



BOARD OF MANAGEMENT

Meeting to be held

On 25 June 2019 at 1300 hours in the Board Room

| Agenda Number | Item | Presented By | Action Required: Decision, Discussion, For Noting |
|-------------------|--|----------------|---|
| BM.19.2.01 | (i) Resignations | Mrs C Fair | Noting |
| | (ii) Appointments | | |
| BM.19.2.02 | Apologies for Absence | Mrs C Fair | Noting |
| BM.19.2.03 | Any Additional Declarations of Interest including specific items on this Agenda. | Chair | Noting |
| BM.19.2.04 | Draft Minutes of Board Meeting held on 26 March 2019 * | Chair | Decision |
| BM.19.2.05 | Draft Matters Arising/Action Sheet from Board meeting held on 26 March 2019 * | Mrs C Fair | Noting |
| BM.19.2.06 | Principal's Report * | Mr D Patterson | Discussion |
| | (i) Audit Scotland Report | | |
| | (ii) KPI Dashboard | | |
| | (iii) Staff Survey Report (RESERVED) | | |
| | (iv) Student Satisfaction and Engagement Survey Report | | |
| | (v) Quarterly Update to University Court | | |
| | (vi) Update on National Bargaining | | |
| | (vii) Applications Report | | |
| | (viii) Moray Growth Deal (RESERVED) | | |
| | (ix) Health and Safety Incidents | | |
| BM.19.2.07 | Minutes of Committee Meetings: | | |
| | i. Draft Minutes of Audit Committee held on 21 May 2019 * | Dr J McLeman | Noting |
| | ii. Draft Minutes of Finance and General Purposes Committee held on 4 June 2019 * | Mr M Easton | Noting |
| | iii. Draft Minutes of Learning, Teaching, Quality Committee held on 11 June 2019 * | Mr D Patterson | Noting |

Agenda Board Meeting 19 June 2018

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| | iv. Verbal update from meeting of Staff Governance Committee 25-6-2019 (am) | Mr J Bodman | Noting |
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| BM.19.2.08 | Draft Minutes of UHI Court held on 20 March 2019 * | | Noting |
| | | | |
| BM.19.2.09 | Draft Minutes of FERB held on 7 May 2019 * | Chair | Noting |
| | | | |
| BM.19.2.10 | Finance Update * | Mr M Easton Mr N Clinton | Discussion |
| | i. Q3 Management accounts | | |
| | ii. 2019-20 Budget - verbal | | |
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| BM.19.2.11 | Curriculum Review – Interim Update ~ | Mrs C Newlands | Noting |
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| BM.19.2.12 | Overview of Quality Assurance - presentation | Mrs N Yoxall | Noting |
| | | | |
| BM.19.2.13 | DYW Transfer to College * | Mrs J Andrews | Noting |
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| BM.19.2.14 | HISA Report ~ | Mr N Sanderson Ms M Wells Jesus | Noting |
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| BM.19.2.15 | Evaluation of Functionality of the Board * | Mrs C Fair | Discussion |
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| BM.19.2.16 | Draft Board Plan for 2019-20 * | Mrs C Fair | Noting |
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| BM.19.2.17 | Equalities | Mrs R McCormack | Noting |
| | (i) Equalities Mainstreaming Report https://www.moray.uhi.ac.uk/t4-media/one-web/moray/about-us/publications/equalities/mainstreaming-report.pdf | | |
| | (ii) Set of Equalities Outcomes https://www.moray.uhi.ac.uk/t4-media/one-web/moray/about-us/publications/equalities/equalities-outcomes.pdf | | |
| | (iii) Annual Breakdown of Employment Information https://www.moray.uhi.ac.uk/t4-media/one-web/moray/about-us/publications/equalities/Moray-College-UHI-Annual-Employment-Data.pdf | | |

Agenda Board Meeting 19 June 2018

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| | (iv) Equal Pay Statement https://www.moray.uhi.ac.uk/t4-media/one-web/moray/about-us/publications/equalities/Equal-Pay-Statement-2019.pdf | | |
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| BM.19.2.18 | Emerging Issues | | |
| | (i) Programme Board update paper * | Chair | Discussion |
| | (ii) Update on National Bargaining Funding - verbal | Chair | Noting |
| | (iii) Updates on the Code of Good Governance - verbal | Mrs C Fair | Noting |
| | (iv) Regional Strategic Body Self Evaluation * | | Noting |
| | | | |
| BM.19.2.19 | Policies due for Review | | |
| | (i) Risk Management Policy and Procedure * | Mr N Clinton | Noting |
| | | | |
| BM.19.2.20 | Date of next meeting – 3 September 2019 | Mrs C Fair | Noting |
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| RESERVED ITEMS | | | |
| BM.19.2.21 | Draft Reserved Minutes of Board of Management Meeting held on 26 March 2019 * | Chair | Decision |
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| BM.19.2.22 | Reserved Minutes of Committee Meetings: | | |
| | i. Draft Reserved Minutes of Audit Committee Meeting held on 21 May 2019 * | Dr J McLeman | Noting |
| | ii. Draft Reserved Minutes of Finance and General Purposes Committee on 4 June 2019 * | Mr M Easton | Noting |
| | iii. Draft Reserved Minutes of Learning, Teaching, Quality Committee on 11 June 2019 * | Mr D Patterson | Noting |
| | iv. Verbal update from meeting of Staff Governance Committee 25-6-2019 (am) | Mr J Bodman | Noting |
| | | | |
| BM.19.2.06 | Principal's Report * | | |
| | (iii) Staff Survey Report (RESERVED) | | Noting and Discussion |
| | (viii) Moray Growth Deal (RESERVED) | | Noting |
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University of the
Highlands and Islands
Moray College

