discussed how the Wellness Garden could be used by students and how we need to make sure it is used to its maximum as a social space for students. I have suggested that HISA Perth can provide various games for students, and we are continuing to come up with further ideas.
	Consistent meetings of student groups.	Nov-June		Groups co-facilitated with Student Services	2	2	I am also working with staff members within Student Services and have agreed to co-host various student groups such as the LGBTQ+ and Allies Group and the Man Cave Group the latter of which is yet to meet. However, the LGBTQ+ and Allies group is working well and has an increasing level of student engagement.
Students attending groups				25			
Groups becoming student led				2			
Links to HISA Strategic Plan 2020-2023	1.2 UHI will be recognised for the quality of its students' experience and their achievement						

<p>3.2 HISA will be a vehicle for social change at a local, regional and national level</p> <p>3.3 Throughout UHI, officers, volunteers and representatives will work in partnership with academics and the wider staff community to solve problems and provide an evidence base to drive policy change</p> <p>5.2 To enhance the student social experience across the UHI Partnership</p> <p>6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community</p>
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Individual Objectives – Depute President Activities and Welfare							
Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
Clubs and Societies	Creation of New Clubs	September-June	Clubs provide students with opportunities to interact with various individuals, build skills and produce evidence for their future employers/CV building	Promotion of Opportunities	10-15 students reaching out to set up clubs	5	Use of social media and other advertising to raise awareness
				Number of clubs registered	10	8	Creative Writing, Archaeology and History, Basketball, Choir, Music Club, Sewing Club, Society of Student Activities, Volleyball

							Clubs looking to re-register – Book Club, Politics Club
	Support and Building club numbers	September-June		Assisting students with operations of their clubs	1	1	Aided Music club in set up with help of HISA Staff
				Members of clubs	10 (average)		Still collating members
	Give it a Goes	September-June		Freshers' sessions	3	8	Ran multiple "Give it a go" sessions during freshers in partnership with community organisations and ASW
				Sessions during academic year			Will run two for Volleyball and



							Basketball in November in coordination with ASW. Programme being developed
				Clubs created from sessions	1 from each session		
Fun and Engaging Events	Carnival	October	Large Scale Events gives a chance to be fully inclusive and bring a buzz to Campus which incorporates a wide range of student opportunities and fun.	Organisation and community engagement to promote opportunities for Students	4-5 various sectors engaging with students	Finance, Police, Military, charities, education, job development, community clubs etc.	
				Activities for Students	1-2 options	5	Food organised in form of BBQ, inflatables, competitions (art, costume, student

							demonstration, bingo)
	Winter Fling	January		Student Engagement	40	70-100	
				Activities for Students	1-2 options		
	Tropical Getaway	April		Student Engagement	40		
				Activities for Students	1-2 options		
				Student Engagement	40		
	Year End Blast	May		Activities for Students	1-2 options		
				Student Engagement	40		
Socially Responsible Activities	Brit Challenge- 23 events coordination	Jan-Mar	These activities provide an opportunity to work with community and build connections as well as to give back.	Community Engagement	2 organisations		
				Volunteer Experience for students	1		
	Christmas Box for Elderly	December		Students Engaged	10-15		
				Number of Boxes made	50		
Ongoing Student Activities	Movie Night	Nov-May	These activities re occur and provide a safe place to engage with other	Student Engagement	15-30 students		
				Number of activities run	5		Scheduled every month until May

	Music Lunch	Nov-May	students on a regular basis with set and simple themes	Student Engagement	2-5 New participants each event that are integrated into group.	0	
				Number of activities run	5	1	Scheduled every month until May
	Seasonal Scavenger Hunts	Oct-May		Number of activities run	5		
	Trick or treat	Oct		Student Engagement	35-50	1	
Links to HISA Strategic Plan 2020-2023	<p>1.2 UHI will be recognised for the quality of its students' experience and their achievement</p> <p>3.4 Equality, diversity, and inclusiveness are embedded in all HISA activity</p> <p>4.1 HISA will be sector-leading for volunteer provision in the Student Association community</p> <p>5.1. To provide every student at UHI with the opportunity to take part in extracurricular opportunities</p> <p>5.2. To enhance the student social experience across the UHI Partnership</p> <p>5.3. To develop clubs, societies and activities that are suitable for UHI students' unique circumstances</p> <p>5.4. To ensure any student wishing to set up a club or society can do so locally or regionally</p> <p>5.5 To develop societies that are inclusive and attractive to international students</p> <p>6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community</p>						

Individual Objectives – Depute President Education							
Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
Course delivery and satisfaction	Engagement with students	Jan 23	Students are enrolled on a	Student Satisfaction levels increased			Will discuss with SDDs and SMT

	on their educational experiences		course that suits them & that is delivered in a way that suits them and their learning needs.			reasonable targets
				Statistics of increased engagement with lecturers		Will discuss with SDDs and SMT reasonable targets
				Students feel their courses are delivered appropriately		Will discuss with SDDs and SMT reasonable targets
	Review of course delivery methods and support	Feb 23		Increased opportunities for hybrid lectures		Will discuss with SDDs and SMT reasonable targets
				Increase of student study spaces on campus.		Will discuss with SDDs and SMT reasonable targets
				Better opening hours for hospitality outlets on campus, which will in turn support learning.		Will discuss with SDDs and SMT reasonable targets
	Learner spaces reviewed, and work to ensure they are appropriate	March 23		Learner space audit completed	1	Working with Learner spaces group on this. Hopeful to assess this once ready.
				Findings shared and implemented wherever possible	1	Discussions about room accessibility, publicising and other issues to be had. Will be using

							upcoming SRCs to discuss this.
Student Voice Reps role with Perth College	SVRs being a co-decision-making body rather than an advisory body within PCUHI	Feb 23	By giving SVRs more power within PCUHI, this will create more opportunities for SVRs that will increase the role's autonomy and will hopefully lead to wider engagement and increased numbers	Develop process of new development to go to SVRs for discussion/approval	1		Report will be initiated in the new year. Working group will be set up with some SVRs.
				SVR Programme being student-led with support from PCUHI	1		Currently working in partnership with Quality. Will assess once training process complete.
				Engagement from college decision makers with the SVRs and council meetings	1		Dates of SRCs shared with Student Engagement and Quality. Will discuss with others how can engage
Cost of Living Crisis	Food on Campus	Oct 22	Students are facing crippling financial concerns, which could/will lead to impacts on their studies, so addressing matters like	Consult with students about food on campus	100	500	A consultation has been completed which exceeded the intended target of students and managed to capture the views of over 500 students. A report is in

Commented [AC1]: Lets begin writing up a proposal for this!

			food on campus, access to food and other initiatives could positively affect the student experience.				progress of being created.
	Access to produce	Jan 23		Set up scheme of any food going out of date from outlets across campus will be offered, for free, to students.	1		Discussions with Aramark in relation to food that is going out of date. How this is staffed & publicised still being planned.
				Explore introduction of community fridge	1		Discussion with other SAs about this, and any issues that may crop up. Infrastructure may be the biggest issue. Short term plan is to start a non-perishable food drive alongside a clothing drive. Mid-term will look into fresh produce and working with other community organisations.
	Other initiatives	Oct-May		Number of initiatives/activities run	1		

Links to HISA Strategic Plan 2020-2023	<p>1.1 The University of the Highlands and Islands will be the United Kingdom’s leading integrated university, encompassing further and higher education</p> <p>1.2. UHI will be recognised for the quality of its students’ experience and their achievement</p> <p>1.3. UHI worldwide reputation will be built upon its innovative approach to learning and its distinctive research and curriculum, enriched by the people, natural environment, economy, culture and heritage of our region and its communities</p> <p>2.1 H ISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representative system region-wide that takes into account all learning modes and demographics</p> <p>2.3 HISA will provide top-level training, support and development for its representatives and officers at the local and regional level to ensure a sector-leading student academic and, wider, experience</p> <p>3.2 HISA will be a vehicle for social change at a local, regional and national level</p> <p>6.3 Support the UHI Partnership in creating a whole community that is committed to supporting positive mental health and wellbeing</p>
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Operational Plan

Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
Freshers and Induction	HISA Perth input during Inductions	September 22	New students are made to feel welcome to Perth College UHI	HISA to feature as part of induction programme at Perth College UHI	20	53	29 interactive workshops to 32 classes in Brahan Lecture Theatre, 24 delivered in class
	Freshers’ activities	Aug-Sept 22		Events taken place.	3	5	Halls Welcome BBQ Freshers Fayre Give it a Go Sessions Comedy

							Evening Pop Up Bar
	Working with local companies/or ganisations/c harities	Aug-Sept 22		Local companies/organisations/charities featured in Freshers' activity.	1	42	42 stalls at Freshers Fair from local organisations/ companies/PC UHI departments
	Integration with regional Freshers' activity	Sept 22		Promotion of local and regional activities to be cohesive.	1	1	Shared promotion and Comedy Night streamed online for all UHI students
Student Voice Reps	Recruitment of Student Voice Reps	Feb 23	Student experience is improved through change suggested and led by students.	Increase in number of courses having at least one student voice representative	60%	64%	Quality and HISA separate SVR sheets, working in partnership.
	Student Voice Rep Training	Nov 22		Deliver student voice rep training in partnership with Quality Team	5	10	Training taking place 24 th Oct-3 rd Nov in partnership with Quality/Student Engagement. Alternative sessions to be held for ESOL/SLLE

							students. Training has been received well, with a review pending on how this should work going forward.
				Increase number of class reps trained	70%	66%	Figures to be shared with HISA Perth by Quality
	SRC Meetings	June 23		Regular meetings held	7	2	Meetings set for academic year
				Reps attending meetings	20 per session	46 (average)	41 – SVR Welcome Event SRC 1- 51 total
ESES	Help improve participation	Oct 22	Changes made to the early student experience based on student feedback.	More students take part in ESES.	38%		ESES running differently – HISA involved in process
	Improve score	Oct 22		Increase in awareness of HISA	81%		
HISA Con	Improve attendance	Jan 23		Number of PCUHI students attending HISA Con	5		HISA C on having

							different format.
Elections	Local positions filled	Feb 23	Effective student representation decided by students for students.	All HISA Perth positions to have a candidate.	2 (per position)		
	Turnout	Mar 23		Increase on voter turnout from 2021-2022	7%		
	Number of candidates	Feb 23		Increase in number of candidates.	6		
National Student Survey	Improve participation.	June 23	Student experience improved for HE students.	More students take part in NSS.			
	Improve score	June 23		Increase Q26 score			
SSES	Improve participation.	March 23	Changes made to the overall student experience based on student feedback.	More students take part in SSES.	41%		
	Improve score	March 23		Increase in HISA Perth specific questions from previous year.	76%		
OBI Awards	Awards Timeline	Jan 23	Best practice of staff and students shared to all at Perth College UHI	Timeline of awards created and published	1		
	Update Nomination Form			Online nomination form updated to ensure comments added	1		
	Nominations from every sector	Mar 23		Each sector area has nominations in every category.	1		

	Nomination numbers	Mar 23		Increase in nomination numbers in 2022-2023	400		
				Improve nomination numbers in areas with low engagement	40		
	Celebration of awards	June 23		Awards ceremony takes place.	1		
				Student involvement in awards ceremony	1		
				Wider promotion of winners	1		
HISA awards	Nominations numbers	June 23	Best practice of staff and students shared to all at Perth College UHI	Increase in nomination numbers in 2022-2023	80		
Sporting Blues	Nominations numbers	June 23	Student sporting achievements celebrated, encouraging participation and success in sporting activities at Perth College UHI	Increase in nomination numbers in 2022-2023	5		
Advice for Students	HISA Advice Service	June 23	Students will have an independent advice service to support them during challenging times during their studies, helping retention and the	Promotion of HISA Advice Service to students	1	1	Ongoing
				Number of students accessing Advice Service from PCUHI	10		

			wider student experience				
Link to HISA Strategic Plan 2020-2023	<p>1.2 UHI will be recognised for the quality of its students' experience and for their achievement.</p> <p>2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representative system region-wide that takes into account all learning modes and demographics</p> <p>2.2 HISA digital democracy will be sector leading, accessible to all its members and have a real impact</p> <p>2.3 HISA will provide top-level training, support and development for its representatives and officers at the local and regional level to ensure a sector-leading student academic and, wider, experience</p> <p>2.4 HISA's officer structure will be advanced, effective and reflect the needs of its students, UHI and the Partners.</p> <p>3.1 HISA becomes the place that students and academics alike recognise as providing independent appropriate and quality support advice on academic and welfare issues.</p> <p>3.3 Throughout UHI, officers, volunteers and representatives will work in partnership with academics and the wider staff community to solve problems and provide an evidence base to drive policy change.</p> <p>6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community.</p>						

Regional Update

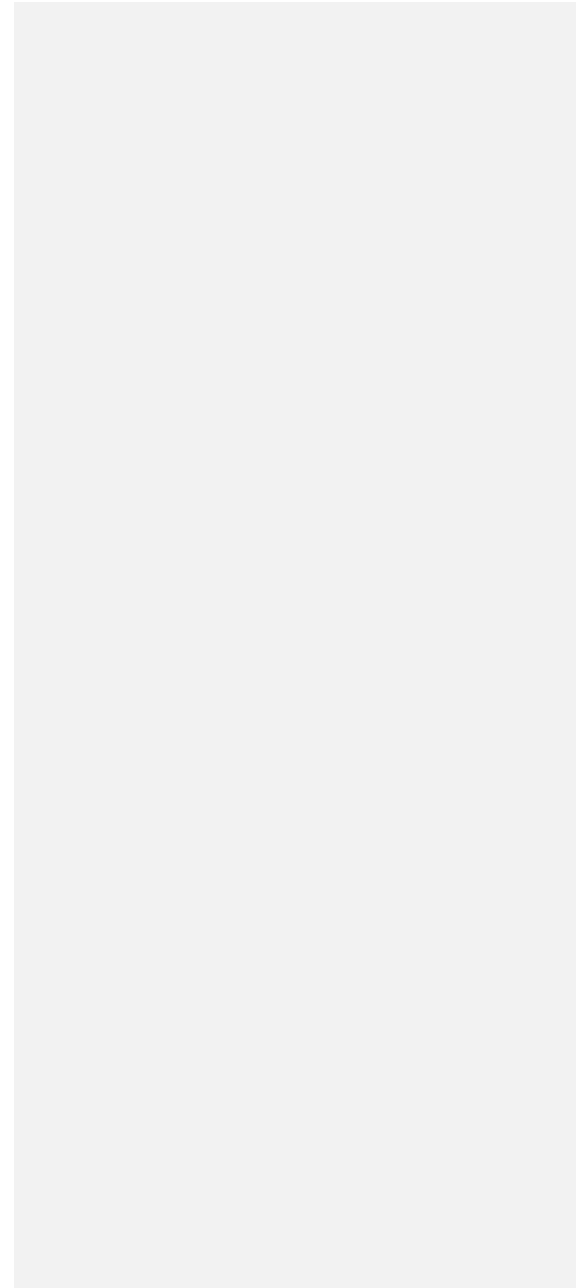
In line with the new organisational structure, HISA has been supporting local officers to set their objectives based on the manifestos they were elected on to develop a local plan. These tie into the current Strategic Plan that is due to finish in 2023. HISA are working on an operational plan to ensure the latter parts of the current plan are actioned by the end of the current plan lifecycle. An update will be provided in due course.

