Strategic Development Committee

Agenda

Meeting reference: Strategic Development 2024-25/02
Date: Tuesday 12 November 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 held on: 17 September 2024		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	**Items for Discussion**			
*6.1	OBC Update		Principal	Verbal
*6.2	Development and Growth at UHI Perth	Director of LTQE & Director of Curriculum	Depute Principal (Academic)	Paper 2
*6.3	Strategic Plan – progress updates on KPIs: • KPI Ref 11: Increase the number of students undertaking work related experiences • KPI Ref 14: Increase percentage of courses adapted in response to employer feedback • KPI Ref 15: Value/leverage (£) by partnership • KPI Ref 23: % of Positive Coverage • KPI Ref 24: Efficiency/Time Saved • KPI Ref 25: Effectiveness & Efficiency • KPI Ref 27: Staff Digital Skills • KPI Ref 29: JISC Digital Competence • KPI Ref 30: Maker Spaces/Innovation Hubs	Risk & Project Officer	KPI Owners	Paper 3

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	Agenda Items	Author	Led by	Paper
*6.4	UHI Perth Strategic Plan 2022-27: mid-term review		Depute Principal (Academic)	Verbal
7	**Date and time of next meeting:** • Tuesday 11 March 2025		Clerk	
8	**Review of Meeting** (Committee to review Terms of Reference, and to ensure all competent business has been covered)		Clerk	Paper 4

Strategic Development Committee

DRAFT Minutes

Meeting reference: SDC 2024-25/01
Date: Tuesday 17 September 2024
Location: Boardroom (Brahan Room 019)

Members present: Jenny Hamilton, Board Member (Chair)
Mary Fraser, Board Member
Elaine Piggot, Board Member
Derek Waugh, Board Member
Margaret Cook, Principal & Chief Executive
Patrick O'Donnell, Staff Board Member
Xander McDade, Student Board Member

In attendance: Lorenz Cairns, Depute Principal
Lynn Murray, Depute Principal (Operations)
Ian McCartney, Clerk to the Board

Apologies: Andi Garrity, Student Board Member

Chair: **Jenny Hamilton**
Minute Taker: Ian McCartney
Quorum: 3

Minutes:

Item		Action
1.	**Welcome and Apologies** Chair welcomed all present to the meeting, and noted apologies.	
2.	**Additions to the Agenda** There were no additions to the Agenda.	
3.	**Declaration of Interest in any Agenda Item** There were no declarations of interest.	
4.	**Minutes of Meeting held on 12 May 2024** Chair advised that a section of the table on Page 2 of the minutes appeared to be missing some data – Clerk to append the correct details.	Clerk

	Subject to the above correction, the minutes were agreed as being an accurate record of the meeting.	
5.	**Matters Arising from Previous Minutes** The outstanding Action noted in the Minutes under Item 8 is included on the Agenda as Item 6.3. Board Member queried progress around Cashflow under Item 6.1. Depute Principal (Operations) noted this matter would be discussed in detail at the next Finance & Resources Committee.	
6.1	**UHI Outline Business Case** Chair advised that Chair of Board had requested this Committee discuss the latest iteration of the UHI Outline Business Case (OBC) in some detail with a view to developing a list of questions on the OBC and its process ahead of the Board Development Session. Committee noted the following: 1 Has the UHI comprehensively understood the issues and potential solutions? For example, does UHI recognise that it is the HE sector of UHI that is a significant contributor to 'the problem' – the HE sector has never met numbers whereas FE numbers are solid. The range of options set out in the OBC were not necessarily the full range of possible options. 2 The theoretical nature of the document gave no indication of how we begin to implement the proposals contained within it. 3 The absence of transformative vision for the UHI that was more than simply a sum of its parts (and the underling sense that the document didn't reflect the true nature of the UHI). 4. The drivers for the restructuring of UHI are difficult to discern from the document but it appears that there are primarily 3: • Financial; • Reputational (ie the UHI wants to be able to improve its international standing); • Legacy - addressing what are perceived to be long-standing legacy issues (ie eliminating the complex leadership and governance arrangements which UHI argues creates duplication and arguably slows down	

receptiveness to emerging opportunities and challenges).

5. There is no real recognition within the document that FE is the core of the UHI's provision. The document suggests that UHI is a traditional university and in some sense it is (it has the typical university management structures), but in another sense it is quite unique because 70% of its students are FE students and they are spread over a significant geographical area.

6. In relation to finances, Committee had a number of concerns:
- the OBC fails to acknowledge the steps that UHI Perth has undertaken to get its own house in order financially and what this therefore means in terms of options potentially available to Perth;
- it is not at all clear what value UHI Perth college gets for its financial contribution to the UHI and what benefits EO provides for our students and our community;
- there is no guarantee of the investment that is likely to be needed to support the reorganisation or closer collaboration or the various options currently contained in the OBC.

