

Strategic Development Committee

DRAFT Agenda

Meeting reference: Strategic Development 2023-24/03

Date: Thursday 07 March 2024 at 5.00pm

Location: Boardroom (Brahan Room 019)

Purpose: Scheduled meeting

*Denotes items for discussion/approval.

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

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Interest in any Agenda Item		Chair	
4	Minutes of the meeting of Strategic Development Committee held on 23 November 2023		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Items for Discussion			
*6.1	UHI Perth Financial Sustainability Workstreams update	Vice Principal (External)	Vice Principal (External)	Paper 2
6.2	UHI Strategic Plan 2030	UHI	Depute Principal	Paper 3
7	Date and time of next meeting: <ul style="list-style-type: none">Wednesday 08 May 2024		Clerk	
8	Review of Meeting (Committee to review Terms of Reference, and to ensure all competent business has been covered)		Clerk	Paper 4
9	Joint Meeting of Strategic Development and Finance & Resources Committees			
*9.1	Financial Outlook	Vice Principal (Operations)	Vice Principal (Operations)	Paper 5
9.2	UHI Transformation Operating Model	UHI	Chairs SDC & F&R	Paper 6

Strategic Development Committee

DRAFT Minutes

Meeting reference: SDC 2023-24/02

Date: Thursday 23 November 2023

Location: Boardroom (Braham Room 019)

Members present: Andrew Comrie, Board Member (Chair)
Michael Buchanan, Board Member
Jenny Hamilton, Board Member
Elaine Piggot, Board Member
Derek Waugh, Board Member
Margaret Cook, Principal & Chief Executive
John Dare, Staff Board Member
Rebecca Bond, Student Board Member

In attendance: Lesley Connaghan, SDD - ALS
Jill Elder, SDD - BMCL
Nicky Inglis, SDD - STEM
Christiana Margiotti, SDD - CCL
Lorenz Cairns, Depute Principal
Catherine Etri, Vice Principal (Academic)
Iain Wishart, Vice Principal (Operations)
Jill Martin, Head of ICT
Gavin Whigham, Head of Estates
David Gourley, Head of Learning & Teaching Enhancement
Ian McCartney, Clerk to the Board

Apologies: Veronica Lynch, Vice Principal (External)

Chair: **Andrew Comrie**

Minute Taker: Ian McCartney

Quorum: 3

UHI Perth is a registered Scottish charity, number SC021209

We will act with integrity in everything we do

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

Minutes:

Item		Action
1.	<p>Welcome and Apologies</p> <p>Chair welcomed all present to the meeting, and noted apologies.</p> <p>Chair noted that the meeting would close around 4:20pm to allow for the Board Strategy Session to commence at 4:30pm.</p>	
2.	<p>Additions to the Agenda</p> <p>There were no additions to the Agenda.</p>	
3.	<p>Declaration of Interest in any Agenda Item</p> <p>John Dare declared interests due to undertakings around his Unison role.</p>	
4.	<p>Minutes of Meeting held on 14 September 2023</p> <p>The minutes were agreed as being an accurate record of the meeting.</p>	
5.	<p>Matters Arising from Previous Minutes</p> <p><u>Actions outstanding from prior meetings: 02 November 2021</u></p> <p><u>Item 6.1 – Key Performance Indicators</u> Action: Updated Strategic Plan to come to next meeting Action Update: On Agenda under Item 6.1</p> <p><u>Item 6.2 – Strategic Development 2023/24</u> Action 1: Engagement between SDC and Learner Experience Committee to be arranged. Action Update: To be organised during future Board Cycle</p> <p>Action 2: Invite SDDs to attend at future Board Cycle Action Update: Complete</p> <p><u>Item 6.3 – Targeted Operating Model – UHI</u> Action: Strategic discussion to be held at Board of Management Action Update: To be organised during future Board Cycle</p>	<p>Clerk</p> <p>Clerk</p>

6	Items for Discussion					
6.1	<div>Strategic Plan Update</div> <div>Before presentations commenced, Board Member queried whether the Committee would be receiving a fully refreshed Strategic Plan as indicated within the Actions of the Previous Minutes. Depute Principal advised that a fully refreshed document may well be required, however that would flow from the review work being done, and that the headline Objectives should stay the same.</div> <div>Depute Principal added that revised visioning may mean some degree of changes around core priorities and emphasis, including a focus on technology, but there was no desire to pre-empt the outcomes of the 5 workstreams being taken forward by CMT.</div> <div>Depute Principal advised that it was expected that the review work would conclude by end March, with implementation commencing after the Easter break. All details would be presented to Board at the appropriate date (Clerk to schedule).</div> <div>KPI Leads then presented details on progress against the following KPIs:<ul style="list-style-type: none">KPI 3 – Learner ExperienceKPI 4 – Co-Creative & Progressive CurriculaKPI 9 – Digital TransformationKPI 13 – Environmental Sustainability</div> <div><div>Board KPI 3</div><div>The Learner Experience</div><table><tr><td>KPI 5</td><td>Increase student satisfaction Early Student Experience Survey: a) FE by 2% b) HE by 7%</td></tr><tr><td>KPI Owners</td><td>SDD/ Head of Student Experience</td></tr></table><div><ul style="list-style-type: none">Baselines for student satisfaction of FE 96% and HE 91% to 2027/2028Target in 2022-2023 was to achieve the status quo figures as above, FE 96% and HE 91%Target over 5 years to 2027/2028 are set at 98% for FE and HEMaintain current response and satisfaction levels in the end of year survey.</div></div>	KPI 5	Increase student satisfaction Early Student Experience Survey: a) FE by 2% b) HE by 7%	KPI Owners	SDD/ Head of Student Experience	Clerk
KPI 5	Increase student satisfaction Early Student Experience Survey: a) FE by 2% b) HE by 7%					
KPI Owners	SDD/ Head of Student Experience					

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Board KPI 3 The Learner Experience

- UHI Perth overall responses rates for the early survey for 2023/2024 was: 79% which is a 20% increase from 2023/2024
- UHI Perth overall satisfaction rates for the early survey for 2023/2024 was: 97% which is on a par with 2023/24 and 1% short of our 5 year target.
- Realistically as we improve and increase our students responses rates it is logical to assume our student satisfaction rates may dip

Next steps

- Work in progress by the Quality team to break the above figures down into FE and HE
- Continually review and evaluate current processes and procedures for capturing student responses and satisfaction levels which are streamlined and end user friendly.

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Q+A SECTION

Board Member appreciated the focus on response rates, but requested greater understanding of the drivers of positive feedback. SDD – STEM advised that feedback wasn't based purely on teaching & learning, but also on wider issues such as before and after the teaching interface, from the greeting at Reception forwards, including such areas as the experience in the catering outlets and the décor in the corridors – small changes here are beginning to pay dividends.

SDD CCL advised that, having attended a Student Rep Council meeting last week, it was heartening to hear the positivity around the student experience despite ASOS. Vice Principal (Academic) noted that the key element to improvement is how the PATs have been working to drive change in areas identified for improvement.

Board Member expressed reassurance with the results as presented, however stressed the key is what is done with the data and arising actions. SDD – STEM advised that there is a host of activity beyond 2 major snapshots feedback studies that take place within the year. Head of Learning & Teaching Enhancement identified that there was significant qualitative data being generated and analysed, which helps provide a roadmap.

Chair queried whether there were any areas of focus at faculty/programme level that currently need attention. SDD – CCL identified that the full report was not yet completed to identify these areas, but this would be worked on in due course.

Chair queried what was required to retain these positive outcomes. SDD – STEM identified that the staff were key before, during and after study to ensure a positive student experience. SDD – BMCL advised that, as the College gets leaner, it becomes increasingly important that the right people are in the right place. Staff Board Member further advised that there needs to be awareness of the weariness of staff due to the ongoing change processes.

Board KPI 4 The Co-Creative and Progressive Curricula

KPI 12	Strengthen and develop an agile, innovative and dynamic portfolio that responds to regional and Scottish Govt priorities and key sector needs with a focus on recruitment - Continue to annually review the curriculum portfolio and increase overall redesign of our courses by 25%
KPI Owners	SDD/ Head of Learning & Teaching Enhancement

Extensive Curriculum Review: January 2023

Key Principles –

- Analysis of Industry data (local, national and international) to identify GROWTH opportunities
- Trend Data on existing portfolio to identify STRENGTHS and WEAKNESSES
- Identify SKILLS GAPS to identify new portfolio opportunities
- Retirement; Replacement and New Portfolio Recommendations

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Board KPI 4

Examples of immediate actions resulting:

- ALS - PDA Technology Enabled Care
- BMCL – NQ Digital Design and Games Development
- CCI – BA (Hons) Theatre Industry Practice
- STEM – Change from Science to Bio Science

Current Position:

- FE Growth opportunities stalled due to SFC credit cap; reduction from 18 to 16 credits and no additional course possible
- Focus upon Savings and Efficiencies
- CPR Team Involvement: transparency regarding cost analysis course by course
- Academic Savings to date

Future Steps:

- Self-Evaluation Process underway: Revisit Curriculum Review
- Project Workstream 1: CPR/ Academic Re-organization
- EVS impact upon portfolio viability
- Focus upon HE and International portfolio

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Q+A SECTION

Board Member queried what links were made with local High Schools in specific areas of interest to the College. SDD – BMCL responded that the Schools/College Partnership Programme has been driven forward over the last number of years, and this year's visits across the region had just taken place, with data collated from these visits currently being collated. This in turn generates meetings with the PKC schools team to look at the type of offers being made and

prioritisation around Credits. Vice Principal (Academic) additionally advised that events had been held around co-creation.

Board Member queried what communication exists between Colleges to pick up students during a time when courses are being discontinued. Vice Principal (Academic) advised that the VP Sector Group met monthly with a focused regional view which had identified areas which were important in some regions and not others (eg Hospitality) which had led to innovative solutions across and between Colleges which didn't exist before.

Board Member queried whether there was an identified sense of why students wanted to study in Perth, or gain skills to go elsewhere, ie the Perth USP. Depute Principal noted that a recent innovation in delivery of Beauty Therapy around 1-day clinical teaching supported by online study had resulted in a marked increase in students attending Perth from outside the region. Vice Principal (Academic) also noted that there were issues around articulation as there are increasing examples of students returning to Perth after moving on to other HE providers, which needs further examination.