Alongside winding down the current strategic plan, planning and consultation on HISA's new Strategic Plan has begun within the organisation to implement and begin in 2024.

HISA are also reviewing the structures and support in place for Clubs and Societies to ensure this work is sustainable and beneficial for all students across the partnership.

Student Impact Workshops, instead of HISA Con, will be taking place at the end of November for SVRs to help shape the work of HISA.

ⁱ Available at [Strategic Plan @ Highlands and Islands Students' Association \(uhi.ac.uk\)](https://www.uhi.ac.uk/strategic-plan)



Perth College UHI

Paper No. 4

Committee	Learner Engagement Committee
Subject	Student Satisfaction - National Student Survey
Date of Committee meeting	23/11/2022
Author	J Borley, Quality Manager
Date paper prepared	16/11/2022
Executive summary of the paper	<p>Please outline the following elements of this paper:</p> <p>i) Purpose – what is it for</p> <p>The report provides an overview of final year undergraduate student satisfaction.</p> <p>The survey is a national student survey and the data is gathered by Ipsos Mori.</p> <p>ii) Impact – what are the intended outcomes</p> <p>Student feedback on their learning environment is key to action planning to enhance the student learning experience</p> <p>iii) Course of Action – what happens next & by whom</p> <p>UHI monitor programme results through a quality programme dialogue meeting where a programme has reduced in satisfaction by 10% from the previous year, or not met the UHI target of 80% overall satisfaction. Relevant action planning is shared with student voice representatives.</p>
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	This is a national student survey

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<p>Action requested</p>	<p><input checked="" type="checkbox"/> For information</p> <p><input type="checkbox"/> For discussion</p> <p><input type="checkbox"/> For endorsement</p> <p><input type="checkbox"/> Strongly recommended for approval</p> <p><input type="checkbox"/> Recommended with guidance (please provide further information, below)</p>
<p>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>Student Satisfaction NSS</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>Embargoed</p>
<p>Freedom of information</p> <p>Can this paper be included in "open" business?*</p>	<p>Yes/ No</p> <p>The information is embargoed until released nationally. Some data is not released</p>

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

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

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

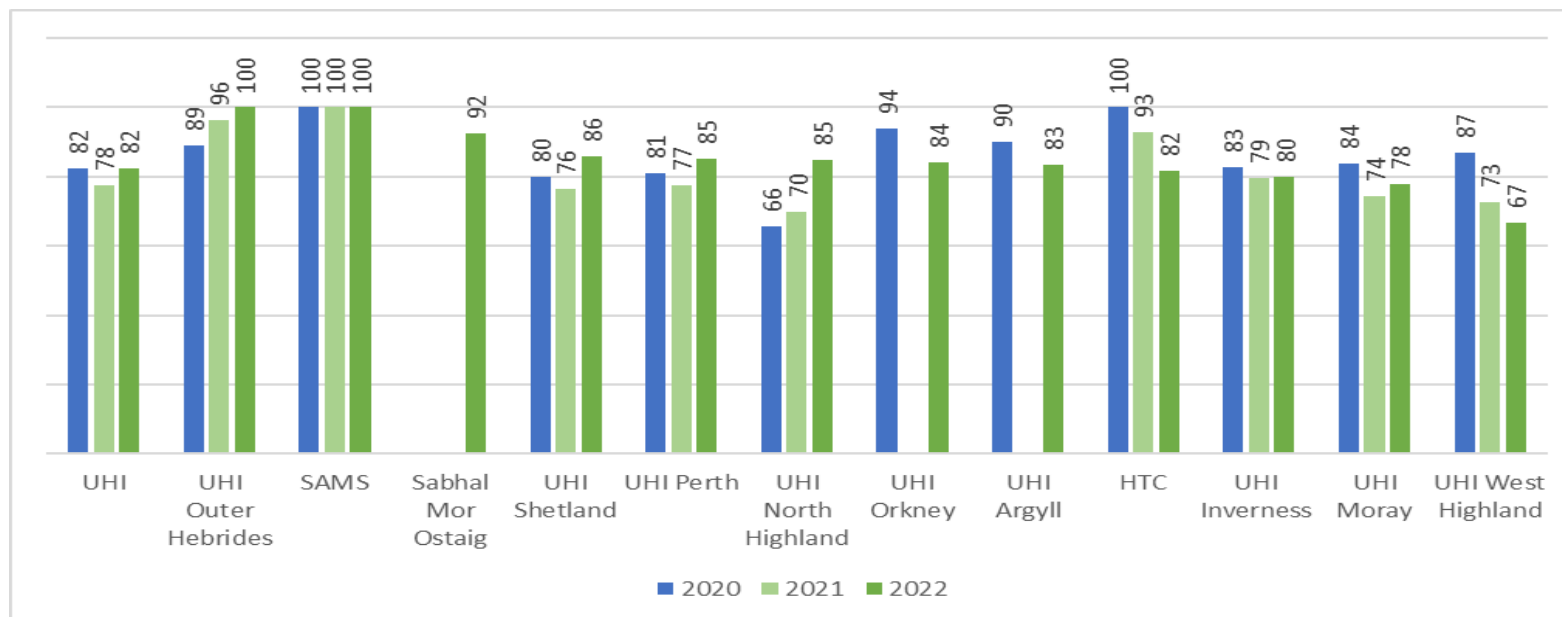
http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

NSS 2022 Overview Report Perth College UHI

Perth College response rates, as shown in the table below, show we are on par to previous years. The sectoral average response rate is 69%.

	Total 2022	2022	2021	2020	2019	2018	2017
Population (headcount)	1020	343	327	316	289	246	282
Number of Respondents (headcount)	766	257	245	223	219	196	215
Response rate	75%	75%	75%	71%	76%	80%	76%

All 12 UHI Academic Partners published results in 2022 for the first time ever. UHI Outer Hebrides achieved 100% Overall Satisfaction, along with SAMS (for their third consecutive year). Of the other Academic Partners that reported results in 2021, four have improved Overall Satisfaction scores: UHI Shetland (86%), UHI Perth and UHI North Highland (both at 85%), UHI Inverness (80%) and UHI Moray (78%). The Scottish sector average is 76%. UHI satisfaction rate of 82% places UHI as 4th in the ranking for overall satisfaction in Scotland.



Results by Section, as per the table below, shows that Perth College has increased satisfaction in all sections by an overall average of 8% on last year. Although it can be seen to be back on par with the previous overall satisfaction rate in 2019. Perth College student satisfaction is 3% higher than the UHI average and 9% higher than the sectoral average. It is to be noted though that we scored lower than the sectoral average in Learning Resources and Learning Community.

	UHI Total 2022	Perth College 2022	2021	2020	2019	2018	2017
The teaching on my course	85	88	83	84	87	88	84
Learning opportunities	83	88	81	85	86	84	81
Assessment and feedback	81	82	77	78	83	78	71
Academic support	82	84	78	84	84	86	82
Organisation and management	75	78	73	75	77	80	71
Learning resources	76	76	66	77	79	77	76
Learning community	64	64	61	73	71	77	76
Student voice	72	74	71	79	78	78	72
Overall Satisfaction	82	85	77	81	85	88	80

Committee	Learning Enhancement Committee
Subject	Student Satisfaction - PTES
Date of Committee meeting	23/11/2022
Author	J Borley, Quality Manager (report from Advance HE)
Date paper prepared	16/11/2022
Executive summary of the paper	<p>Please outline the following elements of this paper:</p> <p>i) Purpose – what is it for</p> <p>You are presented with report produced by Advance HE, rather than UHI as it provides an easier visual. The full UHI report can be found on UHI Sharepoint Student Engagement site</p> <p>The report provides an overview of postgraduate student feedback on their satisfaction of their learning experience.</p> <p>ii) Impact – what are the intended outcomes</p> <p>Student feedback on their learning environment is key to action planning to enhance the student learning experience.</p> <p>UHI are now ranked 4th out of 90 British institutions. We achieved 95% overall satisfaction rate, versus the sector norm of 82% and 79% of Scottish HEIs. UHI is in the top quartile for 8 out of 10 of the survey sections. It is notable though to see that Resources (4) and Skills Development (3) are in the lower quartiles. Thus, a lot of the action associated with the outputs are in these areas.</p> <p>iii) Course of Action – what happens next & by whom</p>

Perth College UHI

	Action planning is taken forward by the Programme Leaders, with strategic leadership by the Subject Network Leaders, and oversight by UHI QAEC.
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	This is an external national survey
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.	Yes/ 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)	Yes/ No The risk associated with the lower quartile satisfaction will be taken forward by UHI action planning
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 experience and satisfaction

Perth College UHI

<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>
<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>Embargoed</p>
<p>Freedom of information</p> <p>Can this paper be included in “open” business?*</p>	<p>Yes/ No –some elements of the report are not for external reporting</p>

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

<p>Its disclosure would substantially prejudice a programme of research</p>	<p><input type="checkbox"/></p>	<p>Its disclosure would substantially prejudice the effective conduct of public affairs</p>	<p><input type="checkbox"/></p>
<p>Its disclosure would substantially prejudice the commercial interests of any person or organisation</p>	<p><input type="checkbox"/></p>	<p>Its disclosure would constitute a breach of confidence actionable in court</p>	<p><input type="checkbox"/></p>
<p>Its disclosure would constitute a breach of the Data Protection Act</p>	<p><input type="checkbox"/></p>	<p>Other [please give further details] Some elements of the report are not for external reporting and are embargoed until released by Advance HE</p>	<p><input checked="" type="checkbox"/></p>

Perth College UHI

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

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

POSTGRADUATE

TAUGHT EXPERIENCE

SURVEY

 **AdvanceHE**

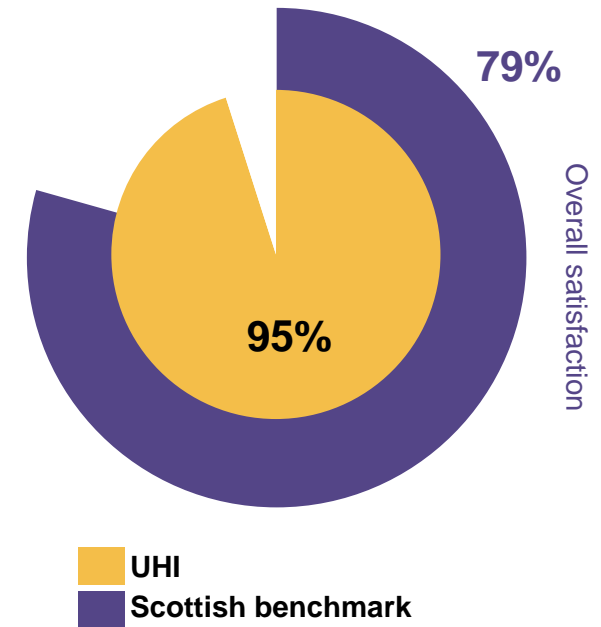
University of the Highlands and Islands and the Scottish Benchmark

Any of your institutional results, including ranking position, may be communicated internally or published externally at any time. We ask you not to make external reference to any sector benchmark results until after the publication of the Advance HE sector reports in the Autumn.

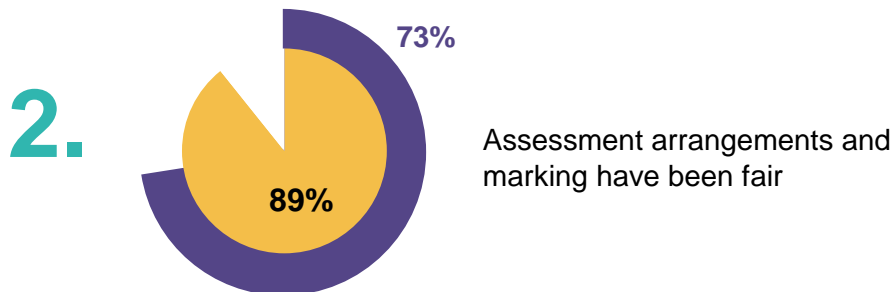
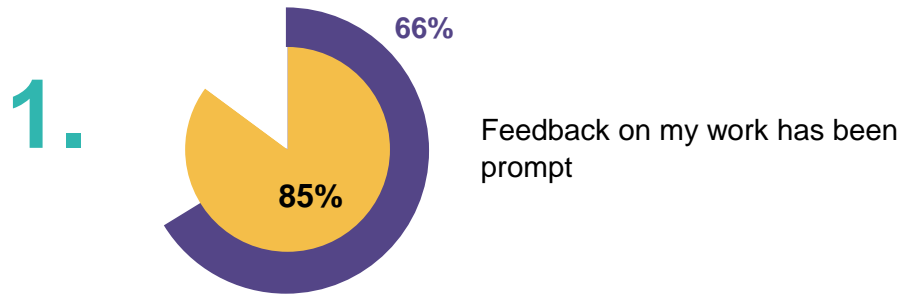
Overview

At UHI there were 122 respondents to PTES 2022. The overall satisfaction they had with their studies was 95%, this was 16% higher than the score for Scottish institutions.