7. The timescales set out for implementation of whatever option is ultimately decided upon are quite unrealistic.

Committee reached a view that it is not at all clear at this stage what benefits the various options set out in the OBC would provide for Perth, its students and its community. Whatever option is chosen for the closer collaboration within UHI it has to have very clear benefits for Perth students and its community.

Committee expressed concerned that the Executive Office is setting the agenda for the exercise. Committee noted that UHI intends to release a press release on the 18th and has asked Principals of the various colleges to also issue a release to its staff and has suggested the wording of that release. The UHI press release was not available but the proposed message to staff was discussed. Committee suggested a revised wording.

Committee **AGREED** that there was a view we should take the opportunity to influence the discussions on the nature and future of UHI, by providing feedback on what is missing from the document.

	Committee **FURTHER AGREED** for the Board Development Session it would be useful to receive a top-level summary of UHI Perth's 'business operations' including for example: • actual numbers of students we have for both FE & HE compared against formal targets; • value of the Top Slice for HE & FE; • spend per student as a sector average and per UHI Perth student; • Breakdown of what UHI Perth receive from UHI Executive Office, and what we think these services are worth to UHI Perth both financially and in terms of wider student staff and community benefit.	
6.2	**Strategic Plan – Monitoring & Review** Clerk presented Paper 2, which sought endorsement on a draft schedule of Non-Board KPIs (ie those KPIs outside of the Balanced Scorecard reported to Board) for scrutiny at Strategic Development Committee. Committee **ENDORSED** Paper 2.	
6.3	**Review of Committee Terms of Reference** Chair presented Paper 3, which sought endorsement for some updates to the Terms of Reference for the Committee, including role changes. Committee **ENDORSED** Paper 3. Clerk advised that this Paper would now be presented at Board for formal approval	
7	**Date & Time of Next Meeting** • Tuesday 12 September 2024	
8	**Review of Meeting** Committee confirmed the business of the meeting had been compliant with the Terms of Reference.	

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	Identifying Plans for Development & Growth at UHI Perth
Date of Committee meeting	12/11/2024
Author	David Gourley, Director of Learning, Teaching & Quality Enhancement Christiana Margiotti, Director of Curriculum (Arts, Humanities & Education)
Date paper prepared	08/11/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	This Paper is intended to stimulate discussions at Board level around how UHI Perth intends to pursue a proactive approach to curriculum development and growth with clear decision-making processes in order to optimise resource allocation.
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	☐ For information ☒ For discussion ☐ For endorsement ☐ For approval ☐ 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	tbc

Committee Cover Sheet

Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	tbc
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	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Click or tap here to enter text.	☐

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

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

and

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

Identifying and Developing New Opportunities within curriculum at UHI Perth

Context

Scotland's college sector holds a central role in preparing a skilled workforce and promoting lifelong learning opportunities. Within this context, UHI Perth is navigating a landscape marked by shifting educational demands, necessitating a proactive approach to curriculum development and growth – one that not only identifies sustainable growth areas but also establishes clear decision-making processes to optimize resource allocation.

This paper presents a structured methodology that leverages UHI Perth's existing practices and innovations in course design and delivery but creates the agility and adaptability to enable the institution to quickly respond to new opportunities while maintaining relevance to existing markets.

Currently, UHI Perth follows an annual cycle of curriculum review, during which each sector evaluates course content, levels, and delivery methods to ensure alignment with industry standards, technology advancements and student expectations.

In 2022/23, a comprehensive curriculum portfolio review identified several growth opportunities in further education (FE) sectors. However, these plans were affected by adjustments in FE credits from the Scottish Funding Council (SFC), limiting the realisation of some areas.

The 2023/24 academic year introduced further scrutiny of the entire curriculum portfolio, focusing on phasing out programmes identified as non-viable as part of broader institutional restructuring.

This paper advocates for a strategic refinement of curriculum priorities and core strengths that recognises that to develop areas of growth we may need to restrict the breadth so that we can best serve the evolving needs of our students and community.

Curriculum Objectives

Our objective is to deliver a tertiary curriculum that:

- Addresses skills gaps and shortages,

- Meets the needs of employers and all our stakeholders

- Contributes to having a positive impact on our economy by anticipating future changes to the labour market and maximise opportunities to equip our students to capitalise on recovery and fluctuations

- Prepares our learners for both current and future employment locally, regionally, and nationally

- Focuses on contributing to a more sustainable future for our college and community

- The development and delivery of innovative and engaging learning and teaching practices that meets the needs for our learners with regard to flexibility and accessibility of learning and to cater to their individual learning needs with differentiated teaching and personalised learning
- To establish a culture of enhancement and quality with a focus on Excellence in learning, teaching and assessment.

