

Learner Experience Committee

Agenda

Meeting reference: Learner Experience 2022-23/04
Date: Wednesday 26 April 2023 at 2:00pm
Location: Boardroom (Braham 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 Conflict of Interest in any Agenda Item		Chair	
4	Minutes of the Meeting held on: 08 February 2023		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Strategy			
6.1	Education Scotland Progress Report	Education Scotland	Principal	Paper 2
7	Learner Experience			
*7.1	HISA Perth Plan of Work 2022-23 (includes outline statistics re HISA Elections 2023)	HISA Perth	HISA Perth VP	Paper 3
7.2	Perth Partnership Project 2022-23 - update	HISA Perth	HISA Perth VP	Paper 4
7.4	Student Destinations	Head of Student Experience	Depute Principal	Paper 5

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	Agenda Items	Author	Led by	Paper
8	Curriculum			
8.1	Student Recruitment	Head of Student Experience	Depute Principal	Paper 6
8.2	Curriculum Review	Vice Principal (Academic)	Depute Principal	Paper 7
9	Committee Minutes (for noting)			
9.1	Student Engagement Group <ul style="list-style-type: none"> 19 January 2023 			Paper 8
10	Date and time of next meeting <ul style="list-style-type: none"> tbc 		Clerk	
*11	Review of Meeting (to include check against Terms of Reference)		Chair	Paper 9

Learner Experience Committee

DRAFT Minutes

Meeting reference: Learner Experience 2022-23/03

Date: Wednesday 08 February 2023

Location: Boardroom (Braham Room 019)

Members present: Margaret Cook, Principal
Lorenz Cairns, Depute Principal
Jenny Hamilton, Board Member
Patrick O'Donnell, Staff Board Member
Liam Fowley, Student Board Member
Catherine Etri, Vice Principal (Academic)
Veronica Lynch, Vice Principal (External)
Deborah Lally, Head of Student Experience
Robert Boyd, Teaching Staff Member on the Committee

In attendance: Ian McCartney, Clerk to the Board

Apologies: Fiona Martin, Board Member
Todor Pavlov-Kennedy, Student Board Member
Rosalind Bryce, Chair of Scholarship & Research Committee
David Gourley, Head of Learning & Teaching Enhancement

Chair: **Margaret Cook**

Minute Taker: Ian McCartney

Quorum: 7

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Minutes:

Item		Action
1.	<p>Welcome and Apologies</p> <p>Chair welcomed everyone to the meeting, and noted 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 23 November 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>6.2 Safeguarding Policy & Procedure</u> Action: Head of Student Experience to prepare annual report on safeguarding issues for each Cycle 4 LEC, then feeding to June Board Status: Not complete – due Cycle 4</p> <p><u>7.1 HISA Perth Plan of Work 2022-23</u> Action: Student Board Member to issue the updated version of the Plan of Work prior to Committee meeting scheduled for February 2023. Status: On Agenda under Item 7.1</p>	<p>Head of Student Experience</p>
6	<p>Items For Approval</p> <p>There were no items presented to this meeting for approval.</p>	
7	<p>Learner Experience</p>	
7.1	<p>HISA Perth Plan of Work 2022-23</p> <p>Student Board Member presented Paper 2 and noted that items marked in bold had been updated since last meeting. Student Board Member highlighted the number of SRC meetings that had taken place and various events scheduled. Student Board Member advised that initial SRC consultation feedback had highlighted student issues around car parking, lifts and free snacks.</p>	

	<p>Student Board Member informed Committee that the departure of the HISA Chief Executive had been announced and an Interim Chief Executive had been appointed for 6 months from mid-February.</p> <p>Board Member queried whether there had been a change in sentiment related to the cost of living crisis. Student Board Member noted that initial student focus centred on costs of food and transport, however a responsive campaign had helped with regard to food therefore current focus is more aligned with getting students to College.</p> <p>Teaching Staff Member queried number of Society formations. Student Board Member clarified that these numbers related to Societies that were registered and active, and there are likely to be a number of inactive Societies still registered. Student Board Member noted that Societies need a constitution to receive funding, and that Societies can achieve UHI Club status to enhance continuity.</p> <p>Chair noted that a huge amount of work had taken place to organise the Winter Fling, however numbers of student attendees had been very disappointing, and asked for thoughts on how to maximise attendance. Student Board Member advised that lessons had been taken on board around the type of marketing used, and the next event will adopt a different approach, including timings. Student Board Member noted that resources obtained for the event had been used in other ways.</p> <p>Chair advised Committee that Academic Partners had recently been advised that local HISA Officers' contracts were being reduced, which would likely have a negative impact, and that rates of pay would be different between local and regional officers. Chair additionally advised that concerns around these issues had been flagged to HISA directly. Student Board Member confirmed that the decision had been made without consultation with local partner students' associations, however it is hoped that the Interim Chief Executive will have an immediate impact in addressing core issues.</p> <p>Chair noted that the Chair of HISA Trustee Board will be written to for clarification on the issues raised and their impacts.</p> <p>Committee NOTED Paper 2.</p>	
<p>7.2</p>	<p>Perth Partnership Project 2022-23 - update</p> <p>Student Board Member advised that a meeting with the Depute Principal and the Head of Student Experience had taken place to discuss capacity issues previously noted. Following this meeting, a Short-Life Working Group had been formed to take the matter forward.</p>	

<p>7.3</p>	<p>Induction & Early Student Experience Survey (ESES)</p> <p>Vice Principal (Academic) summarised Paper 3, noting the difference in methodology of conducting this year’s survey from the previous Jisc-online tool to direct involvement of HISA Perth Student Voice representatives and a new interactive tool developed via Slido.</p> <p>Student response rates increased to 59% from previous year’s 38%, and overall satisfaction rates increased to 97% from 93%. The whole exercise and change in methodology was views positively by Education Scotland during their recent visit.</p> <p>Board Member congratulated the team on the results, and queried whether future focus would be on learning rather than teaching. Head of Student Engagement noted that feedback had been provided via student engagement sessions, and Vice Principal (Academic) advised that the questions listed do not necessarily reflect the terminology used at Perth College.</p> <p>Committee NOTED Paper 3.</p>	
<p>7.4</p>	<p>Draft HMI Report</p> <p>Vice Principal (Academic) advised that a full report was not available for circulation as yet, however was able to verbally update Committee that feedback provided had been very positive and that the College was seen to be highly effective. Vice Principal (Academic) noted that the final report was due to be received at the end of March, and it was intended to invite the Inspector to the next meeting to allow further discussion.</p>	
<p>8</p>	<p>Curriculum</p>	
<p>8.1</p>	<p>Student Completion & Progression – update</p> <p>Head of Student Experience provided a verbal update on student completion and progression rates, noting that no information had yet been received from SFC re KPI data to allow a formal report to be prepared.</p> <p>Head of Student Experience noted that collation of destination information was in hand, however early indicators were that full-time numbers were up and withdrawal rates were flat.</p> <p>Following a query around withdrawal rates, Head of Student Experience clarified that early withdrawal rates were not recorded, however data available shows that health/personal reasons and going into employment were the 2 main factors in withdrawals.</p>	

<p>8.2</p>	<p>Student Recruitment – update</p> <p>Head of Student Experience advised that FE numbers for AY2022/23 were likely to surpass credit target following the January recruitment process, however HE numbers will be approximately 400 short of target.</p> <p>The AY2023/24 recruitment cycle has commenced, with targets submitted to UHI.</p> <p>Vice Principal (External) queried conversion rates. Head of Student Experience advised that these were improving but this was likely to be down to students changing mid-course or keeping options open.</p>	
<p>8.3</p>	<p>Curriculum Review</p> <p>Vice Principal (Academic) advised that the Curriculum Review had commenced, and involves a staff team from across the College. Some courses had already been demitted, and where possible duplication will be removed re HNC and 1st Year degree programmes.</p> <p>Vice Principal (Academic) noted that the UHI Curriculum Review was being conducted by external consultants and is likely to impact on Academic Partners' HE areas.</p> <p>Board Member queried whether any areas had been identified to fill in gaps. Vice Principal (Academic) advised that Teacher Education in Craft & Design had been identified as a new growth area due to national prioritisation, and additional investment in sports therapy to cope with increased demand had opened new possibilities. In addition, Perth College was looking at filling gaps with other partner colleges that are running courses due to be discontinued there, but continuing at Perth.</p> <p>Staff Board Member queried whether 2-year foundation degrees were yet available in Scotland. Vice Principal (Academic) responded that these were not yet available.</p> <p>Board Member queried whether there was any scope to look at accreditation for private providers. Vice Principal (Academic) advised that there was scope in this area but consideration would need to be given with regards to how to draw down funding in this area.</p>	
<p>9</p>	<p>College Policies & Strategy</p> <p>There were no items presented to this meeting.</p>	

10	<p>Committee Minutes</p> <p>Committee noted the following minutes:</p> <ul style="list-style-type: none"> • Scholarship & Research Committee, 18 January 2023 • Student Engagement Group, 11 November 2022 	
10	<p>Date of Next meeting</p> <ul style="list-style-type: none"> • Wednesday 26 April 2023 	
11	<p>Review of Meeting</p> <p>Committee confirmed the business of the meeting had been consistent with the Terms of Reference.</p>	

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

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

Status of Minutes – Open

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

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

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

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

25 April 2023

Dr Margaret Cook
Principal and Chief Executive
UHI Perth

Dear Dr Cook,

A team of HM Inspectors from Education Scotland visited UHI Perth in January 2023 to undertake an Annual Engagement Visit. During our visit, we talked to learners, staff and stakeholders, and worked closely with the senior managers.