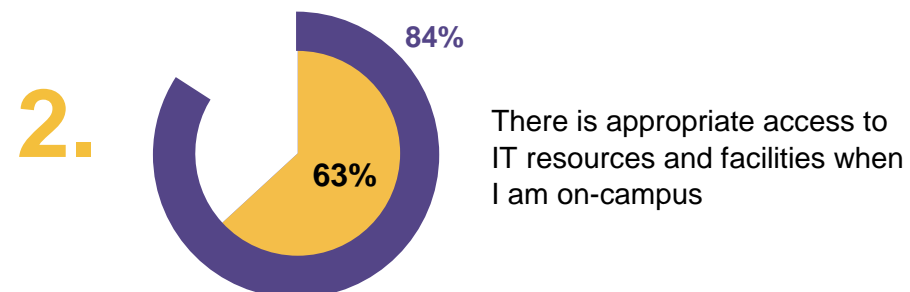
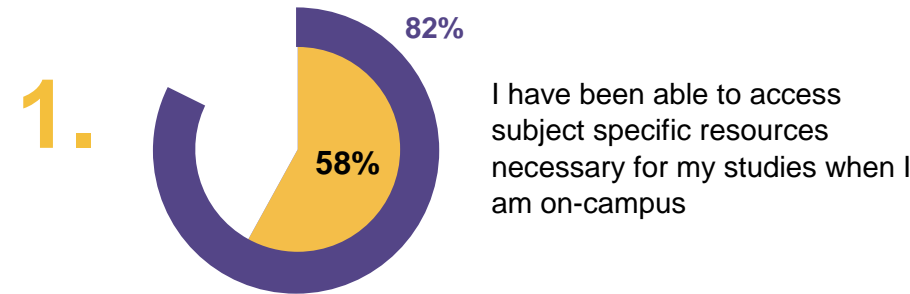
85% of students stated feedback on their work was prompt, 19% above the Scottish benchmark. Less positively, relative to the benchmark, just 58% of respondents stated they were able to access subject specific resources (for example: equipment, facilities, software, materials) necessary for their studies when on-campus.



Most positive statements



Most negative statements



Areas of experience by quarters

The graph below shows the position of UHI in relation to institutions in the Scottish benchmark. UHI was mostly in the highest quarter.

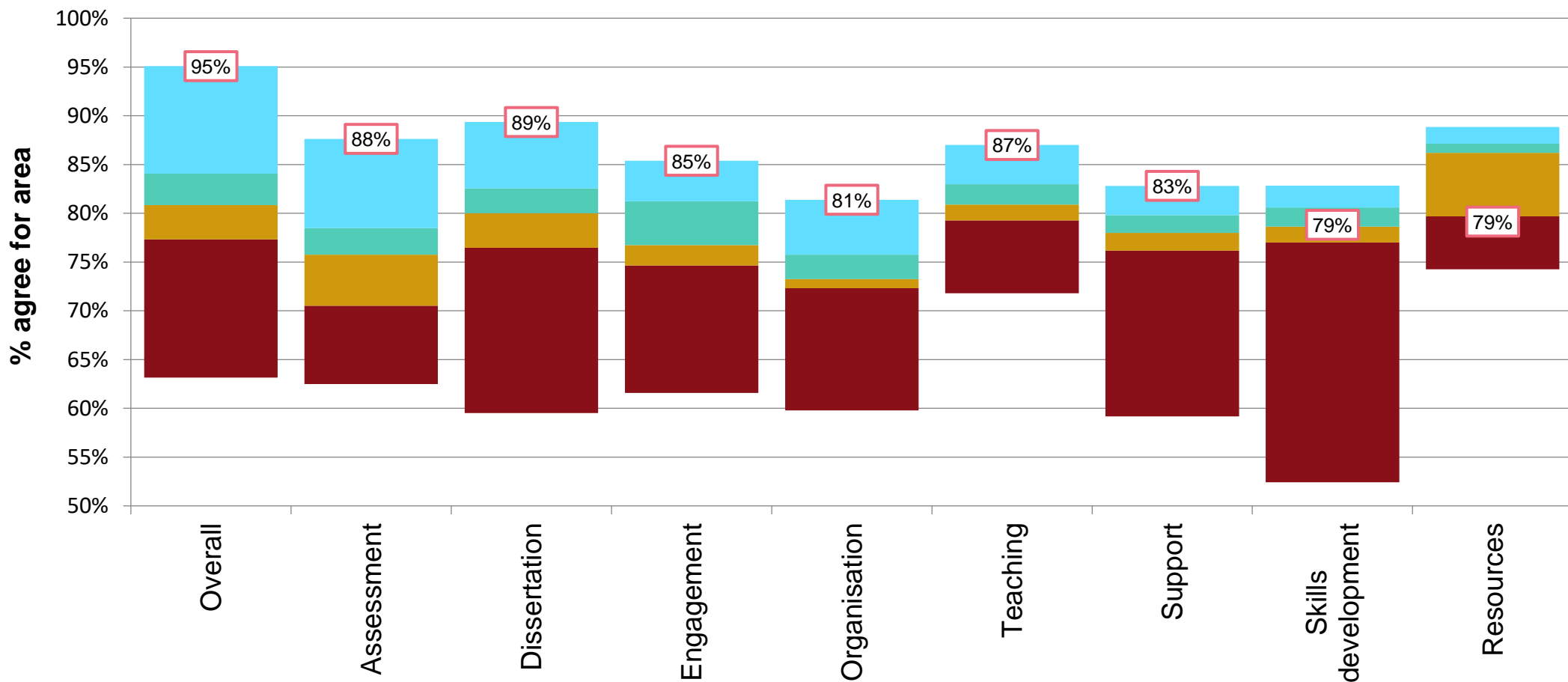
Key: 50% University of the Highlands and Islands

Highest quarter In the top 25% of institutions for this area

Second quarter Above average, but below the top 25%

Third quarter Below average, but above the bottom 25%

Lowest quarter In the bottom 25% of institutions for this area



Difference by areas of experience

The area respondents at UHI were most positive about was Assessment, which was 14% above the Scottish benchmark. The area students were least positive about was Resources, which was 7% below the Scottish benchmark.

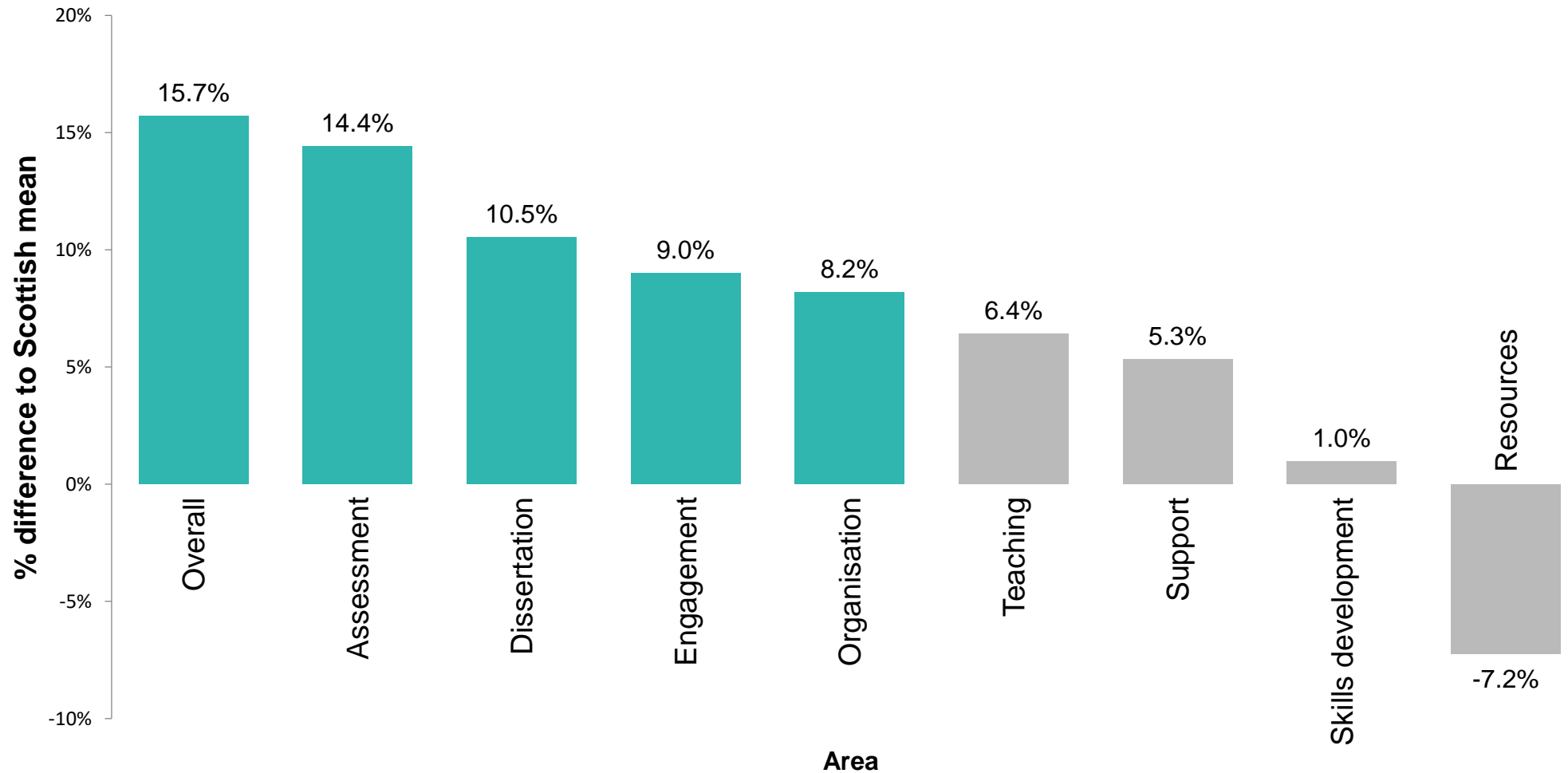
Key:

Difference to Scottish institutions

Positive significant difference

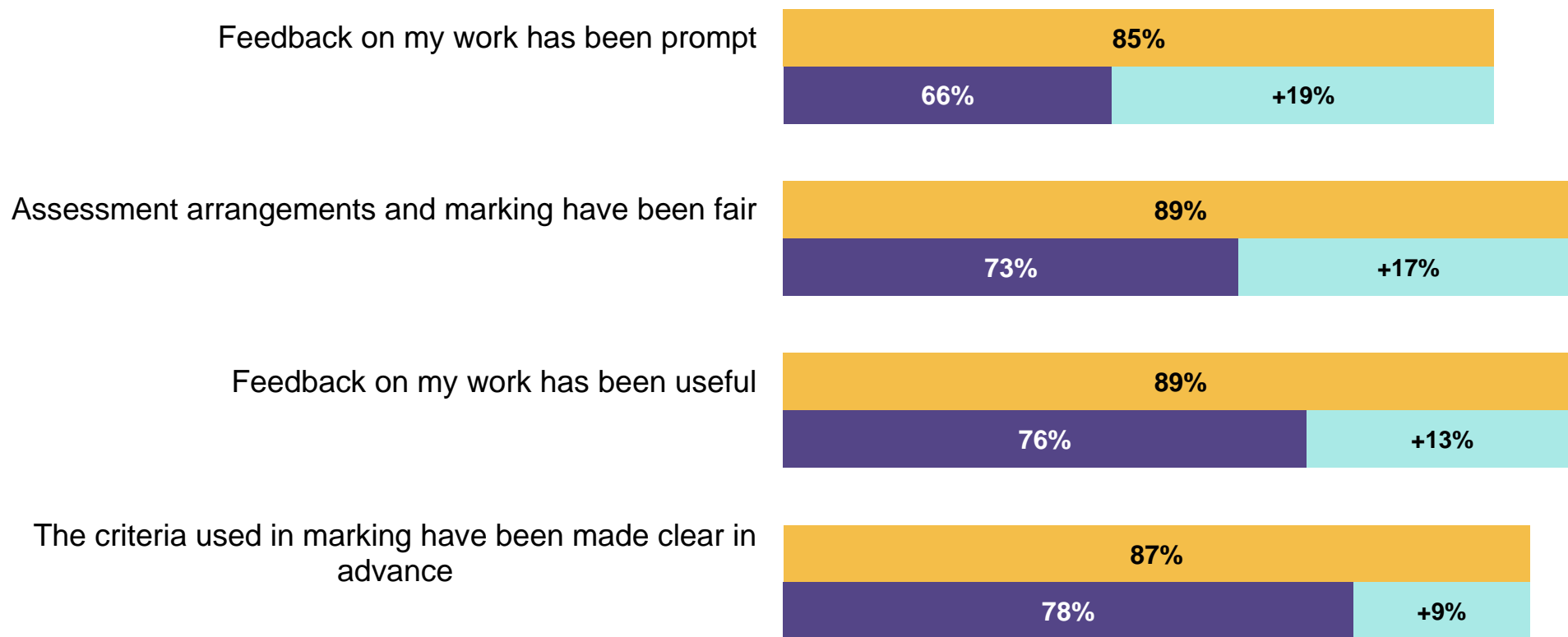
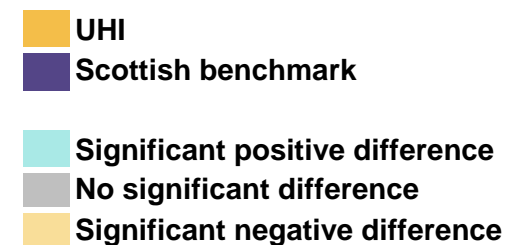
No significant difference