We will achieve our objectives by:

Student-centred Pathways and Flexible Learning

- Develop effective pathways into careers that provide efficient learner journeys and smooth articulation into and out of college courses.

- Put the student at the centre of all decision-making.

Flexible Learning Models

- Offer curriculum delivery in various physical locations and through diverse pedagogical styles to suit students and partners.
- Implement high-flex learning models that combine online and in-person instruction, minimising geographic and scheduling barriers.
- Adapt learning formats to accommodate diverse learner preferences and needs.

Collaboration with Employers

- Work with employers to identify skills, training needs, and specific competencies required in the workforce, integrating these insights into curriculum design and delivery.
- Co-design tailored courses to upskill and reskill current employees, building a strong talent pipeline for local businesses.

- Increase engagement with local and national businesses to ensure graduates are work-ready and possess relevant skills.

Market Analysis and Demand-Responsive Offerings

- Perform thorough analyses of external policy drivers, legislation, economic factors, local market conditions, and the broader skills landscape to inform curriculum content.

- Create new, innovative courses based on identified or emerging demand, phasing out outdated offerings as they lose relevance.

- Maintain a dynamic curriculum, reviewing it regularly to ensure alignment with recruitment, attainment, and employer needs.

Use of Business Intelligence

- Leverage business intelligence for a proactive approach to curriculum design, identifying emerging skills needs and market opportunities in a timely manner.

Quality, Relevance, and Recognition in Course Offerings

- Apply a systematic approach to curriculum review to maintain a relevant, balanced portfolio, combining niche specialist courses with broader foundational offerings.

- Partner with various qualification awarding bodies and professional organisations to ensure students receive industry-recognised credentials.

Unique and Innovative Courses

- Develop unique courses and career pathways that differentiate the institution from other providers and cater to evolving market needs.

Regional and Community Engagement

- Identify and respond to regional and local employer and stakeholder needs promptly, supporting sustained social, economic, and cultural growth within the community.

Staff Development and Skills Alignment

- Ensure the staff skills profile aligns with curriculum needs and that staff skills are effectively utilised.

- Foster a culture of innovation and enterprise among staff.

Embracing New Technologies and Delivery Methods

- Integrate enhanced delivery methods, including artificial intelligence and other digital technologies, to enrich learning experiences.

- Introduce micro-credential programs to provide learners with targeted, job-specific skills that meet immediate industry demands.

Curriculum Review Methodology

Curriculum review will continue annually for every sector, to provide an opportunity to propose new curriculum in response to evolving demand, however there will be an understanding that for a new portfolio item to be introduced, an existing course or programme may need to be retired.

Within the existing portfolio, each course or programme will be on a minimum of a 4-year in depth review cycle in line with the current revalidation cycle for HE UHI processes.

The curriculum review will examine and analyse key data evidence:

- Key performance indicators trends over a 5-year period, including recruitment, attrition and attainment

- Main Drivers: Education policy, Economic initiatives, Scottish Government priorities, local, regional and national strategies Skills investments plans, and Regional Skills Assessment Plans

- Learner Voice information

- Efficiency information including resources, staffing and appropriate forms of delivery

- Key information from self-evaluation documentation produced by curriculum teams over the last 3-5 years

- Information from schools regarding senior phase curriculum

- Changing population demographics in Perth and Kinross and Tayside Consultation with our stakeholders, including – community partners, Industry, Employers' Associations, Professional Bodies, Managing Agents, Awarding Bodies, Internal Committees, DYW, Local Authority, Learner voice groups, Further Education Institute for Scotland

- Awarding body developments and efficacy to ensure most appropriate for delivery and onward progression

- Destination data for all learners and progression data for the most difficult to reach learners.

Priorities outcomes for the curriculum:

- Meeting the demands of the skills gaps and shortages identified by employers both regionally and nationally

- Meeting the demands of learners, schools and other key stakeholders in the region

- Clear progression pathways within college and across the network to grow the number of students progressing within UHI and other HE partners.

- Providing suitable progression routes and study/delivery options

- To improve access and progression to mainstream provision from the difficult to reach learners.

- To ensure that provision is linked to employability via the skills pipeline

How will we know that we are achieving our goals?

