University of the
Highlands and Islands
Moray College

BOARD OF MANAGEMENT
Meeting to be held
On 29 October at 1300 hours in the Board Room

Agenda Number	Item		Presented By	Action Required: Decision, Discussion, For Noting
BM.19.4.01	(i)	Resignations	Mrs C Fair	Noting
	(ii)	Appointments		
BM.19.4.02	Apologies for Absence		Mrs C Fair	Noting
BM.19.4.03	Any Additional Declarations of Interest including specific items on this Agenda.		Mr P Graham	Noting
BM.19.4.04	Draft Minutes of Board Meeting held on 10 September 2019 *		Mr P Graham	Decision
BM.19.4.05	Draft Matters Arising/Action Sheet from Board meeting held on 10 September 2019 *		Mrs C Fair	Noting
BM.19.4.06	Principal's Report ~		Mr D Patterson	Discussion
	(i)	Overview		
	(ii)	Operational Plan 2019-20		
	(iii)	KPI's		
	(iv)	Moray Growth Deal (Reserved)		
	(v)	Health and Safety Incidents		
BM.19.4.07	Learning and Teaching			
	(i)	EREP Final Report ~	Mrs N Yoxall Mrs Gill Ritchie – by VC	Discussion and Noting
	(ii)	Student Early Experience Survey – verbal update	Mrs N Yoxall	Noting
	(iii)	Student Satisfaction Regional Survey *	Mrs N Yoxall	Noting
BM.19.4.08	Curriculum Analysis Report *		Mrs C Newlands	Noting

BM.19.4.09	Minutes of Committee Meetings:		
	i. Draft Minutes of Finance and General Purposes Committee meeting held on 10 September 2019. *	Mr M Easton	Noting
	ii. Draft Minutes of Audit Committee meeting held on 8 October 2019 *	Dr J McLeman	Noting
BM.19.4.10	Draft Minutes of UHI Court held on 18-9-2019 *		Noting
BM.19.4.11	Draft Minutes of FERB 3-9-2019 *	Mr P Graham Mr D Patterson	Noting
BM.19.4.12	Finance Update	Mr M Easton Mr N Clinton	Discussion
	i. 2018-19 Out-turn *		
	ii. Update on 2019-20 Budget – RESERVED ~	Mr D Patterson	
BM.19.4.13	HISA Report *	Mr N Sanderson Mr K Gee	Noting
BM.19.4.14	Revised Standing Orders and Terms of Reference *	Mrs C Fair	Noting
	(i) Part 1 - Procedural*		
	(ii) Part 2 – Governance*		
BM.19.4.15	Emerging Issues – verbal updates		
	(i) Response to final report from Partnership Assembly *	Mr P Graham	Discussion
	(ii) Interim arrangements in absence of FD	Mr D Patterson	Noting
	(iii) Update on Board Recruitment	Mr P Graham	Noting
BM.19.4.16	Date of next meeting – 16 December 2019	Mrs C Fair	Noting
RESERVED ITEMS			
BM.19.4.17	Draft Reserved Minutes of Board of Management Meeting held on 10 September 2019 *	Chair	Decision
BM.19.4.18	Draft Reserved Matters arising of Board of Management Meeting held on 10 September 2019 *	Mrs C Fair	Noting

BM.19.4.19	Reserved Minutes of Committee Meetings:		
	i. Draft Reserved Minutes from meeting of Finance and General Purposes Committee held on 10 September 2019 *	Mr M Easton	Noting
	ii. Draft Reserved Minutes of Audit Committee held on 8 October 2019 *	Dr J McLeman	Noting

University of the Highlands and Islands Moray College

BOARD OF MANAGEMENT
Draft Minutes of Meeting held on
Tuesday 10 September 2019
At 1330 hours in the Board Room

Present:

Mr Peter Graham (Chair)	Mrs Rosemary McCormack
Mr Joe Bodman	Mrs Caroline Webster
Mr Murray Easton	Dr Jessie McLeman
Mr Kyle Gee (HISA)	Mr James Knowles
Mr David Patterson	Mrs Deborah Newton
Mrs Seonaid Mustard	Mrs Joan Johnston

In Attendance:

Mrs Nikki Yoxall
Mr Derek Duncan
Mr Nick Clinton
Mrs Cathie Fair (Clerk)

Item		Action	Date
BM.19.3.01	**(i) Resignations**		
1.1.1	Whilst there were no resignations from the Board, it was noted that Mrs Melton would be going off on maternity leave commencing 20 September 2019 and the Board wished her well.		
1.1.2	The Board are aware that Mr Clinton is now in his notice period and the APUC recruitment process is currently under way. It was noted that FD's at Inverness College, Orkney and Sams are also leaving. Mr Patterson confirmed that there will be a replacement FD however, the College may also need to recruit an Estates Manager depending on finances.		
	(ii) Appointments		
1.2	Mr Kyle Gee – HISA has now taken up post Mr Jeremie Fernandes has been elected as Support Staff Rep.		
BM.19.3.02	**Apologies for Absence**		
2.1	Apologies had been received from: Mrs Carolyn Thomson Mrs Chris Newlands Mr Nathan Sanderson (HISA) Mr Jeremie Fermandes Mrs El Melton		
BM.19.3.03	**Any Additional Declarations of Interest including specific items on this Agenda**		
3.1	No additional declarations of interest were noted.		

BM.19.3.04	**Draft Minutes of Board meeting held on 25 June 2019**		
4.1	The Minutes were accepted as an accurate record of the meeting subject to a minor amendment to agenda item BM.19.2.12: Proposed: Mrs S Mustard Seconded: Dr Jessie McLeman		
BM.19.3.05	**Draft Matters Arising/Action sheet from Board meeting held on 25 June 2019**		
5.1 **Action**	The majority of actions were either completed or were on the Agenda for discussion apart from the following: 6.1 – Health and Safety Incidents – HISA to conduct benchmarking with other Colleges – Mrs Fair to check whether this took place	**Mrs Fair**	**Immediate**
5.2 **Action**	14.1- To organise one of next year's Board meetings at Linkwood.	**Mrs Fair**	**Immediate**
BM.19.3.06	**Principal's Report**		
	The Principal's Report consisted of		
	(i) Review of Operational Plan 2018/19		
6.1	Mr Patterson highlighted key points from the Operational Plan which indicated that 9 of the 16 agreed tasks are considered completed.		
	(ii) KPI Dashboard		
6.2	Mr Patterson highlighted key points from the KPI spreadsheet including the fact that HE numbers are now 937 which is the highest ever. FE full-time retention is 79.8% which represents a huge success largely attributable to MORAGGA meetings. However, FE attainment at 67.9% was disappointing in comparison with retention. Overall student satisfaction is down from 83% to 78%. It was felt that this might be explained as a protest vote directly accountable to the action short of strike action related to National bargaining which diversely affected Art Degree students in particular.		
	(iii) Applications and Enrolments update		
6.3	Applications and enrolments – FE 671 for full time enrolments versus PT applications 200 (25% up). HE enrolments are exactly the same as last year with part time HE enrolments 43 (30%) up on same period		
	(iv) Health and Safety Incidents		
6.4	A summary of health and safety incidents recorded was attached. It was noted there was one incident reported to RIDDOR the nature of which Mr Patterson explained to the Board.		
BM.19.3.07	**Minutes of Committee Meetings:**		
	(i) Draft Minutes of Staff Governance Committee held on 25 June 2019		
7.1.1	Mr Bodman highlighted the main points discussed at the SGC meeting on 26-6-2019.		

	(ii) Draft Minutes of Special Finance and General Purposes Committee meeting held on 15-8-2019		
7.2.1	The minutes had been circulated for noting the main points of which would be discussed under agenda item BM.19.3.10.		
	(iii) Draft Minutes Special Learning, Teaching and Quality Committee held on 19-8-2019		
7.3.1	Mr Patterson explained this meeting was held solely to consider and approve policies. It was noted it is essential to recruit another non-executive Board member to this Committee.		
Action	To identify Board member to join LTQC once recruitment has been finalised.	**Chair Clerk**	**ASAP**
BM.19.3.08	**Draft Minutes of UHI Court held on 19 June 2019**		
8.1	The draft minutes of UHI Court on 19-6-2019 had been circulated to the Board for information.		
8.2	Mr Graham highlighted key issues related to Audit Committee's concern over financial sustainability risks under 2.2 matters arising.		
8.3	Some discussion took place over University Assembly and the apparent lack of progress.		
Action	Board asked whether UHI court papers can include links to attachments and Mrs Fair to look into this.	**Mrs Fair**	**Immediate**
BM.19.3.09	**Update from FERB 3-9-2019**		
9.1	Mr Graham provided an update from the FERB meeting on 3 September. UHI Branding was discussed and how this is being progressed. An update from the Programme Board was included in discussions. It appears that more direction is needed from the non-executive. Finance continues to be a contentious issue. Several UHI Colleges look likely to make significant losses this year. Colleges are expected to make 3% efficiency savings year on year. National Bargaining to be amalgamated into funding and this is likely to have an adverse impact. The Board questioned whether there is any merit in working with other Colleges proactively to address the funding issues. The Board agreed it would be very helpful if, in devising budgets, the same set of assumptions could be used. Concerns over financial viability is something which needs to be raised nationally through Audit Scotland, SFC and EY.		
BM.19.3.10	**Finance Update**		
	(i) 2018-19 Out-turn		
10.1.1	Mr Clinton's covering paper outlined the key issues from the 2018-19 out-turn. In terms of the year 18/19 the underlying outcome is within £5K of budget. However, this has been offset by £150K of national bargaining which takes us to £245K deficit.		
	(ii) 2019-20 Budget		

10.2.1	Mr Clinton's paper outlined the key issues for the Draft 19/20 FFR. Funding broadly the same whilst a £200K increase in staff costs. However, more clarity is required in this area of budget which shows a net decrease of £68K. Uncontrollable costs related to national bargaining and Pension increase £670K causing a potential £970K deficit. Cash flow – overdraft £400K by year end next year.		
10.2.2	Board expressed great disappointment that we find ourselves in a similar position to that of 3 years ago.		
Action	Mr Easton explained the steps to be taken to modify the budget as agreed at F&GP meeting that morning and Board agreed to delegate authority to allow F&GP to refine and close out the budget.	**F&GP**	**ASAP**
Action	Principal and Chair to agree whether they are satisfied with the outcome resulting from Mr Patterson's meeting with UHI executive next week. If not, Board agreed that the Chair should send a suitably worded letter copied to SFC, RSB, EY and Audit Scotland highlighting concerns over long term sustainability in relation to funding and the impact of National Bargaining.	**Mr Graham Mr Patterson**	**20-9-2019**
BM.19.3.11	**HISA Report**		
11.1	Mr Gee provided a verbal update on the work of HISA over the past weeks. HISA had been heavily involved in inductions and introductions. Rooms for all Student Rep meetings have been booked. Mr Sanderson has been working on getting Clubs and Societies up and running. There has been a SPARQS visit and the Freshers Fayre would take place in 2 weeks.		
11.2	Mr Graham expressed some disappointment about the lack of attendance of HISA at Committee meetings and Mrs Yoxall assured the Board that HISA would be afforded as much support as possible to allow HISA reps to achieve their objectives this year. Board assured HISA that it recognises and appreciated its contribution.		
BM.19.3.12	**Board Plan for 2019-20**		
12.1	Updated version of the Annual Board Plan had been circulated for information. It was noted that the Board meeting for 29-10-2019 had been cancelled for some reason.		
Action	To resend the appointment for 29-10-2019	**Mrs Fair**	**Immediate**
BM.19.3.13	**Emerging Issues – verbal updates**		
	(i) **Update on Board Recruitment**		
13.1.1	Mr Graham updated the Board on current recruitment process. Out of 8 applications, 5 candidates will be interviewed on 24 September 2019.		
	(ii) **Update on Board Development Event 21 August 2019.**		

13.2.1	Mr Easton updated the Board on the Board Development Day on 21 August 2019. Overall impression was there has been a great improvement in team work between Board and SLT since previous year.		
	(iii) **Update on Partnership Assembly**		
13.3.1	Mr Patterson updated the Board on the work of the various workstreams. Outside of the Assembly there is good work taking place to drive forward consistency such as in learning and teaching.		
BM.19.3.14	**Date of next meeting – 29 October 2019**		
RESERVED ITEMS			
BM.19.3.15	**Draft Reserved Minutes of Board of Management Meeting held on 25 June 2019**		
15.1	This item is reserved and the minute held in confidence.		
BM.19.3.16	**Draft Reserved Matters Arising of Board of Management meeting held on 25 June 2019.**		
16.1	This item is reserved and the minute held in confidence.		
BM.19.3.17	**Reserved Minutes of Committee Meetings**		
	(i) **Draft Reserved Minutes from meeting of Staff Governance Committee 25-6-2019**		
17.1.1	This item is reserved and the minute held in confidence.		
	(ii) **Draft Reserved Minutes of Special meeting of Finance and General Purposed Committee meeting held on 15-8-2019**		
17.2.1	This item is reserved and the minute held in confidence.		
BM.19.3.18	**Verbal update on Moray Growth Deal**		
18.1	This item is reserved and the minute held in confidence.		
BM.18.3.19	**Any Other Business**		
	(i) **Use of College Cash**		
19.1.1	This item is reserved and the minute held in confidence**.**		
	(ii) **Team Presentations at Board Meetings**		
19.2.1	Mrs McCormack queried whether the Board still wanted to invite presentations from College Curriculum Teams prior to Board meetings. Whilst the Board agreed that they did wish to continue with these, they would need to consider which teams to invite.		
	Meeting closed at 1600 hours		

ITEM		ACTION BY	DATE	Update
BM.19.3.05	**Draft Matters Arising/Action Sheet from Board meeting held on 25 June 2019**			
5.1	<u>6.1</u> – Health and Safety incidents – HISA to conduct benchmarking with other UHI Colleges – Mrs Fair to check whether this took place – remains outstanding	**Mrs Fair**	Immediate	Spoke to Mr Sanderson 12-9-2019 and he will look into whether this info can be gathered.
5.2	<u>14.1</u> – to organise one of next year's Board meetings at Linkwood	**Mrs Fair**	Immediate	No large enough room available in March or June
BM.19.3.07	**Minutes of Committee Meetings**			
	(iii) Draft Minutes of Special Learning, Teaching and Quality Committee held on 19-8-2019			
7.1	To identify Board member to join LTQC once recruitment has been finalised.	**Mr Graham** **Mrs Fair**	ASAP	Ongoing once Board recruitment confirmed.
BM.19.3.08	**Draft Minutes of UHI Court held on 19 June 2019**			
8.1	Board asked whether UHI court papers can include links to attachments. Mrs Fair to look into this.	**Mrs Fair**	Immediate	Suggest this happens by responding to specific requests
BM.19 3.10	**Finance Update**			
	(ii) 2019-20 Budget			
10.2.1	Mr Easton explained the steps to be taken to modify the budget as agreed at F&GP meeting that morning and Board agreed to delegate authority to allow F&GP to refine and close out the budget	**F&GP**	ASAP	completed

10.2.2	Principal and chair to agree whether they are satisfied with the outcome resulting from Mr Patterson's meeting with the UHI executive next week. If not, Board agreed that the Chair should send a suitably worded letter copies to SSFC, RSB, EY and Audit Scotland highlighting concerns over long term sustainability in relation to funding and the impact of National Bargaining.	**Mr Graham**	As required	Completed
BM.19.3.12	**Board Plan for 2019-20**			
12.1	To resend the appointment for Board meeting 29-10-2019	**Mrs Fair**	Immediate	Completed

Committee:	Board of Management
Subject/Issue:	Principal's Report, v1

Brief summary of the paper:	This report incorporates the regular update to members on:
	  i. the agreed college KPIs
	  ii. proposed priorities and actions for the Operational Plan 2019/20
	  iii. the Moray Growth Deal, and
	  iv. a summary of Health and Safety Incidents since the last meeting
	
	There is a separate update on Finance under that agenda item

Action requested/decision required:	All items for noting and/or discussion except ii) or approval

Status: *(please tick ✓)*	Reserved:	x	Non-reserved:	

Date paper prepared:	Thursday 24 October 2019
Date of committee meeting:	Tuesday 29 October 2019
Author:	David Patterson
Link with strategy: Please highlight how the paper links to, or assists with: compliance partnership services risk management strategic plan/enabler other activity (eg new opportunity) – please provide further information.	This report relates to all five Strategic Aims of the college.
Equality and diversity implications:	
Resource implications: *(If yes, please provide detail)*	
Risk implications	

Principal's Report

Overview

This is a critical moment in the life of Moray College UHI. We are on the cusp of the most exciting developments in the history of this college since the creation of the university itself, and at the same time are faced with an existential financial challenge in our budget.

For the first time in our history, all four student performance measures used in Audit Scotland's annual *Scotland's Colleges* report (retention, achievement, positive destinations and satisfaction) now lie above the Scotland average. The past two *Scotland's Colleges* reports have also shown us to be in the top half of colleges in terms of financial performance.

The successful launch and growth of our new degree provision in Integrative Health will now be followed in 2020 by the launch of new UHI degrees in *Optometry*, and in *Applied Software Development, supported by IBM.* The Moray Growth Deal offers us the opportunity to develop a further step-change in our HE provision in terms of resources and curriculum for Engineering, Business, and the Creative and Performing Arts.

This vibrant and exciting future, built on the sustained hard work of colleagues in recent years, is threatened by a challenging funding and costs environment which lies largely outwith our control. There will be a separate paper on the agenda to outline actions already taken to seek a resolution to this issue, and further options available to achieve a balanced budget.

KPIs

The KPI spreadsheet has now been updated to shift 2018/19 outturns to the 'historic' left hand side of the table and remove the results for 2015/16. Where appropriate, the previous two years' KPIs have been RAG-rated and initial information for the current year provided. Members are pointed towards the recent release of data regarding student positive destinations for 2017/18.

Operational Plan

A draft college Operational Plan for 2019/20 has been provided for discussion and approval. It has been drafted with reference to performance out-turns of the previous year, the final Operational Plan outcomes for that year, and the draft college and departmental EREPs for 2018/19. All proposed actions are to be led by a named member of the SLT, have an agreed completion date, and are cross-referenced to the Strategic Plan Aims and Objectives.

Moray Growth Deal

A report from our recently appointed Project Manager for our MGD projects has been included as a reserved paper within this agenda item.

Health and Safety Incidents

As requested by the Board, the summaries of Health and Safety incidents for the three months prior to this meeting are provided (attached), giving an overview of incidents by type and location for the period July – Sept 2018 and 2019. There is a significant overlap with the period reported at the previous Board meeting. There were no new incidents reported to RIDDOR in this period. There was a Fire Alarm evacuation of the building on 12 September due to an alarm being wrongly activated by a student who was seriously unwell on that day.

The Principal and team will be happy to answer any questions or provide any further clarification required regarding this report at the Board meeting on Tuesday.