Negative significant difference



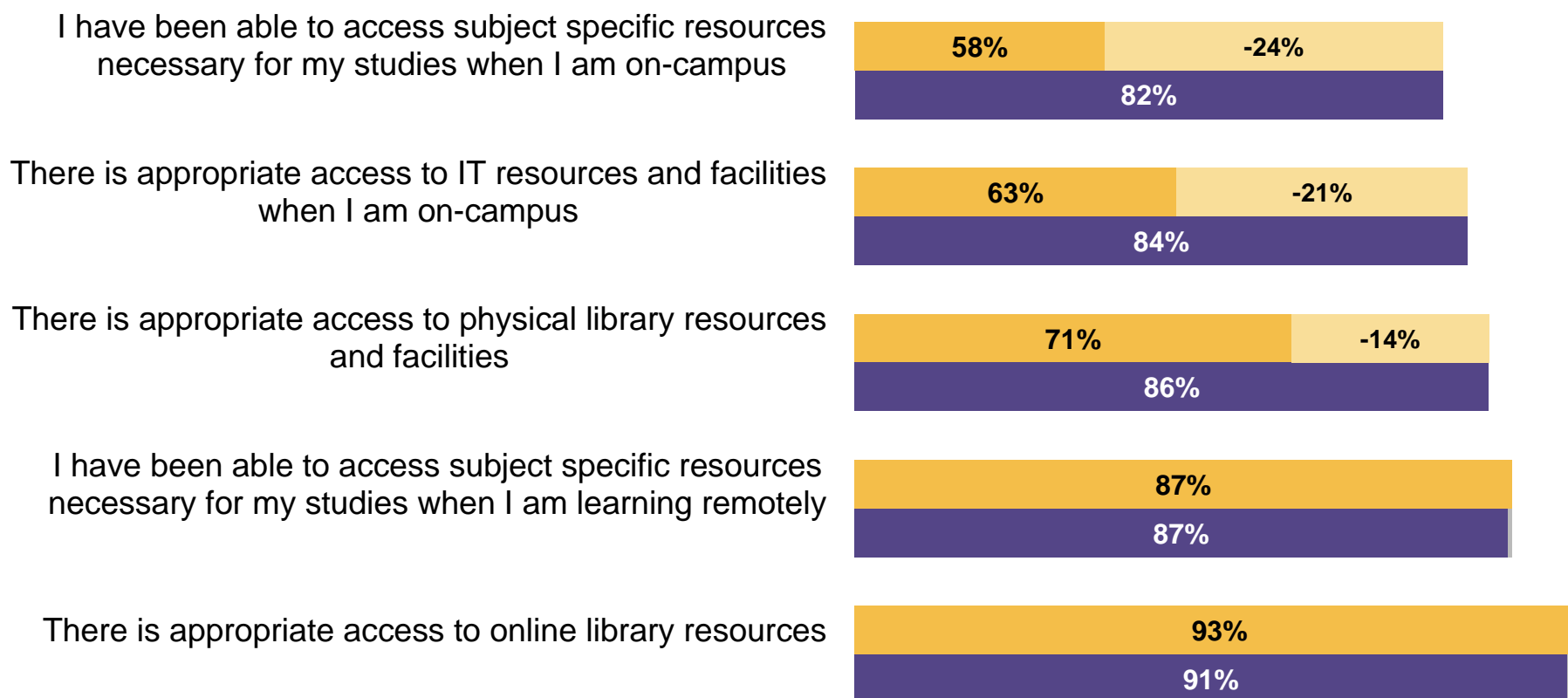
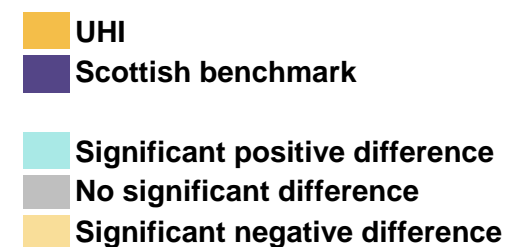
Focus on: Assessment

Exploring within assessment, the most positive statement, relative to the Scottish benchmark, was 'Feedback on my work has been prompt'. Of the 121 respondents from UHI who answered this statement, 85% agreed, 19% above the Scottish benchmark.



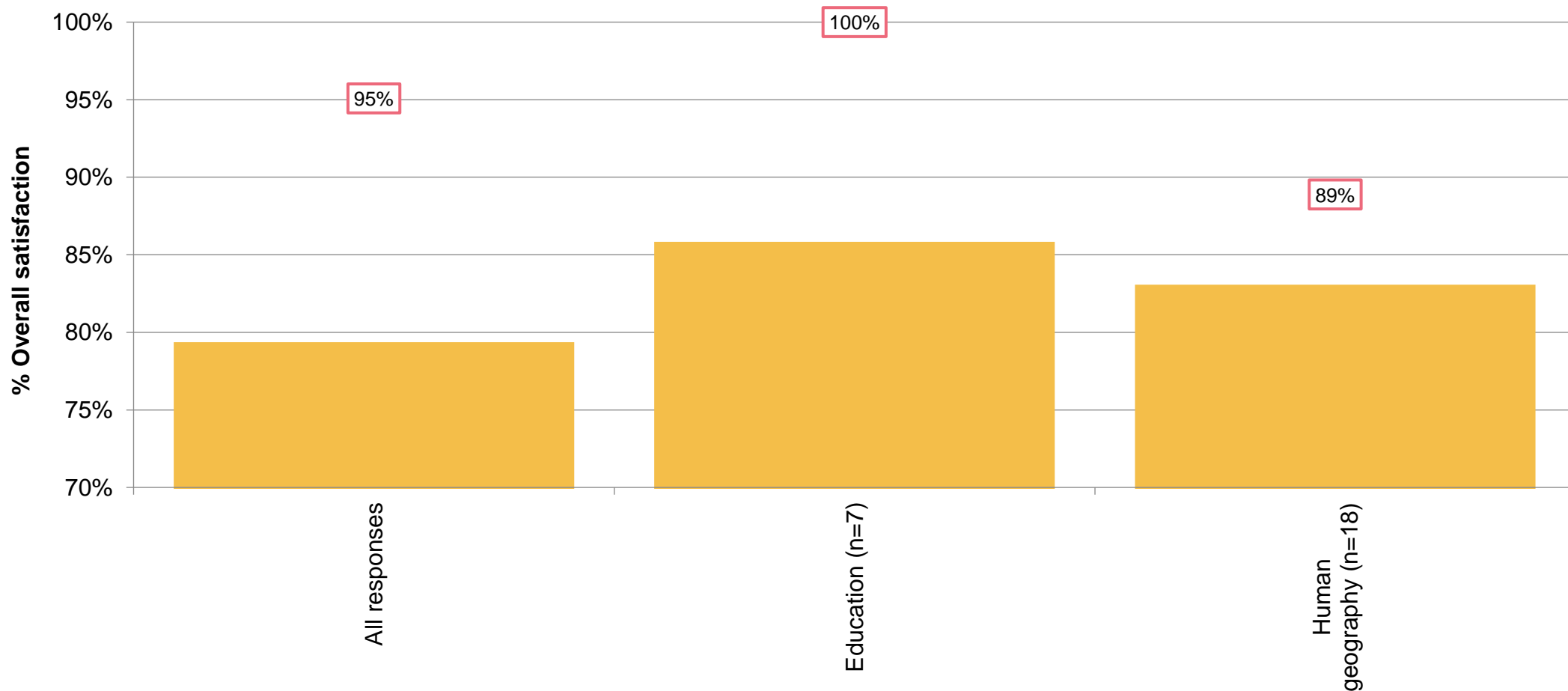
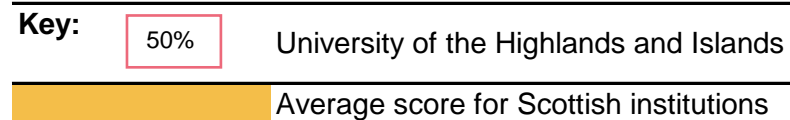
Focus on: Resources

Exploring within resources, the least positive statement, relative to the Scottish benchmark, was 'I have been able to access subject specific resources necessary for my studies when I am on-campus'. Of the 50 respondents from UHI who answered this statement, 58% agreed, 24% below the Scottish benchmark.



Scores by discipline

The graph below shows the position of UHI in relation to the Scottish benchmark, by CAH3 subject. UHI had relatively positive responses across the disciplines.



Difference by discipline

The discipline within which respondents at UHI were most positive overall was Education (n=7), which was 14% above the Scottish benchmark. The discipline within which respondents were least positive overall was Human geography (n=18), which was 6% above the Scottish benchmark.

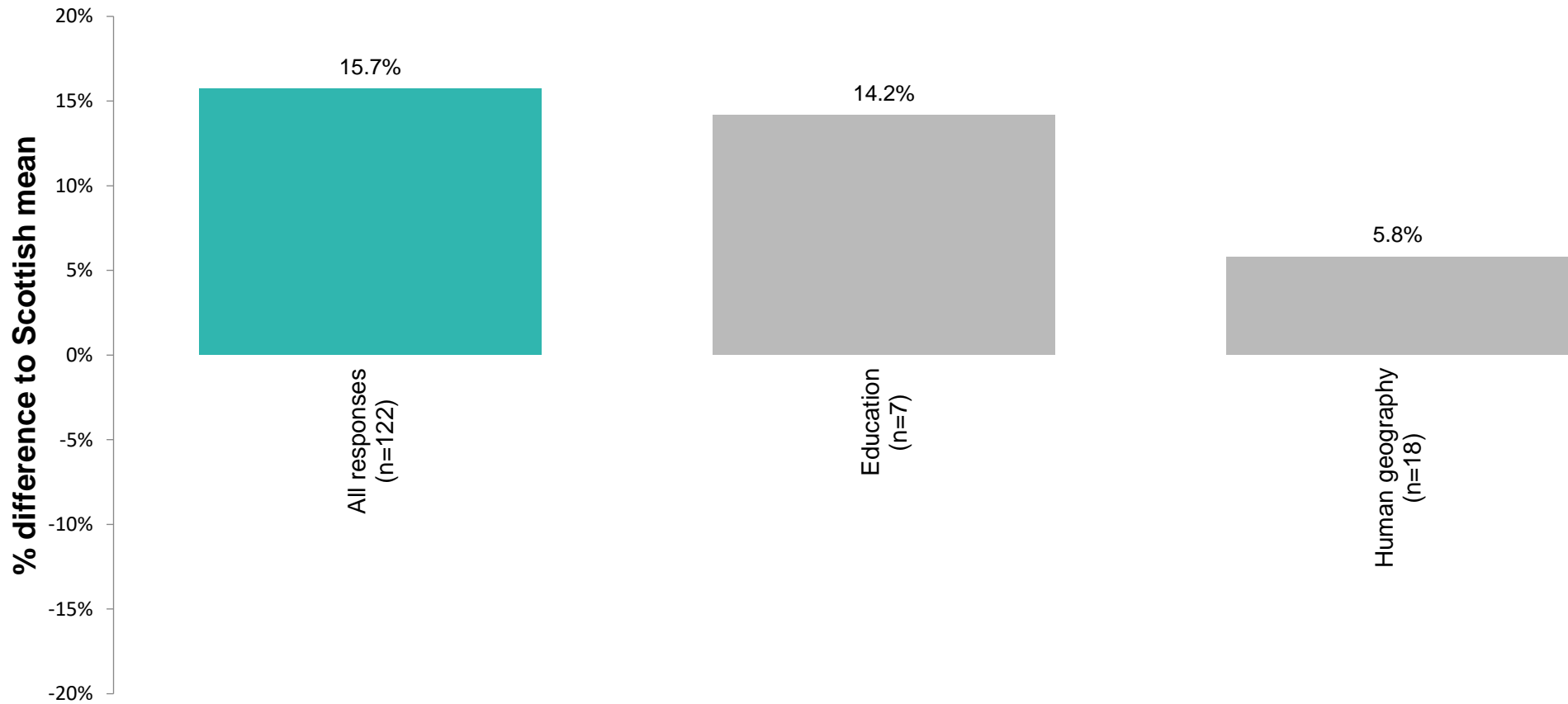
Key:

Difference to Scottish institutions

Positive significant difference

No significant difference

Negative significant difference

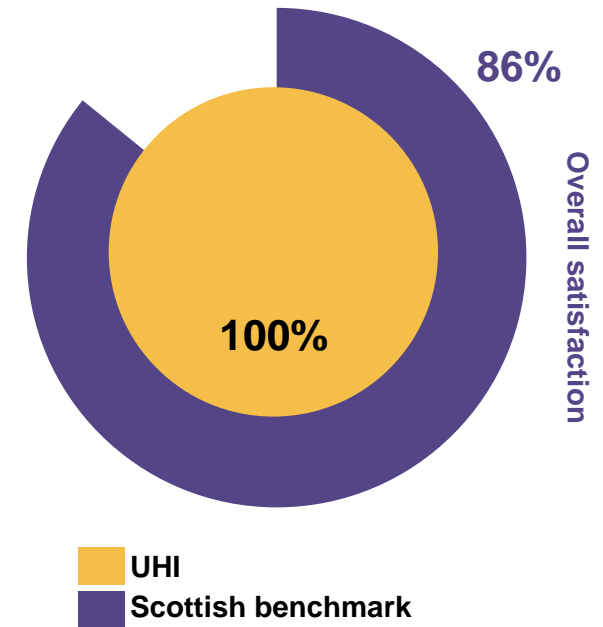


CAH3 subject for UHI

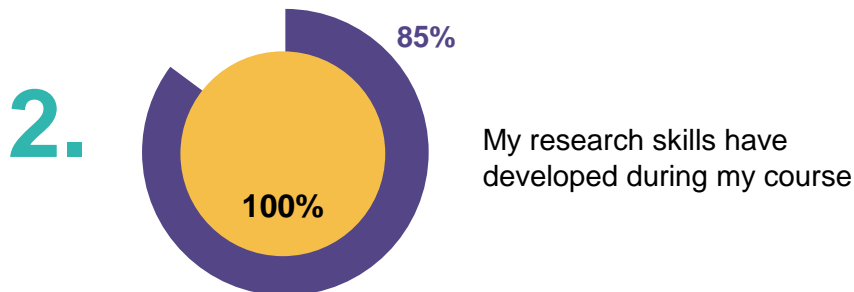
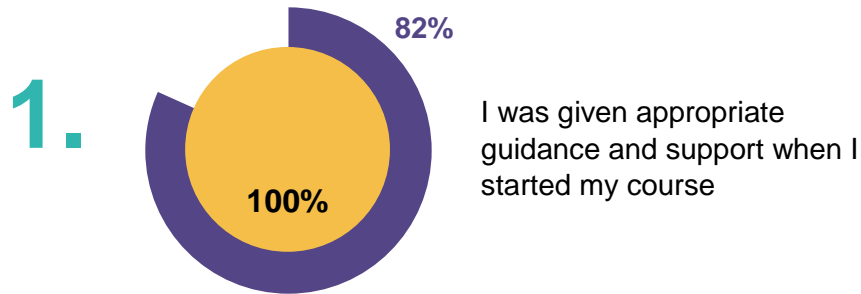
Focus on: Education

The overall satisfaction respondents in Education had with their studies was 100%, based on 7 responses. This was 14% higher than the score for Scottish institutions.