The team found the following major strengths in the college's work.

Recruitment

Almost all learners are satisfied with the information they receive during recruitment. They feel well informed about their options and choices. On entry to programmes, curriculum staff ensure that the existing core skill levels of all further education (FE) learners are assessed. This helps curriculum teams to ensure that individual learners receive the right level of support from the start of their programme. Staff in all curriculum teams have autonomy to develop the most appropriate recruitment strategies to suit the needs of their potential learners. The use of contextualised arrangements in each curriculum team is helping to maintain recruitment levels that are in line with college targets. College staff work well with local secondary schools to offer taster sessions and open days. Curriculum staff gain useful insight and understanding of industry needs through employer events, labour market Intelligence (LMI) reports and feedback from awarding bodies.

Retention

All Personal Academic Tutors (PATs) use well developed induction arrangements to provide helpful guidance and support for learners at the beginning of their programme. Early identification of learner support needs allows PATs to create individualised interventions to support learner retention. The college funding team supports learners proactively who are at risk of leaving their programme early due to financial challenges. Staff in most curriculum areas collaborate constructively with a range of external partners to provide placement opportunities for young people. Options for health and wellbeing support are highly visible to learners and encourage learners to seek help when needed.

All teaching staff track learner progress efficiently and identify those at risk of withdrawal during fortnightly meetings. The overall rate of withdrawal for full-time FE programmes is 2% lower than the sector norm.

Attainment

All curriculum teams work collaboratively with learners to discuss and agree how programmes are delivered including the use of hybrid delivery approaches. Staff in all curriculum areas make adjustment to assessment delivery to meet individual learner needs and circumstances and support attainment. All college managers and staff systematically and continuously review their curriculum provision. Curriculum directors maintain oversight of self-evaluation arrangements to support improvement in programme performance. This standardised approach shares positive practice across all curriculum staff. The overall rate of full-time FE learner attainment is high and is 2% above the sector norm.

Progression

Senior managers encourage all staff in curriculum teams to use autonomy to develop their programmes and plan effectively for future developments. Almost all teaching staff make good use of opportunities to enhance their learning and teaching practice. Staff in all curriculum areas have good partnership arrangements with employers, schools, and the local authority. They design the curriculum carefully to provide learners with suitable progression pathways. Meta skills are embedded across most curriculum areas. Development of these skills encourages learners to develop their employability skills and increase employment opportunities.

The following areas for improvement were identified by the team and discussed with the senior managers:

- Most returning learners would welcome a more bespoke induction programme that is tailored to their needs.
- Information and support for learners regarding how to access digital devices prior to the start of their programme is not yet consistent.
- The overall withdrawal rate for part-time FE programmes has increased and is 2% higher than the sector norm.
- The majority of learners describe receiving too many college emails.
- Around one third of programmes do not have a course representative in place and the majority of course representatives have not received sufficient training.
- The number of full-time FE learners entering a positive destination has declined.

Main points for action

No main points for action were identified.

What happens next?

We are confident that the college has the capacity to continue to improve. We will continue to monitor progress through ongoing engagement with the college link HM Inspector.

Joe Mulholland
HM Inspector

Annual Engagement Visit Report

UHI Perth

18 April 2023

College Principal	Dr Margaret Cook
Annual Engagement Visit Date	11 January 2023
College Nominee	Catherine Etri
Lead HMI	Joe Mulholland

1. Background

Annual Engagement Visits (AEVs) are planned collaboratively between the college, HM Inspectors and Scottish Funding Council (SFC).

During the AEV, a team of HM Inspectors evaluated progress made by the college towards its improvement priorities and outcomes of previous engagement with HM Inspectors. During the visit, the team met with staff, learners and other stakeholders and explored the following overarching themes linked to the college's enhancement plan and priorities around COVID-19 recovery: learner recruitment; retention; attainment; and progression. The data referred to throughout this report relates to academic year 2020/2021.

This report summarises the findings from the visit and highlights areas of positive progress, areas for development, and any associated main points for action. The report will be shared with the college Principal, college Board of Management, and/or the Regional Strategic Body, and SFC. An accompanying short report will be published on Education Scotland's website.

2. The college and its context

UHI Perth is an academic partner within the University of the Highlands and Islands (UHI). The college works in partnership with local and regional stakeholders to offer provision to meet the skills needs of both Tayside and the wider UHI region.

The college employs over 500 members of staff and offers a broad curriculum with access to study at Scottish Credit and Qualifications Framework (SCQF) levels 2 to 12. The college also delivers a range of Modern Apprenticeship programmes supported by Skills Development Scotland (SDS), industry bodies and employers. School-college partnership provision includes Foundation Apprenticeships in business, creative and digital media, early years, engineering and health care.

The college is currently undertaking a curriculum review, reflecting on a number of national priorities and inform the development of a new curriculum strategy to ensure the curriculum meets the needs of local, regional, and national priorities.

3. Summary of findings

3.1 Recruitment

Areas of positive progress

Learner progress and outcomes

- Staff in all curriculum teams have autonomy to develop the most appropriate recruitment strategies to suit the needs of their potential learners. The use of contextualised arrangements is helping to maintain recruitment levels that are in line with college targets.
- Staff ensure that the existing core skill levels of all further education (FE) learners are assessed on entry. This helps curriculum teams to ensure that individual learners receive the right level of support from the start of their programme.

Curriculum, learning, teaching, and assessment

- Almost all learners are satisfied with the information they receive during recruitment. They feel well informed about their options and choices.

Services to support learning

- Staff in most curriculum and support teams provide learners with useful and well-planned support as part of 'get ready for college' activities. This provides learners with valuable opportunities to get to know their peers, members of college staff and become familiar with the facilities and resources.

Learner engagement

- College staff work well with eleven local secondary schools to offer taster sessions and open days. Engaging with schools is supporting school-age learners to make informed choices about their college programme.

Evaluation to facilitate improvement

- Curriculum staff gain useful insight and understanding of industry needs through employer events, labour market Intelligence (LMI) reports and feedback from awarding bodies. They use this information well to develop programmes that prepare learners to transition into employment.

Areas for development

- Information and support for learners regarding how to access digital devices prior to the start of their programme is not yet consistent. The majority of learners found the process confusing.

- Most returning learners indicated that their induction programme had been a repeat of a previous year. They would welcome a more bespoke induction programme that is tailored to their needs. They describe the current arrangements as not helpful as many aspects covered are already well known to them.

3.2 Retention

Areas of positive progress

Learner progress and outcomes

- The overall rate of withdrawal for full-time FE programmes is 2% lower than the sector norm.
- All Personal Academic Tutors (PATs) use well developed induction arrangements to provide helpful guidance and support for learners at the beginning of their programme. Early identification of learner support needs allows PATs to create individualised interventions to support learner retention.

Curriculum, learning, teaching, and assessment

- Staff in most curriculum areas collaborate constructively with a range of external partners to provide placement opportunities for young people. This allows learners to experience the world of work in their chosen subject field and relate their learning to industry.
- All PATs respond quickly and supportively when learners have issues that may impact their learning. They communicate support needs to curriculum teams in a sensitive way to meet learner needs and promote retention.

Services to support learning

- The Technology Support Team offers a helpful digital hardware loan scheme and provides skilful support for those learners with digital software problems. This allows learners the opportunity to fully participate and progress on their programme.
- The Funding Team supports learners proactively who are at risk of leaving their programme early due to financial challenges. The support available includes foodbank vouchers, and signposting of additional funding sources.
- College support services support learners to access counselling services online, by telephone or in person. Options for health and wellbeing support are highly visible to learners and encourage learners to seek help when needed.

Learner engagement

- All teaching staff track learner progress efficiently and identify those at risk of withdrawal during fortnightly meetings. Interventions and good communication between staff ensure learners receive the support they require to progress with their programme.
- College support teams provide free breakfasts for all learners. This supports their wellbeing and encourages learners to enjoy social interaction with other learners.

Evaluation to facilitate improvement

- The participation rate for learners in the SFC Student Satisfaction and Engagement Survey has improved and is 10% above the sector norm. Almost all learners who responded reported that they were satisfied with their college experience.

Areas for development

- The overall withdrawal rate for part-time FE programmes has increased and is 2% higher than the sector norm.

3.3 Attainment

Areas of positive progress

Learner progress and outcomes

- The overall rate of full-time FE learner attainment is high and is 2% above the sector norm.

Curriculum, learning, teaching, and assessment

- All curriculum areas have retained some positive aspects of developments introduced during the pandemic. This includes the use of recorded lessons to help learners to revise or catch up and maintain progress.
- Staff in all curriculum areas use alternative assessment arrangements effectively. Staff adjust assessment delivery to meet individual learner needs and circumstances and support attainment.

Services to support learning

- Curriculum directors maintain oversight of self-evaluation arrangements to support improvement in programme performance. This standardised approach supports the sharing of positive practice across all curriculum staff.

Learner engagement

- All curriculum teams work collaboratively with learners to discuss and agree how programmes are delivered including the use of hybrid delivery approaches.

- Learner progress based on attendance and attainment is monitored regularly through a helpful tracking approach. Teaching staff have access to learner records online, and act swiftly to inform PATs when intervention is required with individual learners. This is supporting improvement in retention and attainment.

Evaluation to facilitate improvement

- Almost all teaching staff make good use of opportunities to enhance their learning and teaching practice. This includes a range of initiatives such as: engagement with industry speakers, placements in industry, lesson observations and working with industry awarding bodies. This allows teaching staff to contextualise lesson delivery and help deliver the skills required for employment.
- All college managers and staff systematically and continuously review their curriculum provision. This includes fortnightly curriculum team meetings, regular learner forums and curriculum team reviews. This allows teaching teams and managers to make necessary changes to support learners to achieve.