College Operational Plan 2019/20 Final Draft

KEY TASK	LEAD	ACHIEVE BY END…	STRAT PLAN REF.
CURRICULUM			
Ensure all FE programmes planned for 20/21 have access to high quality, meaningful work-related learning in line with the SFC Work Placement Standard and the UHI Regional Strategy for Work Experience.	DCAO	June	C.2
Ensure that course framework mapping is complete with respect to Essential Skills Policy to ensure consistency of delivery	DLT	May	C.2

Further support HE Growth:
  i.   Investigate demand and address declining HE programmes
  ii. Pursue alternative funding streams to increase HE numbers
  iii. Explore further articulation agreements into HE courses
  iv. Promote development of post graduate degree programmes
	DCAO	March	C.3

LEARNING AND TEACHING			
Fully implement a systematic supportive process of Learning & Teaching Review alongside a package of support and coaching/mentoring through MEET Team.	DLT	June	L.1, L.3

Development of Learning &Teaching 'scholarship' culture in line with the RIKE Strategy Action Plan specifically:
  i.   Ensure allocation of research time for specific staff to support REF entry in 2021 and beyond.
  ii. Ensure visibility of research and scholarship activity on Moray College UHI Website.
	DLT	January	L.1

Plan and undertake activities in relation to evaluation and enhancement to promote a culture of quality and excellence, securing improvements in measured outcomes (satisfaction, retention, success, positive destination) for full and part time FE programmes.	DLT	June	L.3
ORGANISATIONAL CULTURE			
Complete full national submission of all agreed support staff Job Evaluation questionnaires	DHROD	November	O.1
Agree a revised Local Recognition and Procedures Agreement with EIS-FELA and UNISON	DHROD	May	O.2

Articulate clear linkages between the Workforce Development Strategy and the college's underpinning processes to deliver it	DHROD	March	O.1
Fully implement the HR Business Partner model to further empower line managers as per the EREP Enhancement Plan	DHROD	January	O.1
PARTNERSHIP			
Complete the Outline Business Cases for both Moray Growth Deal projects to achieve Board and governments' approval	Principal	March	P.2, C.3
Increase HE study opportunities available for pupils in the Senior Phase Schools programme 2020/21	DCAO	December	P.2, C.3
Action regarding Programme Assembly engagement (to be discussed at Board of Management meeting)	Principal	July	P.3
Develop Moray College Carbon Management Plan as contribution towards achieving a single UHI plan.	DIPSS	July	P.2, S.2
SUSTAINABILITY			
Agree with, and submit to, the RSB a revised and deliverable "balanced" budget for 2019/20	Principal	Nov	S.3
Monitor and maintain major lines of commercial income	FD	July	S.1
Ensure all Capital & Backlog Maintenance funding is committed to college priorities by SFC deadline	FD	March	S.2
Develop a 5 year plan for the use and upgrade of ICT systems and services	DIPSS	July	S.2

DCAO – Director of Curriculum and Academic Operations

DLT – Director of Learning and Teaching

DHROD – Director of Human Resources and Organisational Development

DIPSS – Director of Information, Planning and Student Support

FD – Director of Finance

Moray College UHI KPI DashBoard

Strategic Aim				#	KPI	16/17	17/18	18/19	National Benchmark	Status RAG	19/20	20/21	Comments
C			S	1	**FE Funded Credits**								
					a. Target: Funded Volume of Credits	19,052	18,907	18,807	n/a		18,807	tbc	No Credits report available yet. Enrolments report shows
					b. Actual: Total Credits delivered	19,705	18,978	19,162	n/a				c.60 down in FT and c.300 up in PT students.
C			S	2	**HE Funded FTEs**								
					a. Target: Budgeted HE FTEs (RAMable)	915	930	935	n/a		940	965	FTE report not yet reliable; shows FT heads 63 down and
					b. Actual: College Actual Delivered FTEs (RAMable only)	943.9	931	937	n/a				structured PT heads 23 up on year-end position 18/19.
C		P		3	**% of FE Credits delivered on STEM related courses**								
					a. Target: % Credits Delivered on STEM related Courses			30.2%			30.5%	30.8%	
					b. Actual % of STEM credits as part of overall credits	27.47%	29.16%	31.7%	24.8%				
C		P	S	4	**Full Cost Recovery (FCR) Activity (£'000s)**								
					a. Target: FCR income as per FRP	324	371	366			403	443	Next results in Q1 management accounts
					b. Actual FCR Income	318	334	379	n/a				
C		P	S	5	**Modern Apprenticeship Activity**								
					a. Target: new college MA enrols (through UHI Hub)			40			45	49	19/20 relates to new starts from 1st April 2019
					b. Actual number of MA enrolments	39	32	36	n/a		23		
C		P	S	6	**Foundation Apprenticeship Activity**								
					a. Target: new Foundation Apprenticeship enrolments			30			50	60	Latest year 1 enrolments as at 21st October (72 enrols, 2
					b. Actual new Foundation apprenticeship enrolments	28	26	29	n/a		70		withdrawals)
	L			7	**Student Retention (FE full-time)**								
					a. Target: FE Full Time Retention Rate %	75%	75%	76%			76%	76%	
					b. Actual FE Full Time Retention Rate %	74.8%	75.5%	78.6%	74.9%				
	L			8	**Student Retention (HE full-time)**								
					c. Target: HE Full Time Retention Rate %			80%			81%	82%	
					d. Actual HE Full Time Retention Rate %	82.5%	79.8%	78.2%					
	L			9	**FE Attainment % FT**								
					a. Target: FE full-time Attainment %	65%	65%	70%			70%	71%	
					b. Actual FE full-time Attainment %	60.1%	69.0%	67.9%	66.1%				
	L			10	**FE Attainment % (over 160 hours)**								
					c. Target: % Attainment on Courses of 160 Hours or More			76%			76%	77%	
					d. Actual Attainment on Courses Lasting 160 Hours or More	68.3%	74.9%	63.4%	68.3%				
	L			11	**Full Time FE Positive Destination Rate (of all qualifiers including unconfirmed)**								
					a. Target: FE Positive Destination Rate %			84.5%			85.0%	85.0%	***New*** 17/18 data shows Moray increasing confirmed and
					b. Actual FE Positive Destination Rate %	84.2%	87.5%		85.4%				positive destinations, both above Scotland average
	L			12	**Overall Student Satisfaction (FE) - from national SFC survey**								
					a. Target: College FT Learner Overall Satisfaction %			>92%			>92%	>93%	Next results due by June 2020
					b. Actual SFC FT Student Satisfaction Survey Overall Satisfaction %	86.9%	93.9%	92.6%	92.1%				
	L			13	**Overall Student Satisfaction (HE) - Moray College scores with UHI results**								
					c. Target: NSS Survey Overall Satisfaction			84%			84%	85%	Next results due by July 2020
					d. Actual NSS Survey Overall Satisfaction	85.0%	83.0%	78%	83.0%				
		O		14	**Understanding and implementation of the Core Values**								
					a. Target: Values (Staff Survey) Mean Score [0-5] Q3,4,5			3.7			n/a	3.8	Will not be measured in 2019/20
					b. Actual mean rating for Values	n/a	n/a	3.6	3.5				
		O		15	**Training and Development to support the performance of staff role**								
					a. Target: Training and Development - Mean Score [0-5] Q15,17,18			3.5			n/a	3.6	Will not be measured in 2019/20
					b. Actual mean rating for Training and Development	n/a	n/a	3.3	3.5				
		O		16	**Communication: contribution and involvement in decisions**								
					a. Target: Communication - Mean Score [0-5] Q63, 64, 66, 67			3.8			n/a	3.9	Will not be measured in 2019/20

					b. Actual mean rating for Communications	n/a	n/a	3.8	3.5				Will not be measured in 2019/20
		O			17	**College Staff Sickness/Absence % (vs public sector/NHS average)**							
					a. Target: maximum sickness/absence rate			3.2			3.2	3.2	*There is no published benchmark figure for sickness
					b. Actual sickness/absence rate	3.8	2.7	2.7	<=4*				absence rates in the sector (4% was an NHS target).
C			P		18	**% of Credits delivered on school Senior Phase Programmes**							
					a. Target			4.2%			4.4%	4.5%	
					b. Actual	4.0%	3.8%	1.4%					
C			P		19	**% Credits delivered to schools' provision from S3 upwards**							
					a. Target			13.9%			14.0%	14.2%	
					b. Actual	12.8%	13.5%	13.9%	5.0%				
				S	20	**End of year Accounts surplus/(deficit) excl FRS102 Pension Adjustment**							
					a. Target: Surplus/Deficit (FRP/FFR)	(606)	(240)	(100)			(120)	(220)	
					b. Actual Surplus/(Deficit)	(33)	(185)	(245)	(424)				
				S	21	**End of year Cash Balance**							
					a. Target: Monthly cash balances at YE (FRP/FFR)	102	190	250	n/a		200	200	
					b. Actual Cash balance at YE	389	294	80	n/a				

RAG rating relates to in-year 2019/20 performance against target or benchmark (where available)
For previous years RAG refers to target and/or national average

	L	O	P		Y	**FE Attainment % by Key Groups (Courses lasting 160 hours or more)**							
						a. Gender: Male/Female Gap	0.1%	7.9%		3.3%				Only gender figures are nationally reported for FE. Other
						b. BME Declared YES/NO Gap (not published for Moray)	n/a	n/a		n/a				categories only available as combined FE and HE. BME and
						c. Disabled Declared: YES/NO Gap	-6.8%	-1.6%		n/a				Care-experience figures are not published for Moray as the
						d. Care Experienced Declared Yes/No Gap (not published for Moray)	n/a	n/a		n/a				numbers are not significant (<50).

v.3

Incident Location 1st July – 30th Sept 2018

Legend:
- Alexander Graham Bell Centre (AGBC)
- Birnie Wing
- Grange Wing
- Speyside Wing
- Nursery
- Linkwood Technology Centre
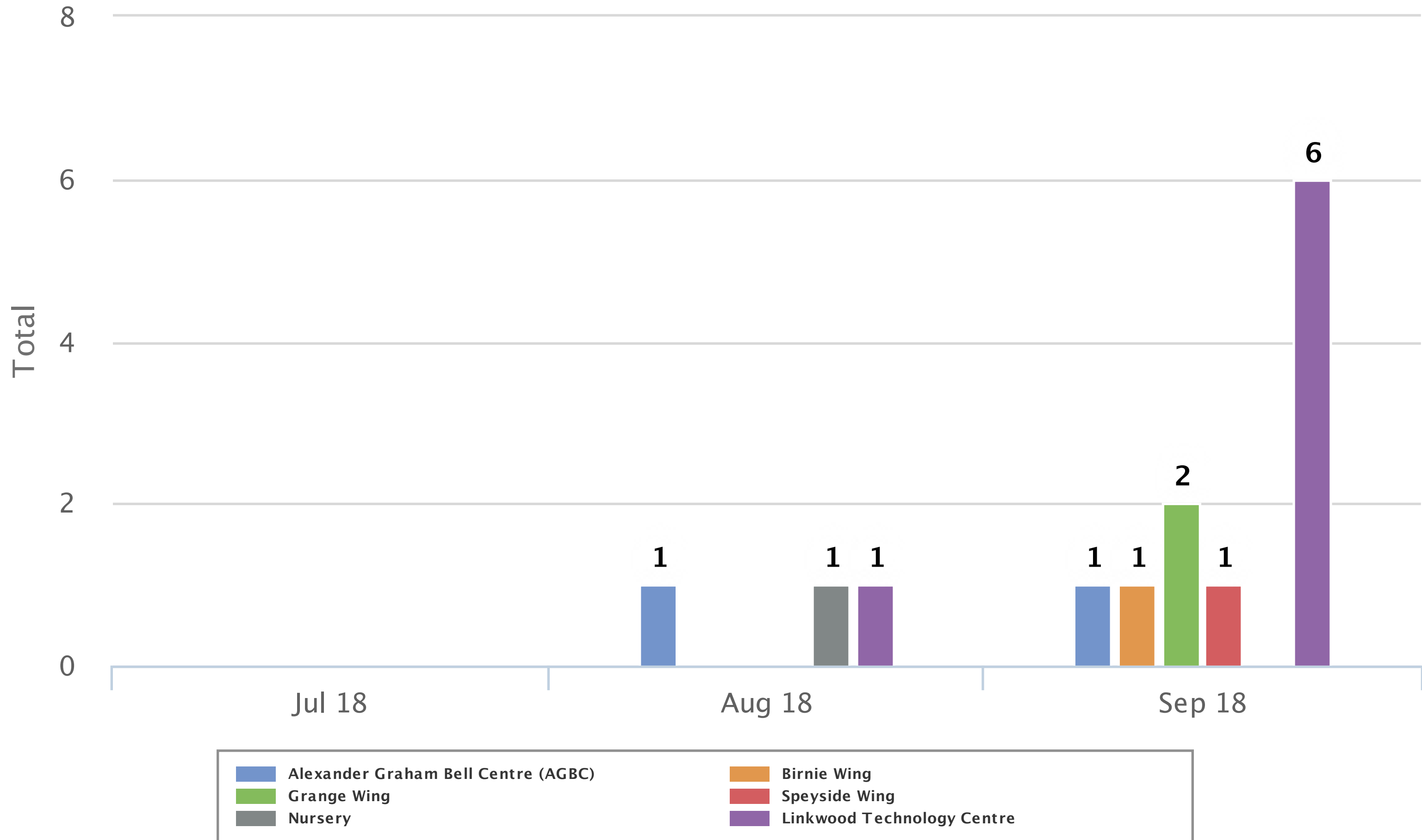
Incident Locations 1st July–30th September 2019

Legend	
Alexander Graham Bell Centre (AGBC)	Birnie Wing
Culbin Wing	Grange Wing
Victoria Art	Linkwood Technology Centre
Student Service Centre	
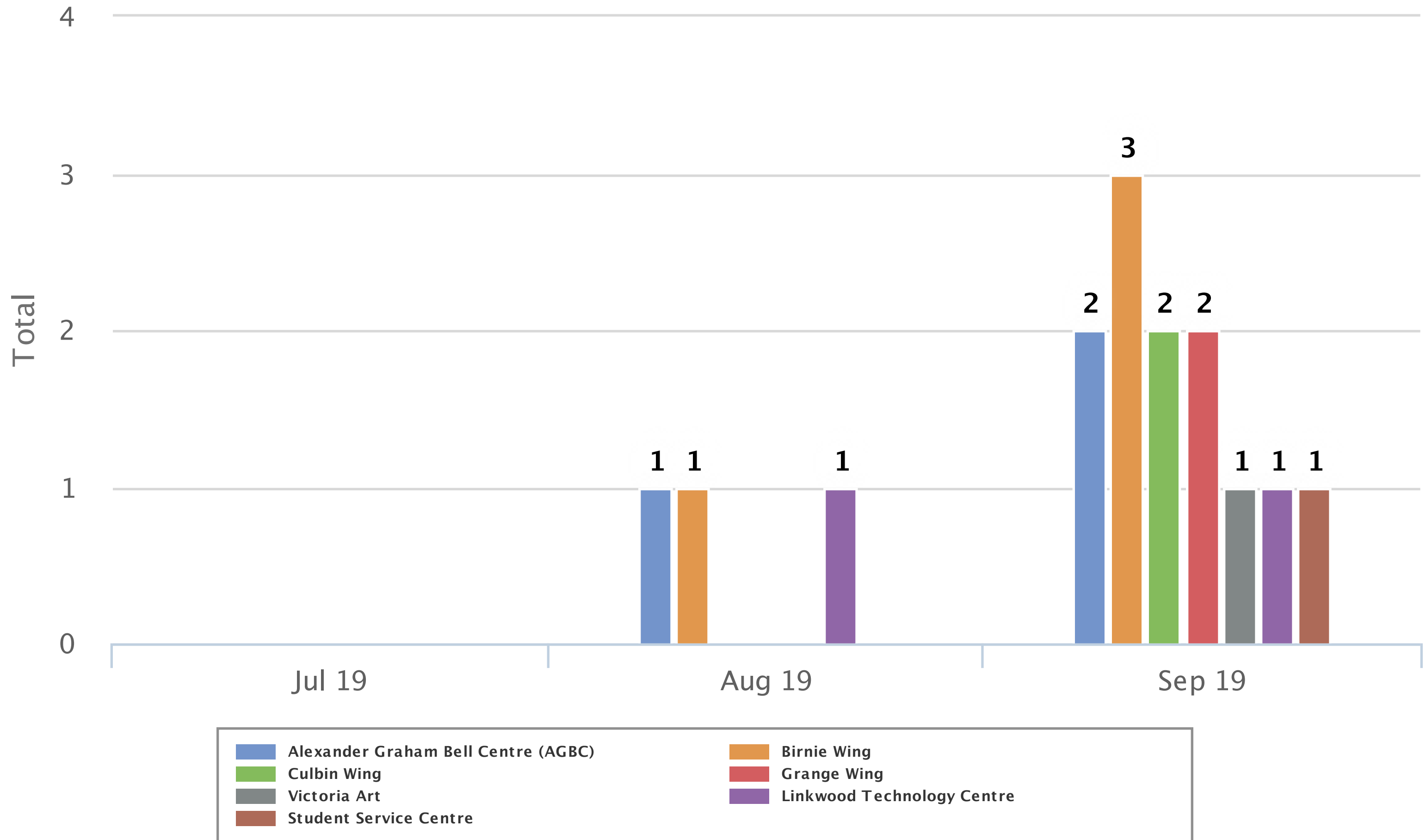
Incident Subtype 1st July–30th September 2018

Legend:
- Contact with hand tool
- Slip, trip fall on same level
- Machined
- General sickness
- Object in eye
- Allergic reaction

Title of Paper:	Student Satisfaction and Engagement Survey (SSES) 2018/19 Regional Results Summary Report
To Committee:	BOM
Version number and date:	1 24/10/19
Brief summary of the paper:	Regional report on outcomes of the SSES survey across UHI. A regional overview, with Moray College UHI outcomes showing as broadly in line with the regional picture.
Recommendations:	Continue to review survey data within the regional context.
Action requested/decision required:	None

Status: *(please tick ✔)*	Reserved:		Non-reserved:	✔

Date paper prepared:	24/10/19
Date of committee meeting:	29/10/19
Author:	Nikki Yoxall – Director of Learning & Teaching presenting a report by Heather Fotheringham - Evidence-based Enhancement Lead UHI
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including - Curriculum - Learning and Teaching - Organisational culture - Partnership - Sustainability	Student satisfaction is a key metric in terms of Learning and Teaching as well as Curriculum.
Equality and diversity implications:	There are some differences between FE and HE outcomes, which require further investigation and are ongoing as part of our internal Moray College UHI SSES data analysis.
Resource implications: *(If yes, please provide detail)*	None
Risk implications: *(If yes, please provide detail)*	None
Appendices:	n/a

References:	n/a

Student Satisfaction and Engagement Survey (SSES) 2018/19 Results Summary Report

1 Introduction

This is the first year of conducting the Student Engagement and Satisfaction Survey (SSES) as a UHI-wide regional survey; this report summarises the region-wide results. Key results are covered in sections 3-6 with full results given in appendix 2.

2 The survey

The survey consisted of 50 questions in total divided as follows:

- Q1-17: Demographic data
- Q18-28: Core SSES questions set by SFC
- Q29-47: Region-wide questions agreed by the Quality Forum's Surveys Working Group using questions repeated or adapted from the Early Experience Survey and National Student Survey
- Q48-50: Region-wide questions agreed by the Quality Forum's Surveys Working Group using questions from the JISC Digital Tracker

See the Appendix for the full data set.

3 Sample

The agreed student sample for the regional survey was:

FE students	Full time and substantive part time
HNC students	Full time and substantive part time
HND students	Year 1 students only. Full time and substantive part time
UG degree students	Students in years 1-3. Full time and substantive part time. Stand-alone infill students EXCLUDED

4 Response rates

	AC	IC	MC	NHC	OC	PC	SC	EO	WHC	Region
Target number of students	356	3785	2303	1335	569	2621	254	246	438	11907
Number of responses	224	1798	945	306	195	1099	60	9	241	4877
Response rate	63%	47%	41%	23%	34%	42%	24%	3%	55%	41%

Academic Partners with a response rate of less than 10% have been excluded from further analysis.

5 Overall satisfaction

Figures 1 and 2 below shows results for question 18 by college, giving the percentages of respondents selecting 'Strongly Agree' or 'Agree' in relation to the statement "Overall, I'm satisfied with my College experience". Scores for this question were very high with the 94.1% for FE students, 86.6% for HE students and 91% for all students. Generally, part-time students were slightly more satisfied than full-time students.
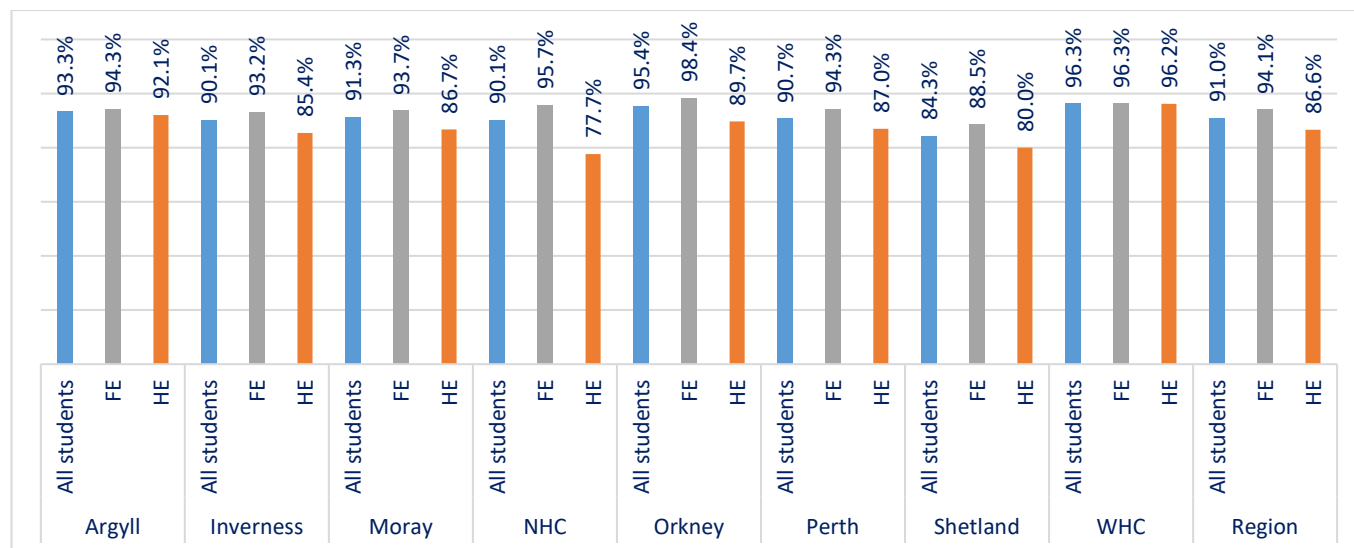
Response rate	AC	IC	MC	NHC	OC	PC	SC	WHC	Region
	63%	47%	41%	23%	34%	42%	24%	55%	41%

Figure 1: SSES 2018-19 % agree for question 18, disaggregated by college and FE/HE
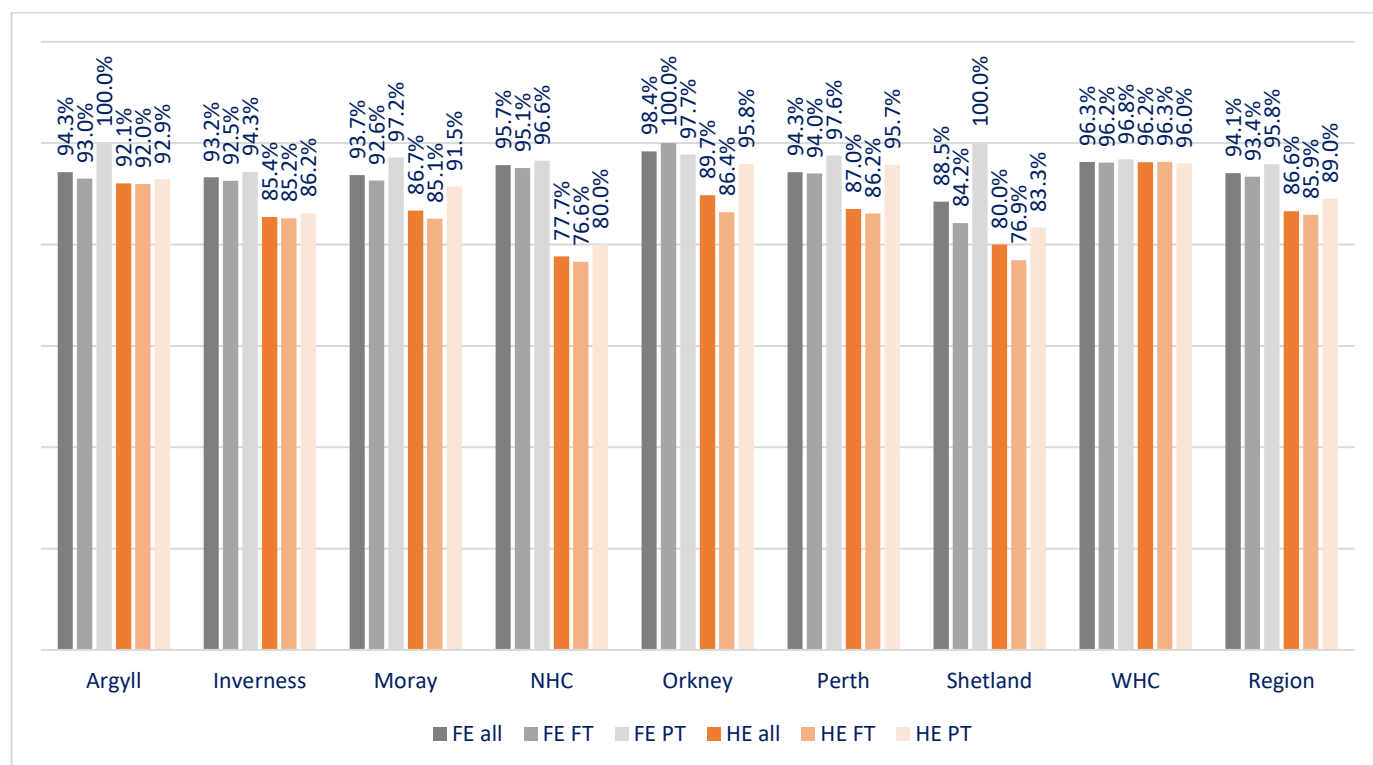
Figure 2: SSES 2018-19 % agree for question 18, disaggregated by college and FE/HE FT and PT

Figure 3 below shows results for the Overall Satisfaction, by student characteristics. Satisfaction was lowest for respondents selecting 'not disclosed' for age and care experience. Students declaring "I have a disability, impairment or medical condition" were also less satisfied than those with no disability.