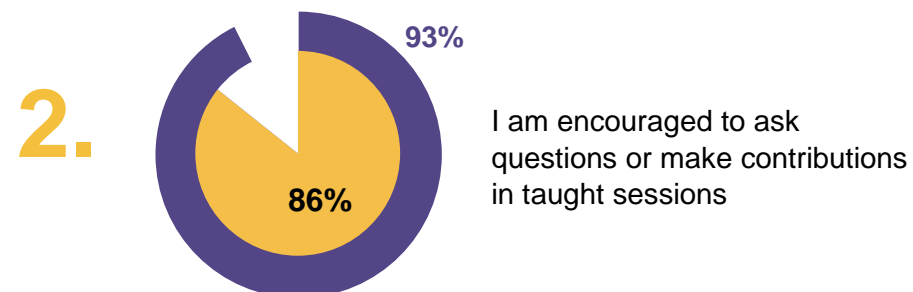
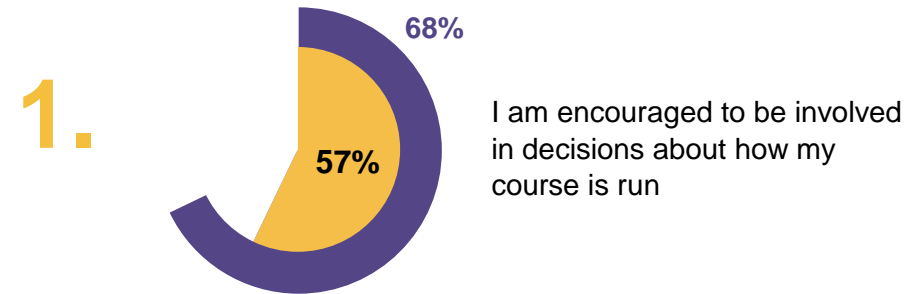
All (100%) students stated they had appropriate guidance and support when starting the course, 18% above the Scottish benchmark. Conversely, just 57% of respondents stated they were encouraged to be involved in how the course was run, 11% below the Scottish benchmark for this discipline.



Most positive statements



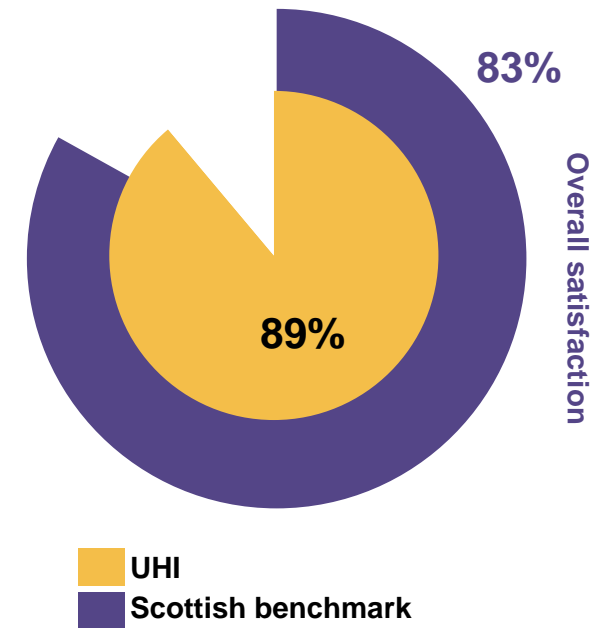
Most negative statements



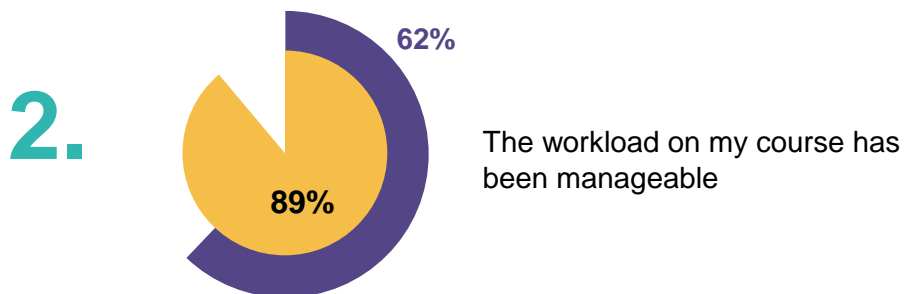
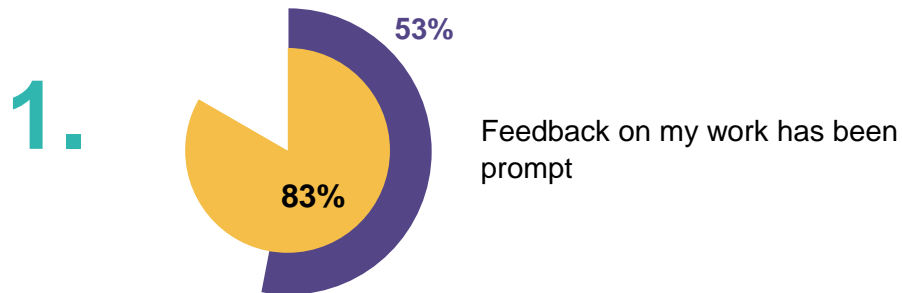
Focus on: Human geography

The overall satisfaction respondents in Human geography had with their studies was 89%, based on 18 responses. This was 6% higher than the score for Scottish institutions.

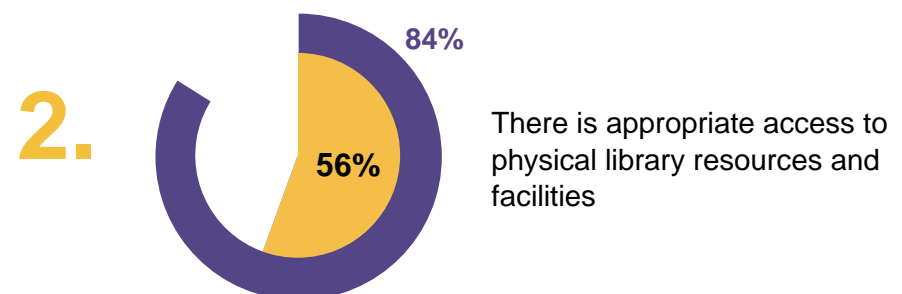
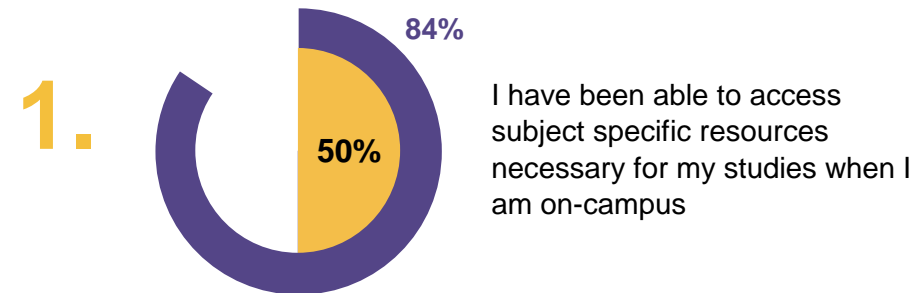
83% of students stated feedback on their work was prompt, 30% above the Scottish benchmark. Less positively, relative to the benchmark, just 50% of respondents stated they were able to access subject specific resources (for example: equipment, facilities, software, materials) necessary for their studies when on-campus, 34% below the Scottish benchmark for this discipline.



Most positive statements



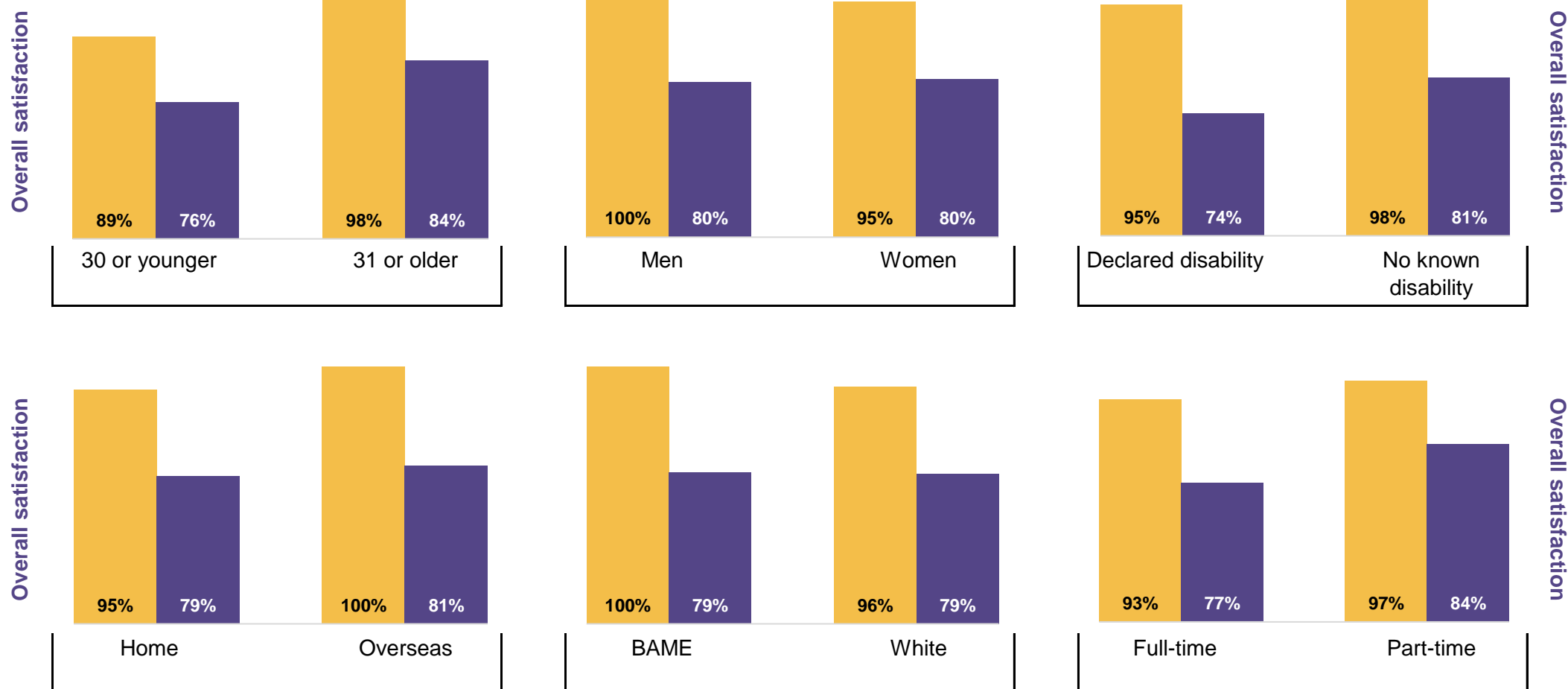
Most negative statements



Differences by demographics

Shown below is the overall satisfaction for UHI and Scottish institutions, broken down by the main demographic and mode of delivery groups.

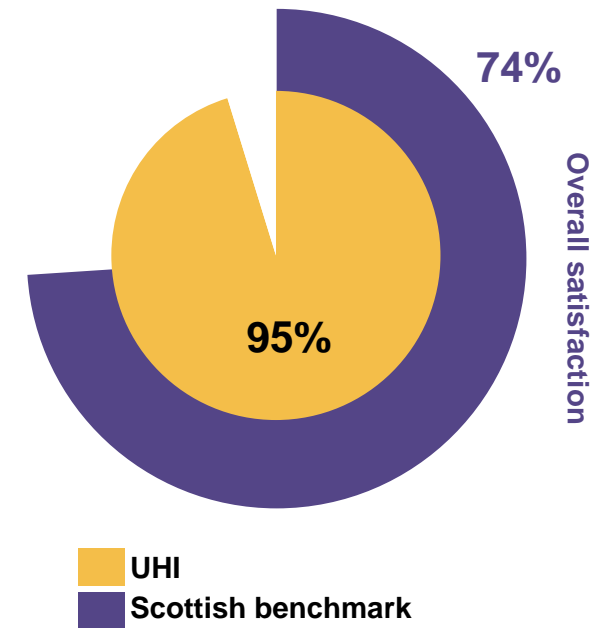
The next two pages focus upon respondents who had a declared disability and respondents who were 30 years old or younger.



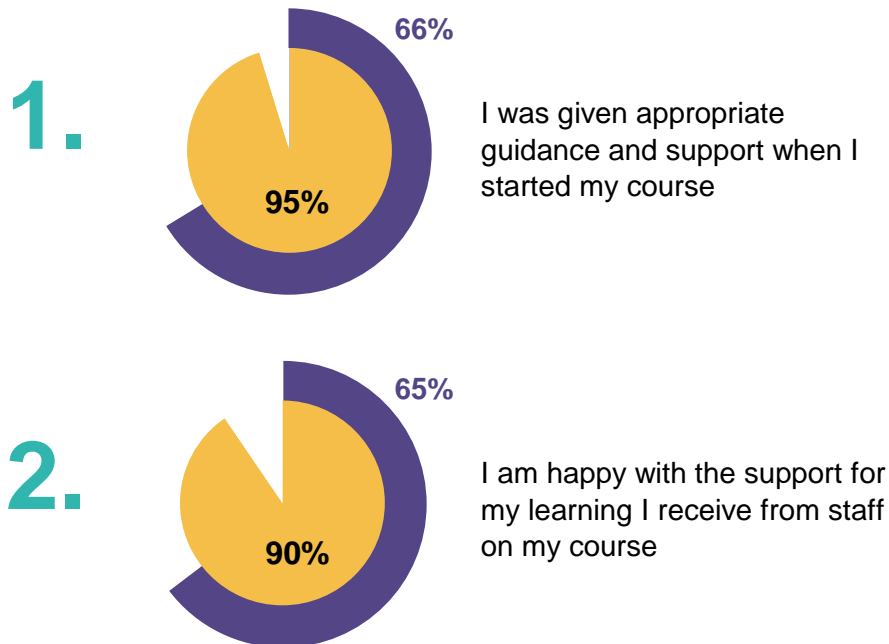
Focus on: Disability or difference - Declared disability

For respondents who had a declared disability, the overall satisfaction they had with their studies was 95%, based on 21 responses. This was 21% higher than the score for Scottish institutions.