Areas for development

- The majority of learners describe receiving too many college emails and that this can lead to important messages being missed, for example regarding progression opportunities.
- Around one third of programmes do not have a course representative in place and the majority of course representatives have not received sufficient training to undertake their role. This is impacting on the consistent collection and use of learner views to inform improvement.

3.4 Progression

Areas of positive progress

Learner progress and outcomes

- Staff in all curriculum areas provide almost all learners with a range of employment or further study opportunities. Most learners enter a positive destination on leaving college.

Curriculum, learning, teaching, and assessment

- Staff in all curriculum areas have good partnership arrangements in place with employers, schools, and the local authority. They design the curriculum carefully to provide learners with suitable progression pathways.

Services to support learning

- The Careers Guidance Team support learners with planning for next steps in learning or into employment, including help with UCAS applications and useful careers advice drop-in sessions.

Learner engagement

- Meta skills are embedded across most curriculum areas. Development of these skills encourages learners to enhance their employability skills and increase employment opportunities.

Evaluation to facilitate improvement

- Senior managers encourage all staff in curriculum teams to use autonomy to develop their programmes and plan effectively for future developments. This has created a culture of ownership amongst staff that supports progression to further study with a strong industry focus.

Area for development

- The number of full-time FE learners entering a positive destination has decreased significantly. The number of learners who have an unconfirmed destination has increased.

4. Main Points for Action

- There are no main points for action.

5. What happens next?

We are confident that the college has made satisfactory progress and has the capacity to continue to improve. We will continue to monitor progress with regular contact through the link HM Inspector.

Joe Mulholland
HM Inspector

Committee Cover Sheet

Paper No. 3

Name of Committee	Board of Management
Subject	HISA Local Plan Update
Date of Committee meeting	27/03/2023
Author	HISA Perth
Date paper prepared	17/03/2023
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	This paper provides officer and operational objectives for HISA Perth during academic year 2022-23 Any updates since last committee are in bold .
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	n/a
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership. If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	n/a In line with HISA strategy

Committee Cover Sheet

<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 UHI Perth, 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>Equality & Diversity</p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p>
<p>Data Protection</p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please provide 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</p> <p>(ie confidential or non-confidential)</p>	<p>Non-Confidential</p> <p>If a paper needs to remain confidential for a prescribed period of time before being made 'open', please advise how long must the paper be withheld:</p> <p>Click or tap here to enter text.</p>

Committee Cover Sheet

Freedom of Information

Please note that **ALL** papers will be included within 'open' business unless a justifiable reason can be provided.

Please select a justification from the list, below:

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

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 Council 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	3	<u>Businesses identified.</u> Several potential businesses have been identified by HISA Perth such as the Bank Bar, TwaTams, and the Ice Factory. Talks happening with Bank Bar. Potential for using its services back on the table.
				Reach an agreement with whichever business chosen	1		<u>Agreement with chosen business for pop up bar</u> Agreement with the Bank Bar is once again being discussed and in progress.
	Feedback from students	Dec-May	Positive feedback gathered from students	40	50	<u>Feedback gathered.</u> <ul style="list-style-type: none"> • Feedback gathered at Winter Fling. 	

							<ul style="list-style-type: none"> • SRC, • Student Health and Wellbeing Group • Informally at Webster. <p><u>Feedback will be recorded and shared with relevant parties.</u></p>
	Look at setting up a bar on campus full time	Dec-June		Discussions with local businesses	1	1	In Progress
				Discussions with UHI Perth	1	1	<p><u>Discussions with SMT on pop – up bar.</u></p> <p>Discussions have been had with SMT and it was agreed that an occasional pop-up bar for certain events such as Freshers and other relevant events would be workable.</p>
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	<p><u>Working with the library.</u></p> <p>I have had regular communication with the library team especially during our monthly catch ups. I have worked with them to create new student spaces within the library., The need was identified for a Creator’s Space and an Environmental Sustainability Hub for students and staff.</p>

							I am also supporting the library team in whatever way possible to help promote the Environmental Sustainability hub within the library. The Environmental hub will be in place from Green Week onwards and HISA will promote any materials provided to us to support the hub.
				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	1	<u>Student Spaces Created Within Library</u> Environmental Sustainability hub is now set up and officially launched during Green Week.
Building Up the Student Community	Additional spaces for 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 engage in fun activities in said space.	Events and activities ran in Webster and in potential new spaces.	4	3	<u>Webster Halls BBQ for students in halls.</u> At the beginning of this academic year in August 28 th from 12 until 4pm we held a BBQ to welcome halls students and turned this event into a staple HISA Perth event as we held a Halls BBQ the previous year as well. <u>Board games available to be rented in Webster.</u>

			<p>Furthermore, I will work in collaboration with UHI Perth staff and help facilitate various student groups to give students the chance to interact more with each other.</p>			<p>Promotional materials have been distributed.</p> <p><u>Table tennis Table available in Webster</u> Promotional materials distributed.</p> <p><u>Music Lunches</u> I have been supporting the DPAW with the music lunches. Table tennis balls needing purchased for tennis table to be used. These have now been purchased.</p> <p><u>Late night gym in Webster</u> I have worked with the ASW to arrange the use of the Webster for gym classes in the late afternoon and evening which would open the building for halls students to access later in the day and give more students the chance to engage in gym classes and have access to another warm space on campus.</p> <p><u>Mental Health Chill and Chat Day</u> Event took place on 9th of March in partnership with</p>
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							<p>Student Services and local charities.</p> <p><u>Sociable Jenga event</u> This event is planned to take place on the 4th of May. It is aimed to encourage students to socialise and de stress during the challenging exam period. The event is being promoted and free items will be available to students.</p>
				Events and activities ran in Wellness Garden	1	1	<p><u>Bike Sale</u> I worked with the HISA Cycling Intern to hold a Bike Sale at UHI Perth Wellness Garden on the 1st of February to promote a healthier and greener means of travel to UHI Perth. The bikes were second hand and more affordable to help with the cost-of-living crisis.</p> <p><u>ASW 'Give it a Go' sessions.</u> Once the weather warms up the ASW will start to do 'Give it a Go' sessions in Wellness Garden as well as outdoor gym classes to</p>

							encourage students to use the Wellness Garden more.
	Consistent meetings of student groups.	Nov-June		Groups co-facilitated with Student Services	2	2	<p><u>Student Groups</u> I am 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.</p> <p><u>LGBTQ+ and Allies group</u> Is working well and has an increasing level of student engagement. The LGBTQ+ and Allies Group is fully run by the students and is very successful.</p> <p><u>Man Cave Group for students</u> - it commenced on the 15th of March. There has been good student engagement with students wanting to attend further sessions.</p>
			Students attending groups	10	25	2	<p><u>The LGBTQ+ and Allies Group</u> - has seen increased engagement and now has a solid number of returning attendees.</p> <p><u>The Man Cave for students</u> -This group is still in its early stages and is quite new so it only has 2</p>

							returning students with more students showing interest in attending.
				Groups becoming student led	2	2	<p><u>The LGBTQ+ and Allies Group</u> is fully led by the students participating in it. They vote and decide any activities that happen in the group and what room they would like to meet in. The group has insisted that myself and Apryll continue to attend as they feel more relaxed having us there. We are there as observers and for mental health support if needed. We frequently check with students about their thoughts on how the group is going.</p> <p><u>Man Cave</u> is also run by the students and my role and Alex Weir's role in the group is simply as emergency mental health support myself as a mental health first aider and Alex as a Mental Health Coordinator. The students decide what to discuss or how often and where they wish to meet. They have</p>

							reported that they prefer the group to run with myself and Alex present and the group continues to be successful.
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>3.2 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>						

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/C V building	Promotion of Opportunities	10-15 students reaching out to set up clubs	7	Use of social media and other advertising to raise awareness
				Number of clubs registered	10	9	Creative Writing, Archaeology and History, Basketball, Book Club, Choir, Music Club, Sewing Club, Society of Student Activities, Volleyball Netball. Clubs looking to re-register – Politics Club, Girls football

	Support and Building club numbers	September - June		Assisting students with operations of their clubs	1	3	Aided Music club in set up with help of HISA Staff, spoke with students looking to begin Girls football club. Supported setting up of Netball club
				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	8	4	4 Sessions in semester 1 – football, basketball, volleyball and cycling
				Clubs created from sessions	1 from each session	1	Volleyball 'Give it a go' has led to creation and operation of club
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)
				Student Engagement	40	70-100	
	Winter Fling	January		Activities for Students	1-2 options	3	DJ, Marshmallow Roasting and Hot Chocolate
				Student Engagement	40	5	Full debrief to look at increasing engagement
	Tropical Getaway	April		Activities for Students	1-2 options	N/A	Being revised due to availability
				Student Engagement	40	N/A	Being revised due to availability
	Year End Blast	May		Activities for Students	1-2 options		In planning stages Plan accepted and finalising arrangements
				Student Engagement	40		
Socially Responsible Activities	Brit Challenge- 23 events coordination	Jan-Mar	These activities provide an opportunity to work with the community and build connections as well as to give back.	Community Engagement	2 organisations	1	Mindspace assisted with the event.
				Volunteer Experience for students	1	1	Sandra Macrae was the student volunteer who did the initial organization and planning for the green week Mindfulness event.
	Christmas Box for Elderly	December		Students Engaged	10-15		
				Number of Boxes made	40	40	Made and delivered 19/12/22
Ongoing Student Activities	Movie Night	Nov-May	These activities re occur and provide a	Student Engagement	15-30 students	29	Took place 5/12/22 Took Place 9/1/23 Took Place 6/2/23 Took Place 6/3/23

			safe place to engage with other students on a regular basis with set and simple themes	Number of activities run	5	3	Scheduled every month until May
	Music Lunch	Nov-May		Student Engagement	2-5 New participants each event that are integrated into group.	3	19/12/22 – 3 acts booked 16th January 20th February 20th March – 2 acts booked 17th April – Acts booked 15th May- Acts Booked 22nd May- Additional booking made.
				Number of activities run	5	3	Scheduled every month until May
	Seasonal Scavenger Hunts	Oct-May		Number of activities run	5	5	Halloween – Trick or Treat Winter – Snowflake Valentines – Love Bug St Patricks Day –Lucky Lephrechaun Mask Hunt- In progress
				Student Engagement	35-50	118	40 students in Halloween 13 in Winter Snowflakes 23 in Love Bug Hunt 42 in Lucky Lephrechaun
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>						