Figure 3 is a bar chart titled by characteristic groups. Values shown:

Characteristic	Category	% agree
Age	16-17	95.2%
Age	18-19	91.4%
Age	20-24	87.7%
Age	25 and Over	90.5%
Age	Not disclosed	68.1%
Age	Under 16	97.4%
Disability	I have a disability, impairment or medical...	86.3%
Disability	I have a physical impairment or mobility...	97.7%
Disability	I have a specific learning difficulty such as dyslexia	93.3%
Disability	No disability	91.2%
Disability	Not disclosed	85.5%
Gender	Female	91.1%
Gender	Male	91.2%
Gender	Not disclosed	83.3%
Gender	Prefer to self-describe	80.0%
Gender	Transgender	96.6%
Care experience	No	91.2%
Care experience	Not Disclosed	80.2%
Care experience	Yes	92.3%

Figure 3: SSES 2018-19. % agree for question 18, disaggregated by student characteristic

6   Comparison with NSS

Within the region-wide questions, nine are replicated or adapted from the National Student Survey (NSS). The figure below shows SSES results for HE students only alongside the results from NSS 2019 for the corresponding question. In all cases, SSES results are higher.
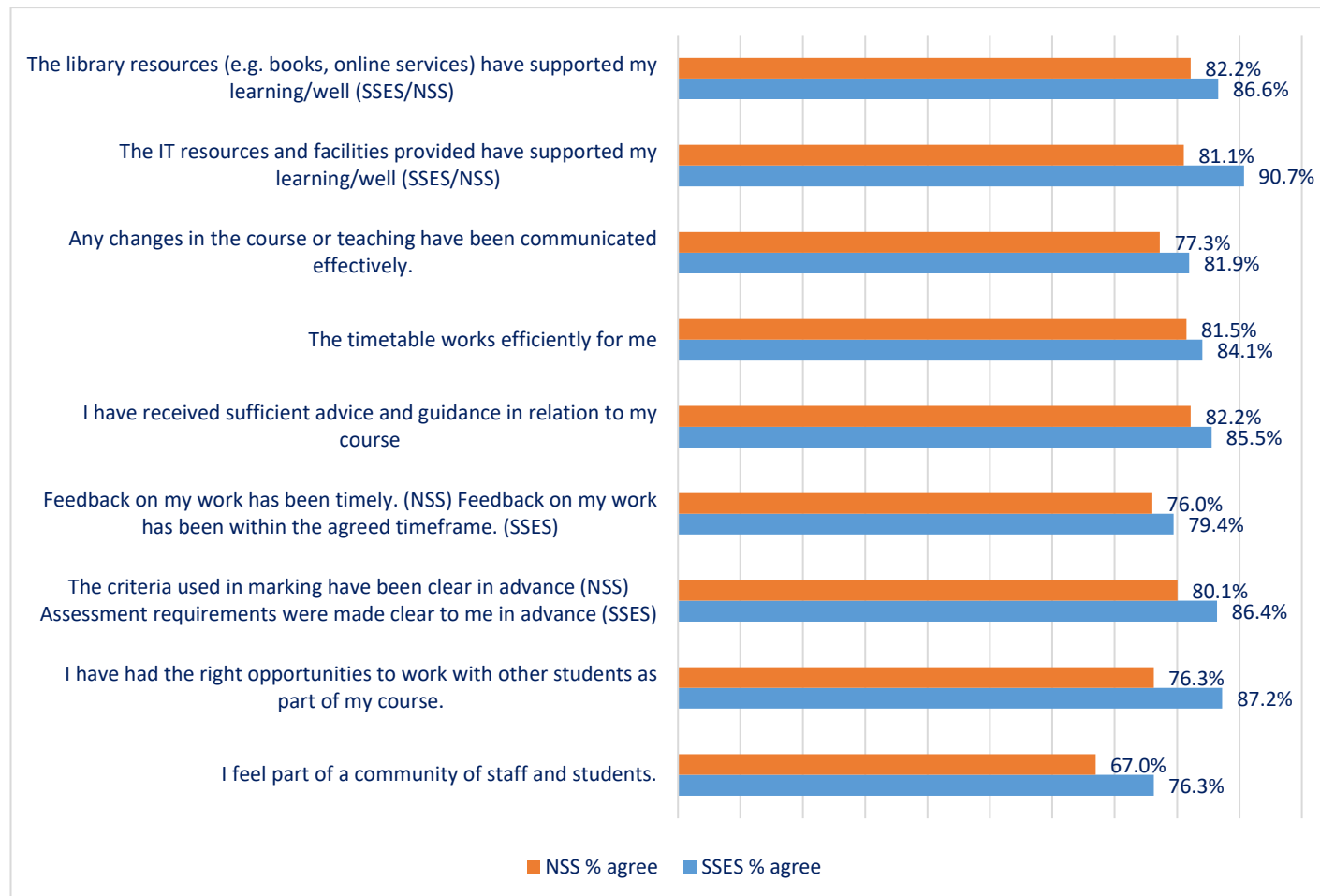
Figure 4: Comparison of NSS 2019 and SSES 2019 results (% agree). SSES results for HE student only.

7   Student Voice

Questions 21 and 25 concern the student voice, and show a marked difference in the responses between HE and FE students, with HE students less likely to agree that they are listened to, or have an influence on their course.
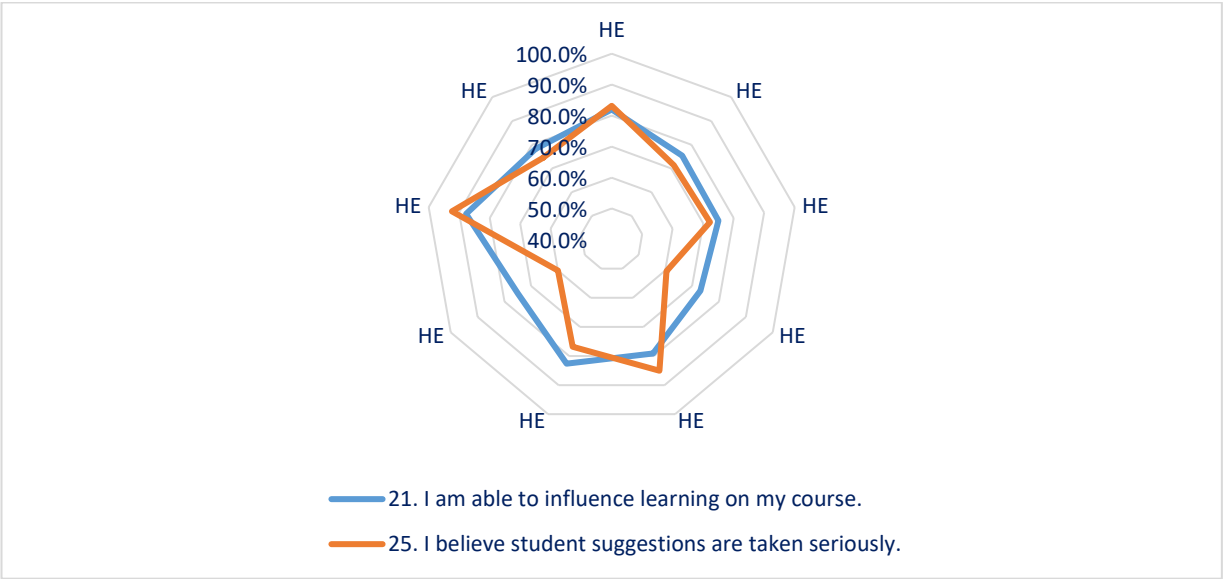
Response rate	AC	IC	MC	NHC	OC	PC	SC	WHC	Region
	63%	47%	41%	23%	34%	42%	24%	55%	41%

Figure 5: SSES 2018-19. % agree for question 21 and 25, disaggregated by college. HE students only
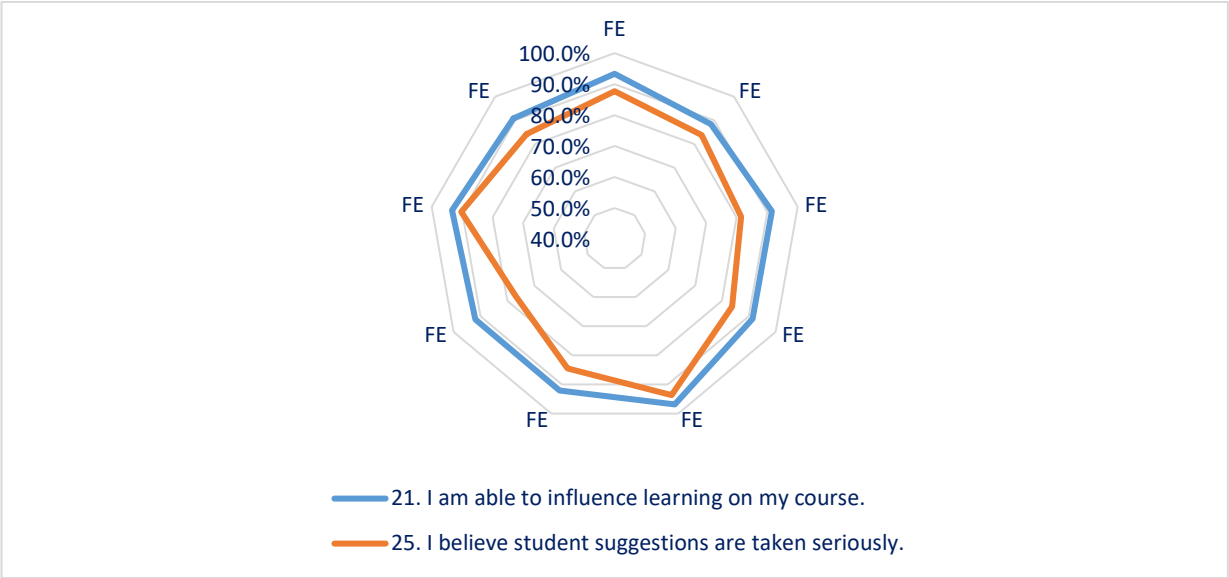
Response rate	AC	IC	MC	NHC	OC	PC	SC	WHC	Region
	63%	47%	41%	23%	34%	42%	24%	55%	41%

Figure 6: SSES 2018-19. % agree for question 21 and 25, disaggregated by college. FE students only

8   Employability

The figure below shows the % agree for question 24 "My time at college has helped me develop knowledge and skills for the workplace". Scores were 80% or above for all student cohorts indicating a high level of satisfaction with this aspect of the student experience.

Response rate	AC	IC	MC	NHC	OC	PC	SC	WHC	Region
	63%	47%	41%	23%	34%	42%	24%	55%	41%
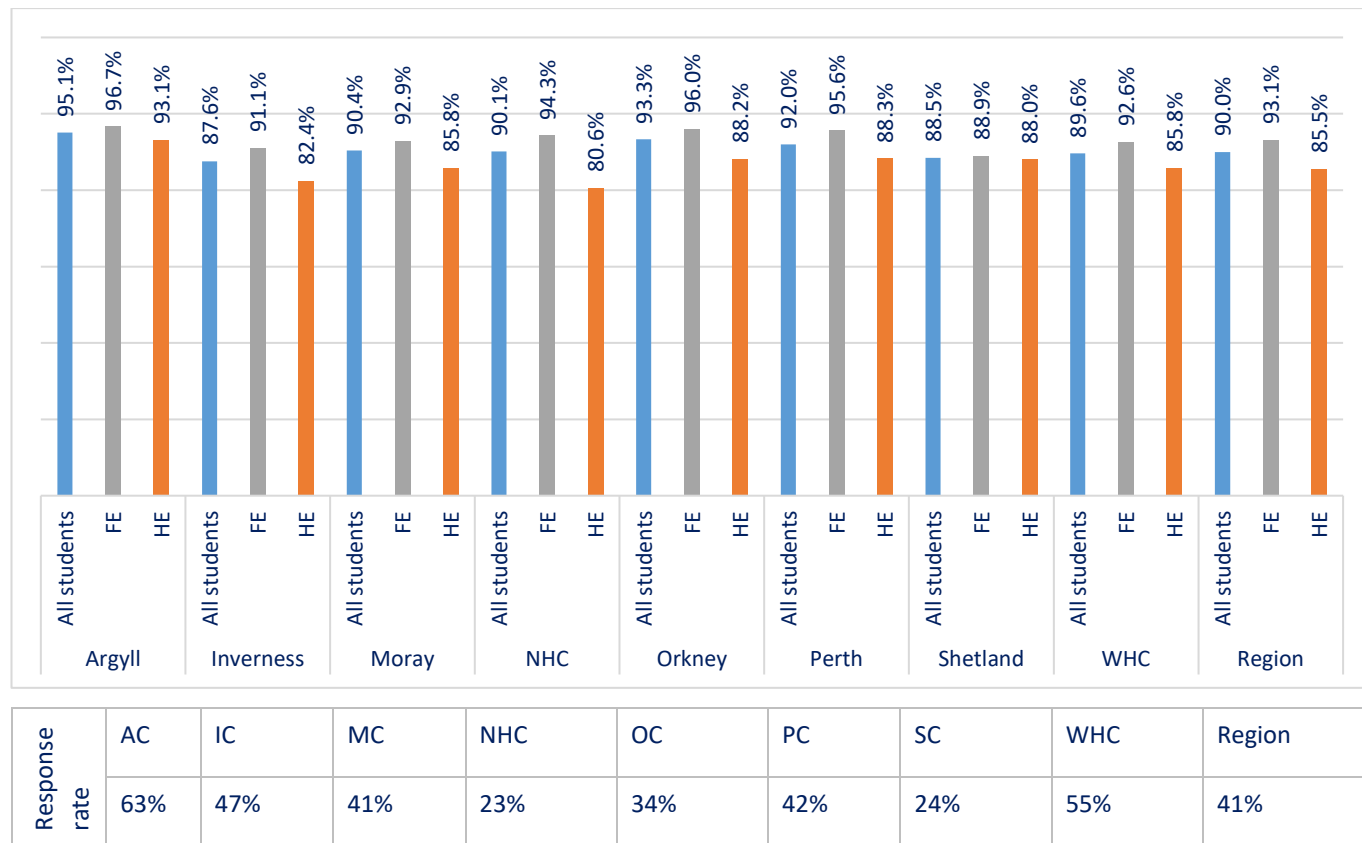
Figure 7: SSES 2018-19. % agree for question 24, disaggregated by college and level of study (HE/FE)

9 Communities of Learning

Figures 8 and 9 below show results for questions relating to communities of learning. A greater proportion of FE students than HE students agreed that they felt part of a community of staff and students, and that they had the right opportunities to work with other students.

HE students
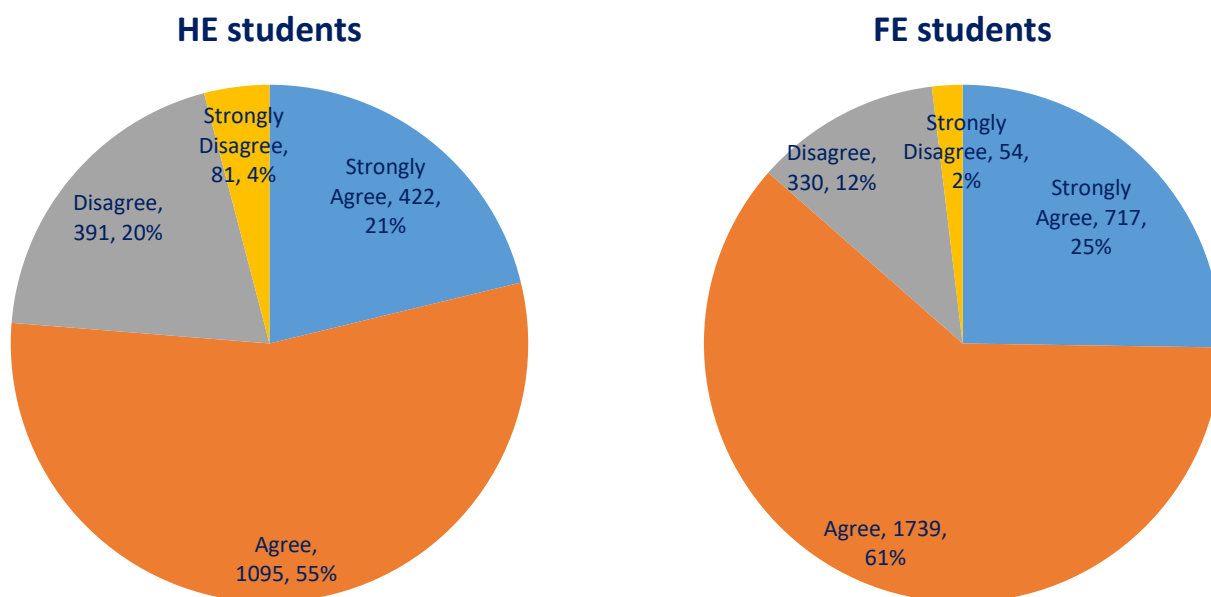
FE students

Figure 8: SSES 2018-19. Responses for question 31 "I feel part of a community of staff and students".

HE students
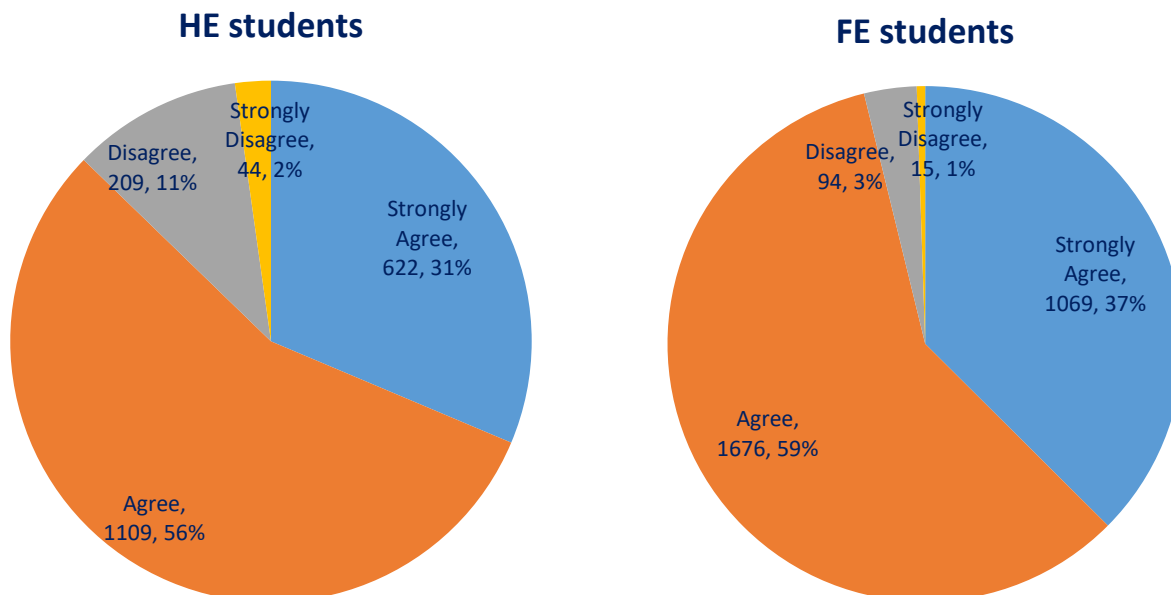
FE students

Figure 9: SSES 2018-19. Responses for question 33 "I have had the right opportunities to work with other students as part of my course."

10 Learning Resources

The figures below show responses for questions concerning library and IT resources. Again FE students are more satisfied than HE students in these areas. Scores are high for all IT-related questions for all students. There are some areas of lower satisfaction concerning library resources amongst HE students at some academic partners, although all scores were over 75% for this question.