Board KPI 9 Digital Transformation

KPI 27 KPI 28 (Board KPI 9) KPI 29	Baseline +10% pa Identify a baseline digital competence framework for each job role JISC Digital Competence tool completion by staff : 50% by July 2023, 75% by July 2024, 90% by July 2025
KPI Owners	Head of ICT & DT / Head of Learning & Teaching Enhancement

- Baseline + 10 % PA – there was no baseline, merged into 27/28/29
- Staff Professional Review 2022/23 Uptake 50% - achieved
- Base line competency framework created for each category, matched to CPD Training via Link

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Board KPI 9 - Base line competency framework for each role

Job Roles in UHI Perth

Job Role	Level
Administrator / Advisor / Assistant	2
Invigilator	1
Lecturer	4
Lecturer (digital based subject)	5
Manual Staff	1
Professional Services Staff	3
Support Assistant	2
Support Officer	4
Technician	2
Work Based Assessor	2
ICT Staff	5
Learning Technologist	5
Marketing Staff	4
CMT member	4



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Q+A SECTION

Head of ITC noted the setting up of a Digital Access area for manual staff had identified 5 key areas for training, and stressed benefits to staff of increased digital competency (including knock-on benefits to the student experience)

Board KPI 13 Environmental Sustainability

KPI 36	Percentage gross carbon footprint reduction Decrease by 2% pa
KPI Owners	Head of Estates/ Head of Learning & Teaching Enhancement

Independent review of our carbon footprint calculation, including a review of the data quality

Feasibility study to give direction into our route to net zero

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Board KPI 13 Environmental Sustainability

Element of GHG Footprint	Total Location-Based GHG Emissions (tCO ₂ e)
Scope 1 – Direct Emissions	
Site Fuel Usage (Diesel & LPG)	0.06
Company van travel (Fuel)	4.19
Site Natural Gas	566.98
Scope 2 – Energy Indirect Emissions	
Electricity generation	380.50
Company Van Travel (EV)	0.12
Scope 3 – Other Indirect Emissions	
Electricity transmission & distribution	8.33
Waste	3.24
Water Supply & Treatment	1.33
Homeworking	24.93
Business Travel (Rail, Air, Grey Fleet & Hire Car)	17.76
Well-to-tank Emissions	200.58
Total Emissions (tonnes CO₂e)	1,208.02
Emissions per employee (tonnes CO₂e)	2.13

Q+A SECTION

Head of Estates noted that the work conducted to date had focused on establishing a baseline, with next steps being a feasibility study to look into achievement of Net Zero.

Board Member queried whether work had been carried out around space utilisation to link in with changes to curriculum which may assist in achieving Net Zero. Head of Estates indicated that this process had been started but would need further development as curriculum plans, timetables, etc started to crystallise from the ongoing reviews.

CONCLUSIONS

Chair thanked all contributors and noted that, by design, this update had focused on a small number of areas of the Strategic Plan KPIs. Chair asked if there was anything Committee should be advising the Board re the Plan.

SDD - STEM suggested that the Strategy will need reviewed in its entirety. Depute Principal advised that some sections had been paused while CMT focused on workstreams. Head of ICT advised that there was a need to invest in digital provision in order to meet key targets.

7

Date and time of next meeting:

- Thursday 07 March 2024 @ 5:00pm
(includes joint meeting with Finance & Resources Committee)

8	Review of Meeting Committee confirmed the business of the meeting had been compliant with the Terms of Reference.	
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Information recorded in College minutes are subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

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

Status of Minutes – Open ☒

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

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

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

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

Committee Cover Sheet

Paper No. 2

Name of Committee	Strategic Development Committee
Subject	UHI Perth Financial Sustainability Workstreams Update
Date of Committee meeting	07/03/2024
Author	Veronica Lynch, VP (External)
Date paper prepared	01/03/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Paper provides an update on the development and status of the ongoing Financial Sustainability project
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	Presentation previously provided at Staff Conference
Action requested	<input checked="" type="checkbox"/> For information <input checked="" 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.	Click or tap here to enter text.

Committee Cover Sheet

Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	No
Risk implications Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk? If yes, please provide details.	No Click or tap here to enter text.
Equality & Diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	No
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please provide details.	No Click or tap here to enter text.
Island communities Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	No If yes, please give details: Click or tap here to enter text.
Status (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.

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] <small>Click or tap here to enter text.</small>	<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

UHI Perth Financial Sustainability Project

Strategic
Development
Committee
07 March 2024

Veronica Lynch, Vice Principal (EE)



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UHI Perth Sustainability Project Rationale

- In 2023/24 SG reduced FE credits nationally by 10%. For UHI Perth this meant a reduction in FE credits of 2,500 (25,000 to 22,500). The monetary reduction for UHI Perth was approx. £942,975 (2,500 x £377.19). In the main this reduction in credits was achieved by reducing FE courses from 18 to 16. SFC maximum claim per FE course is 17
- For 2024/25 the SG have intimated that there will be a further reduction in GIA of 8.5% for FE and 6% for HE. This could equate to a reduction in funding for FE of 1,912.5 credits or approx. £721,375 and for HE 96 FTEs or approx. £479,700

UHI Perth Sustainability Project Rationale

- In 2023/24 we are over delivering on our FE credit target of 22,500 (23,181), in essence, delivering credits for no extra funding. HE FTE target of 1,599, currently under delivering by 27 FTEs
- For 2024/25 the FE credit target may total 22,500 less 8.5% (4.7%:21,442.5) credits and for HE FTE 1,599 less 6% (1,503). Unclear if this reduction will be in credits (GIA) or if the expectation is to deliver the same number of credits/ FTEs with less funding.
- The HE FTE number remains an opportunity for 2024/25 but the FE credit number should remain at 22,500 (21,442.5). "Flat cash" funding at best is being predicted across the sector – a real terms cut to funding

UHI Perth Sustainability Project

Overarching Objective

Creation of a cohesive, collaborative structure for UHI Perth which achieves a break-even position by 31 July 2025 with financial sustainability for future years.

Key Outcome – Perth Leadership Group to develop a series of recommendations for SMT to form the basis of a proposal document for collective consultation with the Trade Unions

UHI Perth Sustainability Project Approach

Structured Follow Up to Team Reviews

Review Feedback on Potential Efficiencies Identified by Staff

Evidence Based Approach to Achieve the Required Savings

Develop the new UHI Perth Operating Model and Structure

Savings/ growth to achieve a Balanced Budget by 31 July 2025

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UHI Perth Sustainability Project

Operating Principles

Retain excellence and impacts in our student experience while achieving financial sustainability

Develop short, medium and long term efficiencies/ opportunities

Cost reductions balanced with investment for future surpluses

Engagement with staff, students, UHI and external stakeholders

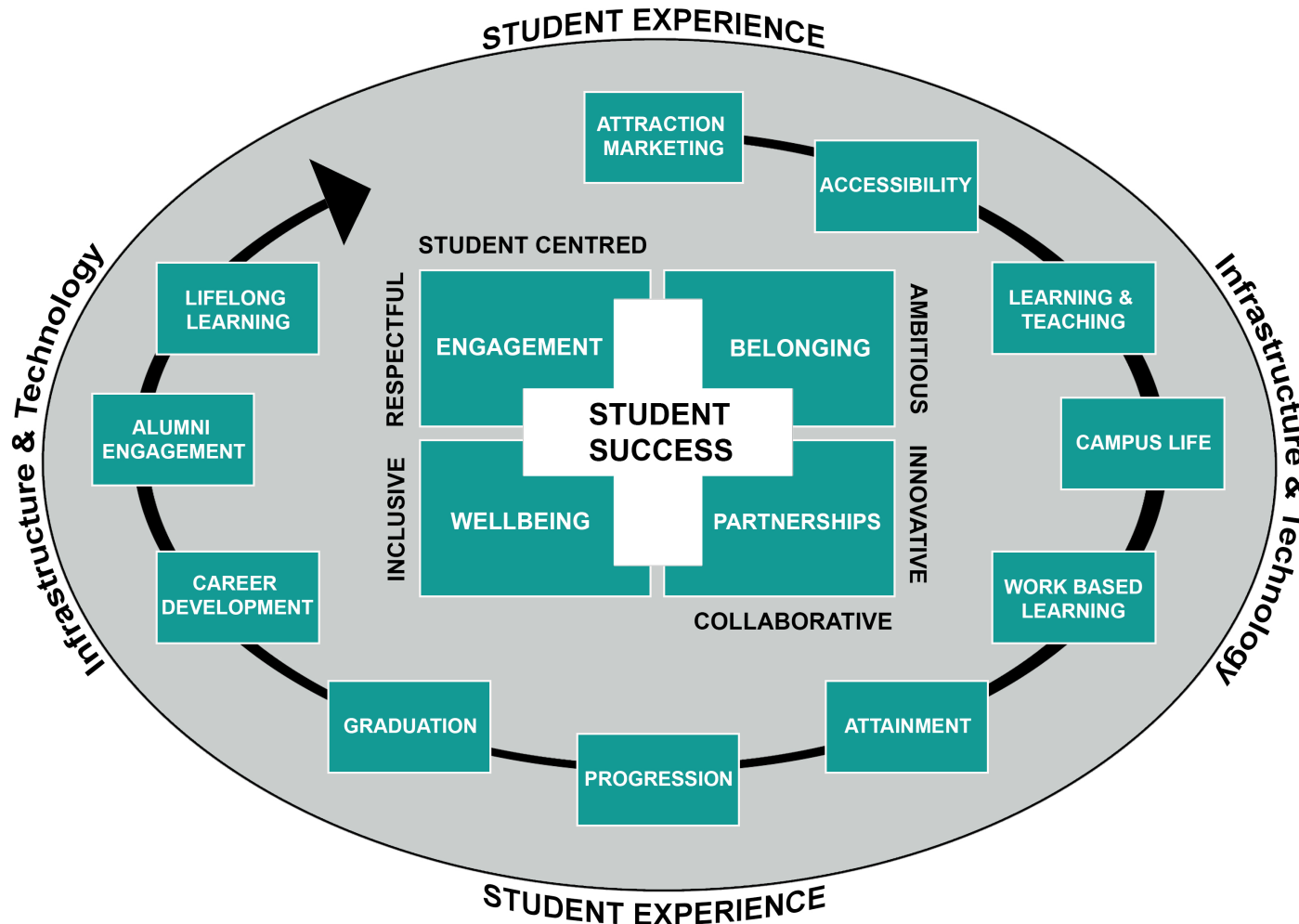
Ensure alignment within UHI Partnership and UHI 2030 Strategy

UHI Perth Sustainability Project Workstreams

- Visioning Workstream – Programme Lead, Veronica Lynch
- Workstream 1 – Academic Reorganisation, Chair – Nicky Inglis
- Workstream 2 – Professional Services Reorganisation, Chair – Deborah Lally
- Workstream 3 – Estates, Chair – Gavin Whigham
- Workstream 4 – Continuous Improvement, Chair – Jill Martin
- Workstream 5 – Additional Profitable Income Generation, Chair – Jill Elder

Our Student Experience Vision

Our student experience vision outlines our passion for student success and how we plan to deliver an excellent student experience.