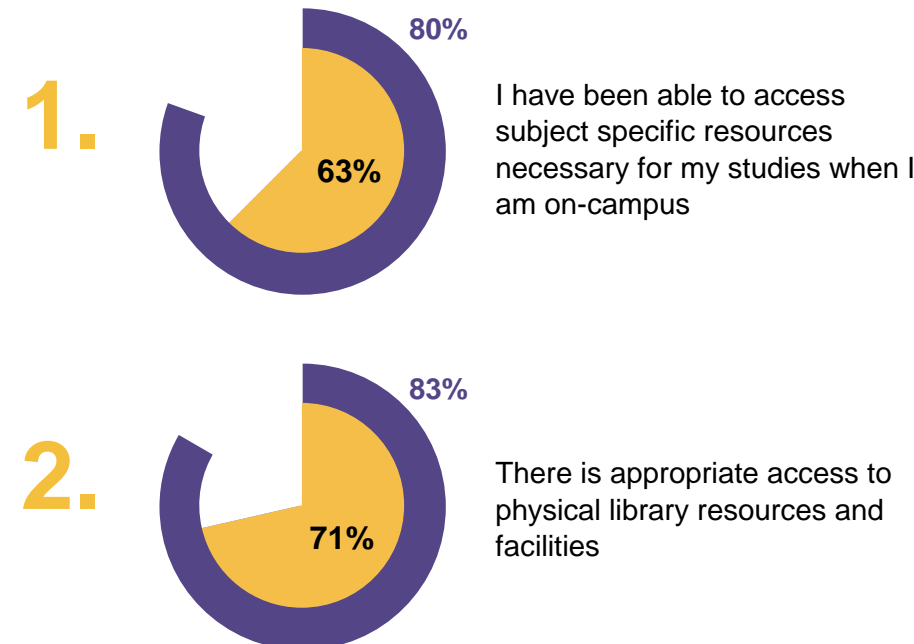
95% of students stated they had appropriate guidance and support when starting the course, 29% above the Scottish benchmark. In contrast, just 63% of respondents stated they were able to access subject specific resources (for example: equipment, facilities, software, materials) necessary for their studies when on-campus, 18% below the Scottish benchmark for this group.



Most positive statements



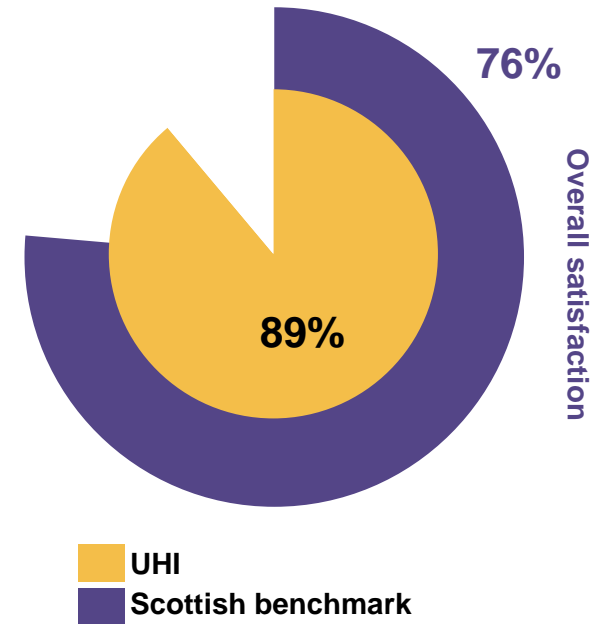
Most negative statements



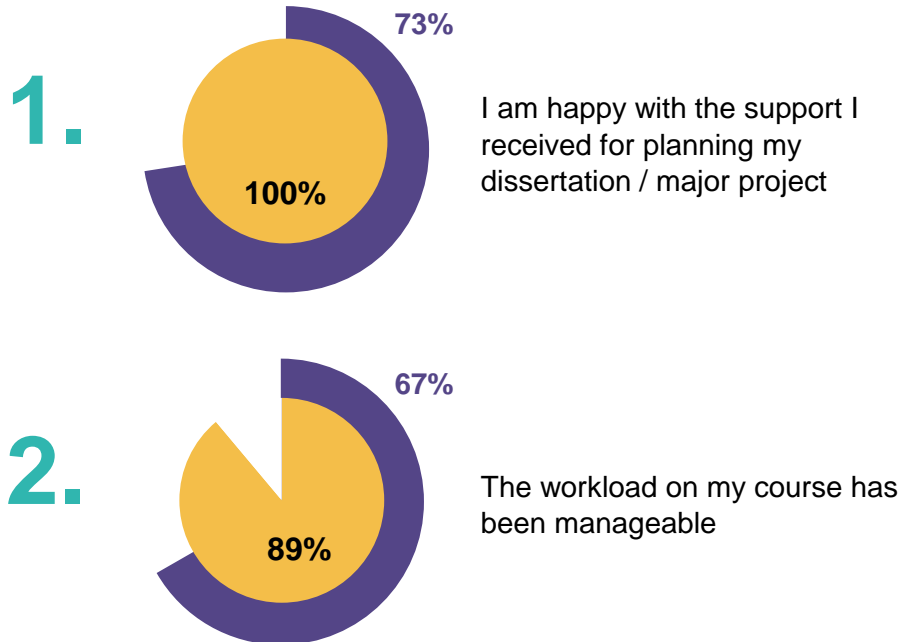
Focus on: Age - 30 years old or younger

The overall satisfaction respondents who were 30 years old or younger had with their studies was 89%, based on 9 responses. This was 13% higher than the score for Scottish institutions.

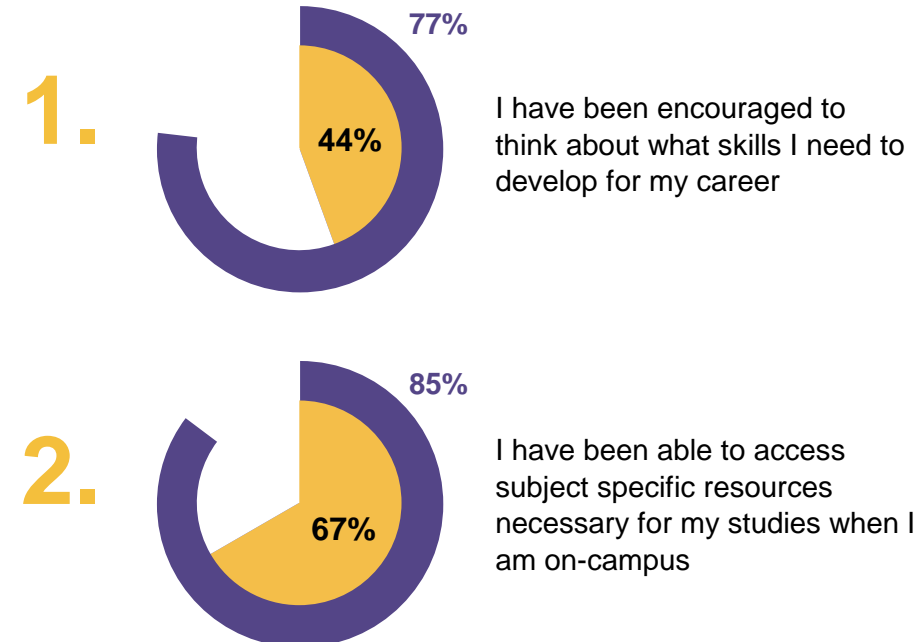
All (100%) students stated they received good support for planning their dissertation, 27% above the Scottish benchmark. Less positively, relative to the benchmark, just 44% of respondents stated they had been encouraged to think about skills development, 33% below the Scottish benchmark for this group.



Most positive statements



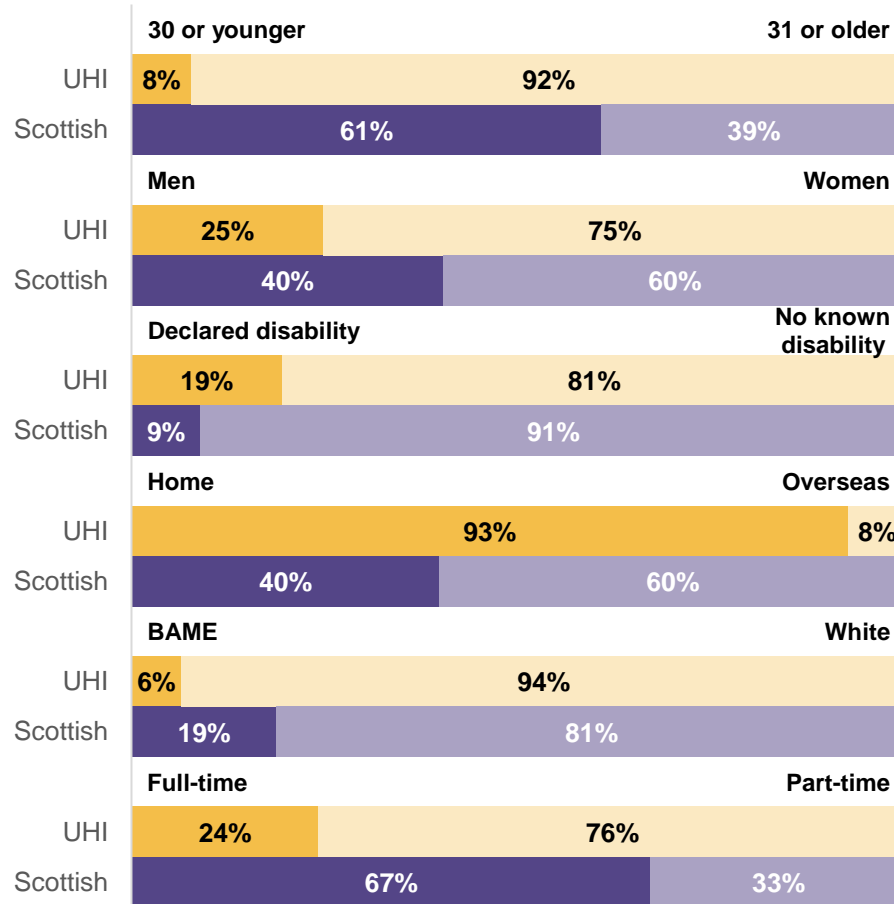
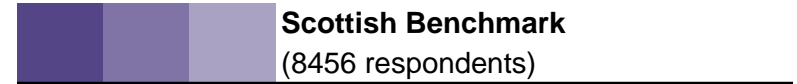
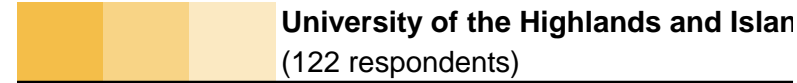
Most negative statements



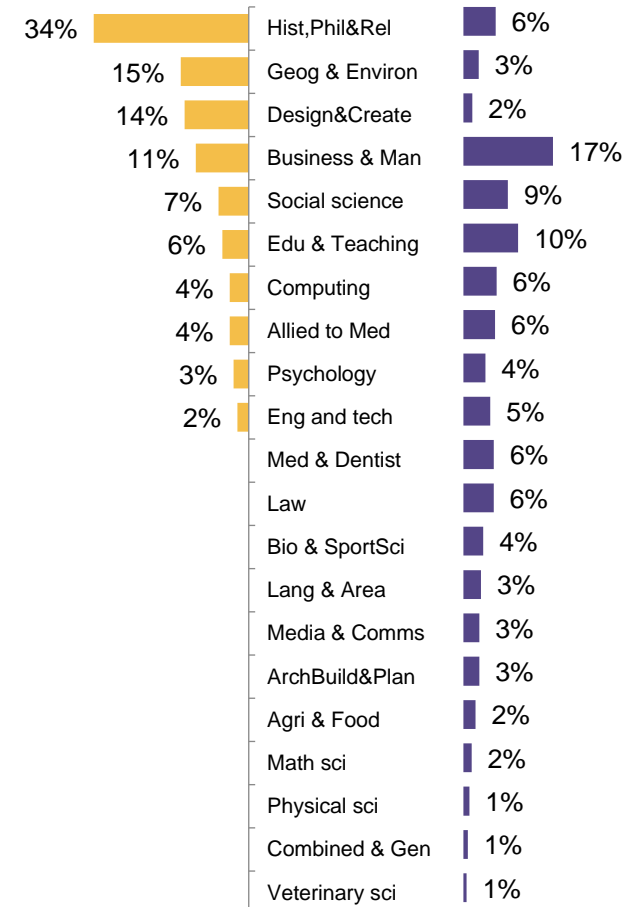
Student profile comparison

This page shows how the demographic profile of students responding to the survey studying at University of the Highlands and Islands compares with the Scottish benchmark. By discipline, the discipline which has the greatest difference between UHI and the Scottish benchmark is Historical, philosophical and religious studies, with UHI having 27% more students studying within this discipline.

Key:



Discipline profile



The Postgraduate Taught Experience Survey

PTES is the leading survey of Taught Postgraduates in the UK, with 79,591 respondents in 2022, achieving a 23% response rate. 91 institutions were involved in the survey.

Quarter methodology

The quarters are based on all institutions that have, on average, 23 valid responses or over to the questions making up the survey area. Quarters are only reported when there are a minimum of 8 institutions within an area.

For more on how the differences and quarters have been calculated, please refer to the statistics guide in the 'Guides' workbook supplied alongside this report.

The logo for AdvanceHE, featuring a stylized 'A' composed of two overlapping circles (one teal, one purple) followed by the text 'AdvanceHE' in a bold, black, sans-serif font.

AdvanceHE

For more information
surveys@advance-he.ac.uk

Perth College UHI

Paper No.6

Committee	Learner Experience Committee
Subject	Perth College Recruitment Update
Date of Committee meeting	23/11/2022
Author	Veronica Lynch
Date paper prepared	16/11/2022
Executive summary of the paper	<p>Please outline the follow elements of this paper:</p> <ul style="list-style-type: none"> i) Purpose – what is it for ii) Impact – what are the intended outcomes iii) Course of Action – what happens next & by whom <ul style="list-style-type: none"> i) Purpose –This paper provides an overview of the areas where additional recruitment is targeted for the remainder of 2022/23 Academic Year to reduce the shortfall in HE FTE student numbers ii) Impact – Curriculum review and marketing interventions to redevelop the Perth College curriculum to boost numbers are underway and outlined in this paper. iii) Course of Action – It is recommended that the committee note and discuss the content of this paper.
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	Staff, Regional Partners, Industry, UHI.
Action requested	<input checked="" type="checkbox"/> For information <input checked="" 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)

Perth College UHI

<p>Resource implications</p> <p>Does this activity/proposal require the use of College resources to implement? If yes, please provide details.</p>	<p>Yes/ No</p> <p>Curriculum Review is being undertaken by academic teams currently.</p> <p>Marketing Team and academic colleagues targeting increased recruitment.</p>
<p>Risk implications</p> <p>Does this activity/proposal come with any associated risk to the College, or mitigate against existing risk? (If yes, please provide details)</p>	<p>Yes/ No</p> <p>The shortfall in HE recruitment projected for 2022/23 will be likely to lead to a clawback of SFC funding. This requires to be quantified should clawback apply. Decisions for 2021/22 clawback have not yet been confirmed by SFC.</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>Link with Perth College UHI Strategy</p> <p>Financial Sustainability</p> <p>Growing the College’s reach regionally, nationally and internationally</p> <p>Improved learner experience</p> <p>New opportunities for the Curriculum</p>
<p><u>Equality and diversity</u></p> <p>Does this activity/proposal require an Equality Impact Assessment? If yes, please give details:</p>	<p>Yes/ No</p>
<p><u>Data Protection</u></p> <p>Does this activity/proposal require a Data Protection Impact Assessment? 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</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>

Perth College UHI

effect on other communities (including other island communities)?	
Status (e.g. confidential/non confidential)	Non confidential
Freedom of information Can this paper be included in "open" business?*	Yes/ No

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

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

For how long must the paper be withheld?