BOARD OF MANAGEMENT
Minutes of Meeting held on
Tuesday 26 March 2019
At 1330 hours in the Board Room

Present:

Mr Peter Graham (Chair)
Mr Joe Bodman
Mr Murray Easton
Mr David Dalziel
Mr David Patterson
Mrs Seonaid Mustard

Mrs Rosemary McCormack
Mrs Caroline Webster
Dr Jessie McLeman
Mrs Deborah Newton
Mr Nathan Sanderson (HISA)

In Attendance:

Mrs Nikki Yoxall
Mrs Chris Newlands
Mrs Carolyn Thomson
Mr Derek Duncan
Mr Nick Clinton
Mrs Cathie Fair (Clerk)

Observing:

| Item | | Action | Date |
|-------------------|--|------------|-----------|
| BM.19.1.01 | (i) Resignations | | |
| 1.1 | Resignations were received from: Mr John Yorston Mrs Patricia Eddie – Support Staff Member Some discussion took place around recruitment of a replacement for Support Staff member and this will commence after Easter holidays. The Board will also consider whether to advertise for a replacement for Mr John Yorston later in Spring. Discussion took place on the recruitment of a Co-opted member for the Audit Committee and this is progressing well. | Mrs C Fair | Mid-April |
| | (ii) Appointments | | |
| 1.2 | There were no new appointments in this period | | |
| BM.19.1.02 | Apologies for Absence | | |
| 2.1 | Apologies had been received from: Mr Jim Knowles Mrs Joan Johnston Ms Manon Well-Jesus (HISA) Mrs Eleanor Melton | | |
| BM.19.1.03 | Any Additional Declarations of Interest including specific items on this Agenda | | |
| 3.1 | No additional declarations of interest were noted. | | |

Draft Minutes of Board Meeting 26-3-2018
Agenda item: BM.19.2.04

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|-------------------|---|---------------------|-------------------|
| BM.18.5.04 | Draft Minutes of Board meeting held on 30 October 2018 | | |
| 4.1 | The Minutes were accepted as an accurate record of the meeting subject to minor amendment. Proposed: Dr Jessie McLeman Seconded: Mrs Seonaid Mustard | | |
| BM.19.1.05 | Draft Matters Arising/Action sheet from Board meeting held on 18 December 2018 | | |
| 5.1 | The majority of actions were either completed or were on the Agenda for discussion apart from the following: <u>5.3</u> -Remuneration and Appraisal Procedure for Moray College – to be put on hold pending outcome of ongoing negotiations at national level. Procedure will be developed once outcomes have been determined. | Mr D Dalziel | On Hold |
| 5.2 | <u>6.6</u> - Board sought assurance on the quality of HE provision and SLT to come back to June Board with overview of Quality Assurance at HE. Nikki to give presentation to Board on Quality arrangements. | SLT Nikki | June Board |
| 5.3 | <u>7.4.1</u> - Dr McLeman was able to confirm that no other UHI partners are due for renewal of contract for Internal Auditors this year. The options for Moray are to extend contract with HL for one year and then combine with other 3 Colleges and EO to go through procurement process for Internal Auditors next session. | | |
| 5.4 | <u>15.1</u> - HISA to clarify and send reminder of Class Rep dates for remainder of session | HISA | ASAP |
| BM.19.1.06 | Principal's Report | | |
| | The Principal's Report consisted of KPI's Operational Plan – mid-year update Strategic Dialogue with SFC and Colleges Scotland Academic partners' Status Report to Court | | |
| | (i) KPI's | | |
| 6.1 | The Principal highlighted headlines for the KPI's noting that these were mostly on target, and with higher than forecast retention for FE. The College is looking at possible extension of the LDW roles to support HN students. Attainment 69% last year and predicted to be above 70% this year which creates a very positive picture for the year. Clarification was sought on FE percentage attainment by key groups. The Principal explained that where enrolments were less than 50, no results were published by the SFC and that the benchmarks for those groups combined FE and HE which meant they were not appropriate to use for Moray's FE-only results. | | |
| | (ii) Operational Plan | | |