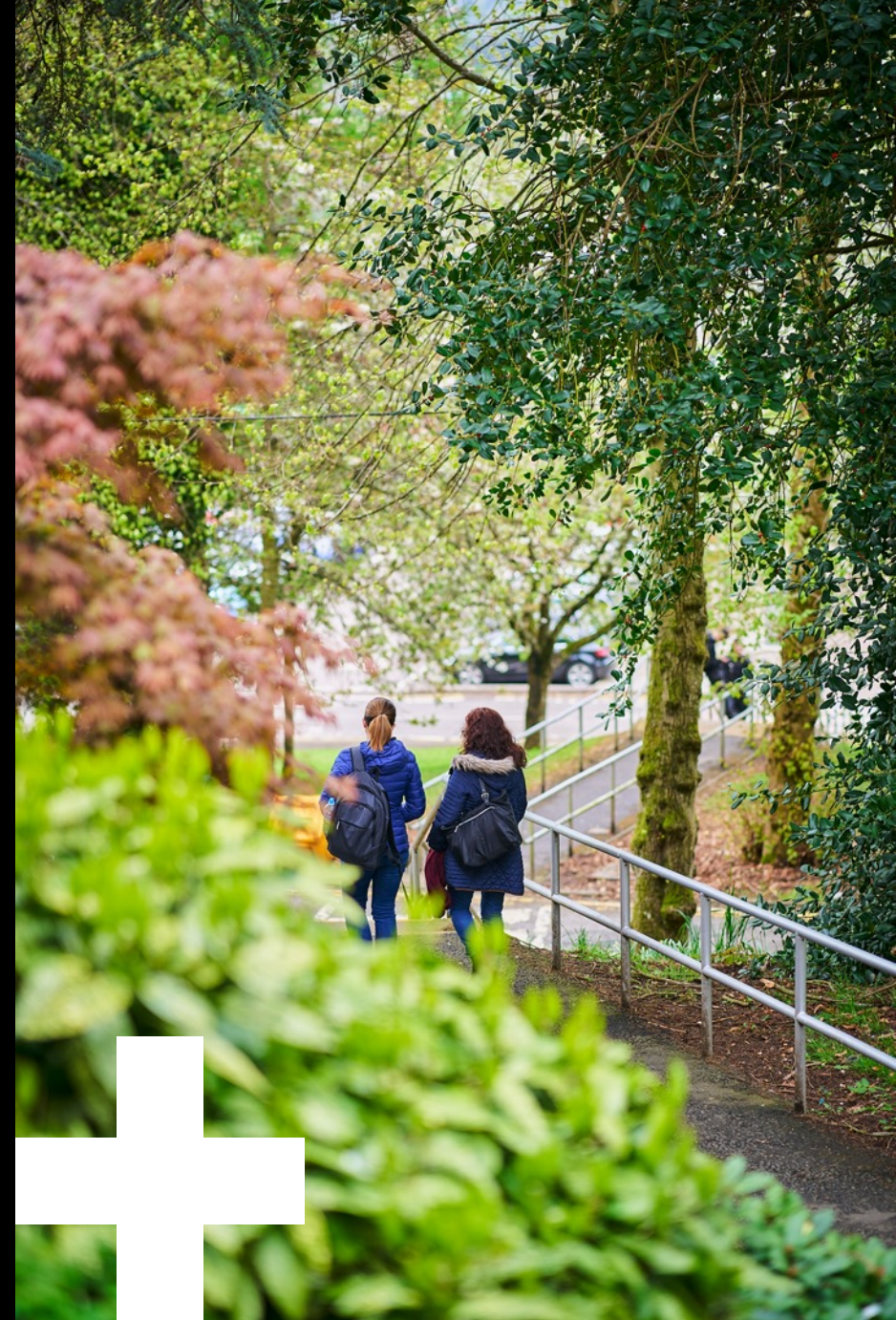
Our UHI Perth Student Experience

Measures of success

- Student Achievement
- Student Satisfaction
- Student Retention
- Student Progression
- Sustainability (Financial, Environmental, Resilient)
- Culture of Ownership – we deliver on our promises

UHI Perth Financial Sustainability Project Workstream Focus

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WS1 – Academic Re-organisation

- Ensuring both our curriculum and commercial offerings are effectively and efficiently delivered and resourced, dynamic and of high quality, having entry, exit and progression routes into employment or higher-level studies, at all levels
- Ensuring our students are more engaged in their learning, teaching and research journey and are more successful in their studies and future progression
- Alignment with UHI Perth Strategy 2022-2027, UHI Strategic Plan 2030 and Regional Skills Needs
- Building and improving on our success/es to date in a transformative, inclusive, innovative and sector leading ethos and philosophy
- Creating a sustainable and inspiring education and training for students of all ages and abilities

WS1 – Revolutionary Refocussing of our Curricula

- Adapt, flex and change to meet the evolving needs of our students, staff and stakeholders with a strategy which will be responsive to economic shrinkage/ growth and societal change
- To drive for co-created, co-designed and co-delivered education, training and research, enhanced by our unique landscape through "true" and strategic partnerships
- Savings need to be made In the backdrop of a difficult economic period to ensure UHI and UHI Perth's sustainability

WS2 – Professional Services Re-organisation

The Workstream has a focus on:



- What we currently do including what is desirable / essential;
- How do we currently do it;
- How can we do it differently;

Creating synergy:

- Dependencies on other workstreams;
- How do we work together now and how can this change in the near future;
- Taking cognisance of changes at UHI EO and the potential pressures on our own Professional Services.

WS3 – Estates Workstream

- Improved utilisation of estates facilities and resources
- Modernise for the future - creating a long-term plan for UHI Perth campus.
- Increase sustainability of campus – route to net zero
- Create a modern, comfortable and usable learning space for our students

WS4 – Continuous Improvement (CI)

Creating a Culture of Continuous Improvement through the iterative process of making small incremental positive changes that add up to significant results.

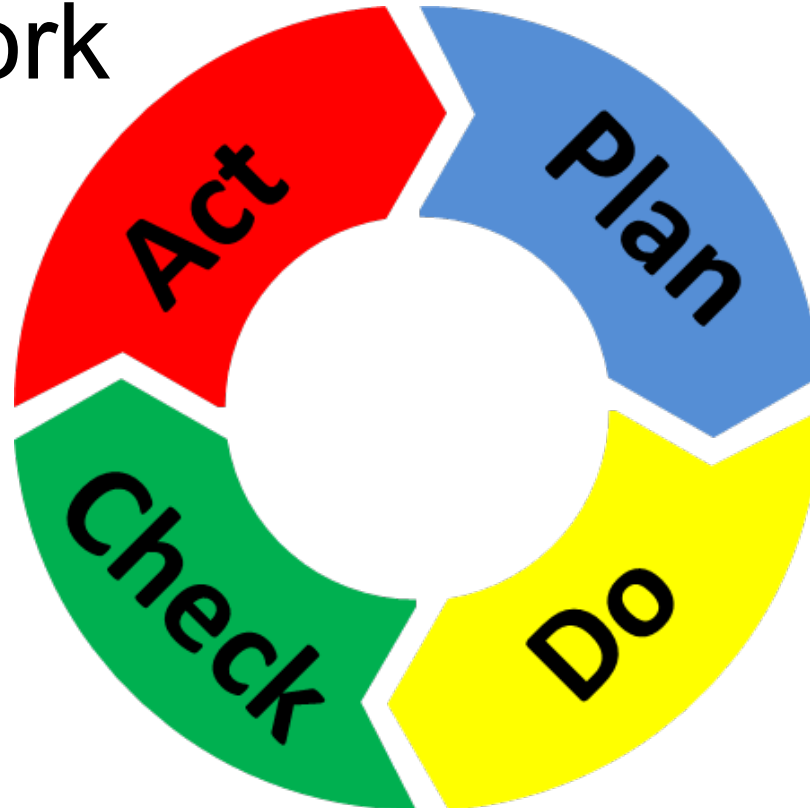
- Focus on people, processes and technology
- Benefiting from Employees' Ideas.
- Leadership Support.
- Applying Incremental Changes.
- Using Data-Driven Methods.

Why adopt continuous improvement (CI)

- Getting it right first time
- Reducing Waste
- Employee satisfaction and teamwork
- Students / end user satisfaction

The Plan-do-check-act Procedure

Is a method for identifying opportunities for streamlining work



Our Aims

- Satisfy our stakeholders
- Identify and improve efficiencies
- Maximise productivity
- Prevention, not correction of issues
- Take measurements not assumptions

Workstream Objectives

- Complete a Systems Review with an impact assessment.
- Process review with impact assessment.
- Continuous Improvement cultural change plan.
- Scoping the potential of AI and its implementation
- Developing and enhancing digital confidence and capability.

Feedback thus far..

staff cost process is time services staff
work team time staff cost
Use
need systems students

38% of staff answered time for this question

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WS5 – Additional Profitable Income Streams

Workstream 5 is systematically reviewing aspects of our college business which sit outside of our core funded income to ensure we are maximising opportunities for profitable commercial/income generating activity and/or minimising cost to the overall business.

WS5 – Additional Profitable Income Streams

Workstream Objectives

- Key focus on financial position of ASW, International, Business Engagement, Nursery and Residences whilst measuring relevant impact on student experience.
- Develop a commercial strategy for UHI Perth in line with the UHI Perth Strategy.
- Identify other potential viable income streams and develop a model to assess viability to progress.

WS5 – Additional Profitable Income Streams

Workstream Approach

- Reviewed outputs of the SMT team sessions.
- Reviewing financial information/modelling for each area.
- Sessions scheduled with ASW, International, Business Engagement, Nursery and Residences managers.
- Follow up meetings/information gathering drilling into specific aspects of each area is ongoing.
- Carefully consider dependencies with other workstreams.
- Gather much wider input from teams

UHI Perth Sustainability Project Headlines

Visioning Work - 75% Complete

Staff Engagement Opportunities and Communications Planning

EQIA's Completed

Project Resources and Protocols

Workstream Objectives Agreed and Underway

Workstream Planning – January to mid-March

Recommendations by PLG - end March

Proposals document by SMT for collective consultation with

Trade Unions by mid-April

Communication and engagement planning towards UHI Perth Financial Sustainability

Phase 1 – Communications plan outlining the messaging/ channels to position the rationale for targeted savings, how the development of proposals will be undertaken and how staff can get involved

Creating the Message			
Stream	Stakeholder	Message	Owner(s)
Planning the Communication			
Communication Method(s)	Frequency	Feedback/Follow-up Required?	Sent?

Communication and engagement planning towards UHI Perth Financial Sustainability

Key Messages, Audiences, Approach/ Channels, Timings/ Frequency

How we will continue to gather feedback, test concepts and communicate our UHI Perth Financial Sustainability plan to our target audiences during phase 2 (March) and 3 (April to July) ...

Audiences

Management at all levels, Staff

Students

Board of Management, Funders, Partners, Businesses, Communities

For Consideration within the Plan

Reputational Risk

How and when we are communicating the message

Which resources can be shared

Ensure Protected Characteristics Groups have a focus in the Communications Plan

How should this align with the Continuous Improvement Culture Change work and UHI 2030 Strategy?

Context, content and timing

EQIA's Undertaken December 2023 (revisit April 2024)

Protected Characteristics

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Communication and engagement planning towards UHI Perth Financial Sustainability

Phase 2 – February to March 2024

- Staff feedback opportunities for WS's (MS Forms/ QR Code/ Suggestion boxes) To be scheduled – Lunchtime Drop-in sessions/ WS and SMT
- UHI Perth Rationale for Savings – add to Perth Hub
- Notes from SMT Team Review Meetings – utilised for Workstream discussions. Translated into Mind Maps and add PDFs to Perth Hub
- Staff Conference Workshop Feedback – Introduction for each WS and include on Perth Hub.
- FAQ's – on Perth Hub. Additional Q&A's continually to be added.
- Completed Workstream Objectives – provide to SMT as part of recommendations.