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

INTRODUCTION

This paper provides an overview of the areas where additional recruitment is targeted for the remainder of 2022/23 Academic Year to reduce the shortfall in HE FTE student numbers.

BACKGROUND

UHI's contracted SFC fully funded FTE number for Higher Education in 2022/23 is 5897FTE, including 74 FTE Graduate Apprenticeship places, but excluding 'controlled' subjects such as teacher education.

UHI Recruitment is currently 4,420 FTE (including early withdrawals) – between 7 and 10% reduction on 2021/22,

Perth College's HE target is 1967 FTE with a shortfall of 484.48 FTE (28 October 22)

The College's FE credits target for 2022/23 is projected to be achieved by year end.

APPROACH TO REDUCE SHORTFALL

Work is being done across the UHI partnership to target as many enrolments in semester 2 as possible to reduce the shortfall in HE numbers.

There are a few programmes which are still to be included within these numbers and/ or which are being marketed as suitable for recruitment this year. This is particularly relevant for those programmes which are targeted at employability and in-work progression, particularly within the Health and Social Care sector and in areas offering Leadership and Management, Digital/ IT/ Managing Cyber Risk/ Resilience. Many of these programmes are offered on a part-time basis and some online or available through distance learning.

Programmes include:

BA Childhood Practice – 25 people to be enrolled;

MA Children and Young People's Leadership;

HNC Childhood practice will start FT in Jan/Feb. PKC staff joining

HNC Healthcare Practice. FT. – 25 NHS Tayside staff

PDA in Technology Enabled Care – 35 people enrolled

PDA Health and Social Care Supervision

PDA Administration of Medication

COSCA Counselling – 4 modules

CPD Level 7 Exploring and Developing Palliative and End of Life Care – interest from NHS.

PDA in Psychology;

MBA – offers to international students (subject to meeting conditions and visas granted)

This activity could generate up to 100 FTE.

In addition, a number of skills academies to target unemployed groups are scheduled in Digital, Wellbeing, STEM Skills, Green Skills and Hospitality. These will attract FE credits as well as Employability Funding.

MARKETING APPROACHES

Marketing activity takes place throughout the year with particular campaigns at key times of the year when a particular push may be required for specific courses or initiatives. There is a significant focus on 2022/23 starts across all levels of provision. A dedicated web page is in place to drive traffic through our social channels to review opportunities - www.perth.uhi.ac.uk/newstart23

UHI Marketing driving visitors to <https://www.uhi.ac.uk/en/studying-at-uhi/start-your-journey/>

UHI Perth branding work will be implemented in the New Year, with new visuals and messaging, which should attract interest in our profile.

Date	Activity	Purpose
Oct 2022	Open Day Sat 29 Oct	UCAS market 300+ visitors 85 applications in the fortnight after. Split evenly between 2023 start courses and courses starting now.
Oct 2022	Messaging	Find your New Start and make 2023 your year
Oct 2022	Web	www.perth.uhi.ac.uk/newstart23 Keeping this page updated with new courses and updates
Oct + Nov 2022	Social advertising £ boost	Signposting to courses available starting now
From Oct – Feb 2023	Digital banners	Signposting to courses available starting now
Nov 2022	Posters on Stagecoach buses	Highlighting Prepare for Employment - Business, Administration and Accounting
Nov 2022	Radio Tay For Jan OD	Dates + Budget TBC
Nov 2022	Email to SDS + other partners incl PlanItPlus @DYW PandK etc	To alert them of opportunities
Nov 2022	Living Mag half page ad	Published mid-Nov to 20k households
Nov 2022	Open Day bookmarks	Used at all events
Dec 2022	Press coverage	To gain publicity over quiet Christmas period
Dec 2022	Supermarket Posters	Signposting to courses available starting now
Dec + Jan	Social advertising for Open days	To promote events on social to further reach
Wed 18 Jan 2023	Open Day 2-6pm	Event inviting potential applicants to visit
Feb 2023	#LoveScotlandsColleges	Taking part in sector campaign to gain profile
Sat 11 Mar 2022	Open Day 10-2pm	Event inviting potential applicants to visit

In addition to our regular activities of our Weekly Blog and social media content, we are undertaking new photography in Nov / Dec to support our marketing collateral and new visual branding implementation. The College Prospectus is under development with the new UHI Perth branding and available in January 2023. Below is a selection of marketing undertaken/ planned during this quarter:

Perth College's Marketing Team engage closely with UHI Marketing to share campaigns and collateral to ensure effective collaborative use of resources.

FUTURE FOCUS

A number of areas which are aimed at increasing recruitment in future years include:

Curriculum Review

A curriculum review is underway to determine the regional industry needs and how closely our curriculum offer is aligned to those needs while also reflecting the impact that changing demographics will have on the number of programmes led and delivered by Perth College within the context of the overall UHI curriculum offer. This is also a key focus of one of the UHI 2024 themes.

This will have an impact on the curriculum offer for 2023/24 and beyond and will address any under-recruitment going forward. Programmes which appeal to RUK and International student audiences will be targeted for a dedicated marketing focus beyond Scotland to ensure a more diverse student profile to supplement any SFC funded provision.

It is crucial that the Perth College curriculum review aligns with the **Tay Cities Regional Curriculum** offer to ensure that academic and vocational pathways are in place to support the learner journey across the Tay Cities region and into Highlands and Islands. While this is a much longer term exercise, where possible, opportunities to remove cross overs and duplication will be assessed to ensure the collective academic and vocational curriculum addresses regional demographics without diluting the pool of potential applicants. This is a particular issue for Perth College with several Colleges and Universities within a 30 minute radius of Perth providing greater choice for our learner population.

This has already started with some curriculum sharing already in place for the current academic year in Business and Engineering systems where Dundee and Angus College did not have sufficient student numbers to run those programmes and students joined Perth College instead. Further discussions on collaboration opportunities will continue for 2023/24 and beyond.

Articulation Partnerships – expanding our academic partnerships within and beyond Scotland will be explored to enhance the opportunities which exist to both attract and retain students within Perth College and across the UHI partnership. This includes a key focus in increasing our International Institutional partnerships to supplement our SFC funded provision.

In-work Progression –The curriculum review will include a key focus on the modes of delivery available across all programmes which will attract a higher number of learners who are already in work to undertake industry focussed learning to support their career ambitions. This would include extension of online, distance and work-based learning programmes.

UHI Ranking

Discussions with UHI in relation to increasing UHI's ranking to improve the volume and quality of applications to university programmes. The College has made a significant investment in early career researchers in order to increase the Research Excellence Framework scores. This is a longer term approach but one which is necessary to attract a broader group of students as a credible alternative to other Post-92 universities.

RECOMMENDATIONS

The Committee are asked to note the contents of this report.

Perth College Scholarship and Research Committee (SRC)

Paper 7

Draft Minutes

Meeting reference	1 of 3 in AY 2022-23
Date:	7 November 2022 at 1000 – 1200
Location:	Room 019 Brahan & by Microsoft Teams
Present:	Rosalind Bryce (Chair), Robert Boyd, Lorenz Cairns, Kathleen Connor, Margaret Cook, David Gourley, Lynne Griffin, Katy Lees, Veronica Lynch, Henry Nicholson, Patrick O'Donnell, Michael Rayner, Alex Sanmark, Neil Simco, David Watt
Apologies:	Ronnie Dewar, Jenny Hamilton, Christiana Margiotti, Keith Smyth
Minutes:	Angela Paterson

Summary of Actions

Ref	Actions from Meeting	Responsibility
3	Organise meeting with KTP North of Scotland team & interested businesses; follow up with Gareth McKenna Organise PURE/ORCID seminar as Research Hub activity, contact Stuart Knight	V Lynch D Gourley/ P O'Donnell
4	Sector Managers' Research Sub-Group: Terms of reference for subgroup: send to D Watt If SM not available to attend meeting, update to be sent in advance	P O'Donnell R Dewar
5	Draft research strategy: include CMS under delivery Present final version at next meeting	D Gourley/ R Bryce D Gourley
6	Arrange meeting with Michael Osborne (University of Glasgow) and Divya Jindal-Snape (University of Dundee)	P O'Donnell
8	Discuss distillery project idea/PKCT	V Lynch/ R Bryce
9	Contact Darlene Russell to discuss the Converge Challenge	V Lynch
10	Arrange meeting to agree spend for research capital funds Arrange meeting with UHI Research Office to understand the REG/UIF allocation.	H Nicholson H Nicholson/ N Simco
11	Discuss immigration requirements for visiting scholars	V Lynch/ K Lees
13	Papers: to be available prior to meeting to replace verbal updates Consider changing March meeting date	All R Bryce/ A Paterson

Perth College Scholarship and Research Committee (SRC)

Item		Action
1	<p>Welcome, apologies & membership Ros Bryce welcomed everyone to the first meeting of the academic year, including David Watt, new Sector Manager (replacing Tatiana Gladkikh)</p>	
2	<p>Minutes of the previous meeting held on 30 03 2022 Approved as an accurate record</p>	
3	<p>Update on actions and matters arising</p> <ul style="list-style-type: none"> • Gareth to organise meeting with KTP North of Scotland team and interested businesses Action: follow up with Gareth McKenna • Ideas discussed at 17/1/22 to be fed into curriculum review (Rob Boyd): ongoing process to improve teaching linkages with curriculum, includes encouraging staff to be involved in dissertations. Some revalidations happening this academic year, including MSc Sustainability Studies area. The team plan to meet in person to look at the way forward, which will impact on research teaching linkages. • Replacement for Andrew Comrie, Board of Management: Jenny Hamilton now appointed • Contact John Dare to discuss how to set up Comms Hub within Teams: DG/JD taking forward, Teams site created; to liaise with AP when completed • Consider PURE/ORCiD seminar as a Research Hub activity: Action: arrange for Stuart Knight to do seminar; particularly important in terms of the next REF as ORCiD may be a REF requirement. 	<p>VL</p> <p>DG/ POD</p>
4	<p>Sector Managers' Research Sub-Group (R Dewar)</p> <ul style="list-style-type: none"> • Ronnie unable to attend due to teaching commitments • Since the last meeting, Ros has attended one of the operational group meetings to talk about issues discussed at SRC, including hub activities. • Patrick confirmed terms of reference for subgroup drawn up. Action: send to David Watt • If Sector Manager not able to attend, update to be sent in advance to the committee. Action: RD 	<p>POD</p> <p>RD</p>
5	<p>Draft Perth College research strategy (D Gourley) Paper 4 - Draft Research and Scholarship strategy.docx</p> <ul style="list-style-type: none"> • The strategy has developed goals for research activity It includes an implementation plan of actions in order to bridge the gap between where we are and where we aim to be. • The paper was discussed at SMT and will be taken to the Board for information. It was noted that an Equality Impact Assessment is required and suggested that actions could be made more SMART • Include CMS under delivery. Action: DG/RosB • Present final version at the next meeting. Action: DG 	<p>DG/ RosB DG</p>
6	<p>Research & Scholarship Coordinator Update (including REF-related activity in Perth College UHI) (P O'Donnell) Papers 2 & 3 circulated in advance: Paper 2 - Research Coordinator update Nov 2022.pdf Paper 3 - Perth College Research Active Staff 2022-23.pdf</p> <p>Patrick discussed his reports, including:</p> <ul style="list-style-type: none"> • Research active staff <ul style="list-style-type: none"> • Fifteen teaching members of staff getting remitted time plus six from CMS. Eight 	

Perth College Scholarship and Research Committee (SRC)

	<p>x one day/week (established researchers); seven x half day/week (aspiring researchers)</p> <ul style="list-style-type: none"> Teaching staff had to apply for remitted time before going to the selection panel. Anyone unsuccessful applicants received constructive feedback All to present research findings in research hub to ensure the work is disseminated and has an impact. Poster presentation planned for the end of the academic year. Events to be advertised widely. Consider including similar at a staff conference day. Patrick identified research training opportunities at Dundee University; he will attend some and identify what is suitable for established versus early career researchers. It was agreed that education was critical in terms of the next REF; last time it was an entry level submission in this area. Suggest carrying out an internal review before submission so that the focus is on the quality of these outputs Patrick has developed links with the Universities of Glasgow and Dundee; consider linking up with them when we get to assigning critical friends for the next REF Relevant training events organised should be available UHI wide, not just Perth Rahul Kumar published his first paper: https://doi.org/10.3390/s22218536 (Magnetic Field Sensing Using Tapered Small-Core Optical Fibre Surrounded by Different Concentrations of Magnetic Fluid; MDPI Sensor Journal, published in the section Optical Sensors It was confirmed that UHI has 52 Professors, and 70-75% (estimate only) are currently research active. Research has been a significant part of the recommendation for the award of professor title but not the only basis, . 	
7	<p>Research Hub (P O'Donnell & D Gourley)</p> <ul style="list-style-type: none"> Patrick has been in contact with Michael Osborne (University of Glasgow) and Divya Jindal-Snape (University of Dundee) - specialist in transitions. Action: POD to arrange meeting with both; Divya would like to hold an ECR workshop. Looking to expand hub activities by working more closely with UHI Research Office and key individuals, eg Anna Paaso, to enthuse and motivate people, using the resources we have. The hub is starting to be well used; now looking at other areas in Webster which can be used as quiet spaces for researchers when the hub is not available. 	POD
8	<p>College Research Update</p> <p>R Bryce, Centre for Mountain Studies (CMS):</p> <ul style="list-style-type: none"> Completion of NPA project on sustainable tourism Zoe Russell recently passed her PhD; works for CMS 3 days/week Bobby Macaulay fully committed on projects with BA/NUFFIELD work on community assets. Also has a KE grant from UHI to fund CLAN network activities. Working on a research project related to the island strategy with others at UHI and has submitted a Fellowship application to the Wellcome Trust Ros leading on the revalidation of the Postgraduate research in Sustainability; revalidation event to take place at end of March 2023 Our suite of Sustainability taught MScs due for reapproval. Opportunity to identify ways to ensure our extremely relevant taught options in sustainability are fit for purpose; looking at the development of some new modules New PhD student, Pete Ballantine, starts at CMS in January. Ros co-supervising a new student working on environmental conflict surrounding mountain hares, based at Anglia Ruskin University 	