Draft Minutes of Board Meeting 26-3-2018
Agenda item: BM.19.2.04

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| 6.2 | A mid-year update on the Operational Plan had been presented with RAG ratings. Mr Patterson noted that National Bargaining dispute was having a negative impact on culture. | | |
| | (iii) Strategic Dialogue meeting | | |
| 6.3 | Mr Easton reported on key elements from the Strategic Dialogue meeting with SFC and Colleges Scotland. He noted that SLT presented a very consistent and positive message. The student conversation had presented a very good story very well told. Feedback from SFC had been extremely positive but there was disappointment that the Report is not shared. College received reassurance that national bargaining is fully funded this year and next. | | |
| BM.19.1.07 | Minutes of Committee Meetings: | | |
| | (i) Draft Minutes of Staff Governance Committee held on 19 February 2019 | | |
| 7.1.1 | Mr Dalziel summarised the main points from Staff Governance Committee meeting. Staff Survey will go to May SGC. Changes to the Code of Good Governance will affect Standing Orders in that Unions will now be represented on Boards of Management. National Role Evaluations now being considered and this could have a massive impact on workload of HR. | | |
| | (ii) Draft Minutes of Audit Committee held on 19 February 2019 | | |
| 7.2.1 | Dr McLeman summarised the main points from the Audit Committee on 19-2-2019. Terms of reference of Audit currently under review. Committee considered whether to continue with staff and student members and they decided to continue with this. TOR for Audit and F&GP have some overlap and this needs to be addressed. Presentation to Audit by Mr Duncan - IT Technology Not Fit for Purpose is a key risk. Issues from letter to EY current under review and recruitment of Co-opted member of Audit progressing. | | |
| | (iii) Draft Minutes of Finance and General Purposes Committee held on 11 February 2019 | | |
| 7.3.1 | Draft Minutes of the F&GP committee had been circulated for noting and Mr Easton highlighted key points. | | |
| | (iv) Draft Minutes Learning, Teaching and Quality Committee on 12 March 2019 | | |
| 7.4.1 | Draft Minutes of LTQC circulated for noting. It was noted that due to resignation of Mr John Yorston, this committee requires an additional non-executive member and the Board needs to consider this. | | |
| Action | To consider membership of LTQC | Mr P Graham | ASAP |

Draft Minutes of Board Meeting 26-3-2018
Agenda item: BM.19.2.04

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| | | Mrs C Fair | |
| BM.19.1.08 | Draft Minutes of FERB 11 February 2019 | | |
| 8.1 | Draft minutes of FERB on 11 February had been circulated for noting. Mr Graham reported on main issues discussed at this meeting including differences in how Colleges present themselves. It was acknowledged that UHI overall branding is currently inconsistent and needs to be addressed. Financially we need to be working to the same assumptions and parameters. | | |
| BM.19.1.09 | Early Experience Survey – National Benchmarking | | |
| 9.1 | A report on National Benchmarking had been requested by the Board at the previous meeting when the statistics from the Early Experience Survey had been presented. Headlines were highlighted throughout and Moray College is making a very positive impact on overall results. | | |
| BM.19.1.10 | Learning and Teaching Review – verbal update | | |
| 10.1 | Mrs Yoxall provided an overview of the Learning and Teaching Review which had resulted in the College undertaking a pilot in Semester 2. Until now this College has not supported Classroom Observation. A Learning and Teaching Review Team has been established in College which has received very positive support from Lecturing staff. It is hoped that in August all Colleges will adopt the new framework. | | |
| BM.19.1.11 | Curriculum Planning | | |
| 11.1 | Mrs Newlands had presented a paper to Board as a result of a request at a previous meeting and this provided an update on the Curriculum mapping work being carried out to record, monitor and review academic staff engagement with external stakeholders. This had been held up by the fact that all data is now being input into UHI Customer Relationship Management System and the GDPR implications of this. The Board clarified the original question was to have knowledge of who our core stakeholders are and requested that this be defined. | | |
| Action | To define key stakeholders and bring this information to June Board | SLT/Mr Patterson | June Board |
| BM.19.1.12 | Culture and Values Update | | |
| | Mrs Thomson's paper provided an update on where we are with our strategic aim of Culture and values. Staff Governance Committee has supported an approach to develop a set of behaviours. Discussion took place around challenges in embedding these core values and the effect of national bargaining on employee relations. The Board acknowledged the work being done and felt it important to see a Core Values document with SLT demonstrating behaviours of 'living the values'. A Behaviours Framework is | | |