Communication and engagement planning towards UHI Perth Financial Sustainability

Phase 3 – April to July 2024

- SMT to draft proposals for Trade Unions Collective Consultation - Mid April
- Revise EQIA's based on recommendations and proposals
- Job descriptions and person specifications developed for new/ adapted roles
- UHI Perth Financial Sustainability Proposal Document – add to Perth Hub
- Staff feedback opportunities for Consultation Proposal's (MS Forms/ Suggestion boxes) Lunchtime Drop-in sessions SMT/ PLG
- FAQ's – on Perth Hub. Additional Q&A's regularly updated
- External communication messaging and consultation with students/ stakeholders
- Completed Workstream Objectives – evidence-based recommendations available
- Evaluate job descriptions for new/ adapted roles

Next Phase Visioning Work

Communications and Engagement Plan – Phase 3

Update KPI's

Proposed UHI Perth Structure to include:

- High level structure

- Academic Support

- Business Services

Committee Cover Sheet

Paper No. 3

Name of Committee	Strategic Development Committee
Subject	UHI Strategic Plan 2030
Date of Committee meeting	07/03/2024
Author	UHI
Date paper prepared	29/02/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Published version of the UHI Strategic Plan 2030
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	Approved at UHI Court
Action requested	<input checked="" type="checkbox"/> For information <input checked="" 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.	Consideration required re impact of UHI Strategic Plan 2030 on UHI Perth

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>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>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>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>
<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



UHI

Strategic plan 2030

Where learning means more

Introduction


UHI is a globally recognised tertiary institution and we are proud to celebrate our exceptional partnership of colleges, internationally recognised research institutions and specialist teaching centres. UHI is more than a traditional university and we pride ourselves on delivering further education, higher education and world class research to over 36,000 students per year, across our campus of 70 teaching and learning centres.

Our philosophy is based on our founding values of creating sustainable education for students of all ages and abilities. This ethos is underpinned by our mission to have a transformational impact on our people, communities and economy. We care passionately about our regions, and we demonstrate our commitment through our excellent student experience and by offering flexible and supported learning from access level to PhD, delivering direct skills and apprenticeship programmes linked to workforce demand, all within the same institution.


A fundamental part of our mission is to drive co-created education and research, enhanced by our unique landscape, heritage and cultures, ensuring that learning outcomes are second to none. We are also committed to affirming all of the languages, dialects and cultures throughout our regions, including Gaelic language and culture. Across the UHI operating area we have centres of excellence and world-class thinking that are pushing the boundaries of academic and applied knowledge, where staff,

students, industry and communities are collaborating to drive innovation and new ways of thinking.

UHI embraces education and research across a wide range of subjects from arts and humanities, through to the sciences and business. Through our engagement with stakeholders, business and industry we are driving economic growth, using education, knowledge exchange and cutting-edge research to enable our businesses and industry to thrive. The university acts as a catalyst to both support the economy and underpin social change by ensuring a pipeline of skilled entrepreneurial talent through our innovative, future focused curriculum.



UHI is an amazing university, and one where learning genuinely means more.



Our 2030 strategy will build on our success to date and take our ambition forward across five key strategic themes: teaching, learning and student support; research and innovation impact; enterprise and growth; environmental sustainability; and operational excellence.

During the lifetime of this strategy we will think, plan and act as one institution in delivering our mission and vision, and our strategic themes will be underpinned by significant transformation across our institution to deliver



Vicki Nairn
UHI Principal and Vice-Chancellor

operational excellence and financial sustainability through a more streamlined, efficient and effective organisation.

In realising our ambition, this strategy will be a living document which we will adapt, flex and change to meet the evolving needs of our students, staff and stakeholders and a strategy which will be responsive to economic growth and societal change.

Our strategy takes the best of our academic reputation, world-class research and our proud history of vocational training to join the world of learning to the world of work, integrating with business and industry and underpinned by our university values of collaboration, openness, respect and excellence. The future world of work will require us all to be constantly learning, so whatever our students' stage of life or current qualification, we will provide everyone with the opportunity to keep their skills relevant and up to date as part of their learning journey.

Mission

To have a transformational impact on the people, communities and economy of our regions.

Vision

We will attract, nurture and retain talent in our communities, supporting innovation and social and economic prosperity. We will do this through the innovative delivery of flexible lifelong learning focused on employability and skills and impactful research.

Through a distinctive positioning on:

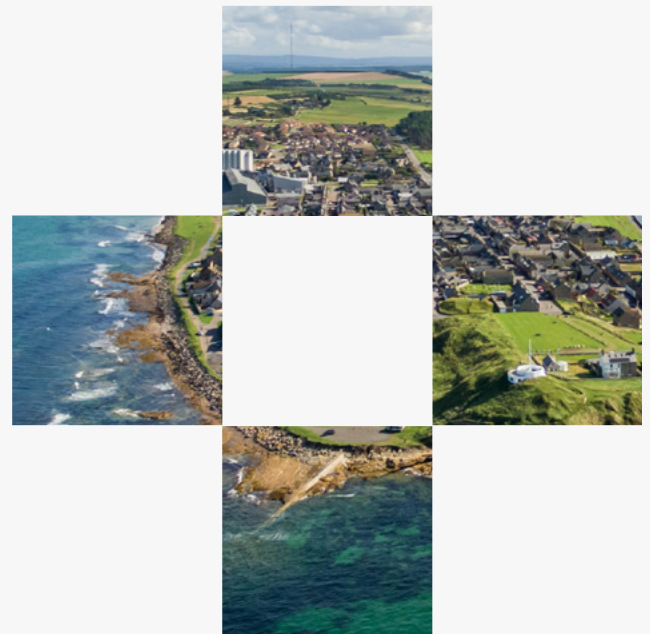
Our commitment to student employability, where **all full-time, higher education students have a professional and/or work-based experience.**

Our **S**cience, **T**echnology, **E**ngineering, **A**rts and **M**aths approach to a multi-disciplinary curriculum, producing the most professional and flexible graduates.

Our role at the **forefront of decarbonising the economy** through our innovative approaches to curriculum, research and collaborations.

Our **leadership in support of sustainable rural and island communities** to maximise economic and cultural opportunities.

Our **collaborative partner driven approach** to responding to the needs of our communities.



We will become:

- + A destination of choice for learners responding to the regional needs of our communities, business and industry and developing our national and global positioning in curriculum and research areas of strength.
 - + A partner of choice for regional employers and stakeholders and more widely through expanding relevant national and global collaborations.
 - + An employer of choice where people are valued, supported and celebrated as one of our greatest assets.
-

Underpinned by operational excellence, the UHI partnership will **think, plan and act** as one in delivering on our **mission** and **vision**

Core Values

Collaboration

We value people working willingly and actively together on common tasks because we seek to be a more connected organisation.

Openness

We value an environment in which colleagues and students share ideas and communicate clearly. We aim to be approachable and encourage others to contribute and speak up and we ensure others feel their contribution is valued.

Respect

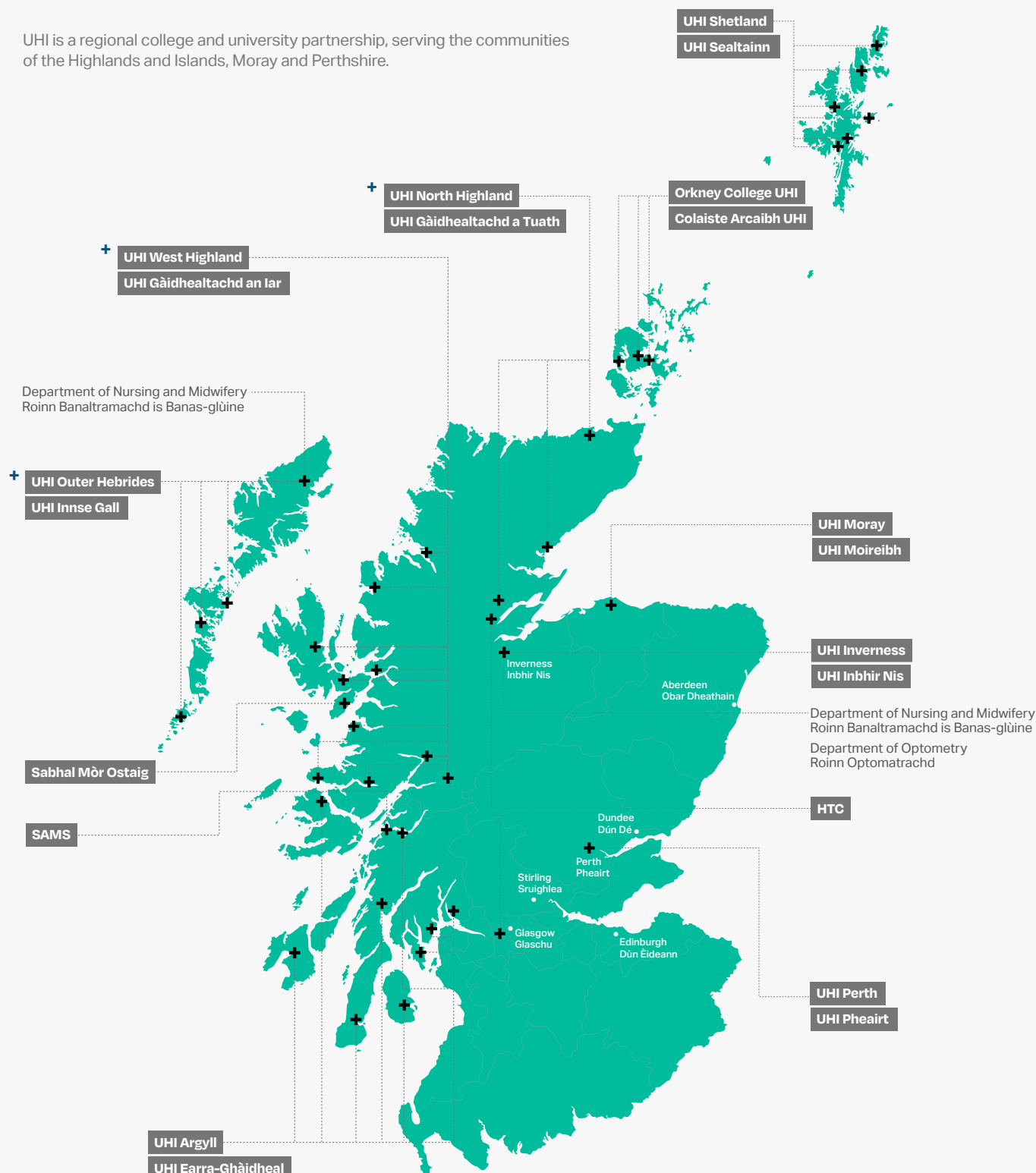
We value others in the workplace, are mindful of each other's capabilities, perspectives and backgrounds, and are thoughtful about our impact on others.

Excellence

We value a sense of purpose in our work by taking responsibility in our performance and behaviour, and we celebrate collectively in our achievements and those of our students and graduates.

Who we are

UHI is a regional college and university partnership, serving the communities of the Highlands and Islands, Moray and Perthshire.