	5.5 To develop societies that are inclusive and attractive to international students
	6.1 For all UHI students to feel part of a wider community and for HISA to enhance the spirit and ethos of community

Individual Objectives – Depute President Education							
Workstream	Output	Dates	Impact on students	Indicator	Target	To Date	Notes
Course delivery and satisfaction	Engagement with students on their educational experiences	Mar-May 23	Students are enrolled on a course that suits them & that is delivered in a way that suits them and their learning needs.	Student Satisfaction levels increased	70%		Awaiting Data
				Statistics of increased engagement with lecturers	1		meeting with SDDs to discuss
				Students feel their courses are delivered appropriately	70%		meeting with SDDs to discuss
	Review of course delivery methods and support	Feb 23		Increased opportunities for hybrid lectures	30%		Working with Head of Learning and Teaching Enhancement to ascertain current methods of delivery. Data collection ongoing.
				Increase of student study spaces on campus.	2		Working with Learning Spaces Group and President on this. Advocating for more study booths but financials of this is restrictive. Supportive of a proposal for a learning centre,

						will consult with SVRs.
				Better opening hours for hospitality outlets on campus, which will in turn support learning.	1	Aramark unwilling to look at this.
	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. Audit ongoing.
Student Voice Reps role with Perth College	SVRs being a co-decision-making body rather than an advisory body within HI Perth	Feb 23	By giving SVRs more power within UHI Perth, this will create more opportunities for SVRs that will increase the role's autonomy and will hopefully lead to wider engagement	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 meetings remain strong attendance. Drop in SRC 4 attendance. SVRs consulted and are currently content with their role within the

			and increased numbers				college but would like to see increase support given to the body.
				SVR Programme being student-led with support from UHI Perth	1		Currently working in partnership with Quality. Continued concerns about SVRs responsibility between HISA & UHI Perth Quality. SVR Review HISA wide being undertaking, Perth heavily feeding into this.
				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. At least one SDD now attends SRCs.
Cost of Living Crisis	Food on Campus	Oct 22	Students are facing crippling financial concerns,	Consult with students about food on campus	100	500	A consultation has been completed which exceeded the intended target of students and

			<p>which could/will lead to impacts on their studies, so addressing matters like food on campus, access to food and other initiatives could positively affect the student experience.</p>			<p>managed to capture the views of over 500 students. A report has been produced.</p> <p>Next stage of this: further conversation with senior Aramark managers to continue. Regularly raised at monthly calls but no further forward.</p> <p>Serious issue with regards to provisions for students with coeliac disease. .No regular provision. A disease that 1 in 100 suffer from.</p>
	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	<p>Discussions with Aramark in relation to food that is going out of date. How this is staffed & publicised still being planned.</p> <p>Aramark have introduced 'Too</p>

							Good to Go' bags. HISA working to ensure these are available for students only and not the general public.
				Explore introduction of community fridge	1		Decision made not to go ahead with this due to various complexities. Will instead focus on continued partnership working on The Big Project.
	Other initiatives	Oct-May		Discuss with college about extended free breakfast times & introduction of free soup at lunch for students.	1		Breakfast time has been extended to 9.15am. Discussions will continue with regards to free soup. Free soups/noodles now in place.
Links to HISA Strategic Plan 2020-2023	1.1 The University of the Highlands and Islands will be the United Kingdom's leading integrated university, encompassing further and higher education 1.2. UHI will be recognised for the quality of its students' experience and their achievement						

	<p>1.3. UHI worldwide reputation will be built upon its innovative approach to learning and its distinctive research and curriculum, enriched by the people, natural environment, economy, culture and heritage of our region and its communities</p> <p>2.1 HISA, working in partnership with the academic partners and UHI, will run an effective, accessible and democratic representative system region-wide that takes into account all learning modes and demographics</p> <p>2.3 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 UHI Perth	HISA to feature as part of induction programme at UHI Perth	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/organisations/charities	Aug-Sept 22		Local companies/organisations/charities featured in Freshers' activity.	1	42	42 stalls at Freshers Fair from local organisations/companies/PCU HI 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

	Student Voice Rep Training	Nov 22		Deliver student voice rep training in partnership with Quality Team	5	10	<p>Training took place 24th Oct- 3rd Nov in partnership with Quality/Student Engagement.</p> <p>Alternative sessions to be held for ESOL/SLLE students.</p> <p>Training has been received well, with a review pending on how this should work going forward.</p> <p>Online self-directed</p>
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				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	6	Meetings set for academic year
				Reps attending meetings	20 per session	32 (average)	41 – SVR Welcome Event SRC 1- 51 SRC 2 – 28 SRC 3 - 24 SRC 4 – 18 SRC 5 – taking place after this paper updated
ESES	Help improve participation	Oct 22	Changes made to the early student experience based on student feedback.	More students take part in ESES.	38%	59%	ESES running differently – HISA involved in process.

	Improve score	Oct 22		Increase in awareness of HISA	81%	79%	83% HN students HISA analysing and comparing results with other APS
HISA Con	Improve attendance	Jan 23		Number of UHI Perth students attending HISA Con	5	2	HISA Con having different format. 2 attended Student Impact Workshop
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)	1 Pres 3 DPAW	1 Pres 2 DPed 5 DPAW at end of nomination period. By election to be run for DPED

	Turnout	Mar 23		Increase on voter turnout from 2021-2022	7%	2.04%	HISA wide = 2.99% Perth = 1043 votes, 227 voters (up 20), Eligible voters this year 11109 (2022 - 6777 voters). HISA investigating discrepancy
	Number of candidates	Feb 23		Increase in number of candidates.	6	4	8 at close of nomination period. By election figures to be taken into consideration

National Student Survey	Improve participation	June 23	Student experience improved for HE students.	More students take part in NSS.	75%		Open – HISA helping promote
	Improve score	June 23		Increase Q26 score			NSS questions being updated, SU question now Q25
SSES	Improve participation	March 23	Changes made to the overall student experience based on student feedback.	More students take part in SSES.	41%		SSES running differently – HISA involved in process
	Improve score	March 23		Increase in HISA Perth specific questions from previous year.	76%		In progress
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	1	Complete Nominations open 27/3
	Update Nomination Form			Online nomination form updated to ensure comments added. Paper nomination form also available in Large Print	1	1	Complete

	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		Nominations close 28/4
				Improve nomination numbers in areas with low engagement	40		
	Celebration of awards	June 23		Awards ceremony takes place.	1		Set for 31st May as part of Celebration week
				Student involvement in awards ceremony	1		In discussion with SDDs
				Wider promotion of winners	1		
HISA awards	Nominations numbers	June 23	Best practice of staff and students shared to all at UHI Perth	Increase in nomination numbers in 2022-2023	80		Nominations open
Sporting Blues	Nominations numbers	June 23	Student sporting achievements celebrated, encouraging participation and success in sporting	Increase in nomination numbers in 2022-2023	5		

			activities at Perth College UHI				
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 wider student experience	Promotion of HISA Advice Service to students	1	1	Ongoing
				Number of students accessing Advice Service from UHI Perth	10	7	6 Academic, 1 Housing
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

After an extensive review, the registration and support process of clubs and societies has been implemented by our Community Engagement Team which includes the opening of the HISA Grant. All information can be found here - [Start a New Group @ Highlands and Islands Students' Association \(uhi.ac.uk\)](https://uhi.ac.uk/start-a-new-group).

HISA Elections – Voting took place from 21st March to 24th March. HISA have introduced manifesto guidance and comms on the impact local and regional officers can have. The “Recommend a Friend”, where students can recommend a friend that they think would be good for a role, was particularly successful. UHI Perth staff have engaged in this particularly well.

Antony Blackshaw has been appointed interim Chief Executive Officer of HISA, commencing this role from February 2023. A recruitment process for a new permanent CEO will be explored in due course.

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

Appendix 1 – HISA Elections Statistics

In lieu of the elections report being finalised, below is a summary of key statistics from the HISA elections. It should be noted that due to technical issues a separate ballot had to be ran for the Perth DPAW position so these statistics are a rough calculation so may be subject to change.

All stats this year available online - [Highlands and Islands Students' Association \(uhi.ac.uk\)](http://uhi.ac.uk) - breakdown by AP can be seen by clicking Halls tab just above timeline on left hand side. In the Spring Elections 2023 ballot was Regional President and Perth President.