Response rate	AC	IC	MC	NHC	OC	PC	SC	WHC	Region
	63%	47%	41%	23%	34%	42%	24%	55%	41%
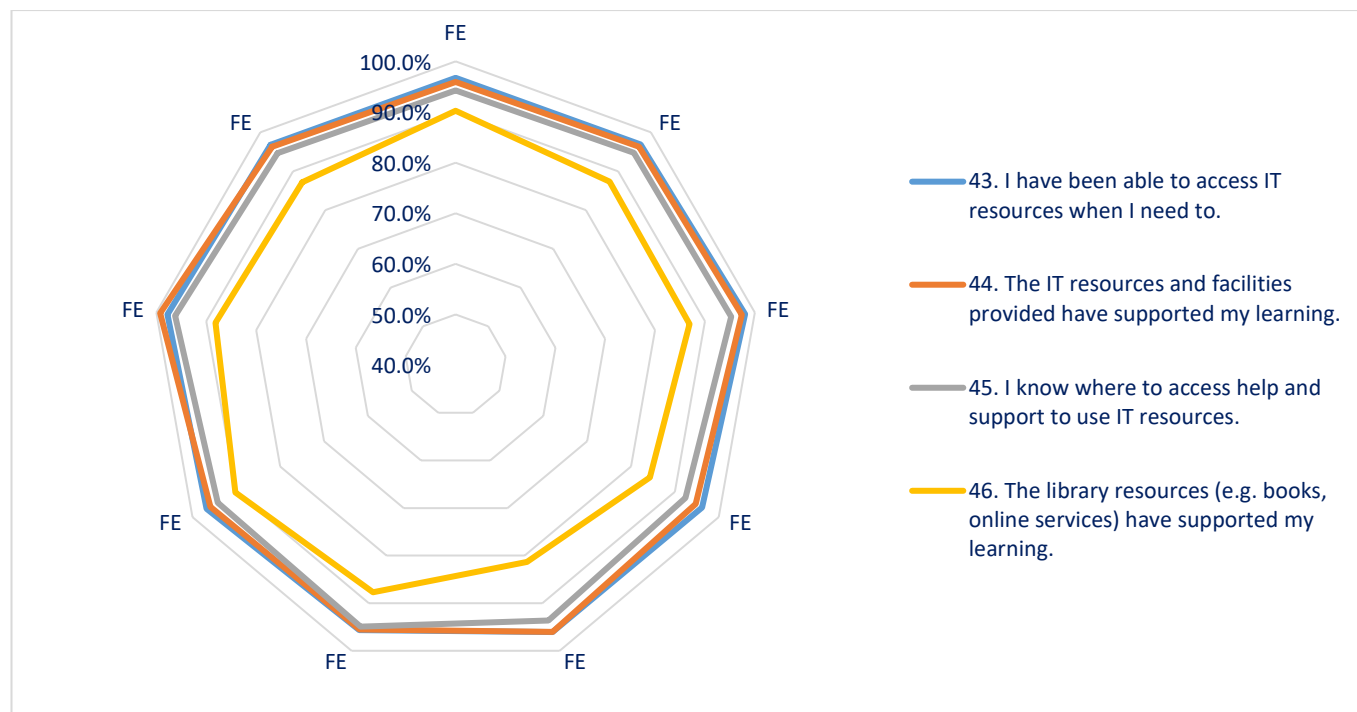
Figure 10: SSES 2018-19. % agree for questions 43-46 by academic partner. FE students only
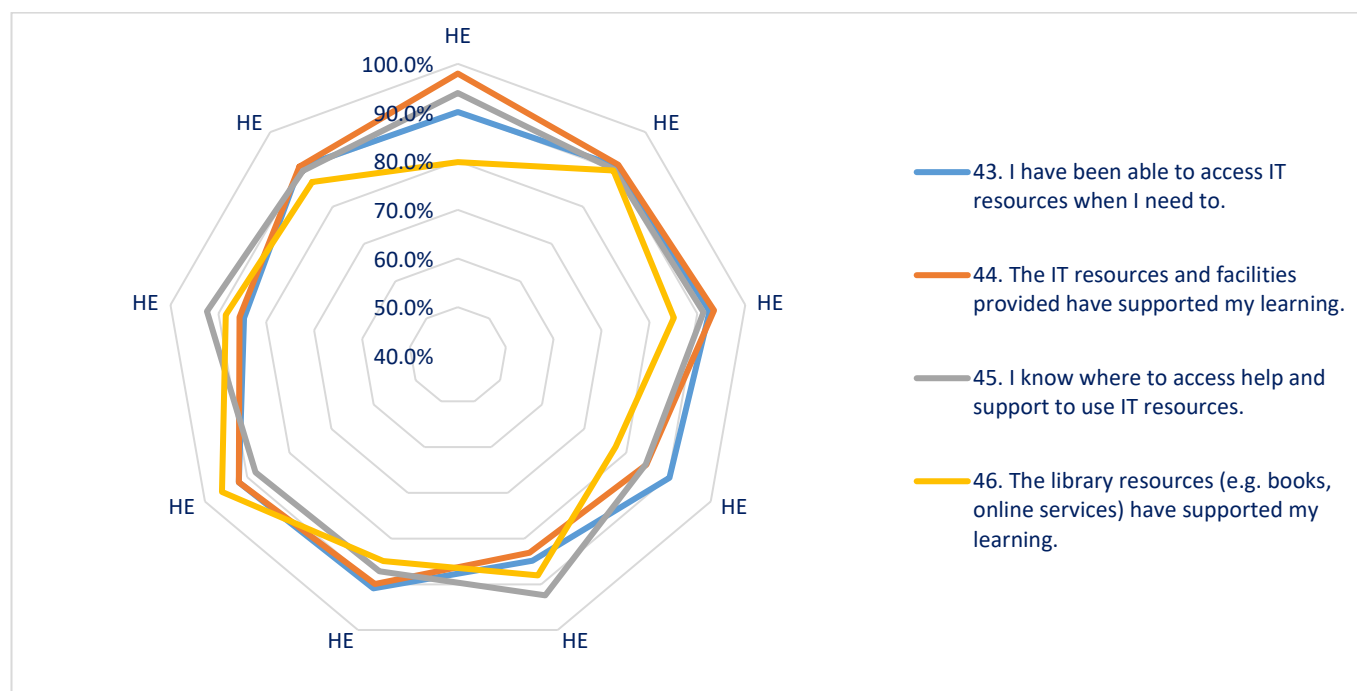
Figure 11: SSES 2018-19. % agree for questions 43-46 by academic partner. HE students only

11 Student Representation

The figure below shows the % agree for question 27 "The College Students' Association influences change for the better". Scores are higher for FE than for HE students across all colleges.
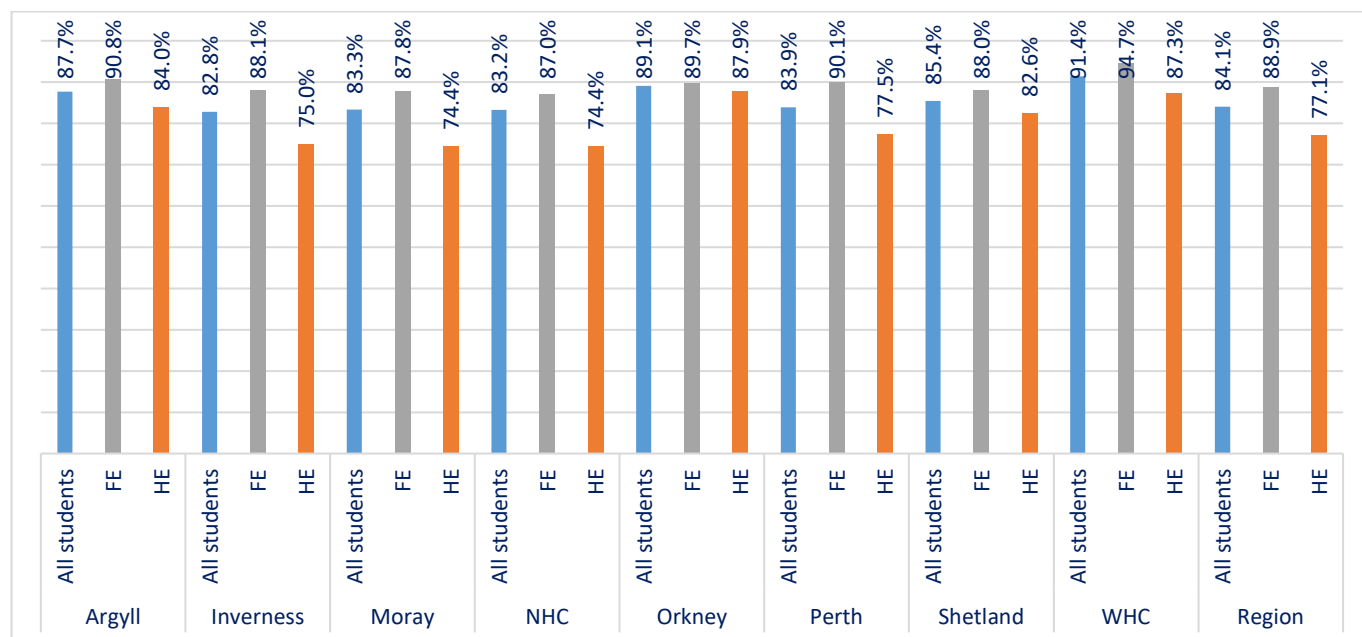
Figure 12: SSES 2018-19. % agree for question 27, disaggregated by college and level of study (HE/FE)

The figure below shows the % agree for questions 28 and 29 concerning student awareness of class reps and the class rep role. Some differences between HE and FE are stark here, particularly for Argyll, Moray and Shetland, with FE students showing much higher awareness than HE students.
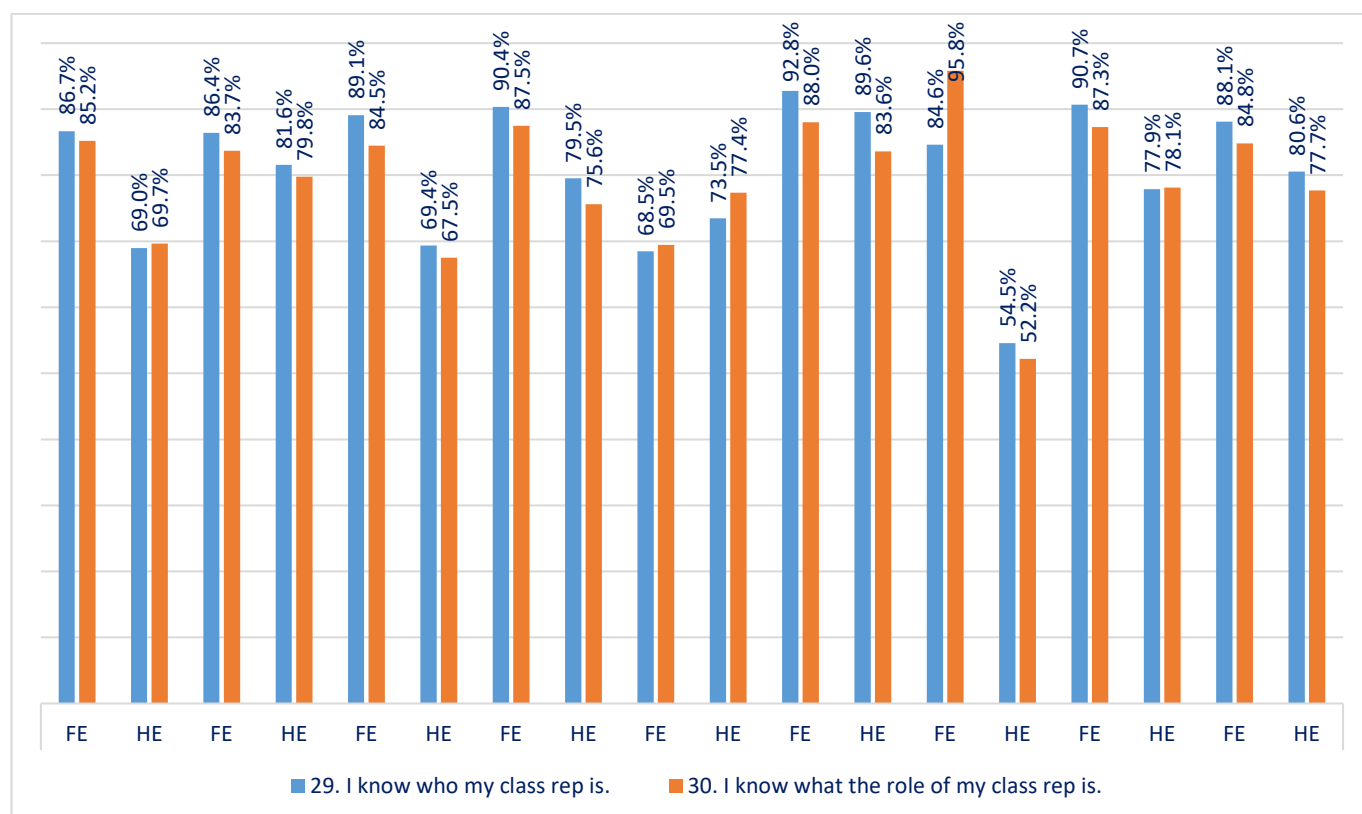
Figure 13: SSES 2018-19. % agree for questions 29 & 30, disaggregated by college and level of study (HE/FE)

12 Appendix: Full results

All results: FE students (% agree)	AC	IC	MC	NHC	OC	PC	SC	WHC	Region
SFC questions									
18. Overall, I am satisfied with my college experience.	94.3	93.2	93.7	95.7	98.4	94.3	88.5	96.3	94.1
19. Staff regularly discuss my progress with me.	89.4	89.2	86.1	87.6	89.7	90.6	88.5	92.6	88.9
20. Staff encourage students to take responsibility for their learning.	97.6	97.3	97.5	98.6	100	96.6	100	97.7	97.5
21. I am able to influence learning on my course.	93.3	88.4	91.5	91.5	96.9	92.1	92.0	93.3	90.9
22. I receive useful feedback which informs my future learning.	94.3	90.7	90.6	89.6	94.4	92.0	88.9	92.5	91.2
23. The way I'm taught helps me learn.	89.3	89.8	89.4	88.5	96.8	90.4	88.5	91.7	90.1
24. My time at college has helped me develop knowledge and skills for the workplace.	96.7	91.1	92.9	94.3	96.0	95.6	88.9	92.6	93.1
25. I believe student suggestions are taken seriously.	87.7	83.8	81.5	83.7	93.7	84.5	76.9	90.3	84.3
26. I believe all students at the college are treated equally and fairly by staff.	90.2	89.1	84.6	85.8	96.8	86.4	96.2	91.7	87.9
27. The College Students' Association influences change for the better.	90.8	88.1	87.8	87.0	89.7	90.1	88.0	94.7	88.9
Institution-wide questions									
29. I know who my class rep is.	86.7	86.4	89.1	90.4	68.5	92.8	84.6	90.7	88.1
30. I know what the role of my class rep is.	85.2	83.7	84.5	87.5	69.5	88.0	95.8	87.3	84.8
31. I feel part of a community of staff and students. (NSS-verbatim)	94.3	86.2	82.7	86.6	88.9	88.4	94.3	90.3	86.9
32. I am happy with the way my course is taught.	92.7	87.9	89.6	87.6	92.9	91.4	92.7	88.9	89.6
33. I have had the right opportunities to work with other students as part of my course. (NSS-verbatim)	96.7	96.1	96.3	95.7	96.8	96.7	96.7	94.8	96.2
34. I feel this has been the right course for me.	95.9	92.7	93.8	93.3	92.9	93.3	95.9	95.6	93.5
35. Assessment requirements were made clear to me in advance. (NSS-adapted)	93.5	91.0	92.5	90.0	93.7	90.1	93.5	94.7	91.6
36. Feedback on my work has been within the agreed timeframe. (NSS-adapted)	91.9	89.8	91.9	93.3	92.7	91.8	91.9	97.0	91.5
37. I have received sufficient advice and guidance in relation to my course. (NSS-verbatim)	91.9	92.2	92.5	93.4	96.0	91.6	91.9	95.5	92.5
38. I have been able to contact teaching staff about my learning when I need to.	96.7	94.2	94.5	95.3	98.4	94.6	96.7	99.3	95.0
39. I have had reviews with my PAT to discuss my progress.	88.5	90.7	87.6	91.0	90.3	92.4	88.5	90.1	90.2
40. Overall, the course has run smoothly throughout the year.	86.2	87.0	82.2	86.7	94.5	84.8	86.2	88.1	85.9
41. The timetable works efficiently for me. (NSS-verbatim)	94.3	87.5	86.8	95.7	91.3	92.3	94.3	94.8	89.9
42. Any changes in the course or teaching have been communicated effectively. (NSS-verbatim)	87.8	88.7	87.0	94.8	96.8	89.5	87.8	88.6	89.2
43. I have been able to access IT resources when I need to.	96.7	96.9	98.0	96.2	96.1	95.7	96.7	97.8	96.8
44. The IT resources and facilities provided have supported my learning. (NSS-amended)	95.9	96.3	97.4	94.7	96.0	95.5	95.9	99.2	96.4
45. I know where to access help and support to use IT resources.	94.3	94.7	95.3	92.4	93.7	94.9	94.3	96.2	94.7
46. The library resources (e.g. books, online services) have supported my learning. (NSS- amended)	90.2	87.3	86.9	84.3	81.3	87.7	90.2	88.1	87.1
47. I had suitable access to study space.	95.1	94.7	97.4	93.8	92.9	95.5	95.1	96.3	95.4
JISC Digital tracker questions									
48. The College helps me stay safe online.	96.7	88.1	90.2	88.6	92.9	90.2	96.7	95.5	90.2
49. I have regular opportunities to review and update my digital skills.	88.6	85.7	86.2	83.7	88.6	87.5	88.6	91.7	86.6
50. My course provides me with the right digital skills for my career.	93.5	89.0	89.2	88.1	92.8	92.3	93.5	94.0	90.4

All results: HE students (% agree)	AC	IC	MC	NHC	OC	PC	SC	EO	WHC	Region
SFC questions										
18. Overall, I am satisfied with my college experience.	92.1	85.4	86.7	77.7	89.7	87.0	80.0	62.5	96.2	86.6
19. Staff regularly discuss my progress with me.	73.3	68.8	74.7	72.0	80.9	79.0	72.0	25.0	79.0	73.7
20. Staff encourage students to take responsibility for their learning.	94.1	95.4	96.6	96.8	97.1	95.5	100	87.5	96.2	95.8
21. I am able to influence learning on my course.	82.0	75.3	75.0	73.1	79.1	82.6	75.0	62.5	87.7	78.2
22. I receive useful feedback which informs my future learning.	91.1	82.9	86.6	78.5	85.3	83.1	88.0	42.9	90.5	84.2
23. The way I'm taught helps me learn.	75.0	75.3	77.7	61.3	79.4	83.1	64.0	62.5	91.4	77.9
24. My time at college has helped me develop knowledge and skills for the workplace.	93.1	82.4	85.8	80.6	88.2	88.3	88.0	87.5	85.8	85.5
25. I believe student suggestions are taken seriously.	83.2	71.3	72.2	60.4	85.1	76.9	60.0	62.5	92.4	74.5
26. I believe all students at the college are treated equally and fairly by staff.	87.1	84.5	80.4	71.7	92.5	87.9	80.0	37.5	87.6	84.5
27. The College Students' Association influences change for the better.	84.0	75.0	74.4	74.4	87.9	77.5	82.6	62.5	87.3	77.1
Institution-wide questions										
29. I know who my class rep is.	69.0	81.6	69.4	79.5	73.5	89.6	54.5	87.5	77.9	80.6
30. I know what the role of my class rep is.	69.7	79.8	67.5	75.6	77.4	83.6	52.2	50.0	78.1	77.7
31. I feel part of a community of staff and students. (NSS-verbatim)	79.2	73.7	74.6	70.7	80.6	80.0	68.0	50.0	82.1	76.2
32. I am happy with the way my course is taught.	69.0	71.3	70.8	64.9	80.9	78.3	68.0	62.5	90.4	73.9
33. I have had the right opportunities to work with other students as part of my course. (NSS-verbatim)	78.2	85.9	90.1	82.8	86.6	88.6	83.3	87.5	93.4	87.2
34. I feel this has been the right course for me.	90.1	91.3	88.8	87.2	91.2	89.6	92.0	100	93.4	90.3
35. Assessment requirements were made clear to me in advance. (NSS-adapted)	86.1	85.3	88.9	73.4	91.2	87.0	80.0	62.5	94.2	86.3
36. Feedback on my work has been within the agreed timeframe. (NSS-adapted)	77.0	78.4	75.4	75.3	85.3	83.1	72.0	75.0	83.7	79.4
37. I have received sufficient advice and guidance in relation to my course. (NSS-verbatim)	86.0	85.0	83.9	81.7	86.6	87.9	68.0	62.5	88.7	85.5
38. I have been able to contact teaching staff about my learning when I need to.	94.1	91.4	92.6	94.7	91.0	92.4	92.0	62.5	96.2	92.3
39. I have had reviews with my PAT to discuss my progress.	66.3	76.1	76.5	63.4	85.3	80.7	72.0	75.0	83.7	77.0
40. Overall, the course has run smoothly throughout the year.	80.2	74.4	73.2	70.2	83.6	75.5	70.8	50.0	85.8	75.4
41. The timetable works efficiently for me. (NSS-verbatim)	87.1	80.9	86.1	74.5	83.6	88.1	80.0	62.5	86.8	84.0
42. Any changes in the course or teaching have been communicated effectively. (NSS-verbatim)	83.8	80.2	80.7	77.4	83.6	84.3	75.0	62.5	89.5	81.9
43. I have been able to access IT resources when I need to.	90.1	90.8	92.5	90.2	84.8	90.9	92.0	87.5	84.6	90.5
44. The IT resources and facilities provided have supported my learning. (NSS-amended)	98.0	91.2	93.5	84.8	83.1	89.9	92.0	87.5	85.6	90.7
45. I know where to access help and support to use IT resources.	94.0	90.0	91.3	84.6	92.4	87.1	88.0	100	92.4	89.6
46. The library resources (e.g. books, online services) have supported my learning. (NSS- amended)	79.8	89.7	85.1	77.4	88.1	84.9	96.0	100	88.5	86.6
47. I had suitable access to study space.	91.1	86.1	91.0	83.9	93.9	89.0	96.0	75.0	84.5	88.1
JISC Digital tracker questions										
48. The College helps me stay safe online.	86.0	84.8	85.8	84.6	87.5	86.2	96.0	75.0	85.7	85.7
49. I have regular opportunities to review and update my digital skills.	71.3	70.6	69.3	59.8	62.1	73.2	66.7	87.5	67.3	70.2
50. My course provides me with the right digital skills for my career.	84.0	79.7	77.1	79.3	84.6	81.8	91.7	87.5	75.5	80.2