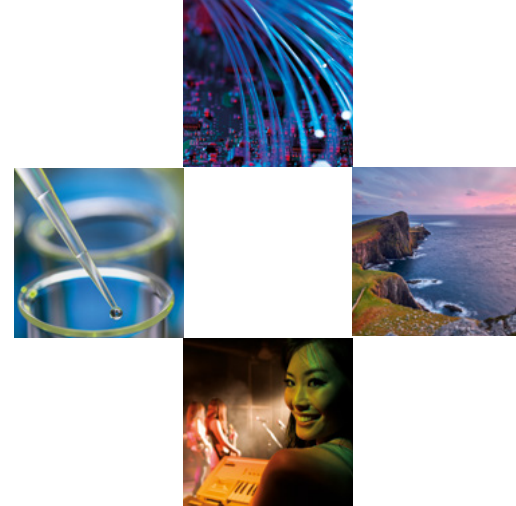


Partnership Merger 2023

+ The Boards of Management at UHI North Highland, UHI Outer Hebrides and UHI West Highland have agreed to merge to form UHI North, West and Hebrides, with a proposed vesting date of 1 August 2023. For more information visit:

www.rural-islands-merger.uhi.ac.uk

What we are



Home of connected learning

We take the best of our growing academic reputation, world-class research and our proud history of vocational training to join the world of learning to the world of work.

We involve industry experts to ensure our courses teach the skills employers are looking for and match these to our students' ambitions. Our established blended learning approach connects our student community here and across the world.

Regions of world-class research quality

All across our area we have centres of excellence and world-class thinking that are pushing the boundaries of academic and applied knowledge, where staff and students are playing a part in changing our regions and the world

Inclusive

We are proud to be different. Where learning means more. We offer flexible and supported learning from access level to PhD. Where students can start where they need to and progress as far as they want at a pace that is right for them; all within the same institution.

The future world of work will require us to be constantly learning, so whatever the stage of life or current qualification, we provide everyone with the opportunity to keep their skills relevant and up to date.

Supportive, caring and personal

We take time to help our students find their unique learner journey. We care passionately not just about our students and staff but also our regions, people, communities and future prosperity.

We believe that every individual has the right to feel valued, our commitment to equality, diversity and inclusion (EDI) is not just a moral obligation, but it is also fundamental to our aim of providing flexible and supported learning opportunities.

In the world's most beautiful country

Experience a stunning and inspiring backdrop, heritage and culture and access Scotland's natural beauty and resources where opportunities are limitless.

Our Priorities



UHI

Teaching, learning and student support

To deliver a high-quality connected curriculum built on personalising the learner journey, giving more choices and opportunities to more people.

Increasing our reputation and reach through our distinctive curriculum, partnerships with business and industry, innovative delivery and student experience and success.

Research and innovation impact

To enhance our research impact, ensuring it is internationally ranked, industry linked and world leading.

Increasing our national and international reputation through research and innovation excellence and broadening our fields of research in emerging areas of strength which are regionally focused with global reach.

Enterprise and Growth

To embrace an entrepreneurial spirit based on strong economic growth for our institution and our communities, growing and diversifying our student population, delivering innovation, employability and enterprise skills and supporting innovation.

Increasing recognition of our position as an anchor institution supporting our communities, developing skills and knowledge-led solutions and influencing regional and national policy.

Environmental Sustainability

To be a sustainable and socially responsible institution, contributing to the sustainability of our communities, our economy and our planet.

Increasing awareness of our central and transformational role in decarbonising the economy and progressing the UN Sustainable Development Goals in our communities and beyond.

Operational Excellence

To be a fully integrated, sustainable and people-oriented organisation.

Increasing recognition of UHI as a financially sustainable, well managed organisation by funders and stakeholders.



Teaching, learning and support

We will be known for our creative, student-centred and innovative learning and teaching delivered through a modern and digitally enabled curriculum, in an inclusive and stimulating environment regardless of study mode, level, or location.

We will be a leader in STEAM education with multi-disciplinary curriculum producing holistic and resilient graduates.

We will be recognised for our excellence in supporting student engagement, success, personal development and wellbeing.

Teaching, learning and support

Commitments

Curriculum

- + Deliver a cohesive, sustainable and relevant curriculum which strengthens our competitive position and optimises student recruitment.
- + Offer integrated learning pathways from school to further and higher education using academic, vocational and work-based routes to maximise opportunity for all, helping learners realise their potential and progress to positive destinations.
- + Adopt a multi-disciplinary STEAM approach to our provision harnessing expertise across the university and fostering closer collaboration with STEAM organisations regionally and globally.
- + Work in collaboration with our students, communities and industry partners to ensure our curriculum is responsive to their needs and aligned with local, national and international priorities allowing us to retain and attract students to our area.

Learning and teaching enhancement

- + Engage our students in learning activities and experiences that support their aspirations and prepare them for their next step.
- + Empower and support our learners to positively shape and influence their learning experiences.
- + Harness digital technologies and spaces for learning, teaching and assessment to support learner engagement in meaningful and connected learning experiences.
- + Move towards a single tertiary enhancement environment for further and higher education.
- + Sustain a culture of quality enhancement across all activity which improves the student experience, increases student success and enables all students to achieve their full potential.

Student enhancement

- + Develop and promote our reputation for excellence in our student experience and support throughout the student journey demonstrated by greater student satisfaction, achievement and positive outcomes.
- + Cultivate a more inclusive learning environment, enriching experiences and collaborating with staff, students and stakeholders to support, promote and celebrate equality, diversity and inclusion.
- + Work in partnership with HISA (Highlands and Islands Student Association) to proactively engage with the learner voice, ensuring that all our learners have access to exceptional support in their education and their wellbeing.

Gaelic language and culture

- + Champion Gaelic language and culture in our communities through curriculum, research and student experience.
- + Recognise and support the linguistic and cultural diversity across our regions.

Outcomes by 2030

Become a destination of choice for new learners.

Attract more students from diverse and under-represented backgrounds.

Provide a curriculum centred on our students' needs and focused on their learning journey.

Provide lifelong learning and skills relevant and responsive to emerging regional, national and international need.

Deliver a high quality physical and digital learning environment.

Measures

Student satisfaction

Student success

Student employability

Student access

Focused strategies

Learning and teaching enhancement

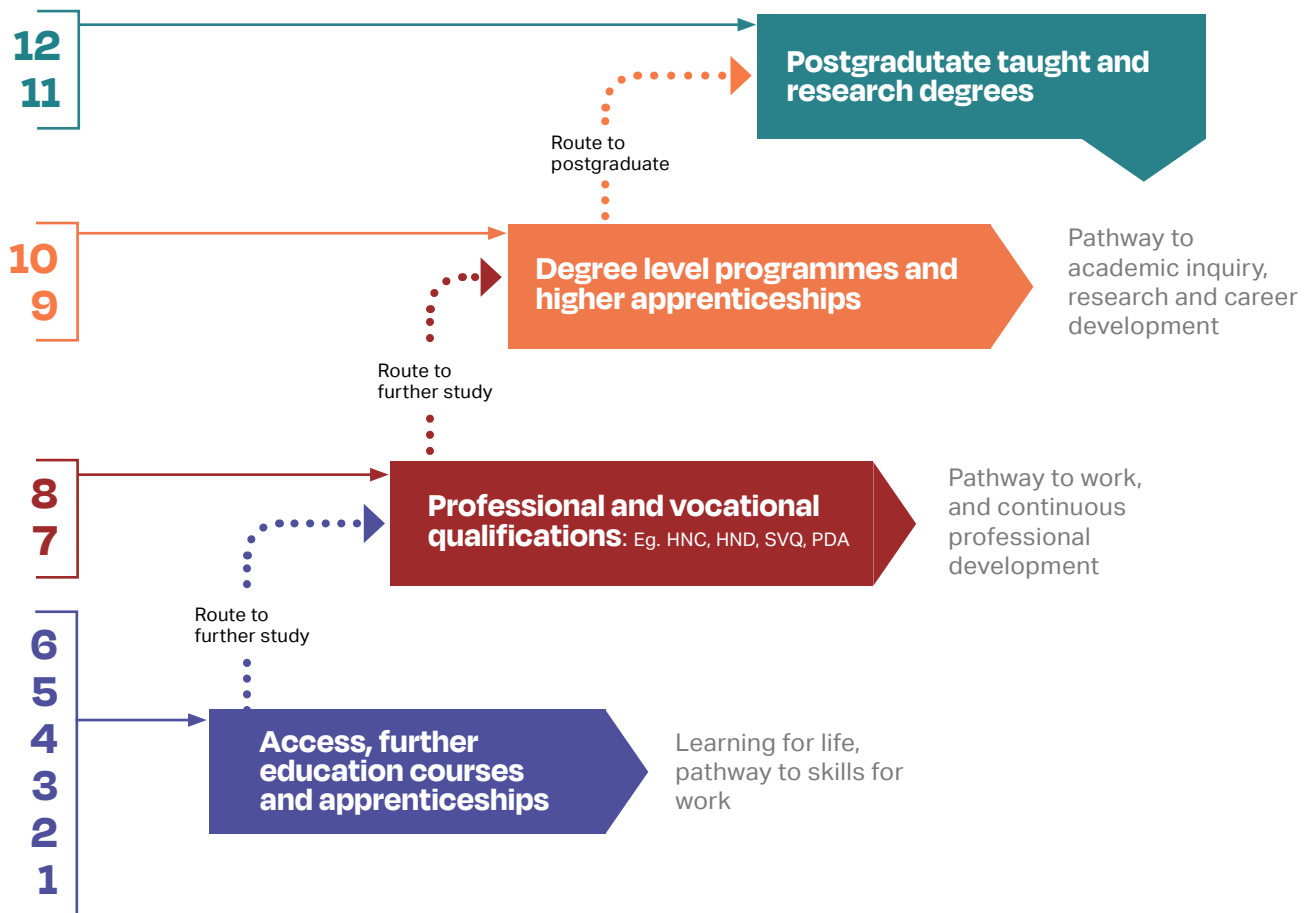
Curriculum

Student experience and support

UHI access and progression routes

Providing seamless pathways and removing barriers for students, allowing them to find their own unique learner journey.

SCQF level



Without UHI I wouldn't have been able to gain my apprenticeship. It all started when I completed a college link engineering course, while still at school. That led on to a national certificate and then all the way through to me graduating with a degree in Electrical and Electronic Engineering. I have so much to thank UHI for.

Liam Elder
BEng (Hons) Electrical and Electronic Engineering at UHI North Highland





Research and innovation impact

We will be recognised for our impactful world-class and internationally excellent research and knowledge exchange inspired by our environment and culture and supporting regional inward investment.

By developing our research strengths and enhancing our collaborations and connection with industry, we will contribute to key global challenges.

Research and innovation impact

Commitments

Excellence and impact

- + Increase the proportion of our research output recognised as internationally excellent and world leading.
- + Expand our fields of research recognising emerging areas of strength, focusing on positive impacts for our communities and directly informing innovation activity in key sectors.
- + Enhance our profile for research and knowledge exchange through strengthening our collaboration and partnerships
- + Support research excellence through developing the capability and capacity of staff to become research leaders.
- + Secure enhanced commercialisation of research and knowledge exchange output.
- + Build awareness and communication of our research expertise, partnerships and successes.
- + Source strategic investment in PhD studentships allied to our REF development plan.

Research environment

- + Create a vibrant research environment which builds on our collective strengths, supports innovation, and creates opportunities for inter-disciplinary activity.
- + Develop an institutional culture in which academic staff actively engage in research and scholarship that enhances curriculum quality and student experience.
- + Establish a sustainable researcher sabbatical scheme and programme of professional development and training, including opportunities for professional services staff to increase awareness of our research activities and ambitions.