Past Election Performance overall:

UHI	2019	2020	2021	2022	2023
Voters	2733	2522	1672	755	1043
Turnout	10.42%	8.59%	7.20%	2.18%	2.99%
Total Votes	10830	10653	6904	3048	2655

Perth Past Election Performances - shows a downward trajectory in turnout from start of pandemic:

Perth College UHI	2018	2019	2020	2021	2022	2023
Voters	602	642	591	421	207	227
Turnout	8.81%	9.97%	8.67%	7.13%	3.05%	2.04%
Voter Share	27.53%	23.49%	23.43%	25.18%	27.42%	

NB – number of eligible voters in 2023 given to HISA was 11109, compared to 6777 in 2022. HISA investigating as this is a discrepancy seen across the partnership.

2022 breakdown by AP (from 2022 report) - highlighted Perth, up by 20 voters in 2023 (full breakdown for 2023 provided in forthcoming Elections report):

Academic Partner	Students	% of UHI	Voters	Turnout	Voter Share
Argyll College UHI	1748	5.67%	11	0.63%	1.46%
Highland Theological College UHI	179	0.58%	52	29.05%	6.89%
Inverness College UHI	6620	21.49%	145	2.19%	19.21%
Lews Castle College UHI	1705	5.53%	66	3.87	8.74%
Moray College UHI	4151	13.47%	69	1.66%	9.14%
NAFC Marine Centre UHI	50	0.16%	1	2%	>0.2%
North Highland College UHI	2322	7.54%	44	1.89%	5.83%
Orkney College UHI	1870	6.07%	28	1.50%	3.71%
Perth College UHI	6777	22%	207	3.05%	27.42%
S.A.M.S UHI	208	0.68%	12	5.77%	1.59%
Sabhal Mor Ostaig UHI	592	1.92%	12	2.03%	1.59%
Shetland College UHI	1778	5.77%	48	2.70%	6.36%
UHI Executive Office	821	2.66%	22	2.68%	2.91%
West Highland College UHI	1986	6.45%	38	1.91%	5.03%

Committee Cover Sheet

Paper No. 4

Name of Committee	Learner Engagement Committee
Subject	HISA Perth – Student Partnership Agreement
Date of Committee meeting	26/04/2023
Author	Deborah Lally
Date paper prepared	14/04/2023
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	HISA Perth currently have a localised SPA with UHI Perth HISA Perth report they do not have the capacity to support the localised SPA due to the sheer volume of actions identified. The report recommends that HISA Perth fully adopts the more generic UHI HISA SPA, removing the need for a local SPA
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	Click or tap here to enter text. N/A
Action requested	<input type="checkbox"/> For information <input type="checkbox"/> For discussion <input checked="" type="checkbox"/> For endorsement <input type="checkbox"/> For approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf If there is no direct link to Strategic Objectives, please provide a justification for inclusion	Implementation of this SPA would allow HISA Perth to concentrate on UHI agreements with a focus on more contextualised UHI Perth issues, mapping to the strategic plan

Committee Cover Sheet

<p>of this paper to the nominated Committee.</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>No</p> <p>No additional funding resources.</p>
<p>Risk implications</p> <p>Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk?</p> <p>If yes, please provide details.</p>	<p>Yes</p> <p>Potential for dilution of student representation at UHI Perth</p>
<p>Equality & Diversity</p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>No</p>
<p>Data Protection</p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please provide 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>If yes, please give details:</p> <p>Click or tap here to enter text.</p>

Committee Cover Sheet

Status (ie confidential or non-confidential)	Non-Confidential If a paper needs to remain confidential for a prescribed period of time before being made 'open', please advise how long must the paper be withheld: Click or tap here to enter text.
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Freedom of Information

Please note that **ALL** papers will be included within 'open' business unless a justifiable reason can be provided.

Please select a justification from the list, below:

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

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

Background

A meeting was initially held between HISA Perth, the Head of Student Experience and the Depute Principal. The focus of this meeting was with regards to the Student Partnership Agreement that is in place between UHI Perth and HISA Perth.

Subsequently, a SLWG was formed to further explore this particular topic with a view to presenting the outputs to SMT for approval/endorsement. Present at these meetings were HISA Perth, Head of Student Experience, Student Services Manager, Quality Manager and Student Engagement Co-ordinator.

Findings (in no particular order)

- There is an overall HISA SPA in place which is agreed by the Quality Assurance and Enhancement Committee (QAEC)
- The HISA SPA runs a calendar year from January 2022-December 2022, with three themes:
 - Disability Support, Awareness and Accessibility.
 - Socialising, Connectivity and Community.
 - Environment and Green Sustainability

In addition to the three themes, other work themes include:

~ Student Support	~ Environment and Sustainability Group
~ Sporting Blues	~ Student Finance
~ HISA Awards	~ Careers and Employability
~ Student Voice Reps and Representation	~ Work to Support Changes as a Result of COVID-19
~ Transport and Safer Travel	~ Active members on key committees
~ Student Community	

- All partners have an input into HISA SPA including all HISA Officers and Student Voice Representations from across all partners.
- Only Inverness and Perth have separate 'local' SPAs. The three themes voted at Perth (mapped with the overall HISA SPA):
 - Mental Health
 - Creating and Promoting Social Events on Campus
 - Food on Campus – Cost and Choice
- HISA Executive don't look nor get involved in any local SPAs.
- HISA Perth do not have the capacity to support the overall HISA SPA, Perth HISA SPA and deliver on their individual manifestos, the latter being what they were voted in for.
- Evidence suggests over the years, noted at Board Committee Meetings, that the sheer volume of actions identified by HISA Perth are ambitious. Updates provided suggest that these actions are too much and are therefore unmanageable.
- There appears to be lack of support across the UHI Perth with regards to Perth HISA SPA
- HISA Officer terms and conditions are due to change, reducing from 12 to 10 months.

Recommendations

- For each officer to focus on their manifesto.
- For HISA Perth to adopt fully and therefore focus more on the overall UHI HISA SPA, thus
 - Removing the need for a local SPA
 - Contextualising the UHI HISA SPA for Perth.

UHI Perth

HISA Perth – Student Partnership Agreement

- Implementation of this streamlined process that allows us to concentrate on the UHI agreements with a focus on more contextualised UHI Perth issues.
- Assigning lead authors that would align, where possible, mapping to our strategic plan.

Committee Cover Sheet

Paper No. 5

Name of Committee	Board of Management
Subject	Student Destinations
Date of Committee meeting	26/04/2023
Author	Deborah Lally – Head of Student Experience
Date paper prepared	18/04/2023
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	This paper provides a summary of college leaver destinations.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	Information will be made available at course level and distributed across the sector areas
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	Excellence in Learning and the Learner Experience; College Growth and Ambition

Committee Cover Sheet

<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 UHI Perth, 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>Equality & Diversity</p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p>
<p>Data Protection</p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please provide 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</p> <p>(ie confidential or non-confidential)</p>	<p>Non Confidential</p> <p>Click or tap here to enter text.</p>

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Please select a justification from the list, below:

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

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

and

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

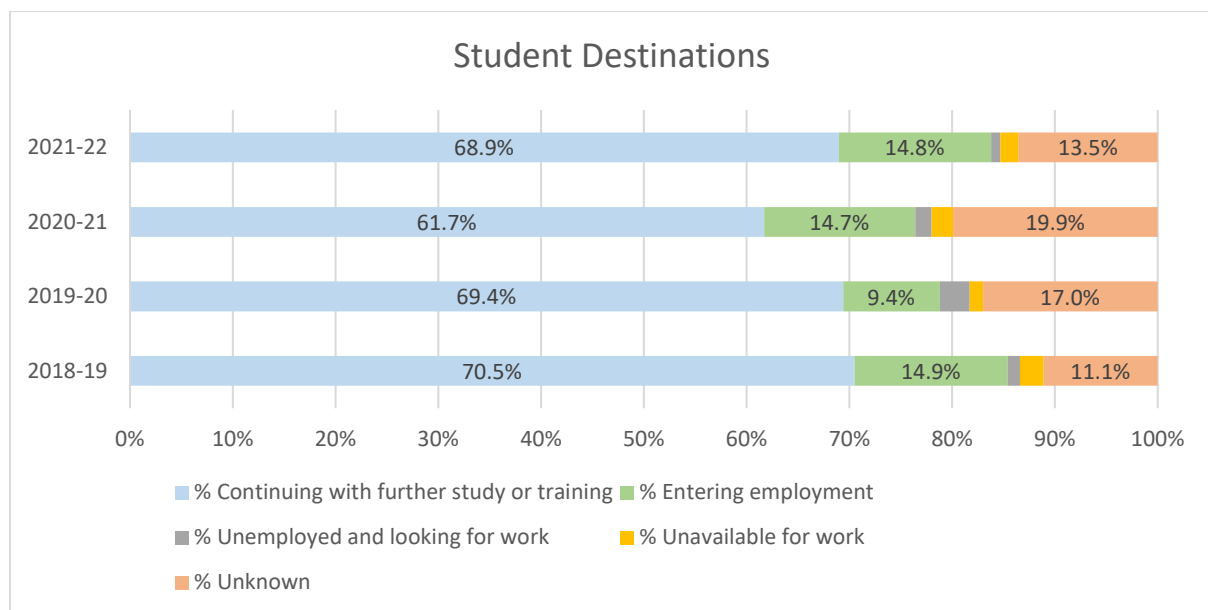
Committee Cover Sheet

Student Destinations (College Leaver Destinations)

College leaver destinations is an annual Scottish Funding Council (SFC) statutory return which takes the form of a survey of all eligible UHI Perth FE full-time students who have completed and successfully achieved their course.

It was acknowledged last year that our response rate had dropped by 3% to 81%. Adopting two methodologies this year, initially using text messaging with a link to complete a MS Form and then following up through phone-calls, our response rate has increased by 6% taking us to a response rate of 87%

A breakdown of the destinations are as follows:



In comparison to last academic year, we have seen a 7.3% increase for those entering into a positive destination (i.e. further study, training or employment).