All results: All students (% agree)	AC	IC	MC	NHC	OC	PC	SC	EO	WHC	Region
SFC questions										
18. Overall, I am satisfied with my college experience.	93.3	90.1	91.3	90.1	95.4	90.7	84.3	62.5	96.3	91.0
19. Staff regularly discuss my progress with me.	82.1	81.0	82.1	82.8	86.6	84.9	80.4	25.0	86.7	82.7
20. Staff encourage students to take responsibility for their learning.	96.0	96.5	97.2	98.0	99.0	96.1	100	87.5	97.1	96.8
21. I am able to influence learning on my course.	88.2	83.1	85.8	85.9	90.7	87.5	83.7	62.5	90.9	85.7
22. I receive useful feedback which informs my future learning.	92.9	87.5	89.2	86.2	91.2	87.6	88.5	42.9	91.6	88.3
23. The way I'm taught helps me learn.	82.9	84.0	85.4	80.1	90.7	86.8	76.5	62.5	91.6	85.1
24. My time at college has helped me develop knowledge and skills for the workplace.	95.1	87.6	90.4	90.1	93.3	92.0	88.5	87.5	89.6	90.0
25. I believe student suggestions are taken seriously.	85.7	78.7	78.3	76.7	90.7	80.8	68.6	62.5	91.2	80.2
26. I believe all students at the college are treated equally and fairly by staff.	88.8	87.3	83.2	81.6	95.3	87.1	88.2	37.5	89.9	86.5
27. The College Students' Association influences change for the better.	87.7	82.8	83.3	83.2	89.1	83.9	85.4	62.5	91.4	84.1
Institution-wide questions										
29. I know who my class rep is.	78.6	84.4	82.6	86.7	70.2	91.2	70.8	87.5	85.0	85.0
30. I know what the role of my class rep is.	78.2	82.0	78.9	83.6	72.3	85.8	74.5	50.0	83.2	81.8
31. I feel part of a community of staff and students. (NSS-verbatim)	87.4	81.1	79.9	81.7	86.0	84.3	72.5	50.0	86.7	82.3
32. I am happy with the way my course is taught.	82.1	81.2	83.1	80.6	88.7	84.9	73.1	62.5	89.5	83.0
33. I have had the right opportunities to work with other students as part of my course. (NSS-verbatim)	88.3	92.0	94.1	91.7	93.3	92.8	88.0	87.5	94.2	92.5
34. I feel this has been the right course for me.	93.3	92.1	92.1	91.4	92.3	91.5	86.5	100	94.6	92.1
35. Assessment requirements were made clear to me in advance. (NSS-adapted)	90.2	88.7	91.2	84.8	92.8	88.6	86.5	62.5	94.5	89.4
36. Feedback on my work has been within the agreed timeframe. (NSS-adapted)	85.2	85.2	86.2	87.8	90.1	87.5	80.8	75.0	91.1	86.5
37. I have received sufficient advice and guidance in relation to my course. (NSS-verbatim)	89.2	89.3	89.5	89.8	92.7	89.8	80.0	62.5	92.5	89.6
38. I have been able to contact teaching staff about my learning when I need to.	95.5	93.1	93.8	95.1	95.9	93.5	96.1	62.5	97.9	93.9
39. I have had reviews with my PAT to discuss my progress.	78.5	84.7	83.7	82.6	88.5	86.7	84.3	75.0	87.2	84.8
40. Overall, the course has run smoothly throughout the year.	83.5	82.0	79.1	81.6	90.7	80.2	76.5	50.0	87.1	81.6
41. The timetable works efficiently for me. (NSS-verbatim)	91.1	84.8	86.5	89.1	88.7	90.2	82.7	62.5	91.3	87.4
42. Any changes in the course or teaching have been communicated effectively. (NSS-verbatim)	86.0	85.2	84.9	89.4	92.2	86.9	80.0	62.5	89.0	86.2
43. I have been able to access IT resources when I need to.	93.8	94.4	96.2	94.4	92.2	93.3	96.2	87.5	92.1	94.3
44. The IT resources and facilities provided have supported my learning. (NSS-amended)	96.9	94.3	96.0	91.7	91.6	92.8	94.2	87.5	93.2	94.1
45. I know where to access help and support to use IT resources.	94.1	92.8	93.9	90.1	93.2	91.1	90.4	100	94.5	92.6
46. The library resources (e.g. books, online services) have supported my learning. (NSS- amended)	85.6	88.3	86.3	82.2	83.7	86.3	90.4	100	88.3	86.8
47. I had suitable access to study space.	93.3	91.3	95.2	90.8	93.3	92.3	96.2	75.0	91.1	92.4
JISC Digital tracker questions										
48. The College helps me stay safe online.	91.9	86.8	88.7	87.4	91.1	88.2	90.0	75.0	91.2	88.2
49. I have regular opportunities to review and update my digital skills.	80.8	79.5	80.4	76.3	79.4	80.4	75.5	87.5	80.9	79.8
50. My course provides me with the right digital skills for my career.	89.2	85.2	85.1	85.4	90.0	87.1	96.0	87.5	86.0	86.2

Agenda Item Reference:

Title of Paper:	**Curriculum Gap Analysis Report** **Moray Skills Investment Plan (SIP) Delivery Plan**
To Committee:	Board of Management
Subject:	Curriculum
Version number and date:	22 October 2019
Brief summary of the paper:	This report completes the task assigned to Moray College by the Moray SIP. It provides a summary of the issues and challenges emerging from mapping the college curriculum to the key sectors identified in the Moray SIP.
Recommendations:	None
Action requested/decision required:	For Noting

Status: *(please tick ✔)*	**Reserved:**		**Non- reserved:**	✔

Date paper prepared:	22/10/2019
Date of committee meeting:	29/10/2019
Author:	Chris Newlands
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability	This paper links to the college strategic objectives relating to 'Curriculum', together with the associated tasks determined in the 18/19 college operational plan.
Equality and diversity implications:	Need to ensure impact on disadvantaged and underrepresented groups is thoroughly assessed and opportunities to advance equality are pursued.
Resource implications: *(If yes, please provide detail)*	None
Risk implications: *(If yes, please provide detail)*	Relevant Risks are: • Moray/1 Ineffective Curriculum Planning • Moray/10 Senior Phase Programme offered/delivered does not meet needs of Moray (schools programme).

Moray Skills Investment Plan
Curriculum Gap Analysis Report

Background

Within the Moray Skills Investment Plan (SIP) Delivery Plan, Moray College UHI are the designated lead partner to develop the theme to provide 'A Responsive Skills Infrastructure'.

A key objective within this theme requires:

> '*Moray College UHI to offer a curriculum aligned to local and regional need'.*

- The key task is to ensure the curriculum portfolio aligns to 'volume', 'growth' and 'niche' sectors as determined by both Skills Development Scotland (SDS) and the Moray Economic Partnership (MEP) and that courses which meet the current and future skills needs of local and regional employers are available at or via Moray College UHI.

- The initial key action is to produce a gap analysis report on the curriculum portfolio summarising issues, proposals and rationale for change.

- The target outcome for this task is that by Year 10 (2029) there will be a 25% increase in students graduating in the 'volume', 'growth' and 'niche' sectors.

Moray College UHI Curriculum Strategy

Approved in May 2018, this is a three-year strategy to deliver the college strategic aim, to:

"Offer a forward looking curriculum shaped by local, regional and national priorities which meets the needs and aspirations of our students, employers and wider communities"

The strategy is shaped by educational and economic priorities set out in the "*Highlands and Islands Regional Outcome Agreement", but* also has a particular aim to provide a balanced curriculum in accordance with the "*15 – 24 Learner Journey"*. Following publication of the final Moray SIP Delivery Plan and the Moray Economic Strategy (MES) in December 2018, the college curriculum strategy was updated to capture key changes in priority sectors, demonstrating a responsive approach to ensure college curriculum is prioritised and aligned in accordance with local and regional requirements.

The curriculum strategy provides a framework against which the curriculum portfolio is evaluated and developed further, to meet the needs of learners and stakeholders. The strategy also offers a set of curriculum design principles to provide guidance to staff involved in the development or modification of FE courses. These principles take account of key national policy drivers, whilst promoting the development of a skills-based curriculum with a clear focus on employment and progression pathways, which is in keeping with the Moray Skills Framework. All FE courses are required to adopt the curriculum design principles to ensure the learner experience is work relevant, contextualised, appropriate and engaging.

At the start of academic session 18/19, the strategy implementation brought the first changes to the curriculum portfolio and modifications were also introduced to a number of FE courses. More changes have been implemented for the start of academic session 19/20 and more again are planned for session 20/21 (changes are referenced in analysis table that follows).

Process for Curriculum Analysis - Moray SIP

All course provision within the college curriculum portfolio has been mapped against the key 'volume', 'growth' and 'niche' sectors as identified in the Moray SIP Delivery Plan. However:

- Not all courses have an obvious 'fit' with a sector and in accordance with the Moray College Curriculum Strategy, an additional section 'Application Driven' was added to the curriculum map. This recognises where student demand for courses generates a funding income which makes a substantial contribution to college viability, hence its importance.

- Skills for Life courses designed to support students who have a greater difficulty in learning than the majority of other students, were not included in the mapping task.

The curriculum analysis table that follows, provides a summary of the curriculum issues arising within each of the sectors and identifies:

- Areas of strength
- Areas of change introduced in session 18/19 and 19/20 or is in development for introduction in session 20/21.
- Areas where the detail of the specific skill need has still to be identified, so courses cannot be mapped purposefully.

Summary of Key Issues and Challenges

1. Course development in the key sectors of Aerospace and Defence, Engineering and Life Sciences and Technology are reliant on support from the Moray Growth Deal bid.

2. Key documents do not always align. There are some discrepancies in the details provided in the SDS Moray Regional Skills Assessment (RSA) and the MEP Moray Economic Strategy (MES), as well as the job classifications produced by the Office of National Statistics (ONS). This creates confusion and subsequently mapping carried out in these areas has sometimes been based on assumptions.

3. Employer skill need is not always available or made clear. Neither the Moray RSA nor the MES provide sufficient detail to establish the specific skills sector employers require to be developed to promote economic growth. The Moray RSA already highlights this as a gap in data/evidence (page 11).

4. 81.5% of Moray business are small with less than nine employees (MES page 6). Dialogue with a large number of businesses is time consuming and skill requirements can be wide ranging, meaning it is not always possible to accommodate all skill needs.

5. In some subjects, suitable courses are available but there is insufficient or limited student demand, therefore courses are not offered because they are not viable. Some factors contributing to this situation include:

   - Shortage of Moray teachers in key subjects in some schools restricts opportunities provided to pupils and limits the development of interest, knowledge and skills to support pupils to progress on to a college course.

   - Misunderstanding of the jobs available in a particular sector.

6. Awarding bodies determine course titles and course content so can remain unchanged for a number of years. However, college staff constantly review and modify the delivery of skills and knowledge to ensure alignment to the 'known' requirements of current and future job demand. This SIP analysis exercise does not fully take this into account.

7. Decline in demand in some key UHI HE provision needs investigation to be understood and acted on in Art, Construction, Engineering, Science, Events and Business.

8. There are a number of sectors that may have common skill requirements, so these cross sector opportunities need to be identified and taken into account. For example:

   - Food and Drink Production, Manufacturing and Engineering

   - Tourism and Digital Skills (using data analysis and digital marketing).

9. Underpinning all sectors should be a need to develop 'Responsible Leadership and Management in Contemporary Business', but this does not appear to be recognised anywhere as an employer skill requirement.

KEY GROWTH SECTORS

Sector	Current Curriculum and Planned Curriculum Development	Curriculum Gap Analysis Comments
Aerospace & Defence	- FE and HN Engineering courses at SCQF levels 4, 5, 6 & 7 develop generic knowledge and skills in Electronic and Mechanical Engineering and frequently refer to aircraft and aerospace applications to provide learning context. - HE Aircraft Engineering courses available at UHI via Perth College.	- Moray Growth Deal plans include development of facilities and resources to enable the provision of a specific aerospace engineering skills pipeline in Moray. - Staff expertise in Aerospace course design and delivery available from Perth College UHI. They are currently acting in an advisory role for developments in Moray.
Construction & Engineering	- Short courses in construction through the SDS Employability Fund, support unemployed people to move towards and into work. - Senior Phase Construction programmes are oversubscribed. - SCQF 5 FT Construction very popular with school leavers. Provides a solid foundation for progression on to apprenticeship programmes. - MAs in Carpentry and Joinery, Brickwork, Electrical Installation and Plumbing are well established and very successful. - PT HNC Construction Management offered as an evening class on a networked basis, but low uptake in Moray. - PDAs in Carpentry & Joinery and Brickwork offered on Block release basis, but low uptake in Moray. 18/19 introduced new Senior phase programme in Engineering 18/19 introduced MA in Engineering 19/20 introduced FA in Engineering - FE Engineering courses at SCQF levels 4, 5 & 6 develop generic knowledge and skills in Electronic and Mechanical Engineering including fabrication. 18/19 introduced C&G Diploma 3: Light Vehicle Maintenance & Repair. - Demand for HNC Engineering Systems has declined in recent years. - Demand for HND Yr 2 Engineering Systems declined to the point this programme is no longer viable. 19/20 - replaced with entry into year 2 of networked UHI engineering degree programmes. - Engineering degree provision is available through the UHI networked programmes, but demand in Moray is low. - Demand for HNC CADD declined. 19/20 - only available by PT study - Short course upskilling training available in both Instrumentation and Control and Programmable Logic Controllers – but demand is low. - Oil and Gas Assessment Centre - successful commercial operation providing upskilling training and assessment in domestic oil, gas and renewable energy. Staff in the centre constantly horizon scan to provide new opportunities as they emerge e.g. redevelopment of domestic appliances fuelled by hydrogen.	- Concern – shortage of technical teachers in Moray schools means pupils not always provided with sufficient opportunities to develop interest or skills in Construction and Engineering, particularly to enter study at HE level. MC has responded by increasing number of places on senior phase Construction programmes and introduced new senior phase programmes in Engineering to include FA Engineering. This will support school leavers to bridge the gap and progress to study FT or take up a MA engineering programme. 18/19 scoping senior phase offering in CAD/architecture. - Concern - declining demand for HE courses in Construction and Engineering is a trend replicated across the UHI region. Current provision on a networked basis ensures viable courses, but this compromises the range of knowledge and skills that are developed. - HE Engineering student profile shows a trend for a greater number of mature students compared to school leavers. There is a need to determine job opportunities in Moray that are accessible from HE Engineering courses and then actively promote these types of jobs in Moray schools. This could be a role for DYW Moray. - Moray College engineering machine workshops are dated but equipment is very expensive to replace. MC is exploring the possibility of rehousing elements of practical engineering provision in MGD Aviation facility. - Very little demand for specific Construction or Engineering workforce development activity (for those businesses that pay the apprenticeship levy). This needs to be actively pursued with local employers. Large businesses in this sector predominantly seek training relating to skill development in business, IT and leadership and management. - Clarification needed on MES reference to timber industries in this growth sector. It is not clear what skills require to be developed. - No provision available in Quantity Surveying.

Food & Drink Production	➢ FE and HE courses in the following subject areas have a relevance to this sector, frequently referring to food and drink manufacturing to provide learning context, enhanced by work related visits and guest speakers. Job opportunities in this sector are signposted.
	• Engineering SCQF levels 4 – 10
	• Applied Science SCQF Levels 5 - 10
	• Computing SCQF Levels 5 - 10
	• Business SCQF Levels 5 – 10
	➢ 20/21 FA Food & Drink Production being discussed to pilot with Buckie HS in collaboration with Associated Seafoods.
	➢ In partnership with 'Nourish Scotland', new FE provision planned for 2020 - 'Making a Living from Local Food'. Focus will be to develop underpinning knowledge and skills to support growth of enterprise and business models relevant to Moray's 'Natural Larder'.
		➢ School pupils (and parents) misunderstand components of this sector (title misleading so many think this is Hospitality). DYW Moray addressing via Food & Drink/Tourism Skills Pathway group.
		  - MC to assign one day in the STEM Celebration week to raise awareness of skills and activities associated with this sector.
		  - Career opportunities need to be visible and employers must contribute to support this to happen.
		➢ NPA Food Manufacture and FA Food & Drink Production previously offered at MC, but insufficient interest to recruit viable numbers.
		➢ Skills required to support growth in this sector are not made clear in MES. Dialogue needed with relevant employers to understand the future job opportunities, so provision aligns with future job demand.
		➢ Large businesses predominantly seek workforce development training to improve skills in business, IT, leadership and management

Tourism	➢ 19/20 MC Hospitality staff are delivering a range of courses in Buckie & Lossiemouth HS to help address the shortage of Home Economic teachers in these schools. This will bridge the gap and ensure school pupils are supported to consider progression to college courses or take up MA in Professional Cookery, Culinary Skills or Hospitality. ➢ 19/20 Introduction of radical revision of FE Hospitality provision to update and broaden the range of awards offered. This will meet the needs of a wider spectrum of the sector and offer students flexible pathways e.g. integration of new short course awards in Vegetarian and Vegan Cookery Skills, Barista Skills, Bartending (Cocktails), Recipe Costing and Menu planning. ➢ 19/20 introduced new FE short courses in Travel and Tourism - suits needs of tour guiding, visitor attractions & tourist information services. ➢ MA programmes in Hospitality have very low uptake in Moray. ➢ Demand for HE provision in Hospitality is low. SQA have recently updated all HN Hospitality and Professional Cookery Frameworks and UHI Network have agreed to adopt the changes from 2020-21. ➢ 20/20 New PG course in development – 'Whisky History & Culture'. Supported by The Cabrach Trust who are committed to regenerating tourism in Moray in relation to the History of Whisky. ➢ FE provision at SCQF level 6 in Acting and Theatre Performance ➢ 19/20 introduced HNC Acting and Performance. ➢ Developed and delivered short courses in Marketing via FWDF. ➢ Bid made for Upskilling funds to deliver HN units in Video Production to develop skills using low tech equipment, to develop marketing and promotional material for small and micro tourism businesses. ➢ Sports Management is provided as UHI networked provision but very little uptake in Moray.	➢ Concern - shortage of Home Economics teachers in Moray means pupils not always provided with sufficient opportunities to develop interest or skills in Hospitality. ➢ Low uptake in Moray of MA Professional Cookery or MA Hospitality. Further dialogue needed with relevant employers to understand and address this position. Inconsistent application of funding rules by local training providers sometimes leads to variable practice, which needs to be resolved. ➢ Moray College UHI recently approved to deliver City & Guilds Level 2 Extended Certificate and Diploma: Travel & Tourism in session 20/21. ➢ Currently no FE curriculum provision for accommodation services, although there are option units in HN Hospitality. Predominantly, this is due to the differences of industry practice being used. Provision in this area may need to adopt a mentoring approach on an individual basis. Dialogue is required with specific employers to ensure any provision meets the future job demand. ➢ FE and HNC provision in Events Management has been retired due to lack of demand. As this is identified as a priority in MES then MC needs dialogue with relevant employers to understand and address this position. ➢ Marketing and Digital Marketing are already elements studied on FE and HE Business courses. However, it is anticipated the demand for these skills will grow. Therefore, dialogue with employers is needed to ensure any new course development aligns to future job demand.

Creative Industries & Digital	18/19 introduced new Art and Design provision at SCQF level 5 18/19 all FE Art provision adopted UAL as new awarding body. Courses are better aligned to industry standards and practice and are proving popular. Retention and success results were excellent. - Demand for HE provision in Art (including Fine Art, Textiles and HNC Visual Communication) has declined in recent years. HND Yr. 2 Visual Communication is under curriculum review to be retired. - MC is a hosting partner for UHI BA Contemporary Filmmaking in the Highlands, even though Moray staff deliver on this programme. Investigation underway to become an enrolling partner. 19/20 re-approval of MA Fine Art via support of ESIF funded roles. 19/20 Graduate Art Residency programme to be piloted. - Acting and Theatre Performance available at SCQF Level 6 19/20 introduction of HNC Acting and Performance 18/19 introduced FA Creative and Digital Media and is popular. 19/20 introduced FA IT Hardware Systems - Senior phase provision in NPA Web Design is popular. 19/20 introduced new senior phase programme NPA Cyber Security. - FE Computing and Digital Media courses at SCQF 5 & 6 are popular. - Strong recruitment on HN Computing and Digital Design provision. Both courses provide student progression to networked degrees in Interactive Media and Computing. Student numbers are growing. 20/21 introduction of new degree in Applied Software Development. - ESIF funding secured for MC staff to develop learning materials for 20/21 introduction of HNC Cyber Security. 20/21 contract bid to deliver GA Software Development 19/20 Bid made for Upskilling funds to develop flexible delivery models and provide tuition fee support to: - develop skills in software development for the underemployed. - improve collaboration amongst Creative Practice Practioners. - MC are UHI academic partner lead for degree provision in Computing, Interactive Media and Fine Art.	- Other UAL courses to be explored e.g. Textiles, Photography, Fashion, Graphic Communication as well as alternative awarding bodies for HN provision. - Low uptake of HE Art programmes needs to be understood and addressed. Three-year strategy in development to increase recruitment. - Labour market research underway, supported by UHI CDEEO, around the suitability of Visual Communication provision here in Moray and across the network. Immediate opportunity to combine specific sector requirements into a revised HE Graphic Communication provision - Digital is a fast developing sector. Computing staff constantly review and modify provision to ensure skills and knowledge align to requirements of local current and future job demand. - Exploration needed to identify cross sector opportunities with Tourism for developing skills in data technology and digital marketing - Exploration needed to identify cross sector opportunities to develop and apply skills in GIS.
Life Sciences & Technology	No current provision aligns to the particular focus as identified in the MES or the Moray RSA Appendix 2 Skills Definition. MES outlines growth in this sector will focus on research and development activity led by Digital Health Institute.	- Staff at MC have research expertise in Digital Health as well as digital expertise in Engineering and in Computing, all of which is relevant to advance developments in this sector. - MGD will provide opportunity to research and develop digital health initiatives and technologies applicable to the rural landscape. - Appropriate staff need to initiate discussions to link with expertise at DHI to identify opportunities for collaborative working to develop new digital technologies for digital health and medical diagnostics, with a particular relevance to the rural setting.