Outcomes by 2030

Further elevate our research reputation.

Be known for our strong and vibrant research environment for students and staff.

Become a partner of choice in national and global collaborations.

Diversify research and knowledge exchange income.

Enhance commercialisation of research and knowledge exchange outputs.

Measures

REF performance

Research student numbers and satisfaction

Research and knowledge exchange income

Focused strategy

Research, impact and knowledge exchange



Enterprise and Growth

We will be a high performing and innovative university, nurturing an enterprise mindset in our students, staff and across our communities and partnerships to positively impact on the economy and society.

We will help transform our regions by widening access to education at all levels, supporting the skills needs of our regional employers, and inward talent attraction through developing our national and global positioning.

We will build productive and beneficial partnerships influencing positive and collaborative change through engagement with government agencies, education institutions, and our communities.

Enterprise and Growth

Commitments

Income diversification and commercialisation

- + Create and seize opportunities to develop and access new income sources and commercially viable business development, reducing our reliance on government funding and strengthen the long-term resilience of our institution.
- + Increase our profile and levels of philanthropic giving through our engagement and coordination with donors, supporters and alumni.

Student Recruitment and International

- + Place greater emphasis in our recruitment activities on UHI as a study destination of choice, embracing our difference and championing our excellence in student support and experience.
- + Develop our admissions processes to be more student centred and streamlined to drive speed and personalisation in our offer making.
- + Grow partnerships and recruitment in new regions, both domestically and internationally, specifically creating and renewing recruitment in North America, Asia and Scandinavia.
- + Secure financially sustainable student accommodation across our regions to support our student recruitment aspirations.

Economic Development

- + Lead growth in the regional economy, providing employment, lifelong learning pathways, research and innovation-led impacts and supporting growth of Gaelic language and culture.
- + Enhance our role in community planning and contribute to reduced inequality, improved services, enhanced training and skills development.
- + Maximise our involvement in growth deals and the green freeport, acting as an anchor institution in our regions to deliver regeneration and high-quality jobs, global trade and investment, and thriving and sustainable communities.

Engagement

- + Strengthen engagement with our alumni, developing opportunities and growing our global community of alumni ambassadors.
- + Engage with partners to optimise sustainable business opportunities.
- + Engage with the Scottish Funding Council to secure appropriate levels of funded activity that support evidence-based growth plans in further and higher education.
- + Embed an enterprise culture with staff and students and within our provision at all levels, with innovative approaches to delivering employability and enterprise skills.

Outcomes by 2030

Be a driver of regional economic growth and social recovery.

Be a key contributor to talent retention and attraction in our regions.

Attract more non-SFC funded students.

Produce confident and enterprising graduates.

Increase impactful strategic partnerships.

Secure more diverse income streams to support long-term financial sustainability.

Measures

Commercial income

Philanthropic/fund-raising income

Student numbers

Focused strategies

Economic development

Student recruitment and admission

Advancement



Environmental Sustainability

We will be champions for rural and island sustainable communities. We will take a leading role in supporting environmentally sustainable economic development in fragile rural systems across our regions, protecting some of the most important and globally significant ecosystems.

We will be well on track to becoming a 'one planet, net zero' university, energy secure and aligned with the UN Sustainable Development Goals.

We will contribute to wider themes across the environmental sustainability agenda and decarbonisation of the economy through areas of recognised curriculum and research strength.



Environmental Sustainability

Commitments

Net zero and just transition

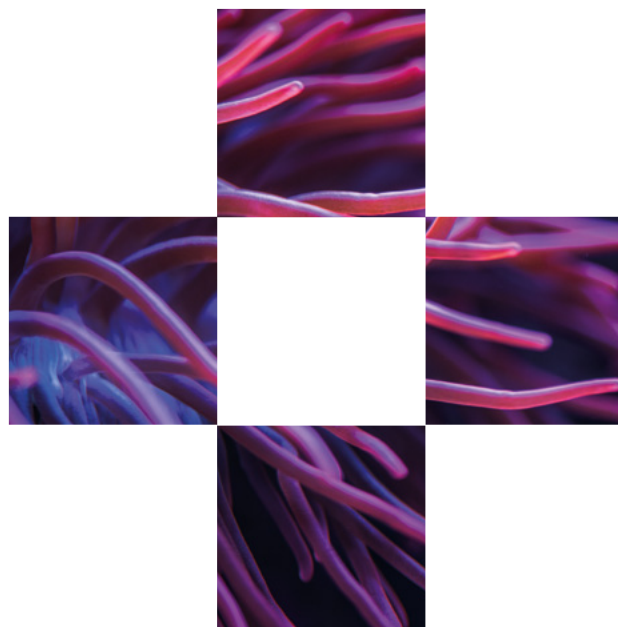
- + Embed sustainability into all areas of our operation to achieve net zero by 2040 ensuring this becomes part of our normal working practices and our natural mindset.
- + Create a UHI Net Zero Carbon Hub to strategically align and integrate our activities to deliver high impact outcomes, building capacity in strategically significant research disciplines and accelerating the transformation of our infrastructure, assets, operations and corporate services.
- + Provide leadership in the support of species conservation across our regions, impacted by climate change, for example through our research expertise in the role of peatlands in climate change mitigation.
- + Increase biodiversity by managing our campus grounds and greenspaces to delivery healthy and thriving ecosystems.

Sustainability leadership and engagement

- + Engage with partners to consider regional approaches to climate solutions, sharing best practice and resources including the local authorities within our regions, enterprise companies, Scottish Funding Council, industry and other stakeholders.
- + Work collaboratively with students on issues such as fuel poverty, poverty and inequality, climate and jobs that resonate with Just Transition and Climate Justice.

Sustainability in skills, curriculum and research

- + Develop innovative teaching practices and pedagogies to reduce our carbon footprint, embed sustainability skills in all areas of our curriculum and champion impactful research and innovation that supports the transition to net zero carbon economies.
- + Work with key stakeholders to scale up the skills capacity in renewable energy, developing new curriculum and training to support initiatives such as ScotWind, the Islands Growth Deal TalEntEd programme and Opportunity Cromarty Firth.



Outcomes by 2030

On course to become Energy Secure UHI by 2040

Active contributors to progressing the UN Sustainable Development Goals

Become leaders in embedding sustainability in all levels of our provision.

Produce graduates equipped with knowledge and skills to contribute to a more sustainable future.

Measures

Carbon emissions

Biodiversity in campus plans and greenspace management

Sustainability in the curriculum

Focused strategy

Sustainability strategy

A photograph of a man with a beard and brown hair, wearing a bright orange jacket, smiling and gesturing with his right hand. He is standing outdoors in a mountainous, hilly area with dry vegetation. In the foreground, the back of a person wearing a grey jacket and a large green backpack is visible. To the left, a green jacket is partially visible. The background shows rolling hills under a clear sky.

Operational Excellence

We will be a fully integrated, financially sustainable and people orientated organisation that delivers outstanding teaching, research and knowledge exchange from a solid foundation of the very best professional services, systems and processes.

Operational Excellence

Programme of transformation

We are undertaking a wide-ranging staff and student led programme of transformation to ensure we become a more integrated and connected university.

Through investing in services, systems and estates, we will create a collaborative and empowered working and learning environment which will positively enhance all aspects of our staff and student experience and curriculum, underpinned by our culture of equality, diversity and inclusion for all.

Commitments

Structure, governance and shared services

- + Implement a new partnership operating model and simplified governance structures to allow us to operate as a single organisation.
- + Implement shared services, systems and standard approaches to internal processes which are defined and led by the overarching partnership strategy and operating model.
- + Facilitate merging of willing UHI partners to create centres of expertise that deliver economies of scale while remaining responsive to place-based needs.
- + Develop collective partnership-wide planning to inform effective, evidence-based decision making founded on consistent data, standardised systems and approaches to data insight and market intelligence.
- + Become a financially sustainable organisation that collectively manages resources to deliver our ambitions.

People and culture

- + Create a collaborative culture where all staff and students feel part of a wider single institution invested in its regions and environment.
- + Enhance equality and inclusion to ensure all staff and students can be the best version of themselves, regardless of their socio-economic background or protected characteristics.
- + Reward staff for high performance, provide access to development opportunities and support for their well being becoming an employer of choice in the sector.
- + Protection of local jobs through facilitating a model where staff can be located anywhere within the partnership.
- + Implement an organisational wide professional development framework and training programme.

Physical and digital excellence

- + Create safe, flexible and inclusive estates that are well-equipped and support our curriculum delivery, research and innovation, and excellent staff and student experience.
- + Invest in our digital capability and resilience in evidence-driven priority areas that provide modern and enabling technologies to meet our mission and vision.

Outcomes by 2030

Partnership financial sustainability

Operational savings secured through streamlined governance, mergers, shared services and single systems and approaches.

Attract and retain talented and diverse staff.

Optimise physical infrastructure and digital excellence.