Those continuing with further study or training, 90.3% continue to study at UHI Perth.

Those in employment

- 30% are in employment that related to their studies.
- 23.9% are employed under modern apprenticeships.

Those unavailable to work (1.8%) are predominantly either temporary sick or looking after the home or family.

Where destinations are unknown (13.5%), we have made at least 3 attempts in addition to the initial text message to make contact.

End of Report.

Committee Cover Sheet

Paper No. 6

Name of Committee	Board of Management
Subject	Student Recruitment
Date of Committee meeting	Click or tap to enter a date.
Author	Deborah Lally – Head of Student Experience
Date paper prepared	18/04/2023
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	This paper provides an update on our current recruitment position for Academic Year 2022-23 and our likely end of year position and impact. The paper also provides an update on our recruitment position for next Academic Year (2023-24)
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	Recruitment is regularly discussed as various meetings, including the College Management Meeting and Curriculum and Student Experience Meeting. Regular monitor takes place and information is widely shared with all key stakeholders across the College that is used to focus on our recruitment drives with Marketing.
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf If there is no direct link to Strategic Objectives, please provide a justification for inclusion	Excellence in Learning and the Learner Experience; College Growth and Ambition

Committee Cover Sheet

<p>of this paper to the nominated Committee.</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>Staff resources</p>
<p>Risk implications</p> <p>Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p> <p>If we do not meet target, we can face financial clawback. If there is a recurrent trend with regards to under-recruiting we may also experience a reduction in future years funding. These will have financial implications on the College.</p>
<p>Equality & Diversity</p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p>
<p>Data Protection</p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please provide 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>

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

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and

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

Committee Cover Sheet

Student Recruitment – Academic Year 2022/23

Further Education

The College has met and surpassed our Core Credit Funded Target for this academic year. The College has not met our Foundation Apprenticeship (FA) Funded Target for this academic year. However, it is worthwhile noting that The Scottish Funding Council (SFC), in their Indicative Funding Announcement on Thursday 13 April 2023, will revert back to previous years where these two targets will be brought together into one target. We are therefore hopeful that we are able to vire our current figures between the two targets. The figures below illustrate our current position:

Core Credit Target:	23,892	Latest position with core credit:	25,177 (+1285)
FA Credit Target:	1,108	Latest position with FA credits:	875 (-233)
Total Credit Target:	25,000	Latest position with total credits:	26,052 (+1052)

Surpassing our credit target does not mean that we will be in receipt of any additional funds.

Higher Education (non-controlled)

The College has a target of 1877 FTEs, making a 32.8% contribution to the overall UHI target of 5722. Recruitment in full-time has been challenging this academic year where it is even more of a challenge to make up the shortfall through part-time. The figures below illustrate our current position with regards to non controlled:

FTE Target:	1877	Latest position	1478 (-399)
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The above contributing 30.9% to the overall UHI current position. Collectively, the UHI has a current shortfall of 946 FTEs.

Committee Cover Sheet

Student Recruitment – Academic Year 2023/24

The Scottish Funding Council (SFC) have only announced the indicative funding for next academic year on Thursday 13 April 2023.

Further Education

The UHI as the Regional Body has been allocated the following:

College/region	Published teaching funding AY 2022-23	Credit target (incl FAs) AY 2022-23	Redistribution & rebasing of credits	Indicative credit threshold AY 2023-24	Indicative teaching funding AY 2023-24	Percentage change from published teaching funding AY 2022-23
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Highlands & Islands Region	£51,262,456	112,925	-11,292	101,632	£51,266,687	0.0%
Scotland	£521,590,885	1,725,225	-172,523	1,552,702	£521,590,885	0.0%

Whilst there is a decrease in the credits, the funding announced for UHI is slightly increased, but not by much.

We are experiencing growth at Perth with regards to our FE curriculum and have planned to deliver up to 27,000 credits (26.5%) of the announced indicative credit threshold. However, this planned delivery was pre indicative funding announcements where you can see the credits announced for the sector have decreased, therefore it is likely we will have to revisit our position.

Higher Education

Below is the main teaching grant that has been indicatively announced:

Institution	Main Teaching Grant for AY 2022-23	Main Teaching Grant before changes to funded places	Changes to funded places for AY 2023-24	Compensation for expensive strategically important subjects	Indicative Main Teaching Grant for AY 2023-24	Percentage change in Main Teaching Grant from AY 2022-23
(1)	£	£	£	£	£	%
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Highlands and Islands, University of the	35,060,158	35,070,032	-1,002,520	52,611	34,120,124	-2.7%
Total	701,053,967	685,544,201	-4,908,282	18,908,541	699,544,459	-0.2%

Committee Cover Sheet

Below is the funded places (FTEs) that have been indicatively announced:

Institution	Published funded places for AY 2022-23 FTE	Changes to funded places for AY 2023-24 FTE	Indicative funded places for AY 2023-24 FTE
(1)	(2)	(3)	(4)
Highlands and Islands, University of the	5,878.9	-176.4	5,702.5
Total	121,917.0	-1,003.4	120,913.6

Both tables show a decrease in both our grant and funded places (FTEs).

During and since COVID we have seen a dramatic decline in our HE numbers. Whilst we are starting to see a recovery, this is nowhere near back to where we were pre-COVID. We have planned to deliver up to 1818 FTEs (31.9%) of the announced indicative credit threshold.

Overall

We are in the throes of actively recruiting for next academic year. Bi-weekly tracking and monitoring allows us to easily identify those courses at risk of not recruiting to target. In addition to this, the tracking and monitoring allows us to easily identify sector areas that may overall be struggling to recruit to most of their courses.

The latest position being:

Category	No. of Courses	Target	Active Apps	Difference	(%)
Overall (FE & HE)	104	1841	1772	-69	-4%
Further Education	60	1080	917	-163	-15%
Higher Education	44	761	855	94	12%

By RAG category:

Courses flagged as red (at highest risk of not recruiting to target).

Category	No. of Courses	Target	Active Apps	Difference	(%)
Overall (FE & HE)	17	323	120	-203	-63%

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Further Education	14	254	99	-155	-61%
Higher Education	3	69	21	-48	-70%

Courses flagged as amber (at risk of not recruitment to target).

Category	No. of Courses	Target	Active Apps	Difference	(%)
Overall (FE & HE)	30	680	540	-140	-21%
Further Education	19	375	284	-91	-24%
Higher Education	11	305	256	-49	-16%

Courses flagged as green (on track to recruit to target).

Category	No. of Courses	Target	Active Apps	Difference	(%)
Overall (FE & HE)	57	838	1112	+274	33%
Further Education	27	451	534	+83	18%
Higher Education	30	387	578	+191	49%

By Directorate Level:

Category	No. of Courses	Target	Active Apps	Difference	(%)
Applied Life Studies:					
Overall (FE & HE)	40	686	644	-42	-6%
Further Education	23	430	375	-55	-13%
Higher Education	27	256	259	3	5%
Business, Management, Computing and Leisure:					
Overall (FE & HE)	24	447	386	-61	-14%
Further Education	12	179	102	-77	-43%

Committee Cover Sheet

Higher Education	12	268	284	16	6%
Creative and Cultural Industries					
Overall (FE & HE)	13	312	313	1	0%
Further Education	5	144	109	-35	-24%
Higher Education	8	168	204	36	21%
Science, Technology, Engineering and Maths:					
Overall (FE & HE)	27	396	429	33	8%
Further Education	20	327	331	4	1%
Higher Education	7	69	98	29	42%

End of Report.

Committee Cover Sheet

Paper No. 7

Name of Committee	Learner Experience Committee
Subject	Curriculum Review
Date of Committee meeting	26/04/2023
Author	Catherine Etri
Date paper prepared	13/04/2023
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Summary of UHI Perth Curriculum Review consisting on single page data on planned changes. This will be followed at future committee with a full report that will also be passed to the Chief Executive of Perth and Kinross Council
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	Click or tap here to enter text.
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	As part of the consultation process our review has been co-created with our stakeholders, to ensure relevance and innovation. It will promote skills for learning and work. The review has also embedded opportunities to improve digital capabilities for both staff and students. As part of the review process the academic sectors have structured more flexible opportunities to provide accessible training and skills development.