KEY VOLUME SECTORS		
Sector	**Current Curriculum and Planned Curriculum Development**	**Curriculum Gap Analysis Comments**
Agriculture, forestry and fishing	- No specific curriculum relevant to this volume sector 18/19 introduced Rural Skills (Horticulture) to senior phase programme 19/20 modified Rural Skills course to develop skills aligned to small estate maintenance and animal handling. - FT Horticulture courses at SCQF levels 5 – 7 which develop skills relevant to agriculture such as plant identification, plant propagation, growing plants from seeds and growing fruit and vegetable crops on a small scale. - Horticulture units delivered to develop fundamental Horticulture skills in Skills for Life and Future Focus courses at SCQF levels 2 – 4.	- Moray RSA Appendix 2 Key Sector Definitions shows Crop and Animal Production together with Fishing and Aquaculture listed under Food and Drink, rather than ONS classification Agriculture, Forestry and Fishing. This creates confusion and needs clarification so Moray SIP and Moray RSA are aligned. - Currently MC has no access to facilities and resources to provide courses specifically relating to Agriculture, Forestry and Fishing. Significant investment would be required and appropriate staff expertise recruited, for MC to offer provision aligned to this sector. This cannot be justified when there is reputable national provision at the Scottish School of Forestry (located 35 miles away in Inverness) and the Scottish Rural College (located 65 miles away in Aberdeen). - Dialogue needed with relevant employers to identify specific skills required and to establish opportunities for collaborative working to support development of provision in this sector. - Dialogue needed with SSF and SRUC to establish aspects of their provision that in partnership could be offered in Moray.
Manufacturing	See comments across. The assumption is current digital, applied science, technology and businesses programmes relating to operations and manufacturing processes, underpin the requirements for this sector.	- Moray RSA highlights 'Manufacturing, notably Food and Drink Production' as the highest employing sector in Moray, but it is also forecasted as having the greatest decline of any sector in Moray. In contrast, MES identifies 'Food and Drink Production' as a Growth sector. The assumption is that innovation is required to ensure products remain competitive, but as the key skills required to do this are not made clear, there is no mapping against college curriculum. MC can offer expertise in digital technologies relating to operations and manufacturing along with expertise in business and leadership management, but more detail is required to map against curriculum. - ONS classification for Manufacturing includes: - manufacture of fabricated metal products - repair and maintenance of ships, boats, aircraft and other transport equipment in this sector, Both categories have a significance in Moray, however, the Moray RSA Appendix 2 Key Sector Definitions captures both as Engineering which has already been dealt with as a Growth Sector. - There appears to be some confusion around what 'Manufacture' refers to here in the Volume sector so Moray SIP, Moray RSA and MES need to align to make this position clear.

Wholesale and retail trade	➢ Moray RSA Appendix 2, does not include a definition of this key sector so curriculum mapping is difficult as specific sector skill requirements are not made clear. ➢ MC Curriculum Strategy requires all FE courses to be designed to include the development of generic skills for Learning, Life and Work meaning any successful FE student would have the necessary skills required to work at 'low skilled' level in this sector. Every FE course is designed to include opportunities to: • Develop five core skills • Enhance enterprise skills including digital skills • Embed work employability related learning.	➢ Moray RSA (page 13) indicates this sector is second largest sector in Moray and although it is reported to decline over the next ten years, there will still be a significant need to replace workers. ➢ However, much of this sector is low skilled and so work based learning supported by in-house training is more likely to meet the skill demands of this sector. Therefore, any MC focus has to be worthwhile and if required should relate to new retail technology and innovation in order to support a sector that is in decline globally (and so out with our control). ➢ ONS classification includes maintenance and repair of motor vehicles, so without a definition for this sector, it is difficult to know whether this should be included here for Moray SIP. MC classifies motor vehicle repair as Engineering and so have mapped it under the Engineering sector under Growth heading. ➢ SQA provision in retail is very theoretical and does not provide sufficient opportunity for skill development, so it is not regarded as an appropriate course to provide at MC. If the Moray SIP identifies this as an area where there is a need for a specific qualification, then this needs to be sourced from a different awarding body.
Professional, scientific and technical	➢ FT FE provision is offered in Administration at SCQF level 5 ➢ FA Business is offered to senior phase pupils ➢ MA Business is also available in Moray but uptake is low. ➢ HE provision in Administration is available at SCQF level 7 ➢ HE provision in Accounting is available at SCQF levels 7 – 10 and is very popular. ➢ HE provision in Events is available at SCQF levels 8 – 10, but uptake in Moray is low. ➢ HE provision in Business is available at SCQF levels 7 – 11. Levels 9 – 11 are part of UHI network provision but up take in Moray is low. ➢ 20/21 GA Business bid being submitted ➢ MBA – SCQF level 11 is the only postgraduate programme offered at MC other than UHI PGDE Teaching. ➢ Much of the FWDF requests have been concerned with development of IT Administration Skills and Leadership and Management capabilities ➢ Application for Upskilling Funds has been made to: • Develop HE short courses to develop leadership skills • Deliver HE programme to develop Responsible Management skills. ➢ Provision in Science available from SCQF level 5 – 10 in Practical Science, Applied Science, Bioscience and Environmental Science. ➢ 19/20 FE Science SCQF level 5 has been modified to focus more on the development of practical skills. Meantime provision at SCQF Level 6 is being redesigned as student demand has declined. ➢ Although sufficient interest in HNC Applied Sciences, recruitment numbers are low on networked Science degree programmes.	➢ Comparing the ONS classification to the Moray RSA Appendix 2 Key Sector Definitions, MC makes the assumption this sector also includes 'Financial and Business Services and Admin and Support Service Activities'. This needs to be confirmed to be sure the MC Curriculum Mapping is in accordance with the requirements for the Moray SIP. ➢ MGD includes plans to develop provision to advance Innovation and to provide support for businesses to upscale. 81.5% of all business in Moray is small or micro businesses (less than 9 people). The MGD has a specific focus on innovation and entrepreneurship for scale up and growth – specifically including digital sectors (as this touches on all growth sectors). ➢ MC Business staff constantly review and modify provision to ensure skills and knowledge align to requirements of local current and future job demand, in line with national trends.

KEY NICHE SECTORS

Sector	Current Curriculum and Planned Curriculum Development	Curriculum Gap Analysis Comments
Teaching	➢ There is always a very high demand for places on the PGDE Primary and Secondary Teaching programmes. Unfortunately the numbers are controlled by SFC and so it is not in college control to increase numbers just because there is a demand.	➢ Moray Schools are experiencing great difficulty in recruiting to some key teaching posts. ➢ Teaching is not mentioned in the Moray RSA even though it is included in the Moray SIP. This needs to be aligned.
Healthcare, Early Years and Childcare and Care Workers	➢ Short courses in care through the SDS Employability Fund, support unemployed people to move towards and into work. ➢ All programmes in this sector from SCQF level 5 to level 11 generate much interest and enrolment generally exceeds targets set. ➢ 18/19 FA in both Children and Young People and in Healthcare introduced to senior phase pupils. 19/20 have proved very popular. ➢ MA Children and Young People very popular and successful. ➢ 19/20 New SCQF level 6 programme introduced - SWAP Access to Nursing - aimed at adult returners to education. Has proved popular. ➢ HNC awards in Childhood Practice and Social Services both lead to SSSC registration. Together with HNC in Care and Administrative Practice, successful students on all three awards can progress to year 2 in relevant and appropriate degrees. ➢ 19/20 first GA piloted in Early Learning and Childcare. ➢ 20/21 New Degree programme to start in Optometry. ➢ SVQ Care Centre offers courses at SCQF Levels 2, 3 and 4, to provide CPD opportunities for staff working in child, health and social care sectors. They are very popular and specifically meet the requirements of Moray Council's aim to have a qualified workforce. ➢ HE Diploma Person-Centred Counselling courses are very popular. ➢ HNC/D Complementary Therapies provides a route on to the BSc Integrative Health, which is the only degree of its kind in Scotland. A number of HNC/D Complementary Therapy courses around Scotland have articulation arrangements into the degree at Moray. ➢ MC are academic lead for Integrative Health provision across UHI. ➢ Senior phase courses in Sports Leadership and Uniform Services. ➢ Sport and Fitness provision offered from SCQF level 5 to 10. In Moray, there is a declining interest in HE Sports Coaching but interest in HE Fitness, Health and Exercise is increasing. ➢ 20/21 revised SQA HNC/D Sports Coaching to replace current award ➢ 20/21 HNC/D Sports Therapy and Rehabilitation to be introduced, which will provide an alternative progression route to degree programmes in either Sport and Fitness or Integrative Healthcare.	➢ It is not clear why this sector is considered Niche in the Moray SIP. The Moray RSA reports Human Health and Social Work as being the third largest employment sector in Moray, and although the sector is forecasting job losses over the next ten years, there is still a need to ensure there are sufficient skilled individuals to fill openings created by replacement demand. In this context it would seem more appropriate for this sector to be considered as a Volume sector, which is where it is placed in the MC Curriculum Strategy. ➢ There is no particular mention of Childcare in the Moray RSA which is bizarre considering the Government drive to increase numbers of qualified childcare practitioners. SFC have provided UHI with additional funded numbers in Childcare. ➢ ONS classification includes 86.9 Other Human Health Activities and therefore MC considers provision in Complementary Therapies, Integrated Health, Sport and Fitness, Health and Exercise are all relevant to this sector.

KEY COLLEGE APPLICATION DRIVEN COURSES

Sector	Current Curriculum and Planned Curriculum Development	Curriculum Gap Analysis Comments
Hairdressing and Beauty Therapy	➢ Hair and Beauty courses offered from SCQF level 4 to 7 although 19/20 has shown a decline in demand. ➢ 19/20 senior phase and FT SCQF Level 4 provision being reviewed with the aim to broaden student experiences before making a commitment to follow a dedicated pathway. Opportunities to work collaboratively being explored, e.g. working with 'Out of Darkness Theatre Company to provide experiences in Stage Hair and Make-up ➢ Wide Range of CPD opportunities are provided as short courses. ➢ 19/20 courses in HNC Beauty Therapy and PDA Innovations in Hair Design will be redesigned to reflect current industry trends. A particular focus will be to attract mature applicants (in recognition of the aging population of Moray) and provide CPD opportunities for local employees.	➢ Beauty Therapy and Hairdressing sectors are important contributors to local and national economy. In Moray, 2% of business is in beauty salons employing 507 people and the industry is credited with reducing youth unemployment, developing skills, promoting economic opportunities for women and promoting entrepreneurship. ➢ Concern- Demand is declining for MAs in Hairdressing together with FT Hairdressing at SCQF Level 5 and 6, due to the high increase of 'Rent a Chair' within the hairdressing industry. Dialogue with relevant employers is required to understand and address this position.
Social Sciences	➢ Senior phase programmes for National 5 and Higher Psychology are very popular ➢ Social Science courses offered from SCQF level 5 to 10. There is substantial student demand. Enrolment generally exceeds targets at all SCQF levels. ➢ An exception is for Psychology degree where demand has declined. ➢ A broad range of degrees are offered through the Humanities scheme including History, Politics, Sociology, Criminology, Archaeology, Literature and various combinations as joint degrees.	➢ Changes to SFC HE funding by 2024, will see a reduction in funding for student enrolments on Social Science programmes and student numbers may need to be restricted. This creates a need to diversify in this area of the curriculum and provides an opportunity to signpost other courses linked more directly to economic growth.
Future Focus	➢ This is bespoke provision at SCQF level 4 for which there is considerable student demand. It is aimed at school leavers who are unsure of their career aspirations. The course is designed to develop employability skills through a range of subject experiences, which supports the student to choose a career pathway of interest.	
ESOL	➢ A range of ESOL provision is available from community chat groups to national awards at National 5 and Higher. The demand is sizeable and the programmes are very successful.	
Leisure Course	➢ Range of courses offer training and assessment in First Aid and Basic IT Skills which generate significant demand. ➢ Photography courses are proving very popular. ➢ Other courses provided in response to demand e.g. Drawing, Sewing and Mindfulness.	

Abbreviations (in order of occurrence)

FE	Further Education
HE	Higher Education
HN	Higher National
HNC	Higher National Certificate
HND	Higher National Diploma
SCQF	Scottish Credit and Qualifications Framework
SDS	Skills Development Scotland
FT	Full Time
PT	Part Time
FA	Foundation Apprentice
MA	Modern Apprentice
GA	Graduate Apprentice
PDA	Professional Development Award (HE)
C&G	City and Guilds
CADD	Computer Assisted Drawing and Design
MC	Moray College
DYW	Developing the Young Workforce
MGD	Moray Growth Deal
MES	Moray Economic Strategy
RSA	Regional Skills Assessment
SSF	Scottish School of Forestry
SRUC	Scotland's Rural College
HS	High School
UAL	University of the Arts London
CDEEO	Curriculum Development Employer Engagement Officer
ESIF	European Structural and Investment Funds
ONS	Office for National Statistics
DHI	Digital Health Institute
SFC	Scottish Funding Council
SQA	Scottish Qualification Authority
SSSC	Scottish Social Services Council
MBA	Master of Business Administration
PGDE	Post Graduate Diploma in Education
SWAP	Scottish Wider Access Programme
SVQ	Scottish Vocational Qualification
CPD	Continuing Professional Development
NPA	National Progression Award (FE)
ESOL	English for Speakers of Other Languages
FWDF	Flexible Workforce Development Fund

University of the
Highlands and Islands
Moray College

Finance and General Purposes Committee
Draft Minutes of Meeting held on
Tuesday 10 September 2019 at 10.30am in the Boardroom

Present:

Mr Murray Easton (Convenor)   Mr James Knowles
Mr Peter Graham   Mr Joe Bodman
Mr David Patterson   Mrs Deborah Newton
Mrs Rosemary McCormack

In Attendance:

Mr Nick Clinton
Mrs Cathie Fair (Clerk)
Mrs Eleanor Melton (Minutes)

Item		Action	Date
F.19.4.01	**(i) Resignations**		
1.1	There have been no resignations received.		
	(ii) Appointments		
1.2	There have been no new appointments.		
F.19.4.02	**Apologies for Absence**		
2.1	Apologies were received from Miss C Webster and Mr N Sanderson.		
ACTION	Raise concern over attendance of HISA Representatives.	**Mrs Fair**	ASAP
F.19.4.03	**Any Additional Declarations of Interest including specific items on this Agenda**		
3.1	There were no additional declarations of interest.		
F.19.4.04	**i. Draft Minutes of Finance and General Purposes Committee Meeting held on 4 June 2019**		
4.1	The minutes were accepted as a true record and approved by the Committee: Proposed: Mr Peter Graham Seconded: Mr Joe Bodman		
	ii. Draft Minutes of Special Finance and General Purposes Committee Meeting held on 15 August 2019		
4.2	The minutes were accepted as a true record and approved by the Committee: Proposed: Mr Joe Bodman Seconded: Mr James Knowles		

F.19.4.05	**Matters Arising/Actions Sheet from F&GP Meeting held on 4 June 2019**		
5.1 Action	The majority of actions were completed. However, F.19.2.12 – Policy Review Update remains outstanding and it was agreed this should be carried forward to next meeting.		Nov Meeting
F.19.4.06	**Financial Update:**		

	i. **Management Accounts to 31 July 2019**
	   ii. **2018/19 – Financial Forecast Return (Actual v Budget)**
	   iii. **Cash Flow**		

ACTION	Mr Clinton to keep Committee aware of Pension updates via email	**Mr Clinton**	As Necessary
6.1	The Committee spent time scrutinising the accounts. Uncontrollable items have taken the accounts from a neutral budget (+/-£0) to –c£245K. Mr Easton pointed out contributing factors such as back-pay costs related to National Bargaining from 2017/18 – 2018/19, gaining clarification on specifics throughout via Mr Clinton. The Committee determined the underlying position would have been not have been unreasonable, had the College not had the additional costs of National Bargaining.		
ACTION	Analysis on working capital debtors and creditors	**Mr Clinton**	
	The Committee discussed the increase in staffing costs and figures. Following VS, staffing figures were 232 FTE. Mr Clinton explained the increases and how/why they have come about. The staffing FTE has increased to 246 FTE. However, taking away funded positions this is 238 FTE.		
	Clarification was also sought on ALF and whether it is still in use. Mr Clinton explained why it was originally set up but once a final payment had been paid it would be at a £0 balance and closed.		
ACTION	Mr Clinton to keep Committee updated on any fluctuations with the budget	**Mr Clinton**	
F.19.4.07	**2019-20 Budget - RESERVED**		
7.1	This item is reserved and the minute held on confidence.		
F.19.4.08	**Estates and Backlog Maintenance Update**		
8.1	Not discussed.		

F.19.4.09	**Emerging Issues**		
	i. **Update of funding allocation from FERB**		
9.1	This item is reserved and the minute held in confidence.		
F.19.4.10	**Risk Register Update - Verbal**		
10.1	There was insufficient time to discuss this agenda item.		
F.19.4.11	**Review of Terms of Reference of F&GP**		
11.1 ACTION	It was agreed that members review the Terms of Reference and provide any feedback via email to Mrs Fair by 20 September 2019.	**All**	**By 20/9/2019**
	RESERVED ITEMS		
F.19.4.07	**2019-20 Budget**		
7.1	This item is reserved and the Minute held in confidence.		
F.19.4.12	**Draft Reserved Minutes from Finance and General Purposes Committee Meetings:**		
	i. **Draft Reserved Minutes of F&GP Committee Meeting held on 4 June 2019**		
12.1	This item is reserved and the minute held in confidence.		
	ii. **Draft Reserved Minutes of Special F&GP Committee Meeting held on 15 August 2019**		
12.2	This item is reserved and the minute held in confidence.		
F.19.4.13	**Matters Arising/Action Sheet from Finance and General Purposes Committee Meetings:**		
	i. **Matters Arising/Action Sheet of F&GP Committee Meeting held on 4 June 2019**		
13.1	This item is reserved and the minute held in confidence.		
	ii. **Matters Arising/Action Sheet of F&GP Committee Meeting held on 15 August 2019**		
13.1	This item is reserved and the minute held in confidence.		
F.19.4.14	**Contribution Report**		

14.1	This item is reserved and the minute held in confidence.		
F.19.4.15	**Commercialisation – Verbal Update**		
15.1	This items is reserved and the minute held in confidence.		
F.19.4.16	**Date of Next Meeting**		
16.1	26 November 2019		
	Meeting closed at 12.35pm		

BOARD OF MANAGEMENT

Audit Committee
Draft Minutes of Meeting
held on
Tuesday 8 October 2019
at 1.30 pm in the Boardroom

Present: Dr J McLeman   (Convener)
                   Mrs D Newton
                   Mrs D McKinstrey
                   Mr G Johnston
                   Mr K Gee   (HISA)

In attendance: Mr N Clinton
                  Mr D Duncan
                  Mr S Reid (via audio conference)   (Ernst Young)
                  Mr S Inglis   Henderson Loggie (HL)
                  Mrs C Fair   (Clerk)

		ACTION	DATE
Closed Session	**A closed session was held from 1.00 – 1.30 pm with members of the Committee and internal and external auditors to discuss internal audit matters.**		
A.19.3.01	**Resignations and Appointments**		
1.1	Resignations were received from: Ms Manon Wells Jesus HISA Mrs El Melton had commenced her maternity leave. Appointments: the following new Co-opted members were welcomed to the Committee: Mrs Dawn McKinstrey Mr Grenville Johnston		
A.19.3.02	**Apologies for Absence**		
2.1	Apologies for absence had been received from: Ms Grace Scanlin Mr D Archibald		
A.19.3.03	**Any additional Declarations of Interest including specific items on Agenda**		
3.1	Mr S Inglis, Henderson Loggie declared an interest in Agenda Item A.19.3.17 – Update on future internal audit provision and Mr S Reid declared an interest in A.19.3.16 – Draft Response to letter from EY to those charged with Governance.		
A.19.3.04	**Draft Minutes of Meeting of the Audit Committee held on 21 May 2019**		

		ACTION	DATE
4.1	The minutes were accepted as a true and accurate record and approved by the Committee: Proposed: Mrs D Newton Seconded: Dr J McLeman		
A.19.3.05	**Matters Arising/Action Sheet from meeting of Audit Committee on 21 May 2019**		
	Mrs Fair confirmed the status of the actions arising the majority of which had been completed and closed or were on the Agenda for discussion. The following actions remain open:		
5.1 **Action**	5.3 – Issue of whether a Whistleblower Policy or equivalent exists for students remains outstanding. Mr Kyle Gee to take over this action and report back to Committee with support from Mr Duncan.	**Mr Gee** **Mr Duncan**	November 2019 Audit Committee
5.2	5.4 - Check on current arrangements for reporting and monitoring theft. It was agreed to follow up in February Audit Committee	**FD**	Feb 2020 Audit
5.3	5.5 - OSCR Return to be on Agenda for future May Audit meetings and factored into Board/Committee Plan.	**FD** **Mrs Fair**	May 2020 Audit, Committee Board Plan
5.6	6.1 **-** Review of Terms of Reference of the Audit Committee – Remains outstanding – proposed revised TORs to go to October Board	**Mrs Fair**	Oct Board
5.7	7.1 -To check whether timing of reports can be changed, in turn to allow earlier reporting to UHI; – checked and change was not possible this year, matter to be discussed further at Nov meeting of Audit Chairs.	**Dr McLeman**	Nov meeting Audit Chairs
5.8	7.2 – Dr McLeman to raise scope for collaboration on compliance framework matters at next Audit Chairs' meeting.	**Dr McLeman**	Nov Audit Chairs' meeting.
5.9	9.1.3 – EY to provide template for annual paper on fraud remains outstanding. Mr S Reid to follow up.	**Mr S Reid**	November 2019 meeting
5.10	10.2 Quality Assurance and Improvement – progress report remains outstanding due to Brightspace issues. Follow up in Feb Audit Committee.	**Mrs N Yoxall**	Feb 2020 Audit
5.11	12.1.2 - Merit of separating risks into key area by relevant committee to be raised at Board – remains outstanding.	**Dr McLeman**	Oct Board meeting
5.12	12.3.1 - Reflect further with UHI on compliance framework and bring back to Feb meeting with a possible framework. Mr Duncan and Mr Clinton to discuss with Mr Sendall.	**Mr Duncan**	Feb 2020 meeting
5.13	13.1.2 - OSCR Return submission to be a standing item on May Audit Committee agenda going forward.	**Mrs Fair**	May 2020 meeting.
A.19.3.06	**Risk Register**		
	(i) Risk Register		