Draft Minutes of Board Meeting 26-3-2018
Agenda item: BM.19.2.04

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| | needed to inform everything. It was also acknowledged that issues from the Staff Survey must be acted upon. | | |
| BM.19.1.13 | Finance Update | | |
| | (i) Q2 Management Accounts | | |
| 13.1.1 | Mr Clinton presented an update on college's financial position after first 6 months of 18-19 along with current anticipated out-turn for 18-19. Key points were highlighted including one off exceptional items, staff and non-staff costs, cash flow and national bargaining which was confirmed will be fully funded for 18-19 and 19-20. It was agreed to defer decision on using excess funds given uncertainty of final outcome. | | |
| | (ii) Update on Backlog Maintenance | | |
| 13.2.1 | A weekly update has been circulated on position to F&GP every Friday. Boiler has now been approved at a cost of £530K plus pipeline and gas supply. PO to be raised for this by deadline date of 29 March 2019. As a result of higher than anticipated cost of pipeline some flooring has had to be reprioritised. Board questioned timeline for installation and this would be started in April and completed by end May. Board congratulated Mr Clinton on organisation of this. | | |
| | (iii) National Bargaining Funding update | | |
| 13.3.1 | This item was discussed under reserved and the Minute held in confidence | | |
| BM.19.1.14 | Health and Safety Update | | |
| | (i) Plan of Actions for Health and Safety – verbal Update | | |
| 14.1 | Mr Patterson provided Board with a verbal update on the Plan of Actions for Health and Safety. It was proposed to continue a revised contract with June Carter, H&S Consultant for next 6 months. Health and Safety Audit recently took place and it is expected there will be some recommendations. Health and Safety Committee meeting planned was deferred to early April 2019. Board questioned the reporting of incidents and the reporting line for this is to Health and Safety Committee and then Staff Governance. However, Board requested that in future, Principal's report provide an update on incidents. | | |
| Action | Future Principal's Reports to include an update to Board on any health and safety incidents. | Mr Patterson | Ongoing |
| BM.19.1.15 | Emerging Issues | | |
| | (i) Programme Board Governance Group Review | | |
| 15.1.1 | The Board spent some time discussing the paper circulated which required a response from Boards on whether they agree or not that UHI governance and | | |

Draft Minutes of Board Meeting 26-3-2018
Agenda item: BM.19.2.04

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| | decision making are impeding ability to operationally deliver regionally. | | |
| Action | Mr Easton to draft a response to the paper and forward to Mr Graham and Mr Patterson for input. | Mr Easton | ASAP |
| | (ii) Announcement on Governance | | |
| 15.2.1 | This document had been circulated for information. Main changes will be Trade Union membership to Boards and remuneration of Chairs. | | |
| | (iii) Briefing/Feedback from CDN Governance Induction Training | | |
| 15.3.1 | Four of the most recently appointed Board members had attended the CDN Governance Induction. Those attending had found the event to be very useful. | | |
| 15.3.2 | A suggestion was made that Board members meet regularly on a more informal basis. | | |
| Action | It was suggested that a cheese and wine event for Board members take place immediately after the June Board. | Mrs Fair | 25-6-2019 |
| | (iv) Draft Schedule of meetings for 2019-20 | | |
| 15.4.1 | A draft schedule of meetings had been circulated which the Board were asked to approve after giving due consideration to specific dates. The schedule was approved. | | |
| Action | Appointments to be sent for all dates | Mrs Fair Mrs Melton | ASAP |
| Action | Anton Edwards be approached to facilitate Board development day on 21 August 2019 | Mrs Fair | ASAP |
| | (v) Board of Management Evaluation 2018-19 | | |
| 15.5.1 | Board Evaluation document had been circulated separately and members were asked to complete and return evaluations to allow report to be prepared to go to May Audit and June Board. | Board members Mrs Fair | ASAP May Audit/June Board |
| BM.19.1.16 | HISA Update | | |
| 15.1 | Mr Sanderson provided the Board with an overview of recent activities since the last Board meeting including results of HISA elections. Dr McLeman sought clarification on HISA involvement in mental health signposting. The Board congratulated HISA involvement with the STEM week which was very impressive. Board expressed concern over Class Rep process. Mrs Yoxall explained some additional survey work is being carried out by the College in trying to address this issue. Mr Sanderson requested that incoming HISA Depute be invited to June Board meeting. | | |
| Action | Incoming HISA Depute to be invited to June Board meeting | Mrs Fair | ASAP |
| BM.19.1.17 | Date of next meeting | | |
| 17.1 | The date of the next meeting is 25 June 2019 | | |