Measures

Financial efficiency

Operational cost savings

Non-SFC/Scottish government funding

Staff profile and satisfaction

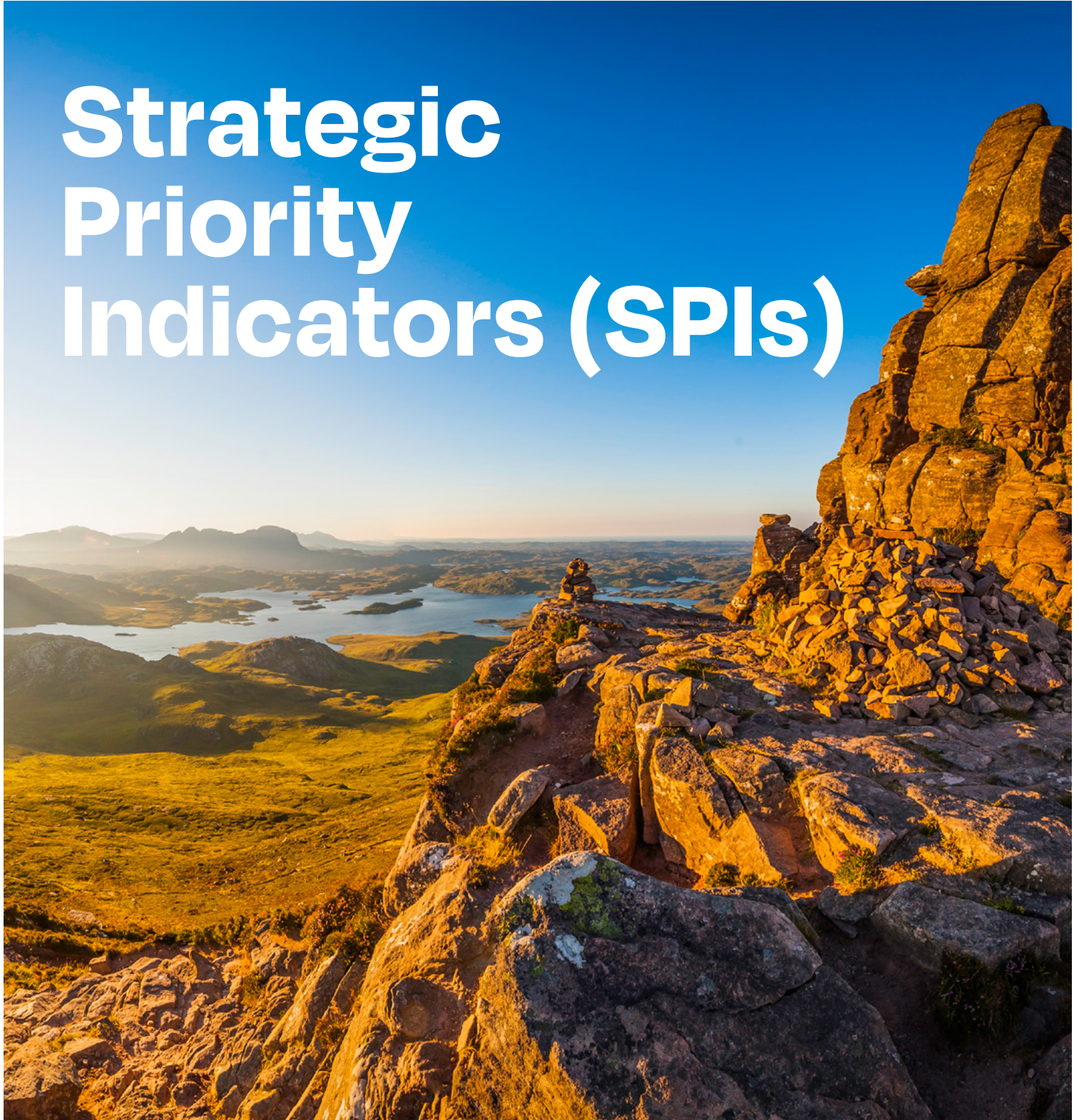
Focused strategies

Financial sustainability

People and culture

Equality, diversity and inclusion

Strategic Priority Indicators (SPIs)



Teaching, learning and student support
Research and innovation impact
Enterprise and growth
Environmental sustainability
Operational excellence

Teaching, learning and support

Strategic Priority Indicators (SPIs)

High level measure	Detailed measure	Indicative Target
SPI 1: Student satisfaction	Overall student satisfaction from sector surveys	2% above the Scottish FE college average 2% above benchmark in the NSS (HE, undergraduate) In the top 15% in UK for postgraduate taught
SPI 2: Student success	FE students successfully achieving a recognised qualification Scottish-domiciled full-time HE entrants achieving an award or returning to study Proportion of FE students progressing to HE Proportion of HE students who come from our FE courses	2% above the Scottish FE benchmark Achieve benchmark Year on year increase Year on year increase
SPI 3: Student employability	Leavers in positive destinations from sector surveys Full-time HE graduates in professional occupations Proportion of full-time HE students with professional and/or work experience	Achieve the Scottish average for FE colleges and HEIs Close the gap to Scottish average year-on-year 100% by 2030
SPI 4: Student access	Share of entrants to undergraduate HE from within our operating area Proportion of students with care experience Proportion of students from disadvantaged areas Proportion of HE entrants articulating with advanced standing from other Scottish colleges	Increase year-on-year Achieve FE and HE SFC outcome agreement target year-on-year Achieve FE and HE SFC outcome agreement target year-on-year Achieve Scottish Government target 75%

Research and innovation impact

Strategic Priority Indicators (SPIs)

High level measure	Detailed measure	Indicative Target
SPI 5: REF	REF performance - submission size and average grade point average (GPA) achieved	Average GPA of 3.1 and 10% increase in submission size (FTEs)
SPI 6: Research student numbers and satisfaction	Number of externally funded and UHI funded research degree students	12% growth by 2030
	Overall student satisfaction in sector survey	2% above the sectoral mean
SPI 7: Research and knowledge exchange income	Level and diversification of external research grant and KE-related income and success in larger-scale grant capture	15% over 5-year period (taking account of cyclical research funding)

Enterprise and growth

Strategic Priority Indicators (SPIs)

High level measure	Detailed measure	Indicative Target
SPI 8: Commercial income	Total level of commercial income	Increase by 10% year-on-year
SPI 9: Philanthropic/ fundraising income	Donated income secured and cash income received from individuals, trusts and foundations and corporate donors	Figures to be confirmed
SPI 10: Student numbers	Volume of FE credits	Achieve SFC regional credit target
	SFC funded non-controlled and controlled student FTEs	Achieve SFC funded FTE targets
	Non-SFC funded student FTEs: RUK and international students	Increase RUK by 20% and International by 25% year-on-year (excluding TNE)

Environmental sustainability

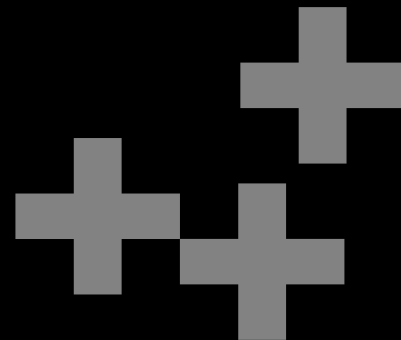
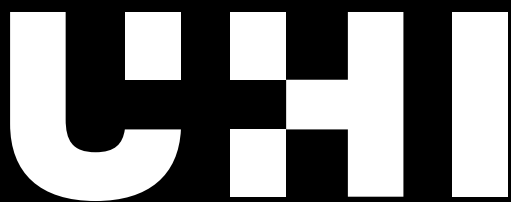
Strategic Priority Indicators (SPIs)

High level measure	Detailed measure	Indicative Target
SPI 11: Carbon emissions	CO ₂ e and/or GHG tonnes	75% reduction in CO ₂ emissions by 2030
SPI 12: Campus biodiversity	Area m ² & % of campus grounds managed for biodiversity and carbon insetting	At least 30% of campus ground managed by 2030
SPI 13: Curriculum	Proportion of courses including sustainability/climate change content	100% of courses by 2030

Operational excellence

Strategic Priority Indicators (SPIs)

High level measure	Detailed measure	Indicative Target
SPI 14: Financial efficiency	Operating cash flow	Operating surplus between 3-5% of total income
	Partnership staff costs as a % of income	Broadly in the range of 2nd quartile of cost ratios for universities and colleges
	Partnership /RSB cash flow	Figures to be confirmed
SPI 15: Non-SFC income	Proportion of non SFC/non-SAAS income	Figures to be confirmed
SPI 16: Staff profile and satisfaction	Annual staff surveys and analysis of workforce demographics and inclusivity	Targets agreed following establishment of baselines



UHI partnership

UHI Argyll

UHI Inverness

UHI Moray

UHI North Highland*

UHI Outer Hebrides*

UHI Perth

UHI Shetland

UHI West Highland*

Orkney College UHI

HTC

Sabhal Mòr Ostaig

Scottish Association for Marine Science

***Partners are merging to form UHI North, West and Hebrides, proposed vesting date 1 August 2023.**

A cluster of four grey plus signs arranged in a staggered pattern in the bottom left corner.

Where learning means more

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Strategic Development Committee - Terms of Reference

Membership

No fewer than 3 Independent Members of the Board of Management

College Principal

1 Staff Member of the Board of Management

2 Student Members, to be nominated by HISA Perth

In attendance

Depute Principal

Vice Principal (Academic)

Vice Principal (External Engagement)

Vice Principal (Operations)

Quorum

The quorum shall be 4 members

Frequency of Meetings

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

Terms of Reference

- To actively engage in the development, review and monitoring of the College's Strategic Plan;
- To consider and approve other appropriate College Strategies, in particular those that seek to grow non-SFC income for the College;
- To consider matters relating to community outreach and the participation of the college in the delivery of major partnership projects;
- To keep under review the regional and national economy and market trends to help advise on the alignment of the curriculum;
- To monitor risks associated with commercial and international income and make appropriate recommendations to the Audit Committee;
- The Strategic Development Committee shall meet jointly with Finance & Resources Committee on an annual basis to ensure there is sufficient scrutiny of resource implications of potential proposal and recommendations taken forward by Strategic Development Committee.

ToR Reviewed January 2022

Committee Cover Sheet

Paper No. 5

Name of Committee	Joint Strategic Development and Finance & Resources Committee
Subject	Financial Outlook
Date of Committee meeting	07/03/2024
Author	VP Operations
Date paper prepared	29/02/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Forecast of future financial results
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	This is the first presentation of this paper.
Action requested	<input checked="" type="checkbox"/> For information <input checked="" 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.	Important paper relating to the strategic objective of financial sustainability.

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>No but the paper reflects the use and performance of college 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>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>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>
<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] <small>Click or tap here to enter text.</small>	<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

UHI Perth Outlook

23/24

The following outlook is based on the college only i.e. AST is excluded. Our initial “Mid Case” forecast and the subsequent work being carried out by the workstreams are all college based. AST is covered at the end of this paper as a separate topic.

H1 is a good point and base to re calculate our expectation of 23/24.

Income

Our original forecast income for 23/24 was made up as follows:

	Estimate 2 23/24	
FE Main Grant	£8,205	
HE Main Grant	£6,394	
Tuition	£2,568	
International	£1,500	
Research	£208	Our latest review of the income has concluded that the total of £22.5M on the left is still correct within £130K. There are movements in a few categories e.g. International may be down £(200)K versus the forecast but this is likely to be offset by FWDF being around £200K over forecast. Research could be down £(84)K but needs reviewed. It looks like managing agents will be down £(168)K but we are also expecting an increase in funding of over £100K for FNTE.
FWDF	£250	
FA	£281	
MA	£185	
Managing Agents	£311	The reality of a forecast is that categories can be changing all the time. The movements noted above are what we believe at a point in time and even then, these movements need to be reviewed further.
Self Funded Tuition	£450	
ASW	£650	
Nursery	£327	
Residences	£450	The bottom line is that our income review has concluded that the original forecast is still robust, and we are not aware of any significant changes.
PGDE/ITE	£101	
Food NT	£252	
SFC Early Years	£110	
Misc	£12	
Schools Development	£60	
Needs Assessment	£77	
REG	£54	
EMA	£8	
Beauty Commercial	£13	
Training Rest	£30	
Phone Masts	£20	
Secondments	£100	
Sanitary Products	£13	
Microram	£(100)	
	£22,530	

Staff Costs

A careful review of staff costs has concluded that our original forecast of £19.3M of staff cost plus £600K of severance cost = approx £20M is still appropriate for the full year. As with income there could be a minor movement by the end of the year.

Our original forecast noted £1.8M of savings in 23/24 through having to pay less salary for staff leaving on VS. However, the more accurate split of the £1.8M was £1.2M of savings from VS and £600K from a reduction in the need for temp staff, driven by our fall in HE numbers.

Our recent review concluded that we think VS savings in 23/24 will be just over a million pounds. Savings from reduced temp staff are still at a run rate of £600K. The shortfall between our original forecast saving from VS of £1.2M and the current estimate of just over a million is offset by savings generated by delays/deferrals in recruiting backfills/new staff. We have seen these savings already in H1 23/24.

The value of VS in the current year is impacted by the phasing of when staff leave i.e. if you leave with only one month of the year to go then we only achieve one month of saving. The reason for the movement from £1.2M to £1M is driven by some staff leaving a little later than planned and or staff who have dropped off the original list. In 24/25 we still expect to see a full year's saving from the current 23/24 VS of over £2M.