		ACTION	DATE
6.1.1	The Committee noted that the updated Management Information Reporting was not deemed to be acceptable, as it did not meet the needs of Management, Committees and Boards. Mr Roger Sendall has asked for feedback on what is required. In the meantime, the Committee had reverted back to the spreadsheet reporting. It was noted that recently added risks included • Brexit (Moray 28) • Revision of Risk (Moray 20) Financial failure/operating loss. Inability to achieve a balanced budget. Mr Clinton was able to advise the Committee that there is no requirement to publish the Risk Register on the College website. The Committee noted that the main risks are published in the annual statutory report.		
Action	Comments on Management Information requirements to Mr Clinton by 29-10-2019	**Committee**	29-10-2019
Action	Dr McLeman will raise at the next Audit Chairs' meeting	**Dr McLeman**	Nov Audit Chairs' meeting
6..1.2	The Committee suggested it would be beneficial to see historical movement of risk over a period and a historic tab would be beneficial for this.		
Action	To circulate the Risk Process as well as Risk categories to the Committee given the refreshed membership.	**Mrs Fair**	Immediate
6.1.3	The Committee noted that Estates Management is still a very high-risk area despite recent capital funding. Although £1.3 million was spent, £30M still needed for campus redevelopment. Succession planning also a high-risk area and needs further reflection. Workforce Planning a potential for internal Audit, discussed further below.		
Action	Any further feedback on the Risk Register was requested from Committee.	**Committee**	ASAP
	(ii) Deep Dive into Staff Training		
6.2.1	A paper was presented to the Committee providing an overview of all staff training including mandatory staff training and development run in the calendar year 2019. It was noted that the College invested additional financial resources in its staff development budget C£50K this year and additionally for the first time was able to claim £15K towards staff development under the provision of Flexible Workforce Development Fund. Recent Internal Audit reports also contained recommendations re training.		
6.2.2	The Committee reviewed a summary of the staff development activities over the period. The Committee		

		ACTION	DATE
	queried instances of non-attendance at Mandatory training, and the risk implications.		
Action	It was suggested that the paper be circulated to the Chair of Staff Governance and the subject reported to the Staff Governance Committee.	**Mrs Fair**	Nov SGC
Action	It was suggested that SGC be provided with an annual update on staff development activities, noting the Audit Committee will see the report from the SGC to the Board;	**Mrs Thomson**	Annually
6.2.3	It was noted that previous deep dives included IT and Health and Safety.		
Action	To circulate slides on IT and Internal Audit Report on Health and Safety to new Committee members.	**Mrs Fair**	Immediate
6.2.4	The Committee thanked Mrs Thomson's team whilst expressing concern about lack of attendance in compulsory training areas.		
A.19.3.07	**Internal Audit**		
	(i) AY18/19 Progress and 19/20 Plan		
7.1.1	An Internal Audit Progress Report had been circulated against the 18/19 Plan. It was noted that Health and Safety, Quality Assurance and Payroll had gone to the May Committee. HL are currently in the process of undertaking the annual Credits and Student Support Funds Audit. There are some record keeping issues in respect of providing evidence of student progress impacting the Credits Audit, and, whilst still a work in progress, HL are hoping for a speedy clarification and resolution.		
7.1.2	The views of the Committee were sought on what the Audit priorities should be for the forthcoming year and a discussion took place around the options presented. After consideration the Committee agreed on the following: • Health and Safety Follow Up; • Workforce Planning; • Curriculum Planning and Development; • Budgetary Control; and • Corporate Planning Follow Up and Corporate Governance as a Combined audit. • The above plan assumes that the Board is not proposing to undertake an External Board Evaluation this academic year.		
Action	HL to produce a detailed supported plan for November Audit based on the above.	**HL**	Nov Audit Committee
Action	To check that Board is not proposing to conduct an external evaluation this academic year.	**Dr Mcleman**	October Board
	(ii) Final Procurement Report		

		ACTION	DATE
7.2.1	The report had previously been circulated to the Committee in June. The overall findings were a mix of Satisfactory and Good with an overall result of Satisfactory; 4 recommended actions were as outlined in the report. Recommendations included ensuring an Annual Procurement Report is provided to SLT and the F&GP Committee, ensuring appropriate procurement training to staff, introduction of an NCA form and associated process and implementation of procurement non-compliance reporting.		
7.2.2	The Committee were pleased to note the overall position in relation to compliance with procurement process.		
Action	APUC Procurement Report to College last week in October to be circulated to SLT and then to F&GP meeting in November;	**Mrs Fair**	Oct SLT, F&GP in Nov.
Action	Forward Internal Audit Procurement Report to Murray Easton	**Mrs Fair**	Immediate
Action	Follow up with Mr Easton which F&GP meeting the Annual Report from the College on Procurement should be tabled, as set out in the audit recommendation;	**Mrs Fair**	Immediate
	(iii) Audit Register Review		
7.3	An update was provided to the Committee on the current status of the Audit Register. It was noted that 6 recommendations remain outstanding related to Risk Management, Health and Safety and Procurement of which HL were able to confirm that 3 were now completed and awaiting sign-off. There was a request that the deadlines for completion of the 2 outstanding health and safety recommendations be deferred to 31 January 2020 and the Committee agreed to this revised date. One recommendation in relation to Risk Management remains outstanding due to circumstances outwith the control of the College, namely a UHI-wide IT matter.		
7.3	The Committee were reminded that an Annual Report on Health and Safety needs to be completed for November SGC and the December Board.		
Action	To ensure Annual Report on Health and Safety is presented to November SGC and December Board meeting.	**Mr D Patterson**	Dec Board
	(iv) Consideration of Input to UHI Internal Audit Plan		
7.4	Jason Thurlbeck has asked whether the Committee has any suggestions for topics for UHI Internal Audit, such as on matters where there are dependencies affecting the College.		

		ACTION	DATE
Action	Any suggestions for topics for UHI internal Audit to be forwarded to Dr McLeman	**Committee**	22-10-2019
A.19.3.08	**External audit – verbal status updated**		
8.1	This item is reserved and the minute held in confidence.		
A.19.3.09	**Review of Fraud matters**		
	(i) National Fraud Initiative Update and final submission		
9.1.1	An NFI final update paper was circulated which was a follow up to the paper provided to the May Audit. This concluded that there were no instances of fraudulent activity identified which provides a good level of assurance to the Committee. The Committee also noted the low ratio of queries/matches returned (ie c 0.3% of the data submitted).		
9.1.2	EY explained that part of the external audit report will cover the Colleges participation in the NFI.		
Action	The Committee were asked to provide feedback on the Self Appraisal checklist Annex A.	**Committee**	22-10-2019
	(ii) Annual Paper on Fraud		
9.2.1	In addition to the assurance to the Committee by the NFI exercise, Mr Clinton reported that the SLT is unaware of any instances of non-compliance with regards to relevant laws and regulations during AY18-19.		
Action	Annual Paper on Fraud to be a standing item to October Audit Committee. Await template from Grace Scanlin EY, as per action at 5.9 above.	**Mrs Fair**	October 2020 Audit and annually
A.19.3.10	**College Policies**		
	(i) Update/summary on status of review of College Policies		
10.1	Committee were advised Mr Duncan has been working to bring policies up to date. There had been a very ambitious plan last year including the implementation of regional policies through the single policy environment. A Policy schedule update was provided which highlighted the policies for review in 2019-20 and Policies currently on hold with reasons provided. It was acknowledged that some financial policies are currently out of date and there are a number of HR policies due for review. The Committee noted the much-improved position from last year.		
Action	To copy Mr Duncan's paper to Chairs.	**Mr Duncan Mrs Fair**	Immediate
	(ii) GDPR Status Report		
10.2	This item is reserved and the Minute held in confidence.		
A.19.3.11	**Audit Committee Planning**		

		ACTION	DATE
	(i) **Audit Committee's Terms of reference and alignment to Committee's workplan**		
11.1	It was suggested a workplan be developed as a matrix matched to the Committee's terms of reference, to ensure the responsibilities of the Committee were underpinned.		
Action	Mr Clinton's successor to develop this for February Audit Committee	FD	Feb 2020 Audit
	(ii) **Audit Committee's Annual Report to the Board**		
11.2	Last year's Annual Report to the Board was circulated as a point of reference and it was noted the next report will be required for the Joint meeting with F&GP on 26 November 2019.		
Action	Mrs Fair to coordinate the draft report, for input from Dr McLeman prior to it being circulated to the Committee;	**Mrs Fair, for input from Dr McLeman**	ASAP
A.19.3.12	**Reports from Auditor General on Colleges and Universities**		
12.1	Both reports from the Auditor General on Colleges and on Universities, had been circulated for information. The College has acted in line with the Recommendations to College Boards; and while there are no specific recommendations applying on higher education, the essence of the recommendations have similar considerations.		
A.19.3.13	**Emerging Issues**		
	(i) **Meeting of UHI Audit Chairs November 2019**		
13.1	It was noted that at the last meeting there was a discussion of risks and inter-dependencies across the partnership. Dr McLeman will raise the items noted here for discussion at the next meeting.		
	(ii) **Arrangements to support the work of the Committee**		
13.2.1	In the absence of an FD in the coming period, it was acknowledged that Mrs Fair has a co-ordinating role in relation to following up on any actions and planning the Agenda, with input from the Principal as appropriate.		
13.2.2	The Committee formally thanked Mr Clinton for his support to the Committee and wished him well in the future.		
A.19.1.18	**Date of next meeting – 26 November 2019**		
RESERVED ITEMS			
A.19.3.08	**External Audit – verbal status update**		
8.1	This item is reserved and the minute held in confidence.		
A.19.3.10	**GDPR Status Report**		
10.1	This item is reserved and the minute held in confidence.		

		ACTION	DATE
A.19.3.14	**Draft Reserved Minutes from Audit Committee held on 21 May 2019**		
14.1	This item is reserved and the minute held in confidence.		
A.19.3.15	**Draft Reserved Matters arsing from Audit committee held on 21 May 2019.**		
15.1	This item is reserved and the minute held in confidence.		
A.19.3.16	**Draft Response to letter from EY to those charged with Governance.**		
16.1	This item is reserved and the minute held in confidence.		
A.19.3.17	**Update on future internal audit provision**		
17.1	This item is reserved and the minute held in confidence.		
	Meeting closed at 1740 hours		

University Court

18 September 2019, 14:00 to 16:00
EO1-EO2, 12b Ness Walk, Inverness IV3 5SQ (Dial in code:
79686@uhi.ac.uk)

Present

Garry Coutts (Chair), Fiona McLean (Vice Chair), Crichton Lang (Interim Principal and Vice Chancellor), Willie Printie (Audit Committee Chair),
Andrew Rogers (FGPC Chair), Alan Simpson (HISA President), Anton Edwards (Rector - Chair of Foundation),
Rosemary McCormack (Staff Governor), Andrea Robertson (Independent), Neil Stewart (Chair Inverness College UHI),
Gareth Davies (Staff Governor), Alistair Dodds (Independent), David Sandison (Chair NAFC), Heidi May (Independent),
Kirsty Macpherson (Independent), Linda Kirkland (Independent), Poonam Malik (Independent), Natasha Morgan (HISA Representative),
Michael Foxley (Chair FERB), Roddy Burns (Independent), Fiona Larg (Chief Operating Officer & Secretary),
Neil Simco (Vice Principal Research & Impact), Stuart Gibb (Vice Principal International & External Engagement),
Lydia Rohmer (Vice Principal - Tertiary), Diane Rawlinson (Vice Principal Further Education), Gary Campbell (Vice Principal Strategic Developments),
Roger Sendall (Head of Governance & Records Management), Margaret Antonson (Head of Marketing and Planning - in part)

Meeting minutes

1. WELCOME & APOLOGIES

The Chair opened the meeting and noted that a quorum was present.

📄 Agenda - University Court -18 September 2019.pdf

1.1. Apologies

Apologies were received from Sarah Helps and Alan Simpson.

1.2. Declaration of Interest

Heidi May declared a potential conflict of interest with agenda item 2.4 as a member of NHS Highland senior
management.

1.3. Notification of other business

Kirsty Macpherson requested an update in relation to the University Assembly and Programme Board discussions. It was
noted that these topics would be addressed as part of item 3.2.

1.4. Starring

Items 4.1, 8.3 and 9.1 were starred for discussion.

1.5. PRESENTATION - UNIVERSITY BRANDING

Court received a presentation from the Vice Principal Tertiary setting out progress in connection with the above project.
A copy of the presentation slides are appended to and form a part of this minute. It was noted that Court was supportive
of the direction of travel and the good progress made to date.

📄 UHI Court Branding Project_Background Information_18092019.pdf

2. MINUTES OF MEETINGS

2.1. Approval of the minutes from 19 June 2019

Court approved the minutes of the meeting held on 19th June 2019 subject to the addition of reference at item 6.1 to highlight the importance of strong links between the FE Regional Board and the Scottish Government.

 UC19-048 Minutes_University Court_190619.pdf

2.2. Matters Arising

Court reviewed the paper setting out actions and matters arising from the previous meeting. The following points were noted:

- The EIS and GMB unions had been contacted and had each identified representatives who would be appointed to Court in accordance with the requirements of the HE Governance Act. new members would be Sarah O'Hagan and Lesley Cole.
- Court requested a briefing paper on the University's process to award academic titles via the Academic Titles Review Board and the Honorary Awards process for consideration at the next meeting.
- Tertiary Committee discussions - The Chair advised that he had convened a meeting with AP Chairs to discuss the proposal to evolve FERB into a tertiary forum. It was noted that independent members of FERB should also be engaged in any discussions.

 UC19-049 Court Matters Arising.pdf

2.3. Review of Delegated Decisions

None.

2.4. Minutes from Committees of Court since last Court meeting:

2.4.1. Finance and General Purposes Committee

Court noted the minutes of the meeting held on 5th September 2019. The c
hair of FGPC highlighted the following points:

- The DOCR would provide a financial briefing session for members of FGPC and Court on 24th September 2019.
- The Academic Partner financial monitoring paper highlighted four APs with serious financial challenges (red risk status). FGPC noted that two additional partners were also experiencing difficulties and the DOCR was liaising with all of these partners.
- FGPC had considered a possible TRAC(t) process for use across the partnership and had agreed that it made sense to adopt a common methodology and to learn from existing processes rather than to reinvent a bespoke process.
- The University had received a generous legacy donation of shares valued at approximately £1M to benefit higher education within Orkney. The committee was keen to maximise positive media coverage associated with the donation.

 UC19-050 Minutes_Finance & General Purposes Committee (FGPC)_050919.pdf

2.4.2. Audit Committee

Court noted the minutes of the meeting held on 29th August 2019.

 UC19-051 Minutes_Audit Committee_290819.pdf

2.4.3. FE Regional Board

The Chair of FERB provided a brief report in connection with the meeting held on 3rd September 2019. The minutes of the meeting were noted.

 UC19-052 Minutes_Further Education Regional Board_030919(2).pdf

2.4.4. Academic Council/Activity Report

Court discussed the officer's report and summary of Academic Council discussions held on 14th June 2019. Court members noted that the Academic Council was carrying a number of vacancies and that the Interim Principal and Vice Chancellor was currently seeking to refocus the work of the Academic Council to consider strategically important curriculum matters and to reinvigorate membership. It was noted that the majority of academic decisions were taking place at a delegated committee level currently and there was a need to review this processes to ensure that decisions were made in the correct forum.

 UC19-053 AC Officers Report 14 June 2019.pdf

2.4.5. Remuneration Committee

Fiona Larg

Court noted the minutes of the meeting held on 19th June 2019. The following points were noted:

- Court noted that whilst the University had agreed to implement a 2.1% cost of living pay increase in 2019/20 across all pay grades, the University was currently offering rates of pay that were below the sector average and Court requested that the Remuneration Committee should undertake a strategic review of pay policy including an assessment of any risks associated with the current remuneration policy and the university's ability to attract and retain good staff.

 UC19-054 Rem comm minutes0619.pdf

3. CHAIRMAN/PRINCIPAL'S COMMENTS

3.1. Quarterly Status Report

Court noted the above reports covering the period 1st June to 31st August 2019.

 UC19-055 September 2019 SMT and AP quarterly report.pdf
 UC19-055a GSC SMT Status Report -Sept 2019.pdf

3.2. Vice-Chancellor's Report

Crichton Lang

Court received a report from the interim Principal & Vice Chancellor. The following points were noted:

- The university has made some very significant and important progress in a number of key areas over the past few years, however, these successes are not particularly visible to key stakeholders because the university does not celebrate or promote them enough and this has meant that such positive news is often overshadowed by internal issues and challenges. There is a clear need to try to adjust the current narrative and to focus on the excellent work that is being achieved by the University partnership and to actively promote the added value that is provided by the institution across the region.
- Requests for financial assistance should not be framed in the context of support to keep the individual partners afloat but as a genuine investment to build upon existing success and to facilitate potential improvements and impacts associated with our regional collegiate delivery model.
- Whilst the Programme Board have not identified any new or novel solutions, the review process has provided a useful forum for developing a consensus view on the need for change. There is a clear willingness to cooperate and work differently and more efficiently within existing structures across the university and many actions to improve processes are being actively progressed.
- Court agreed to collectively discuss the final recommendations developed by the Programme Board at the next meeting of Court in advance of the Assembly meeting.

 UC19-056 VC Status Report.pdf

3.3. Financial Sustainability Plan

Fiona Larg

Court discussed a paper prepared jointly by the Principal and Vice Chancellor and the Chief Operating Officer and University Secretary comprising a report on actions to improve the University's long term financial sustainability including an associated action plan with identified responsible officers and timelines. Court agreed to approve the document.

The following points were noted:

- Progress against the action plan would be monitored as a standing item through FGPC with regular updates provided to Court.
- Court accepted and welcomed the recommended action to review activities within the University's executive office, however, they noted that it was equally necessary to review functions and activities within academic partners and to consider the allocation and expenditure of resources throughout the partnership on a collective regional basis consistent with the proposal to progress a partnership wide 5 year financial sustainability plan.
- There was a need to develop a culture that was focused on continuous improvement as oppressed to just reducing costs so as to ensure that the quality of service delivery was maintained or enhanced.
- Court was concerned that the Director of Corporate Resources was identified as the officer responsible for the majority of the recommended actions and projects and queried if he would have sufficient capacity to progress all the work streams. It was noted that the DOCR would lead the work streams and that support and available resource to deliver agreed actions would be kept under review.

 UC19-057 Financial Sustainability Plan.pdf

4. FINANCE AND PERFORMANCE

4.1. Academic Partner Financial Monitoring

Court noted the paper prepared by the DOCR containing a summary of academic partner management accounts and cash flow statements.

📄 UC19-058 AP Fin Mon - 2018-19.pdf

4.2. Budget Challenges Update

Court discussed the paper UC19-059 providing an update on budget challenges for 2019/20. Court noted the improved position resulting from savings achieved following purchase of the CFHS and as a result of securing some additional funding that had resulted in a reduced savings target of £257k. The original savings target was £370k and some members of Court suggested that it would be prudent to continue to seek to achieve the higher target.

📄 UC19-059 - Budget Update - 2019-20.pdf

4.3. Student residences update

Court discussed paper UC19-060 providing an update on progress to improve controls associated with operating the student residences and a summary of current occupancy.

Court noted that whilst applications and forecast occupancy had improved substantially on the previous year the university remained exposed to financial risks whilst the residences were not fully occupied. Court noted that FGPC and the Residences Steering Group were actively monitoring operations and progressing work to identify savings and to reduce costs in tandem with activities to increase non student income. Most recently, work was progressing to develop a business case in relation to the potential purchase of the Elgin and Dornoch residences from the landlord through a preferential loan issued through the Scottish Government.

📄 UC19-060 Residences Update.pdf
📄 UC19-060a Residences Applications Update 12 September 2019.pdf

5. ACADEMIC BUSINESS

5.1. Annual report to SFC on institution-led review in AY 2018-19

Court approved the annual report for submission to the Scottish Funding Council.

📄 UC19-061 SFC annual report Court.pdf

5.2. National Student Survey Results 2019 (NSS) report

Court was pleased to note the results of the above survey.

📄 UC19-062 NSS report.pdf

5.3. Postgraduate Taught Experience Survey (PTES)

Court commended staff on the positive results and performance reported in the above survey.

📄 UC19-063 PTES 2019 Report.pdf

6. COMMITTEE & MEMBERSHIP

6.1. Annual Effectiveness Reviews

6.1.1. Court future work plan

Court considered the draft corporate governance calendar and format for a future actions plan provided by the Head of Governance and Records Management. Court agreed to adopt the structure and format of the plan as a key document.

📄 UC19-064 Court action plan corporate calendar .pdf

6.1.2. Update following committee discussions

Court noted paper UC19-065 providing a summary of committee discussions in relation to the annual effectiveness review process.

UC19-065 Effectiveness review update.pdf

6.2. Amended FERB Terms of Reference - quorum

Court approved the proposal to amend the quorum of FERB.

UC19-066 FERB Quorum.pdf

6.3. Assigned College Board Appointments

Court approved the recommended appointments contained within paper UC19-067.

UC19-067 Assigned College Board appointments.pdf

7. STRATEGY & PLANNING

7.1. Critical/Key Performance Indicators

Court noted paper UC19-068.