Perth College Scholarship and Research Committee (SRC)

	<ul style="list-style-type: none"> • Attended Euromontana conference in Italy. We are exploring the possibility of working with Euromontana and some of its members on a research proposal for Horizon Europe • Attended meeting in Grenoble on 'Teaching mountains' and met a group of Appalachian researchers. The lead scholar from Appalachian State University is visiting us in December and delivering a seminar • Met with PKCT regarding project ideas - CMS would benefit from more local collaboration. Discussing approaching local distilleries as potential sponsors of a research outreach project on Perthshire river catchments. Action: VL/RosB to discuss; consider including others, eg Steven Timoney • Developing a research strategy for CMS; team had an away day, which involved climbing a hill and discussing ideas for the strategy • Ros appointed as independent expert on UK MAB committee <p>A Sanmark, Institute for Northern Studies (INS)</p> <ul style="list-style-type: none"> • Growing activities at Perth College: three new PGR students (two PhD & one MRes) and new post-doctoral research associate starting 7/11/22 • Continuing to work on ongoing research projects • Recently attended two conferences in Spain; made contacts who are keen work with us • Joined an advisory board for the online Danish Journal of Archaeology. • Involved with various research project peer reviews • Restarting the seminar series with Perth Museum; from end of January to May. • Two successful grant applications – both started this year 	VL/ RosB
9	<p>Perth College Innovation Update (V Lynch)</p> <ul style="list-style-type: none"> • Continuing to engage with the Funding Council on knowledge exchange and innovation funding; they are keen to provide flexible funding but currently no Scottish Government funds available • Funding Council are supporting the college sector by working with Interface. Perth College looking to see if there are opportunities for us in this area • Innovation Hub funding available through Tay Cities partnership; to be integrated with Aviation Academy for Scotland. Nicky Inglis, Sector Development Director, looking at what can be implemented now until the Aviation Academy develops. The funding will be invested in robotic equipment • Work is underway with delivering the Enterprise Accelerator for students with ideas for new products and potential to set up businesses. Six recruited so far and hope to recruit more. Fully funded through Elevator and likely to start in the new year • One of our UHI Chinese students has been successful in getting into the final round of the 8th China International College Students' 'Internet+' Innovation and Entrepreneurship Competition. • 25 Student scholarships currently available; SDDs in the process of targeting students to apply • Neil Simco recently attended the Converge Challenge Scotland awards where UHI were successful with a runner up prize. Veronica confirmed Funding Council is looking at is whether colleges can be brought into the Converge challenge and this is something which could be discussed with support across the broader UHI partnership. Action: VL to follow up with Darlene Russell in the first instance. 	VL

Perth College Scholarship and Research Committee (SRC)

10	<p>REG, Research Capital & UIF grant funding allocation (H Nicholson)</p> <ul style="list-style-type: none"> Research capital funds from UHI are normally confirmed in June and have to be spent by the end of the July. This year we need to agree in advance how this is to be spent: £9,500 available; SDDs and R Bryce to be involved in this process. Action: HN to set up a meeting It was agreed it could be helpful to have a meeting with UHI's Research Office to understand the REG/UIF/Capital Research grant process. Action: HN/NS to arrange 	HN HN/ NS
11	<p>Update on UHI Research and Impact (N Simco) REF</p> <ul style="list-style-type: none"> Neil Simco provided an update following the Ref 2021; summarised in this paper: REF 2021 results - Court paper (N Simco).pdf <p>REG Research Excellence Grant:</p> <ul style="list-style-type: none"> This is the level of funding from the Scottish Funding Council depending on REF results. In Scotland eight institutions received a decreased allocation due to performance; UHI received an increase For Perth, the REG increased from approx. £37K to £57K. This income will be used to further invest in research areas and the research environment. In terms of the REG, some underspend on the UIF has been put into REG for one year. <p>Research Environment Enhancing the Research Environment (N Simco).pdf</p> <ul style="list-style-type: none"> It is important that UHI continues to work on the research environment now and over the next four to five years. UHI have been putting a lot of work into how to secure enhancements within the research environment. For example, UHI funded PhD studentships have recently started; looking to invest more substantially in the sabbatical scheme; and further investment in staff development, ECR network is part of this. Athena swan accreditation needs to be progressed; Stephanie Kirkham, Head of EDI looking at this Consideration needs to be given as to how we wean ourselves from being dependent on European funding. Currently UHI has twenty-seven ESIF funded PhD studentships coming to completion and there is a real challenge around securing replacement funds in a competitive environment for the European funds that are being lost. The current plan is for four new studentships each year; each one taking on average 3.5 years to complete. Details of the next competition will be issued early in 2023, to start in October 2023. Funding available for part-funded studentships. The question was asked about hosting international researchers; Perth receive enquiries from Chinese partnerships. In UHI's structure, there is nothing to preclude us from receiving scholars; in the absence of a clear link with partner research team, enquires should be directed to Neil Simco for consideration. The research clusters should also have a role in facilitating connections with visiting researchers. From an HR point of view, for any visiting scholars to Perth, we need to be clear on their immigration status as immigration requirements are quite stringent. Action: VL/KL to have a follow up discussion 	KL/ VL
12	<p>Research Clusters Update (M Rayner/N Simco)</p> <ul style="list-style-type: none"> Ongoing process of submitting studentship applications to the Scottish graduate schools There have been discussions on the future focus of the clusters and how they fit within the proposed new UHI structures; this is ongoing 	

Perth College Scholarship and Research Committee (SRC)

	<ul style="list-style-type: none"> The clusters will have a role at the forthcoming research conference, and they will outline the work they have been doing Neil will be writing a paper w/c 7/11/22 about what the terms of reference could be for the research clusters Through UHI partnership council and court, revised academic structures are being progressed to create two tertiary facilities to encompass our academic work 	
13	<p>AOCB</p> <ul style="list-style-type: none"> Verbal reports: in future, where possible, papers to be available prior to the meeting to replace verbal updates. Action: all <u>UHI Research conference:</u> MR shared the programme to be held on 10-12 January 2023 at UHI Moray in Elgin 'Imagining knowledge futures'. Registration deadline 2 December. Encourage colleagues to attend; good opportunity to get together face to face. . Frequency of meetings: currently November, January, and March. Action: consider moving March meeting to end May/early June 	<p>All</p> <p>RB/ AP</p>
14	<p>Date of next meeting: 18 January 2023 & 27 March 2023 (tbc)</p>	

Student Engagement Group Meeting

Minute

Date and time: Wednesday 28 September 2022, 11.00am – 1.00pm

Location: By MSTeams VC

Members present: Sam Monie (SM), Aimee Cuthbert (AC), Sarah Wood (SW), Suzanne Miller (SM), Ronnie Dewar (RD), Nick Green (NG), Todor Pavlov-Kennedy (TPK), Gerald McLaughlin (GMcL), Kevin Lynch (KL), Kathleen Connor (KC), Liam Fowley (LF), Jess Borley (JB), Lesley Sutherland (LS)

Apologies: Lisa Findlay (LF), Mandy MacDonald (MMac), Maureen Paris (MP)

In Attendance: n/a

Chair: Deborah Lally

Note Taker: Nicola McAulay

Summary of Actions

Ref	Action	Responsibility	Time Line
4	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
10	WEEE centre – DL to confirm with Jill the status on the availability for students to get refurbished PCs.	DL	Next Meeting

Minute

Item	Action
<p>1. Welcome and Apologies</p> <p>DL welcomed the Committee members.</p> <p>Apologies were noted.</p>	
<p>2. Additions to the Agenda for AOCB</p> <p>JB has additions for AOB</p>	
<p>3. Minutes of the Previous Meeting – Paper 1</p> <p>The minutes of the meeting held on 20 June 2022, were approved as an accurate reflection of the discussions that had taken place.</p>	
<p>4. Review of actions from previous meeting / Matters arising <u>that are not included elsewhere on the agenda:</u></p> <p>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 – Ongoing, DL will take this forward.</p>	DL
<p>5 Safeguarding – update</p> <p>DL and Gerald attended a CDN safeguarding meeting which is attended by safe guarders across the College sector. It was noted that the issues across the sector are predominantly mental health disclosures and it was recognised that they will not all be in regards to safeguarding. One college had noted 125% increase in safeguarding issues. We are not doing anything different within the sector compared to other Colleges. DL ran two safeguarding sessions at the start of term for staff, uptake was not great, however, HR have asked DL to share the presentation so it can be shared across the college for awareness. It was also noted that there are issues across the College with regards to bullying, this appears to be sector wide including schools also experiencing the same.</p> <p>Sarah wood had said there was a survey on what training course were attended and feedback, safeguarding was one of the courses asked to be repeated again.</p>	
<p>6. Student Engagement Service – update</p> <p>Sam gave us an update - 35 induction talks face to face, 1200 plus students on campus, 46 workshops delivered also.</p>	

Item

Action

SVS had specific inductions talks designed for them, all groups been delivered to, well received.

ESOL had all individual talks face to face in class as requested by John Small. Carers email has gone out to anyone who ticked the box, which is about 310 students, some students have asked for meetings.

Within the first week 35 food vouchers were handed out to students, Sam will speak to finance and GMcL about doing something else.

Breakfasts – new signage put out for this, students coming in for cereals, toast, and coffees – uptake on this has been good.

Inverness are now offering free breakfasts and Moray will follow this also.

7. Period Dignity

At the last meeting DL gave an update on the working group, this is continuing. JE was supporting DL with regards to a question set in preparation for a survey, however JE has since been released on secondment. DL will now take this forward and circulate the questionnaire to the group and ask for feedback.

8. SLWG Student Induction

This will now be disbanded until next year (April), this was brought in April to get ready for the new academic year, not designed for meetings to take place regularly.

Postcards started going out at the start of August, students wanted to know early so they could plan ahead. Sam was front facing on the induction week and he said the postcards were very helpful. Positive step forward reintroducing postal communications to students.

9. Student residences update

Are all full, 1 or 2 rooms vacant for emergencies such as a shower leak etc and students needing moved.

Settling in period just now, Apryll Mackie is the student support link between the residences and the college, some students are finding it harder than others but nothing that DL is concerned about.

Item

Action

Kevin looked at replacing boilers within the 3 buildings, last one is being replaced in October, students are being given notice about this now. Should take 2/3 days if all goes well.

10. Digital Accessibility

Erin Grant now leads this and will take it forward with her team, requests are continuing to come in for laptops. The College agreed that we should no longer distribute dongles, but the College will consider under exceptional circumstances.

For future, we are now exploring various schemes, conversations are taking place with Jill Martin on how we take this forward. Last of funds for this year to purchase equipment so the college need to look at how we replace equipment.

WEEE centre – DL to confirm with Jill the status on the availability for students to get refurbished PCs.

There is software on UHI called Ally which can be used by staff to make info available for all.

DL

11. HISA Update

11.1 OBIs which were well attended, highest number of nominations – See paper for further info. 10th anniversary next year.

11.2 See paper for further information –Should have an action sheet for next meeting.

11.3 Freshers – on campus and the team were pleased. Complaint from a member of the public and staff member about the noise but was dealt with and good time had by students.

Comedy night – 93 people turned up in person and online, positive responses from students about what took place during this week.

11.4 SVR - Recruitment underway, rather than election process, if students want to do it then they can. Quality are gathering names and sending out link to students to register with HISA.

11.5 Student Voice Surveys, move away from large question set.

12. Student EG Member Updates: - not included elsewhere in the agenda

AC – Got a promotion over the summer holidays, recruitment has now opened for Aimee’s back fill, will be open for 4 weeks, interviews will take place the week of Halloween.

SW - will be running trans awareness training for staff In November, direct request from staff on how they best support students.

Item

Action

Sexual health awareness and offer testing within the college hopefully, early stages.

EDI sessions with students going into work placement. New handbook, quiz, studies and PP presentation available for all PATs and tutors.

LS – enrolment for 22/23, FE 82%, DNS 11%, HE 80% DNS 11%. Weekly emails sent to students about getting enrolled.

GMcL - Upskill staff to understand vulnerability of students who may be exploited – training to be offered and SW will take this forward.

Mindspace on campus from October peer to peer support, important for FE students, hopefully will, take some pressure off the support team.

Man cave - space for men to talk about how they are feeling, developed by west Lothian college. Alex Weir taking this forward.

Therapets on campus on 4th of October, Brahan lecture theatre 11-1.30.

Promoted cook to talk website – website for young people 12-25. Answer within 24 hours.

Working with Samaritans – helpline for anyone who is feeling suicidal. We will be able to refer people to this service.

Running neurodiverse sessions at lunchtimes, safe space to sit on their own or interact with other students.

Nick Green – Induction Bay for degree students, try with new incoming students next year. Booked a guest speaker which is an ex-student, drummer of Belle and Sebastian – spoke to the students about Belle and Sebastian's new album and also talked about the challenges of Brexit and Covid lockdown.

Jess - UHI engagement group meeting tomorrow, Jess is happy to share the papers from this at each meeting. Add on to agenda.

13. AOCB

Jess – Student Voice feedback – covered in agenda item 11.

DL informed the group that she now has a generic email address that can be used when sending out all student emails.

Item	Action
14. Date of Next CMT Meeting: <ul style="list-style-type: none">• 19 October 2022	
15. Date of next Student Engagement Group Meeting: <ul style="list-style-type: none">• 11 November 2022	

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

Paper 9

Membership

- Principal (who shall act as Chair)
- No fewer than 2 Representatives of the Board of Management (one of whom to act as Vice-Chair of the Committee)
- 2 Academic Staff Representatives (Board Teaching Staff Member plus one other nominated teaching staff representative)
- 2 Student Representatives (to be nominated by HISA Perth)
- Depute Principal
- Vice Principal (Academic)
- Vice Principal (External Engagement)
- 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

At least 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.