We will know how well we are delivering on our principles, achieving our aims and mission and working towards our vision through:

- The College's Quality Assurance Processes
- Outcomes Framework and Assurance Model
- Operational Planning
- Curriculum Review and Implementation
- Review of Key Performance Indicators (KPIs)
- The Destination Surveys
- Stakeholder engagement
- Progression Statistics

Committee Cover Sheet

Paper No. 3

Name of Committee	Strategic Development Committee
Subject	Strategic Plan – monitoring & review
Date of Committee meeting	12/11/2024
Author	Kirsty Campbell, Risk & Project Officer
Date paper prepared	06/11/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	UHI Perth is now into the 3rd year of the 2022-27 Strategic Plan. Progress toward achievement of the Plan is monitored via a number of Key Performance Indicators, each owned by a KPI Owner. 13 of these KPIs have been identified as "Strategic KPIs" and are monitored by the Board of Management through a Balanced Scorecard approach. This paper provides information on the selected KPIs being reviewed in the current Board cycle, and will be supported by presentations form KPI Owners.
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	☒ For information ☒ For discussion ☐ For endorsement ☐ For approval ☐ Recommended with guidance (please provide further information, below)

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Committee Cover Sheet

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.	Monitors staged progressed towards achievement of the Plan
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.

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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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Balanced Scorecard 2022-27								Year One			Year 2		Year 3		
								2022-23			2023-24		2024-25		
13 KPIs	36 KPIs	UHI Perth Strategy 2022-27	Strategic KPI	Data Owner(s)	KPI Owner(s)	SLT Sponsor	Baseline	Target (Over 5 years)	2022/23 Target	2022/23 Actual	Trend	2023/24 Actual	Trend	2024/25 Target	2024/25 Actual	Trend
Excellence in Learning and the Learner Experience																
		SO1: The Learner Experience														
	11	Our student experience will offer transformational opportunities and we will continue to enable our learners to: Challenge what they believe to be true Be open to change and interpret information more critically Consider pursuing options for advancement they instinctively or historically considered impossible Bring their perspectives to the learning environment to influence and enhance their learning experience Apply their skills and knowledge to real-world practice and challenge strongly held beliefs and opinions Recognise observable differences, from before, during and on completion of their learner journey	Increase the number of students undertaking work related experiences	CAT & MIS	Nicky Inglis	DPA	540	600	550	554	↑	568	↑	575		
		SO3: Industry Focused														
	14	Increase percentage of courses adapted in response to employer feedback	From 50% to 70%	Deborah Lally	Nicky Inglis	DPA	50%	70%	20%	22%	↑	25%		28%		
College Growth and Ambition																
		SO3: Our College														
	23	We will positively showcase UHI Perth to our local community, regionally, nationally and internationally	Increase the percentage of positive coverage locally, regionally, nationally, internationally to 80%	Marketing Team (local only)	Christiana Margiotti	DPO	91% (local only)	80% (national/int'l)	91% (local only)	tbc		tbc		tbc		
		SO4: Our Ways of Working														
	24	We will enhance and improve our systems and processes, driving high quality outcomes	Efficiency/time saved(days/hours/minutes)	Jill Martin	Jill Martin	DPO	n/a			tbc		0		Not started/no resource		
	25		Develop an Effectiveness and Efficiency Strategy		Jill Martin	DPO	0	1	0	0		0		Not started/no resource		
		SO5: Digital Transformation														
	27	Percentage staff with improved Digital Skills	Baseline +10% pa	Jill Martin	Jill Martin	DPO	Still not defined	+10%		tbc		tbc		tbc		
	29		JISC Digital Competence tool completion by staff ; 50% by July 2023, 75% by July 2024, 90% by July 2025	Jill Martin	Jill Martin	DPO	0%	90%	50%	50%	↔	67%	↑	72%		
	30		Develop maker spaces/innovation hubs to enable staff to improve their digital capability		Jill Martin	DPO	0	3		0	↔	2	↑	0		

Definitions
Data Owner - who/where holds the KPI data
KPI Owner - PLG member responsible for monitoring/tracking data
SLT - member of SLT sponsoring the KPI
Baseline - current data for 2021/22, some to be confirmed
Target - the set value to be achieved each year over the 5 year period

STRATEGIC DEVELOPMENT COMMITTEE

Membership
No fewer than 3 Independent Members of the Board of Management
Principal & Chief Executive
1 Staff Member of the Board of Management
1 Trade Union Member of the Board of Management
2 Student Members of the Board of Management

In attendance
Depute Principal (Academic)
Depute Principal (Operations)
1 Director of Curriculum, to be nominated by Perth Leadership Group

Quorum
The quorum shall be 4 members, of which a minimum of 2 shall be Independent Members

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

Terms of Reference

1. To actively offer guidance and direction to the Board on the College's vision, strategic direction and priorities;

2. To actively engage in the development, review and monitoring of the College's Strategic Plan;

3. To actively keep under review the regional and national economy and market trend (including threats and opportunities) to help advise on the alignment of the curriculum;

4. To consider and approve other appropriate College Strategies, in particular those that seek to grow non-SFC income for the College;

5. To consider and actively monitor matters relating to community outreach and the participation of the college in the delivery of major partnership projects;

6. To actively monitor risks associated with commercial and international income and make appropriate recommendations to the Audit Committee;

7. 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.

Reviewed October 2024