UC19-068 CPI-KPI reports.pdf

7.2. Brexit Update

Court noted paper UC19-069.

UC19-069 190903 Brexit Update.pdf

8. GOVERNANCE & RISK

8.1. Corporate Risk Register

Court noted paper UC19-070.

UC19-070 Corporate Risk Register.pdf
UC19-070bCommon risk scores by AP.pdf

8.2. Academic Partner Agreements

Noted.

UC19-071 Academic Partner Agreements - update.pdf

8.3. Draft Partnership Wide Commitment

Garry Coutts

Court considered paper UC19-072 that had been developed and agreed through the Partnership Council. Court agreed to fully endorse the document and to ask academic partner boards of management to do the same.

UC19-072 Partnership Wide Commitment.pdf

8.4. Remuneration Policy updated

Court approved the updated policy document.

UC19-073 Remuneration Policy updated.pdf

9. REPORTS & CIRCULARS

9.1. HISA Report

Court noted the HISA update report prepared jointly by the President and Chief Executive of the students' association.

UC19-074 HISA Court Update Sept 19 (002).pdf

9.2. University Foundation - Proposal for a "University Day" Crichton Lang

Court considered a proposal from the Rector to develop and promote a more high profile public meeting and conference than in previous years. Court noted that this years Foundation Conference and Public Meeting had been very well received but attendance numbers had fairly been limited and there was opportunity exists to celebrate the university partnership through an expanded event. Court agreed to support the proposal and noted that the Foundation and the senior management team would be asked to consider appropriate themes and timing for such an event.

10. DATE OF NEXT COURT MEETING: 27 November 2019

Further Education Regional Board

03 September 2019, 11:00 to 16:00

EO1-EO2, 12b Ness Walk, Inverness IV3 5SQ (Dial in code: 79645@uhi.ac.uk)

Attendees

Board members

Michael Foxley (Chair), Andrew Campbell (Chair - Argyll College UHI), Ian Minty (Chair - Lews Castle College UHI), Peter Graham (Chair - Moray College UHI), David Sandison (Chair - AFC Marine Centre UHI), Blair Sandison (Chair - North Highland College UHI), Brian Crichton (Chair - Perth College UHI), John Hutchison (Chair - West Highland College UHI), Linda Kirkland (Independent), Bruce Robertson (Independent), Stephen Sheridan (Independent - Skills Development Scotland), Wilfred Weir (Independent), Alan Simpson (HISA President), Diane Rawlinson (Vice Principal Further Education)

In attendance

Crichton Lang (Interim Principal and Vice Chancellor UHI), Garry Coutts (Chair of Court), Fiona McLean (Court Vice Chair), Lydia Rohmer (Vice Principal Tertiary), Fiona Larg (Chief Operating Officer & Secretary), Niall McArthur (Director of Corporate Resources), Margaret Cook - in part (Principal - Perth College UHI), David Patterson (Principal - Moray College UHI), Sue Engstrand - in part (Dean of the Faculty of Science, Health and Engineering), Linda Stewart - in part (Director of European and International Development), Matt Tyrer - in part (Work-Based Learning Project Manager), Nicholas Oakley (Clerk)

Action [Owner]

Meeting minutes

1. WELCOME & APOLOGIES

🗋 Agenda - FERB 3 Sept 2019.pdf

1.1. - Welcome

The Chair opened the meeting and noted the apologies.

1.2. - Apologies

Apologies received from: John Ferguson, Carroll Buxton, Neill Stewart, Seonag Campbell.

1.3. - Declarations of Interest

There were no declarations of interest.

1.4. - Notification of Any Other Competent Business

There was no other competent business declared.

1.5. PRESENTATION - Matt Tyrer - WBL Hub Developments/Progress Report/Plans

[M Tyrer joined the meeting]

Matt Tyrer, UHI Work-Based Learning (WBL) Project Manager, gave members a presentation on the Work-Based learning hub, including its new strategic aims, year-by-year growth, the next phase of contracting for 2020-22 which is underway, the prioritisation of growth aligned with industry demand, and enhanced and wider employer engagement. Members welcomed the good progress made. The following was also reported in the Q&A:

Skills Development Scotland (SDS) were very keen to assist with all aspects of the WBL, including the next phase of contracting.

There is a mixture of delivery methods, including an innovative online model. Members noted that it was important to roll out and share good practice, especially around rural delivery, to all the partners as there has been some feedback that access in some areas has been difficult. There had been very strong response amongst employers across the Highlands and Islands (H&I) region to the graduate apprenticeship program. A franchising opportunity exists for colleges around graduate apprenticeships which may expand their reach beyond the H&I region. Finally, members agreed that there is an important narrative about how this fits into a broader and open tertiary approach to education that should be capitalised upon, especially in light of the WBL's great success and significant growth year-on-year.

[M Tyrer left the meeting; B Sandison joined the meeting]

2. MINUTES OF MEETINGS

2.1. Minutes of the FERB meeting held on 7th May 2019

Members reviewed the minute of the previous meeting. A request for an amendment to item 4.1 NMIS (National Manufacturing Institute Scotland) was agreed to clarify Perth College UHI's position that they would continue to act independently on any Tayside City Deals. Members approved the minute as an accurate record of the meeting pending this amendment.

⮧ FERB19-038 Minutes_Further Education Regional Board_070519.pdf

2.2. Matters Arising

Members reviewed the matters arising. The following updates were noted for items not covered elsewhere on the meeting agenda:

1. Update on Knowledge Exchange and Innovation. An update will be provided at the next FERB meeting in November.
2. Update on Shetland merger. The proposed vesting date is 6 January 2020. A principal designate has been secured. Details still to be clarified around naming of the new entity.
3. Northern Alliance advisory forum positions – Chair put forward volunteer names but communication is slow; this will be followed up by Wilf Weir.
4. Dashboard reporting – delays on the project. Original FE reporting officer moved to a different team and a replacement has not yet been recruited.
5. Regional deployment at LCC - members noted Sue MacFarlane's appointment to the post.
6. DIA - Shetland Islands Council include Shetland College staff in their return to the Scottish Government and are compensated for this payment. Western Isles Council and Orkney Council do not and the cost of DIA is borne by the colleges. The Chair and VPFE attempted to have Colleges Scotland include this in their Comprehensive Spending Review Submission. Despite the provision of detailed financial impact to CS only a passing reference was made. The Chair will raise this at the CS Board meeting at the end of the month.
7. Summary of FFR assumptions. The Director of Corporate Resources reported that the SFC had produced FFR guidance and this has been reviewed at the last FDPG meeting; members asked that this SFC guidance be circulated to FERB members alongside a document summarising what had been agreed so far and what was still under discussion [DoCR].

⮧ FERB19-39 Matters Arising summary.pdf

2.3. Review of Delegated Decisions

There were no delegated decisions.

3. CHAIRMAN'S REPORT:

The Chair gave members his report. He noted that further work was continuing on veterans' access. It was reported that student support resource at EO was involved in this; the Chair requested that this resource make contact with him to align strategy and work plans.

4. GOVERNANCE, PLANNING & FUNDING MATTERS

4.1. Early thoughts from the new Interim Vice Chancellor

Professor Lang, the Interim Principal and Vice Chancellor (I-PVC) gave FERB members a statement on his new role. He emphasised that it was important for the university to maintain positive external messages. Sectoral dialogue with the Scottish Funding Council (SFC) had made it clear that the funding environment will become even more challenging, the budgets of the SFC and the enterprise agencies are being squeezed, and that there is an expectation on universities to find innovative, regionally contextualised, radical solutions to delivery in the diminishing funding environment.

The I-PVC reported that it was vital to build strong, coherent, evidence-based narrative on how activities are delivered and the impact they have on the region and communicate these widely, and set an aspiration to secure funding on this basis. The university will continue to meet with SFC and others to ensure alignment of regional educational strategies and needs, and it is important to emphasise to SFC how investing in the university is also an investment in the region.

The I-PVC also reported that other activities include:

1. Reviewing the Partnership Council agenda – and particularly how at an executive level UHI can shift relationships into a more collective, collaborative dialogue and to form strategy
2. Examining changes for removing or reducing bureaucracy, and changing communications within Executive Office (EO) and between EO and Academic Partners.
3. Conducting a challenge review of EO resources and efficiencies, as well as a review of committee structures and the resource allocation methodology.
4. These key actions will be scoped and initiated within six months, and some of these will be driven by Programme Board. Plans will be shared with the university executive, Court and FERB in due course.
5. Create an open, collaborative, and collegiate corporate environment for open and respectful dialogue and robust but constructive challenge.

The Chair thanked the I-PVC for the update and the members welcomed both the spirit and content of the I-PVC's priorities and proposed activities.

[I Minty joined and L Kirkland left the meeting]

4.2. Programme Board Update

The I-PVC gave members a brief update on the activities of the Programme Board, of which he is the Chair. He reported that a common theme amongst all stakeholders is the need to pick up the pace of change; with this in mind he was pleased to report that workplans, including timelines and deliverables were being progressed, for implementation at the beginning of 2020. The I-PVC reminded members that the Programme Board can only recommend proposals, and that the authority to adopt these remained with university Court and the Academic Partner Boards.

The I-PVC also apologised that the date for the next Assembly Programme Board (10th October) had not been properly confirmed with all assembly members. An event will likely take place on the 10th, with a full assembly meeting to be rescheduled to allow fuller attendance.

4.3. Impact of Brexit Update

[L Stewart joined the meeting]

Linda Stewart, UHI Director of European and International Development, gave members an update on the current position and the university's planning around Brexit. Planning continues to focus on a no-deal Brexit, but regardless of whichever outcome, the main areas of concern stand in the majority of the likely scenarios.

£300m of European funding has been leveraged since 1990s, which has had a transformative and foundational impact on the university. It is estimated that £50m worth of current projects are European funded. Priority has been given to keeping access to funding streams in the remainder of the accessible funding mechanisms; as well as access to replacement funding in new 2021-27 funding programme, including domestic funding. Structural ESIF funds are of the greatest relevance – and potential loss – these are due to be replaced by a UK shared prosperity fund based on UK industrial strategy, including a commitment to 'supporting regions to achieve their potential'. This is supposed to commence in January 2021, but not many details were yet forthcoming. The SG have announced a Steering Group on the fund and UHI will continue to work closely with this group.

There are still major concerns about recruitment and retention of students and staff, particularly Erasmus students. The additional risk of vacancies in the region post-Brexit also may make FE and HE less desirable for school leavers.

Colleges Scotland Brexit checklist has been recently circulated and L Stewart reported that it is very useful and worth reviewing, and that a network-wide version was in development.

CoHI discussed this issue and were keen to test whether there may be any unintended consequences of the structural funds replacements on the H&I region; the Chair of Court will ensure this is discussed further at the next CoHI meeting as it was vitally important to understand and where possible influence the criteria of the funding.

Members asked what activities partnership executives are taking to a) gauge and b) mitigate impact on staffing levels across the partnership. A previous exercise to analyse the staff cohort had been conducted and members agreed that this be redone and an overview circulated for the next FERB meeting [L Stewart], noting the extreme sensitivity of the issue.

[L Stewart and G Coutts left the meeting]

📄 FERB19-45 Impact of Brexit 190903 .pdf

4.4. Tay Cities Deal - Skills Planning

[M Cook joins the meeting]

Margaret Cook, Principal of Perth College UHI, gave members an update for information on the Tay Cities Deal programme and Perth College UHI's potential involvement, including the status of the Aviation Academy for Scotland Project.

Members noted that the request in the paper for a £654,000 contribution for scoping work from EO was still due to be discussed by EO and Perth College UHI [M Cook and F Larg agreed to discuss this further outwith the meeting].

Members noted that a comprehensive re-write on the Islands deal was still underway, so this will be discussed at the next FERB meeting.

[M Cook left the meeting]

📄 FERB19-41 PCUHI Involvement in TCD Sept 19.pdf

4.5. Argyll Rural Growth Deal - Skills Planning

Members noted for information the report on the Argyll and Bute Growth Deal.

📄 FERB19-43 Growth Deal Argyll.pdf

4.6. Moray Growth Deal - Skills Planning

David Patterson, Principal of Moray College UHI, gave members an update for information on the Moray Growth Deal and Moray College UHI's engagement with the bid. He reported that the majority of the development is in HE, but that the College is also looking at provision for the FE pipeline. Heads of terms now being negotiated and NDAs still in place with some partners. He reported that capital funding for the campus was originally considered part of the bid, but that recent messages was that this wasn't an appropriate funding opportunity. Moray College UHI also welcomed and thanked the input and expertise of Perth College UHI colleagues who have advised on the process.

📄 FERB19-42 Moray Growth Deal.pdf

4.7. Highlands and Islands Regional STEM Hub Update

[Su Engstrand joined the meeting]

Members noted the paper and the proposed model for STEM activity in the region, whereby each AP will have a satellite hub for STEM activity under a H&I Regional STEM hub. S Engstrand confirmed that she was still awaiting confirmation on administrative support resourcing from SFC.

Members discussed the proposal, and in particular whether the approach was consistent with the decision taken at the previous FERB meeting to ask SSA to take leadership of these hubs. Members agreed that more information was needed about the future involvement of HIE, which members agreed should remain at the core of the work in terms of both resourcing and leadership, and asked S Engstrand to arrange a meeting with HIE/ SSA and the Chair of FERB to ensure strategic alignment. Members also agreed that the I-PVC and the VPFE meet with S Engstrand to discuss FERB's concerns and clarify reporting and decision-making responsibilities around the STEM Hub's work.

[S Engstrand left the meeting.]

🗋 FERB19-49 STEM Aug 2019 update.pdf

4.8. Branding and Positioning Project Update

Lydia Rohmer, Vice Principal Tertiary, gave members an update on phase 2 of the branding project, including the proposed simplification of visual identity. She reported that the option currently favoured by colleges was option 3 – a more unified visual identity approach but still allowing local identity and context. The college term will also be retained for the time being. Scope for an option 3+ that may include some elements of options 4 & 5 - including a potential move to a single colour scheme and a single logo icon – was also underway. Members noted the very positive response and agreed there was consensus for option 3, with a majority supporting 3+. Members were reminded that this project has a significant time and resource requirement and impact, but so far the project has had considerable buy-in. Following further consultation, a fuller proposal will be developed (including resourcing).

4.9. NMIS (Advancing Manufacturing Challenge Fund)

Members heard that a coordinated, regional H&I bid was not forthcoming despite FERB's decision at the last meeting. Members heard that match funders' guidance may have been influential on members pulling out of the regional bid to focus on their own individual bids.

Members expressed their disappointment that, as in the decision around the item on the STEM hub, FERB's decisions were not being either properly communicated or implemented by the partnership executive. The I-PVC was asked to consider how these issues might be addressed and improved upon.

🗋 FERB19-44 NMIS AMCF paper.pdf

4.10. Strategic Approach to SFC FE Funding Reduction 2020-2023

Niall McArthur, Director of Corporate Resources, gave an update on the SFC FFR guidance for FE funding, and SFC's plans to return to formula funding by 2022/23.
Members discussed the challenges of the funding environment, and in particular ways of mitigating reductions in FE funding by better managing distributions, improving the efficiency of the FE delivery model and more innovative business processes. Members discussed whether the default position of the university and partnership executive when discussing these should be that back-office and support functions should be provided by single services, and asked that the executive scrutinise the combined costs of the institutions and identify where savings may be made. Members also stressed that greater transparency about where elements of funding are going within the partnership is vital moving forward. Members also requested changes to the paper, including:

- On point 1, changing 'explore with' to 'challenging' the SFC's calculations and assumptions about funding.
- On point 2, changing this to 'maximise consistency across the partnership in FFR reviews.'
- On point 5, changing 'investigate the possibility' to 'identify compelling cases for shared/ single services'.

Members noted that the FFRs are due to be completed by partners at the end of September 2019, and once these have been received the scale of the challenges facing each college will be discussed at the next FERB meeting.

🗋 FERB19-46 Strat Approach to Funding Reduction 20-23.pdf

4.11. Development of an Efficiency Measurement Mechanism

N McArthur gave members an update on the development of an efficiency measurement mechanism. Members approved the proposal to get partnership FD's together to collate 17/18 information as a baseline. The action plan from the RSB self-evaluation includes the timescales, but the working group timescales aren't defined enough. Members therefore asked that a project outline/ plan be better developed.

🗋 FERB19-47 Development of an efficiency measurement mechanism.pdf

4.12. End-of-year Student Activity Report

The VPFE reported that she anticipated making target but only as the result of significant effort to add for planned delivery at extra cost. SFC were also aware of the partnership's difficulties in achieving target numbers, and this may influence their decision on any proposal for future growth.

📄 FERB19-48 Student Activity Paper.pdf

4.13. Effectiveness Review Summary Report

Members agreed that the effectiveness review reports merited further additional discussion and requested a special meeting to discuss this. The Chair agreed to discuss with the Chair of Court the possibility of a special meeting, and asked that the complete effectiveness review on all the UHI committees and Court be circulated to members to give better context.

[B Sandison left the meeting].

📄 FERB19-50 Effectiveness Review Summary 2019.pdf

4.14. University Induction Sessions

Members discussed the university induction sessions for board members, the first of which was due take place in September but had not attracted much interest. Members confirmed that there was appetite for this but more notice was required and more information about who and what this was for should be included. Members agreed to reschedule the September meeting for November/ December 2019 [Clerk].

5. AUDIT, RISK MANAGEMENT & REPORTING

5.1. Risk Management - FE Risk Register and UHI HLRR

Members noted the FE risk register. Members suggested that terminology such as 'positive RAM' is overly technical jargon and may obscure understanding of the issues. Members asked the registers be reviewed in light of this and changes made where appropriate.

📄 FERB19-51 Risk Register.pdf

5.2. Academic Partners Financial Status Reports

Members noted the financial status reports. The Chair challenged the self-reporting RAG status of both SMO and LCC, which should be amber/ red rather than green.

📄 FERB19-52 AP Financial Monitoring.pdf

6. ANY OTHER BUSINESS

There was no other business and the Chair closed the meeting at 16:40.

7. DATES OF FUTURE MEETINGS:

7.1. - 7 November 2019

7.1.1. - 12 February 2020

7.1.2. - 5 May 2020

HISA Report 2019 – September to October

Introductions:

Since the start of this term, HISA Moray has been focusing on getting the Class Rep System up and running. Alongside that we have had a quite a few events since the start of the academic year, listed below.

Activities and Events:

Here is an overview from the last two months what the local Moray HISA team have accomplished, worked towards or in the process of;

- We hosted an Activities Fayre for students to come along and see HISA affiliated clubs, the opportunities they have in participating in these groups and even how to set up their own club or society with HISA. Some of the clubs that signed up due to this event include the Female Football club and Craft club.

- We also attended the Freshers Fayre at Moray College – HISA Moray spokes to dozens and dozens of students at the event. This was also a great opportunity to encourage students to become a Class Rep for their class.

- HISA Moray promoted the 'awareness week' from the 7th of October on social media that the UHI was promoting from all its campuses.

- HISA Moray was also present at the People's March on the 19th of October, promoting the opportunity for Moray College UHI students to attend the March and have their voice heard.

- This week (starting the 21st October) we have been providing Class Rep training every day to any student that has put themselves forward as Class Reps. The first Class Rep meeting of the year will be next Monday on the 28th of October in the conference hall at 11am to 12pm.

We hope that this little report is able to give a picture into the activities that Moray HISA have been engaging with. We always welcome feedback.

Kind Regards,

Joel Hockney
Student Association Assistant Moray

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Highlands and Islands
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22 October 2019

Professor Crichton Lang
Principal and Vice Chancellor
University of the Highlands and Islands
Executive Office
Ness Walk
Inverness
IV3 5SQ

Dear Crichton

Draft Response to final report from Programme Board – the Case for Change

A small working group of members of the Board of Management of Moray College UHI met to discuss a response to the final report from the Programme Board – "the Case for Change". We would wish to comment as follows:

1) We considered the tone of the document to be honest, constructive and supportive, and recognise the issues it describes.

2) We acknowledge that the current system is broken and unsustainable. Despite many attempts in the past to address this issue, it has seemed impossible for us to make significant headway in bringing sufficiently close integration to the 13 partners. We fear that external guidance by the Government may be the only way to achieve this.

3) Our comments on the paper are based on the fact that we are assuming Moray College will remain a viable going concern in the future. However, what we have currently within UHI is an unsustainable financial structure, both institutionally and individually, and this needs to be addressed as a matter of the highest priority.

4) Whilst we are supportive of the general intention of the document, we believe the 14 recommendations should not be taken forward unless and until the following high level building blocks are in place:

   a) A new and clearly-defined Operating Structure and Governance Framework – we believe the Operating Structure needs to be reviewed to better define regional and local responsibilities and authorities, and to address where and how executive decisions are taken within the UHI Partnership (this goes beyond the role of Partnership Council which should not be considered in isolation); a number of the 14 recommendations are dependent on this. We also believe that this revised executive body would require a revised Governance Framework that more closely mirrors the revised executive model (similar to the above, the role of FERB should not be looked at in isolation).

   b) An updated Strategy for the UHI – we believe the existing Strategy should be revisited and redefined to provide a clear basis on which to construct the future and set out the medium-term strategic priorities for the UHI; a number of the 14 recommendations ought to be

consistent with and driven by the strategic direction of the UHI which we currently believe needs to be sharpened and updated in line with current conditions.

5) We believe that these two high level issues need to be addressed before incorporating the other recommendations into a final plan. Otherwise, different working groups might, for example, develop different and conflicting models for pan-partnership services or processes. Once structure and strategy are in place, the remaining recommendations can then be prioritised for action and integrated into the new model. Only then do we believe we could have assurance regarding the consistency and relevance of the recommendations proposed, as well as completeness of the list.

I hope you find these comments helpful. They are subject to any final comments and approval by our Board on 29 October, 2019, but we were keen to give you an initial response within your requested deadline and we would be happy to discuss these in more detail with you at your convenience.

With Kind Regards

Peter Graham
Chair of the Board of Management
Moray College UHI