Non-Staff Cost

The H1 management book shows that staff costs (excluding AST) for 23/24 are £3.2M, this is lower than 22/23 which showed £3.4M for H1.

Also, if you take the 23/24 H1 staff costs and back out the service (overhead income) you arrive at a net position of £2.2M (the income shown in services is not included in the income above and is funding against specific costs e.g catering and Estates maintenance etc). If you double this net position then you arrive at £4.4M which almost in line with the original forecast (see below).

As with the other categories above, we cannot see anything at this stage that would make us feel that non-staff costs won't end the year in line with or close to the original forecast.

Original Forecast

Income	£22.5M
Staff Costs	£19.9M
Non-Staff Cost	£4.5M
Surplus/Deficit	£(1.9)M

As noted with each category above we believe that the original forecast is still robust and that any variance would be minor at this point in time.

24/25

With staff costs and non-staff costs for 23/24 running at the original forecast levels we can have confidence that the 24/25 forecast for these categories is still valid. However, income is more unique and is showing signs of movement from the original forecast.

The draft Scottish Government budget for 24/25 presented a reduction in SFC funding, specifically an 8.6% reduction in FE and a 6.0% reduction in HE. An 8.6% reduction in FE could result in a reduction in funding to UHI Perth of over £700K. The HE reduction may be carried out by the SFC withdrawing additional FTE's given to universities during the pandemic. As UHI could not hit their FTE numbers they were not given any additional FTE's which means that UHI would not be impacted any of the HE reduction. However, none of the above is certain.

The Scottish Government budget was approved on the 27th February. The next step is for the SFC to receive formal communication from which they create an "indicative" funding allocation to colleges and universities. EO would then create an indicative allocation to UHI partners. This exercise is followed up with a final SFC funding allocation and a final EO allocation to partners. This full process will happen between now and the end of May.

The workstreams who are working on finding savings for UHI Perth are aware that they may need to find a further £700K of savings.

AST

The latest outlook from AST is shows significant deficits for 23/24 £(256)K and 24/25 £(225)K.

	20/21 Act	21/22 Act	22/23 Act	23/24 For	24/25 For
Income	£1,874K	£2,038K	£1,978K	£1,654K	£1,877K
Expenditure	£1,587K	£1,813K	£1,805K	£1,910K	£2,102K
Profit	£287K	£225K	£173K	£(256)K	£(225)K

As can be seen, there is a significant fall in income from 22/23 to 23/24. This is related to the loss of a key customer, Leonardo. AST are hoping to see an increase in income in 24/25. However, it is notable that in 24/25 AST are looking to deliver the same income as 20/21, with an increase of £500K in cost. While the comparison is not as simple as just looking at the increase in cost it is still interesting.

The AST Board are working on a solution to the deficit projections over the next two years. However, from a college point of view we have to understand what we expect/need from AST and measure the business on that basis.

Committee Cover Sheet

Paper No. 6

Name of Committee	Strategic Development Committee
Subject	UHI Transformation Operating Model
Date of Committee meeting	07/03/2024
Author	Max Brown, UHI Director of Transformation
Date paper prepared	27/02/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Paper provides information presented at a UHI Chairs & Principals meeting on 22 nd February 2024 and provides an update on recent activities on the TOM.
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 checked="" 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.	Click or tap here to enter text.

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Risk implications Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk? If yes, please provide details.	No Click or tap here to enter text.
Equality & Diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	No
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please provide details.	No Click or tap here to enter text.
Island communities Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	No If yes, please give details: Click or tap here to enter text.
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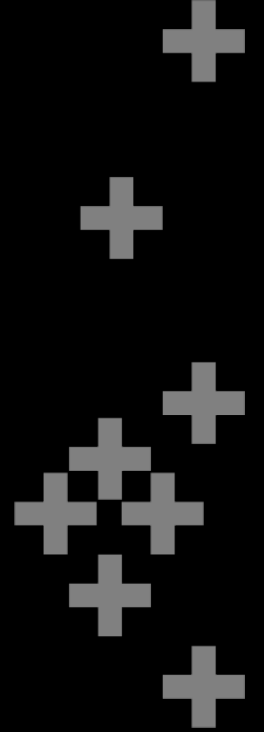
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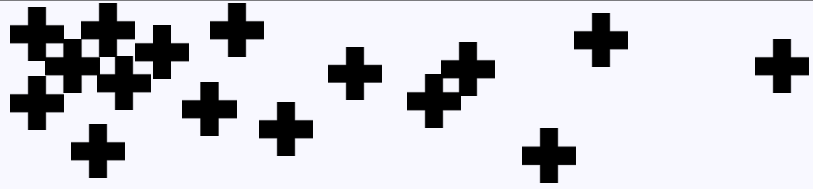
http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

UHI 2024

Operating model update

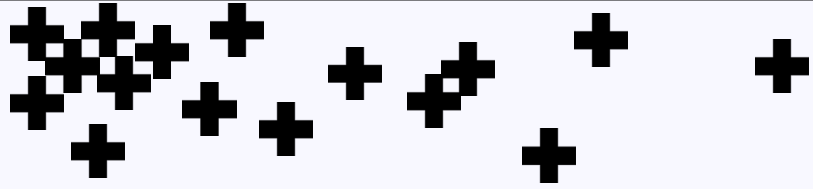
21st February 2024





Progress and engagement since 25th Jan

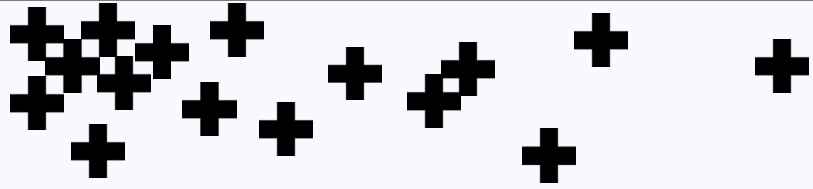
- 26th Jan to 2nd Feb individual partner Board meetings
 - Buy in to the process and direction of travel
 - Increasing pace and momentum, enable capacity & delivery
 - Focus on engagement and consultation across UHI
- Development of the detail of the plan across curriculum, operational, constitutional and financial domains
- Recruitment in train for key resource to push forward the work at pace
 - Financial analyst - started 12th Feb
 - Communications professional – advertised & fast track recruitment
 - Reconfiguration of transformation to provide for a project management office environment – in progress & recruitment of project resource in progress
- Meetings in the diary with principals, exec and SFC starting on 26th Feb
- Separate workstreams/reviews now started across 3 key strands
- Agreed an OBC by 31st May 24



Curriculum change – workshop

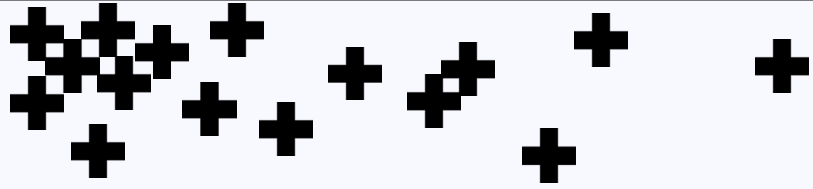
Considerable amount of work already in train on the academic side. It is focussing primarily on maximising student recruitment and growth, but also a focus on reduction of management costs. Specifically;

- First workshop 26th February
- Building on the curriculum review to ensure the development and implementation of a curriculum plan, with the necessary processes to complete this on a rolling basis
- Oversee the linkage from curriculum through to the student recruitment strategy
- Consider the data and intelligence that is required for curriculum design and development and ensure internal resources are focussed on its regular generation
- Consider academic management structures, with a particular focus on the regional / local interconnections
- Ensure that the regional skills agenda, opportunities such as the green freeport, are an integral part of curriculum planning and the student growth strategy
- Consider how to take forward the review and work on FE, PGT and other areas



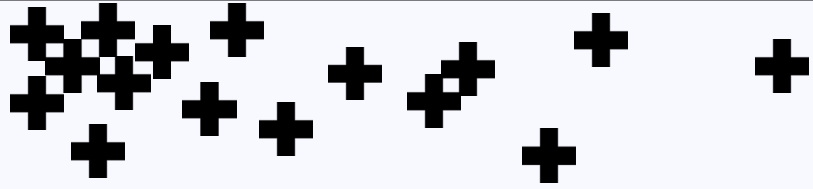
Organisational change – Service review

- Expanding the scope of the shared services workstream to include both partnership wide service reviews and reconfiguration, alongside process and system change.
- Student support and experience
 - Area of rising demand,
 - Important that it is stable as the partnership moves through change for existing and future students
 - Important considerations around the equity of service provision across the partnership and where the balance of resource sits between centrally provided services and local provision
- Student recruitment, admissions and marketing
 - Coordination is fundamental to maximise student recruitment
 - Builds on the system changes we are making, but extends that to coordination of the teams themselves
 - Looking for single point accountability.



Organisational change – process / systems

- The following areas have been noted previously and remain part of the workplan, introducing either new systems or harmonising process:
 - HR / Payroll system
 - Admissions system
 - Timetabling
 - Procurement service
- The shared services workstream are also looking to add registry to this, but require discussion about the scope of this, but areas noted are:
 - The different approaches to (FE) coding in SITS
 - Student fees and bursary payment processing
 - Generation of standardised reporting and use of SITS
 - Consideration of the system



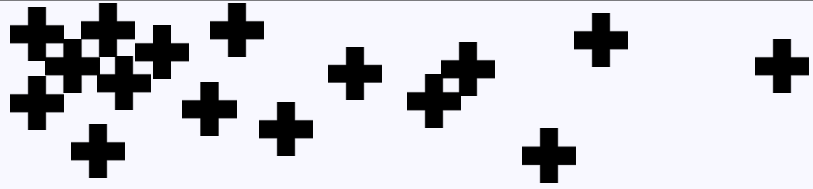
Constitutional change

In respect of the outline business case

- APUC are exploring the procurement routes
- Draft specification for the work being developed for discussion with principals and SFC at the end of February
 - Need to agree the scope of the specification, but also what we can do internally and where we need the support from consultancy.

Other areas of focus

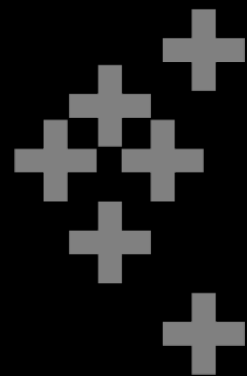
- Linking more closely to the three-college merger – consideration of organisational development structures considered within the college merger implementation
- Progressing sector wide discussions on tertiary models.
- Financial modelling work to be presented to Principals and SFC at the end of the month.
- Sector benchmarking data has been received and is being worked through



Work in progress

- Shared services workstream held 16th Feb
- Curriculum workstream planning ongoing – focus of workshop on 26th
- Residential workshops now scheduled
- Information governance committee meeting 5th March
- Developing an overarching and individual plans for the work to aid transparency and communications, track milestones
- Establish the staff and trade union forum to meet in March
- Provide the EO service catalogue for end-March
- Progressing consultancy procurement for outline business case
- Progressing development of the areas of the outline business case that we can complete without support – quick wins
- Continuing to lobby the SFC for in year funding and support together with support for UHI reform
- All leading to an OBC 31st May 24

Thank you
Tapadh leibh



CHI