Committee Cover Sheet

	<p>This new portfolio will provide additional opportunities to ms of commercial and international opportunities.</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</p>
<p>Risk implications</p> <p>Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk?</p> <p>If yes, please provide details.</p>	<p>Yes</p> <p>This is essential to ensure our curriculum is current, provides transitions to higher education, pathways into employment and fits the needs of local, regional and national priorities.</p>
<p>Equality & Diversity</p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>Yes</p> <p>This is an ongoing process and EIA are carried out as a result of any change.</p>
<p>Data Protection</p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please provide 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>If yes, please give details:</p> <p>Click or tap here to enter text.</p>

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Status (ie confidential or non-confidential)	Non-Confidential If a paper needs to remain confidential for a prescribed period of time before being made 'open', please advise how long must the paper be withheld: Click or tap here to enter text.
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Overview summary resulting from the curriculum review

Applied Life Studies Curriculum Review Summary

Year	Change
2023/24	<p>Redesign</p> <ul style="list-style-type: none"> • SLLE Gateway programmes could support all curriculum areas if flexible enough • SLLE Schools' Gateway programmes could support all schools as transition • SLLE Demand for a second Next Steps • EYE Masters Children's Rights – all modules as CPD options • EYE Community Learning strand to run through BA Children and Young People to allow registration with CLD • EYE Focus on vocational units in all level 5 and 6 programmes. Grow MAs • EYE HNC Childhood Practice Next Gen • HWSC Re approval/re design - BA Health and Social Studies • HWSC Replace level 6 Social Care with Access to Social Work • HWSC HNC Social Services Next gen • HSS HNC Social Sciences to have 1 HN fully online • HSS HNC Social Sciences Next Gen <p>Introduce:</p> <ul style="list-style-type: none"> • SLLE A general Gateway to start in November to support student movement in College • SLLE New Provision: Community Learning units at level 5 and 6 to support pathway and CLD short course asks from external Partners • EYE CPD module in Mentoring for Early Learning and Education • EYE PT PDGE Secondary and Primary • EYE College certificate in Playwork – schools' provision • HWSC HNC 12 credit in partnership with NHS – flexible delivery model • HWSC NQ Barbering levels 5 and 6 • HSS A range of short commercial courses labelled to introduce new audiences to Social Sciences • HSS PDAs in Psychology and Sociology • HSS HNC 12 credit for delivery to schools • HSS Multi Skills module to act as bridge to fast track to all HSS degrees
	<p>Retirement:</p> <ul style="list-style-type: none"> • HWSC Gents Clipper Cutting • HWSC NQ Spa Treatments • *Broad UHI discussions on retirement of inefficient modules • *Broad UHI discussions on retirement of inefficient programmes <p>*All ALS degrees are networked so there are particular complications to retirement however it is expected that the UHI CR will compliment our own evidence and therefore recommendations.</p> <p>Future Redesign:</p> <ul style="list-style-type: none"> • All ALS SMs and Perth based PLs to look cross curricular to all modules to encourage efficiency and relevance • HWSC BA Health and Social Studies to develop a social work strand • HSS to work with UHI colleagues on UHI curriculum review <p>Future Introduction:</p> <ul style="list-style-type: none"> • Post grad Social Work

Business, Management, Computing and Leisure Curriculum Review Summary

Year	Change
2023/24	<p>Redesign</p> <ul style="list-style-type: none"> • NQ Computing - introduce a level 4 programme in partnership with CCI in place of one level 5 cohort, working title Creative Computing. Redesign level 5 NQ Computing as progression at level 6, working title Applied Computing. • BSc Applied Software degree – ongoing discussion with UHI partners re UHI Perth contribution to this programme, potential recruitment with Aviva. • Emerging Technologies (SCP) – name change and offer as CPD also. • IT in Business (SCP) – implement more sustainable delivery model through ICT Hub • HND Administration and IT and HND Business – to increase sustainability in framework; increase flexibility through online/hybrid offer. • HND Accounting – since CR HN Next Gen has been delayed for this programme so redesign options to increase sustainability; consider networking; articulation work underway. Increase flexibility through hybrid/online offer. • BA Hons Accounting and Finance – amend delivery for sustainability, articulation work underway; CPD offer; online/hybrid offer to be implemented. • CMI Level 6 and 8 – streamlined and repackaged portfolio for FWDF and wider. Fresh pricing structure implemented and cohort approach re introduced. • CMI level 11 – streamline offer and focus on certificate as entry to MBA. • Level 4 Professional cookery • Level 6 Professional cookery • BA Hons Hospitality Management – informed by regional forum and international partnership development. • PDA Patisserie – in partnership with industry • BSc Sport and Fitness – CIMSPA accreditation and PE module aligned with PG PE teacher route. • BSc Sport Therapy and Rehabilitation – confirm accreditation and professional membership status; redesign post covid and to maximise new clinic teaching space. • HNC Fitness, Health and Exercise – Next Gen pending • NQ Sport Studies – increase work placement time through Active Leisure scholarship • NQ Outdoor and Leadership – align with SCP outdoor programmes to create pipeline • NQ Sport and Fitness – requires significant redesign to ensure currency and NGB approach adopted. <p>Introduce:</p> <ul style="list-style-type: none"> • FA Financial Services in partnership with Aviva (providing up to 20 placements/joint recruitment activity) • Graduate Apprenticeship Business Management – Inverness leading approval which is pending (likely this will move to AY 24/25). • An Introduction to Book-keeping as a feeder short course for PDA Book-keeping (commercial) • January start programme – FE computing • FA Hospitality (SCP) • Re-introduce Year 2 BA Hons Hospitality Management for International partnership • Barista Certificate (SCP)
	<p>Pause:</p> <ul style="list-style-type: none"> • BA Outdoor Education and Learning – recruitment paused for AY 23/24 pending full Outdoor provision review which is ongoing (eg International partner Lapin AMK student mobility; considering HN Coaching outdoor; SCP pipeline underway)
	<p>Retirement:</p> <ul style="list-style-type: none"> • Financial Accounting (SCP) • Hospitality Services level 4 • BA Hons Event Management
2024/25	<p>Retirement:</p> <ul style="list-style-type: none"> • FA Business Skills – decision pending re recruitment in AY 22/23. • HND Hospitality/Professional Cookery with Management – decision pending re recruitment AY 22/23 for domestic and international markets; work ongoing with other colleges to establish routes • <p>Redesign:</p> <ul style="list-style-type: none"> • HNC Computing – Next Gen pending after delay from AY 23/24

	<p>Introduce:</p> <ul style="list-style-type: none"> • Extend SCP and CPD offer in the following Web Development; Network and Hardware and Data Science • E Sports programme (SCP) in collaboration with CCI • PDA Cyber resilience • Textile and design level 5 or 6 • Café Skills (SCP) level 4 or 5 • TNE Programmes in Hospitality (China); considering Computing also. • Franchise BA Hons Hospitality Management in Nepal
2025/26	<p>Redesign:</p> <ul style="list-style-type: none"> • HE programme to support Tourism and Hospitality

Creative and Cultural Industries Curriculum Review Summary

Year	Change
2023/24	Redesign <ul style="list-style-type: none"> Reintroduce Language School Summer School: shorter timeframe/higher price point Co-delivery partnership with Kelvin College for BA3 Music Business HNC/D Contemporary Art Practice Rebrand (Art & Wellbeing) HNC/D Visual Communication Rebrand (2 pathways: CDM & IPM) BA (Hons) Art & Contemporary Practices Rebrand (Art & Wellbeing) Change Name/Structure from NC to NQ Sound Production HNC Music: project delivery and integrated assessment Change Name/Structure from NC to NQ Music and alter some content
	Introduce: <ul style="list-style-type: none"> New Provision: BA(Hons) Theatre Arts accelerated approval through UHI FE development partnership delivery between Creative industries and Computing New Provision: FE Literacies support for increased number of very low-level ESOL students New Provision: Junior Music Academy New Provision: Portfolio of Creative industries; Audio Engineering and ESOL Skills based short courses that can be packaged for community and/or CPD market
2024/25	Retirement: <ul style="list-style-type: none"> NQ Acting and Performance Higher Photography SCP (subject to 23/24 intervention) HNC/D Contemporary Art Practice (subject to 23/24 intervention)
	Redesign: <ul style="list-style-type: none"> Extend Riverside partnership to include BSc (Hons) delivery Conversion of HND 2 Visual Communication to BA2 and transition from 2+2 to 1+ 3 model. (Subject to 23/24 intervention) Modification to Entrance requirements to a facilitate accelerated entrance from school leavers to Year 2 of appropriate HE courses (MMB & CI).
	Introduce: <ul style="list-style-type: none"> Short courses to widen access to Creative industries as a career option UAL courses targeted at SCP to facilitate accelerated entrance to Year 2 CI courses (can also be packaged for short course markets) NPA Art & Design: Digital Media. FE provision and/or short course NPA Musical & Technical Theatre SCP to replace NQ as pipeline Additional Music SCP delivery to facilitate accelerated entrance to Year 2 Re-establish delivery partnership with NEScol for both BSc (Hons) Audio Engineering and BA(Hons) Popular Music New Provision: Online version of BA (Hons) Art & Contemporary for home-based studio practice (Subject to 23/24 intervention) TNE Delivery with Sichuan University, China for BAH Visual Communication & Design (subject to Chinese Government Approval)
2025/26	Retirement: <ul style="list-style-type: none"> HNC Visual Communication (subject to 23/24 & 24/25 intervention) BA (Hons) Art & Contemporary (subject to 23/24 & 24/25 intervention)
	Redesign: <ul style="list-style-type: none"> Conversion of HNC Music to BA1 Popular Music Conversion of HNC to BA1 Music Business