Draft Minutes of Board Meeting 26-3-2018
Agenda item: BM.19.2.04

| RESERVED ITEMS | | | |
|-----------------------|--|--|--|
| BM.19.1.18 | Draft Reserved Minutes of Board of Management meeting held on 18 December 2018 | | |
| 18.1 | This item is reserved and the Minute held in confidence. | | |
| BM.19.1.19 | Reserved Matters Arising from Board meeting 18 December 2018 | | |
| 19.1 | This item is reserved and the Minute held in confidence. | | |
| BM.19.1.20 | Reserved Draft Minutes of Committee Meetings | | |
| | (i) Draft Reserved Minutes of Staff Governance Committee held on 19 February 2019 | | |
| 20.1.1 | This item is reserved and the Minute held in confidence. | | |
| | (ii) Draft Reserved Minutes of Audit Committee Meeting held on 19 February 2019 | | |
| 20.2.1 | This item is reserved and the Minute held in confidence. | | |
| | (iii) Draft Reserved minutes of Finance and General Purposes Committee held on 5 March 2019 | | |
| 20.3.1 | This item is reserved and the minute held in confidence. | | |
| | (iv) Draft Reserved Minutes Learning, Teaching and Quality Committee held on 12 March 2019 | | |
| 20.4.1 | This item is reserved and the minute held on confidence. | | |
| BM.19.1.21 | Moray Growth Deal update | | |
| 21.1 | This items is reserved and the Minute held in confidence. | | |
| BM.19.1.22 | Draft Regional Outcome Agreement | | |
| 22.1 | This item is reserved and the Minute held in confidence. | | |
| | <i>Meeting closed at 1700 hours</i> | | |

Matters Arising/actions from Board Meeting 26 March 2019
Agenda Item: BM.19.2.05

| ITEM | | ACTION BY | DATE | Update |
|-------------------|---|---------------------------|------------|--|
| BM.19.1.01 | Resignations and Appointments | | | |
| 1.1 | Recruitment of Support Staff Member to commence after Easter holidays | Mrs Fair | Mid-April | Communication circulated to all staff 17-4-2019 |
| BM.19.1.05 | Draft Matters Arising/Action Sheet from Board meeting held on 18 December 2019 | | | |
| 5.1 | <u>5.3</u> – Remuneration and Appraisal procedure for Moray College to be put on hold pending outcome of ongoing negotiations at national level. | Mr D Dalziel | On Hold | Overtaken |
| 5.2 | <u>6.6</u> – Board sought assurance on the quality of HE provision and SLT to come back to June Board with overview of Quality Assurance at HE and FE. Nikki to give presentation on Quality arrangements to June Board | SLT Nikki | June Board | On Agenda |
| 5.3 | <u>15.1</u> – HISA to clarify and send reminder of Class Rep dates for remainder of session | HISA | ASAP | Completed |
| BM.19.1.07 | Minutes of Committee Meetings | | | |
| | (iv) Draft Minutes of Learning, Teaching and Quality Committee on 12 March 2019 | | | |
| 7.4.1 | To consider membership of LTQC | Mr P Graham | ASAP | This will be further considered once new Board members recruitment completed |
| BM.19.1.11 | Curriculum Planning | | | |
| 11.1 | To define key stakeholders and bring this information to June Board meeting | SLT/Mr D Patterson | June Board | On Agenda |
| BM.19.1.14 | Health and Safety Update | | | |
| 14.1 | Future Principal's Reports to include an update to Board on any health and safety incidents | Mr D Patterson | Ongoing | On Agenda |

Matters Arising/actions from Board Meeting 26 March 2019
Agenda Item: BM.19.2.05

| | | | | |
|-------------------|---|--|------------------------------|--|
| BM.19.1.15 | Emerging Issues | | | |
| | (i) Programme Board governance Group Review | | | |
| 15.1.1 | Mr Easton to draft a response to the paper and forward to Mr Graham and Mr Patterson for input | Mr M Easton | ASAP | Completed |
| | (iii) Briefing/feedback from CDN Governance training | | | |
| 15.3.2 | It was suggested that a cheese and wine event for Board members take place immediately after the June Board | Mrs C Fair | ASAP and June Board | Enquired with Beechtree and no response |
| | (iv) Draft Schedule of meetings for 2019-20 | | | |
| 15.4.1 | Appointments to be sent for all dates | Mrs C Fair Mrs E Melton | ASAP | Completed |
| 15.4.2 | Anton Edwards to be approached to facilitate Board Development Day on 21 August 2019 | Mrs Fair | ASAP | Completed e-mail sent on 27-3-2019 and agreed |
| | (v) Board of Management Evaluation 2018-19 | | | |
| 15.5.1 | Board Evaluation documents to be completed and returned to allow report to be prepared for May Audit and June Board | Board Mrs Fair | ASAP May Audit/June Board | Completed and on Agenda |
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Moray College UHI KPI Dashboard