Science, Technology, Engineering and Mathematics Curriculum Review Summary

Year	Change
2023/24	<p>Redesign</p> <ul style="list-style-type: none"> • Expansion of the Waste in the Circular Economy SCQF L4 and L5 units into all STEM courses at Level 4 and 5. The introduction of this unit will allow the sectors to deliver up to 4 credits for 1 credits worth of delivery. The evidence for the essential skills units of Communication, Numeracy and ICT will be naturally occurring and integrated into the Waste in the Circular Economy unit. There will be an external cost for this as the unit is wholly online and assessed and marked by the Verdancy group. • HNC Bioscience to replace HNC Applied Science • 10-week Evening Welding Class which currently has 18 enrolled with UHI Perth claiming one credit and £375 per student. Variation of units to be offered moving forward. • STEM In schools' deliveries where we have delivered to 4253 P6-S6 pupils to end of February with a projection of 6329 to end of academic year. • STEM sector FE programmes to expand on 2022-2023 introduction of Project Based Learning projects in the practical and workshop units. • STEM sector FE programmes to expand on 2022-2023 introduction of non-assessed locally devised/scaffolding units to a maximum of 6 units. 12 assessed SQA units ensuring students who successfully complete all units are put forward for the NC while those only achieving 70% are put forward for the NQ. Increase in KPIs. <p>Introduce:</p> <ul style="list-style-type: none"> • Arnold Clark Scholarship for Motor Vehicle programmes • SCP SfW Automotive SCQF L4 • IMI SCQF L5 Vehicle Fitting (Fast fit) full time programme to allow logical and seamless progression from SCQF L4 to L6. • 5-week Schools taster in Mechanical and Body and Paint SCQF Level 4 • HNC Horticulture networked across UHI Partners. Next Gen HN • BSc online bridging course which will allow International and European students 3rd year articulation into the BSc (Hons) Aircraft Maintenance Engineering and Management degree. This will be able to be delivered wholly online or through a 4-week summer school. • Increase International articulation for BSc (Hons) Aircraft Maintenance Engineering and Management to ensure medium to long term viability and sustainability. • SCQF L5 Mathematics to allow progression onto Higher Education degree programmes. • Commercial short course in Green skills, including Ground Source, Heat source, Solar, Solar PV and Environmental Awareness. • SCP programmes in Construction Crafts, school and on campus delivery models. • Short courses through the Product Innovation Lab in 3D printing, Laser cutting and Robotics. • Introduce VR, AR and MR technologies into our teaching and learning at FE and HE levels. <p>Suspension:</p> <ul style="list-style-type: none"> • BSc Bioscience Year 1 • HND Aircraft Engineering
2024/25	<p>Introduce:</p> <ul style="list-style-type: none"> • Two 10-hour micro credentials for the Aerospace industry which can be delivered as part of the Aircraft degree programmes. • BSc (Hons) Technological Education 4-year degree programme. Introduction of degree due to demand from Scottish Government as there is a national shortage of CDT teachers. • HNC Engineering Systems Next Gen which is based around Project Based Learning. • TNE expansion of BEng (Hons) Aircraft, Electrical and Mechanical degrees for Micro campus in China. • TNE expansion of SCQF L7 and L8 for engineering degrees in China • SCQF L4 Mathematics to remove barriers to FE and HE study. Wholly online delivery. • An articulation route into Year 2 of a degree programme from the HNC Bioscience • Commercial short courses in L1, L2, and L3 Hybrid, Electric and MOT testing pending successful approval. • An extra stream of Carpentry and Joinery MAs dependant on extension of current Mezzanine in carpentry and joinery workshop. This will also be dependent on our credit position as this extra stream will realise 496 credits along with CITB or SDS MA funding.

2025/26	Introduce: <ul style="list-style-type: none">• HND Engineering Systems Next Gen which is based around Project Based Learning• Commercial short courses in Hybrid and Electric pending successful approval.• Commercial short courses in MOT testing pending successful approval.
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Student Engagement Group Meeting

Minute

Date and time: Thursday 19 January 2023, 11.00am – 1.00pm

Location: By MSTeams VC

Members present: Ronnie Dewar (RD), Liam Fowley (LF), Mandy McDonald (MM), Erin Grant (EG), Nick Green (NG), Sam Monie (SM), Jess Borley (JB), Gerald McLaughlin (GMcL) Todor Pavlov-Kennedy (TPK) Lisa Findlay (LF) Kathleen Connor (KC) Lesley Sutherland (LS) Suzanne Miller (SM) Kevin Lynch (KL)

Apologies: Sarah Wood (SW)

In Attendance:

Chair: Deborah Lally

Note Taker: Nicola McAulay

Summary of Actions

Ref	Action	Responsibility	Time Line
13	New student voice manager recently – Natalie bates to be invited to the next meeting	Nicola McAulay	Next Meeting
16	Scottish funding council – National equalities outcomes - Nicola will email out to the group.	Nicola McAulay	Next Meeting
16	JB – Papers for the meeting, JB has asked for the meeting papers to be uploaded to teams also and give access to this to the team.	Nicola McAulay	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>DL will share a paper with the team</p>	
<p>3. Minutes of the Previous Meeting – Paper 1</p> <p>The minutes of the meeting held on 11 December 2023, were approved as an accurate reflection of the discussions that had taken place.</p>	
<p>4. <u>Review of actions from previous meeting / Matters arising that are not included elsewhere on the agenda:</u></p> <p>Complete</p>	
<p>5 Corporate Parenting Strategy</p> <p>Due to be reviewed and updated, previous strategy had run out. Must put into place a new one and this was circulated with the team. Rather than an action plan, put it into strategic plan. This paper will go to the learning experience board committee to approve.</p>	
<p>6. Student Survey</p> <p>DL gave an update in JB absence – SLIDO as well as forums, Curriculum areas were asked for feedback from students, very good response so far. Will be shared with team across the college, in comparison to 20/21 48% response rate and this time 58%, heading in the right direction. Each area has an increase in response rates. SLIDO not suitable, looking to change this tool. Increased overall satisfaction for FE 12%, HN also increased but low on degree responses.</p>	
<p>7. Safeguarding</p> <p>There was an incident on campus recently and police were involved and they helped to support someone's safety on campus which was a member of the public. Ian Bow will need to complete an incident form. Police</p>	

Item

Action

have not returned for statements yet. No one in danger and no one is at risk on campus.

Prevent – SM has designed a new workshop/talk around Prevent with the help of DL, this is being rolled and being delivered the week beginning 6 February 23.

8. Student Engagement Service - Update

Workshops and talks are sitting at 120 plus now, drive for bullying workshop to be delivered. Delivered to 22 classes so far and more booked, ongoing.

Working with police Scotland, visit every 2 to 3 weeks to see what's happening.

Warm space over winter – Campaign pushed forward in run up to Christmas break. Recognise students and staff going through difficult times and a huge number of products were provided. During the Christmas break this was taken to the ASW as a warm space. Provisions of products will be continuing up until the end of the academic year as there is enough funding remaining. SM had suggested they will order from Asda or Tesco to deliver products, then volunteers can give out through the campus. Clothes bank also for any spare clothes, warm clothing.

Looking at also providing washing machine facilities, how would this be managed? MM and SM to discuss this and then take it back to Deborah.

Showers in the ASW can also be used by students free of charge.

9. Period Dignity Regional Working Group Update

Working with procurement team, based on results from survey to expand the range of products available. Products that are more expensive won't be left lying around, will be looking at a QR code to request and collect the products at reception. The current baskets won't be big enough to hold these in the toilets, look at different storage for these products. Selection of products put in the support hub also.

10. SLWG Student Induction

No Update

Item

Action

11. Student Residences

Few students moving out, rooms vacant. There is a list of students on the waiting list but rooms that were left are needing a good clean first, Erin will take this forward.

12. Digital Accessibility Update

703 laptops out on loan including extensions from last year. EGs team will be sending updates from April/May for extension. Discretionary funding for dongles. Receipting system in place for returns which is working well.

Stock available for Semester 2.

10 Laptops for use in the library available also.

13. Student Voice

JB doing a report for a case on SVRs, have a situation we have more classes without SVR than with but the majority of those are degrees, JB raised this as a concern with UHI, cross quality meeting. Look into how to encourage people to take the role up, look at how to make the induction and training as a better experience, short bite introductory instead. Look at what courses are not getting reps and why?

The results for the student survey, STEM area has increased 150% response rate.

39 FE courses without reps, certain categories of students don't get the chance.

31 HN classes that done have an SVR elected.

HISA Perth and Quality do regularly email the voice reps.
New student voice manager recently – Natalie bates to be invited to the next meeting

Quality pass on complaints to SMT but we don't feed back positive feedback, how do we gather this? Is there a system that can be put in place.

NM

Item

Action

14. HISA Updates

14.1 There is a feedback sheet that all queries are logged, going out to the relevant departments who can answer these queries. Working out well and useful to have a log of these. Student voice reps have been honest with the feedback, this year's feedback has been better.

Consultation took place before Christmas about the food on campus. Students will still like a physical student card, Senior Management are keen to get staff new cards with the rebranding, DL has put out for quotes out with the College, our system is not fit for purpose.

14.2 OBIs will be taken place on the 31st of May, in line with other events. Will take place in sports hall, further details to follow.

14.3 HISA Elections Update - Nominations will be launched in a week, dates will be circulated with AC.

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

To be removed from agenda, can be covered in AOCB

16. AOCB

Todor had asked if this will continue online or in room 019, Deborah will take forward to decide.

Student experience update from Sarah Wood. DL and SW met with 2 transgender students and discussed the challenges they have whether it's in college or out with. Although we have an LGBTQ group, they didn't see themselves within this group, they feel they have much more complexities and challenges as they need to go through with legal challenges such changing their name or medically. Asked if we should have a separate Trans group to support students throughout all stages of their journey. Todor co facilitates the LGBTQ+ group with Apryl Mackie, this is open to everyone, something similar can be set up with HISA for the trans group, he has asked for the students to get in touch to discuss going forward. Deborah will ask if any of the students would like to join this group.

Scottish funding council – National equalities outcomes - NM will email out to the group.

JB – Papers for the meeting, JB has asked for the meeting papers to be uploaded to teams also and give access to this to the team.

NM

NM

Item	Action
LF – HISA update – 26 th of January, Winter fling – a refresher style event for students. All student email can be sent by Deborah for this.	
17. Date of Next CMT Meeting:	
• 22 February 2023	
18. Date of next Student Engagement Group Meeting:	
• 20 March 2023	

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

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

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

Board of Management - Learner Experience Committee

Terms of Reference

Membership

- Principal (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.

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We will act with integrity in everything we do

Student Centred + Innovative + Ambitious + Respectful + Inclusive + Collaborative