| Strategic Aim | | | | | # | KPI | College Actual | | | National Benchmark | Status RAG | Forecast Targets | | | Rational/Comments | |
|---------------|---|---|--|---|----|---|--|--------|--------|--------------------|------------|------------------|--------|-------|---|--|
| | | | | | | | 15/16 | 16/17 | 17/18 | | | 18/19 | 19/20 | 20/21 | | |
| C | | | | S | 1 | FE Funded Credits | | | | | | | | | | |
| | | | | | | a. Target: Funded Volume of Credits | 19,710 | 19,052 | 18,907 | n/a | | 18,807 | 18,807 | tbc | As at 13 June 19 - c.300 credits could be at risk if SFC impose '1 Plus' restrictions on the region | |
| | | | | | | b. Actual: Total Credits delivered | 19,902 | 19,705 | 18,978 | n/a | | 18,798 | | | | |
| C | | | | S | 2 | HE Funded FTEs | | | | | | | | | | |
| | | | | | | a. Target: Budgeted HE FTEs (RAMable) | 900 | 915 | 930 | n/a | | 935 | 940 | 965 | Budgeted target revised down to 930 FTEs as part of AY18/19 Reforecast (from original budget of 935 FTEs). 13th | |
| | | | | | | b. Actual: College Actual Delivered FTEs (RAMable only) | 930.6 | 943.9 | 931 | n/a | | 933.3 | | | | |
| 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% | Outcome will be reported around year-end | |
| | | | | | | b. Actual % of STEM credits as part of overall credits | 21.68% | 27.47% | 29.16% | 24.8% | | | | | | |
| C | | | | P | S | 4 | Full Cost Recovery (FCR) Activity (£'000s) | | | | | | | | | |
| | | | | | | a. Target: FCR income as per FRP | | 324 | 371 | | | 366 | 403 | 443 | Q3 position, in-line with (PY), and slightly behind budget. Budget holders report that the target will be achieved. | |
| | | | | | | b. Actual FCR Income | 252 | 318 | 334 | n/a | | 253 | | | | |
| C | | | | P | S | 5 | Modern Apprenticeship Activity | | | | | | | | | |
| | | | | | | a. Target: new college MA enrols (through UHI Hub) | | | | | | 40 | 45 | 49 | UHI Hub target April '18-March '19 was revised down to 35. Target for 19/20 from UHI to be confirmed | |
| | | | | | | b. Actual number of MA enrolments | 32 | 39 | 32 | n/a | | 36 | | | | |
| C | | | | P | S | 6 | Foundation Apprenticeship Activity | | | | | | | | | |
| | | | | | | a. Target: new Foundation Apprenticeship enrolments | | | | | | 30 | 50 | 60 | Achieved (1 student below) target. Applications for 2019/20 on target to exceed the increased target | |
| | | | | | | b. Actual new Foundation apprenticeship enrolments | 0 | 28 | 26 | n/a | | 29 | | | | |
| | L | | | | 7 | Student Retention (FE full-time) | | | | | | | | | | |
| | | | | | | a. Target: FE Full Time Retention Rate % | 75% | 75% | 75% | | | 76% | 76% | 76% | FE retention as at 12/6/19. | |
| | | | | | | b. Actual FE Full Time Retention Rate % | 76.05% | 74.8% | 75.5% | 74.9% | | 78.7% | | | | |
| | L | | | | 8 | Student Retention (HE full-time) | | | | | | | | | | |
| | | | | | | c. Target: HE Full Time Retention Rate % | | | | | | 80% | 81% | 82% | HE retention as at 12/6/19. | |
| | | | | | | d. Actual HE Full Time Retention Rate % | 78.07% | 82.5% | 79.8% | | | 79.4% | | | | |
| | L | | | | 9 | FE Attainment % FT | | | | | | | | | | |
| | | | | | | a. Target: FE full-time Attainment % | 65% | 65% | 65% | | | 70% | 70% | 71% | May prediction around 67% though further work being done to maximise achievement | |
| | | | | | | b. Actual FE full-time Attainment % | 64.90% | 60.1% | 69.0% | 66.1% | | | | | | |
| | L | | | | 10 | FE Attainment % (over 160 hours) | | | | | | | | | | |
| | | | | | | c. Target: % Attainment on Courses of 160 Hours or More | | | | | | 76% | 76% | 77% | No actuals available until year-end | |
| | | | | | | d. Actual Attainment on Courses Lasting 160 Hours or More | 73.02% | 68.3% | 74.9% | 68.3% | | | | | | |
| | L | | | | 11 | Full Time FE Positive Destination Rate (of all qualifiers including | | | | | | | | | | |
| | | | | | | a. Target: FE Positive Destination Rate % | | | | | | 84.5% | 85.0% | 85.0% | 16/17 is most recently published data. SFC will publish 17/18 data in September 2019 | |
| | | | | | | b. Actual FE Positive Destination Rate % | 81.30% | 84.2% | | 84.5% | | | | | | |
| | L | | | | 12 | Overall Student Satisfaction (FE) - from national SFC survey | | | | | | | | | | |
| | | | | | | a. Target: College FT Learner Overall Satisfaction % | | | | | | >92% | >92% | >93% | Final figure from SSES June 2019 | |
| | | | | | | b. Actual SFC FT Student Satisfaction Survey Overall Satisfaction % | n/a | 86.9% | 93.9% | 92.1% | | 93% | | | | |
| | L | | | | 13 | Overall Student Satisfaction (HE) - Moray College scores with UHI results | | | | | | | | | | |
| | | | | | | c. Target: NSS Survey Overall Satisfaction | | | | | | 84% | 84% | 85% | As per previous targets re: consolidation, ensuring above benchmark. Volatile figures due to low numbers | |
| | | | | | | d. Actual NSS Survey Overall Satisfaction | | 85.0% | 83.0% | 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 | Updated with Staff Survey 2019 results | |
| | | | | | | b. Actual mean rating for Values | 3.6 | n/a | n/a | 3.5 | | 3.6 | | | | |
| | | 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 | Updated with Staff Survey 2019 results | |
| | | | | | | b. Actual mean rating for Training and Development | 3.4 | n/a | n/a | 3.5 | | 3.3 | | | | |
| | | 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 | Updated with Staff Survey 2019 results | |
| | | | | | | b. Actual mean rating for Communications | 3.8 | n/a | n/a | 3.5 | | 3.8 | | | | |

| | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|---|----|---|--------|-------|-------|-------|--|--|--|-------|-------|-------|---|---|--|
| | | 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 absence rates in the sector (4% was an NHS target). 2.9 is | |
| | | | | | | b. Actual sickness/absence rate | 3.9 | 3.8 | 2.7 | <=4* | | | | | 2.9 | | | | |
| C | | | P | | 18 | % of Credits delivered on school Senior Phase Programmes | | | | | | | | | | | | | |
| | | | | | | a. Target | | | | | | | | | 4.2% | 4.4% | 4.5% | Data not yet available | |
| | | | | | | b. Actual | 8.57% | 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% | Data not yet available | |
| | | | | | | b. Actual | 13.10% | 12.8% | 13.5% | 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) | £85k underlying surplus as at Q3 is excluding the impact of CoL award for teaching staff (which is estimated to be c£80k). This position is also impacted by exceptional income items (i.e. Brockenhurst VAT claim, VAT rebate on fuel oil & NB income for AY17/18 being received in AY18/19), without which the Q3 position would be c£5k deficit. | | |
| | | | | | | b. Actual Surplus/(Deficit) | (603) | (33) | (185) | (424) | | | | 85 | | | | | |
| | | | | S | 21 | End of year Cash Balance | | | | | | | | | | | | | |
| | | | | | | a. Target: Monthly cash balances at YE (FRP/FFR) | | 102 | 190 | n/a | | | | 250 | 200 | 200 | Q3 cash position (excluding Backlog Maintenance funds drawn down but not yet spent). Current anticipated out-turn for the year is a closing cash position in-line with that seen for YE 31 July 2018, as discussed at F&GP meeting of 4 June 2019. | | |
| | | | | | | b. Actual Cash balance at YE | 261 | 389 | 294 | n/a | | | | 442 | | | | | |

RAG rating relates to in-year 2018/19 performance against target or benchmark (where available)

| | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|--|---|---|------|-------|-------|------|--|--|--|--|--|--|--|--|--|
| | L | O | P | | Y | FE Attainment % by Key Groups (Courses lasting 160 hours or more) | | | | | | | | | | | | | |
| | | | | | | a. Gender: Male/Female Gap | 6.3% | 0.1% | 7.9% | 3.3% | | | | | | | Only gender figures are nationally reported for FE. Other categories only available as combined FE and HE. BME and Care-experience figures are not published for Moray as the numbers are not significant (<50). | | |
| | | | | | | b. BME Declared YES/NO Gap (not published for Moray) | n/a | n/a | n/a | n/a | | | | | | | | | |
| | | | | | | c. Disabled Declared: YES/NO Gap | n/a | -6.8% | -1.6% | n/a | | | | | | | | | |
| | | | | | | d. Care Experienced Declared Yes/No Gap (not published for Moray) | n/a | n/a | n/a | n/a | | | | | | | | | |



Academic Partner Status Report

| | |
|---|------------------------|
| Academic partner | Moray College UHI |
| Prepared by: | Principal |
| Date: | 10 June 2019 |
| Period covered: | 1 March to 31 May 2019 |
| Notable accomplishments: | |
| <p>College alumna Lorna McNee was recently crowned as 'Champion of Champions' in the BBC <i>Great British Menu</i> competition at Abbey Road studios.</p> <p>Current student Alix Leckie has now secured a Third Place at the national Xposure Colour Competition at Wella World Studio in London, having won through regional and Scotland finals.</p> <p>College lecturer Laura Park competed for Scotland last month against over 300 competitors from 36 countries in the WKSF World Kettlebell Championships in Ireland.</p> | |
| Significant events/awards: | |
| <p>Moray Growth Deal delegation to Westminster saw productive meetings with (and strong support from) Ministers and senior civil servants, including an evening reception at Dover House. A funding announcement is expected prior to the next Court update.</p> <p>Around 500 school pupils have just enrolled on our Senior Phase Skills Programme as part of their preparation for next year's study at the college.</p> <p>80 school pupils not engaged in national examinations also took part in the 'Meaningful May' programme of supported work experience.</p> <p>Successful staff Erasmus trips to Poland and Transylvania, and from Slovakia, have taken place.</p> | |
| Collaboration with other academic partners: | |
| <p>Work continues with colleagues in Perth College to continue planning on a Moray Growth Deal project to support the skills pipeline for the Boeing investment at RAF Lossiemouth.</p> <p>Staff and students visited Argyll College recently to support this year's reintroduction of the HNC Horticulture programme into our curriculum portfolio.</p> | |
| Issues or concerns: | |
| <p>National bargaining continues to present significant challenges including:</p> <ul style="list-style-type: none">▪ Delays to marking and resulting of student work which built up as part of the lecturers' national dispute▪ Support staff time and expectations regarding the current national Job Evaluation process▪ Concerns that the funding anomaly introduced by SFC in 2017 is still being allowed to skew what should have been 'full funding of National Bargaining' to all colleges <p>£12m still remains to be spent in the next 4 years on backlog maintenance according to the SFC's college condition survey of 2017 and yet only funding of £270k given by SFC for 2019/20.</p> | |

Agenda Item Reference: BM.19.2.06 (vii)

| | | | | |
|--|---|-------------------------------------|----------------------|--------------------------|
| Title of Paper: | Update on FE and HE Applications | | | |
| To Committee: | Board of Management | | | |
| Subject: | Report on full time application levels for session 2019/20 and commentary on student activity targets. | | | |
| Version number and date: | V1 07/06/19 | | | |
| Brief summary of the paper: | <p>This paper provides an overview of full time application levels for session 2019/20.</p> <p>Session 2018/19 actual student recruitment and activity targets for 2019/20 are also discussed.</p> <p>Board members should note that this paper is confidential as the information on expected FE volume outturn for session 2018/19 is embargoed by the Scottish Funding Council (SFC) until national publication in January 2020.</p> | | | |
| Recommendations: | None. | | | |
| Action requested/decision required: | For noting | | | |
| Status: (please tick ✓) | Reserved: | <input checked="" type="checkbox"/> | Non-reserved: | <input type="checkbox"/> |
| Date paper prepared: | 06/06/19 | | | |
| Date of committee meeting: | 11/06/19 | | | |
| Author: | Derek Duncan | | | |
| Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including <ul style="list-style-type: none"> • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability | <p>Risk Register ID Moray/14: College does not achieve allocated HE student number targets.</p> <p>Risk Register ID Moray/14: College does not achieve allocated FE Credit targets.</p> | | | |
| Equality and diversity implications: | Yes, ensuring student recruitment is in line with planned gender balance KPI. | | | |

Agenda Item Reference: BM.19.2.06 (vii)

| | |
|---|---|
| Resource implications: <i>(If yes, please provide detail)</i> | None. |
| Risk implications: <i>(If yes, please provide detail)</i> | <p>Failure to meet HE activity targets has budget implication in terms of the UHI Resource Allocation Model (RAM) income.</p> <p>Failure to meet FE activity targets has the potential for in-year redistribution of credits and funding, depending on the outturn of other partners.</p> <p>Failure to meet HE activity targets requires careful monitoring and adjustment of HE RAM income forecasts.</p> |
| Appendices: | |
| References: | |

Agenda Item Reference: BM.19.2.06 (vii)**1. Introduction**

This paper provides an up to date overview of active application levels for session 2019/20, highlighting a particular concern with HE application levels which is also mirrored across the UHI Partners.

The enrolment outturn for session 2018/19 remains in line with target, with the previous year's challenge in terms of FE student recruitment having led to development of new part-time activity to underpin achievement of the target. There are new concerns regarding '1Plus' credits.

2. Student Recruitment Levels 2018/19

The College is on track to deliver:

- 958 FTEs of HE student activity, of which 933 are expected to be RAM funded (against a budget of 935).
- the 18,807 FE credit target with a current predicted over-achievement of c.100-200 credits.

(The total HE FTEs includes non-RAM funded programmes such as the PGDE Primary Teacher programme which is funded via a ring-fenced grant outside of the UHI RAM model.)

3. Activity Targets 2019/20

The UHI's 2019/20 credit allocation from the Scottish Funding Council (SFC), and the college's share of it, remains unchanged. The region has to deliver 110,382 core credits of which the College's share is 18,807 credits.

There are a number of risks involved:

- Some partners are not expecting to meet their combined 2018/19 FE and ESIF (additional EU funding) credits target which could have implications for the region's 2019/20 allocation.
- UHI are in discussion with the SFC regarding the predicted outturn which has led to further discussion about the UHI partnership's ability to deliver the 2019/20 volume.
- The SFC is also now paying particular attention to the region's proportion of '1Plus' Provision (credits on courses over the notional maximum of 18) for which there is a stated maximum level of 2.5% of all credits, which has not previously been enforced. This could put at risk up to 300 of Moray College's current credits.

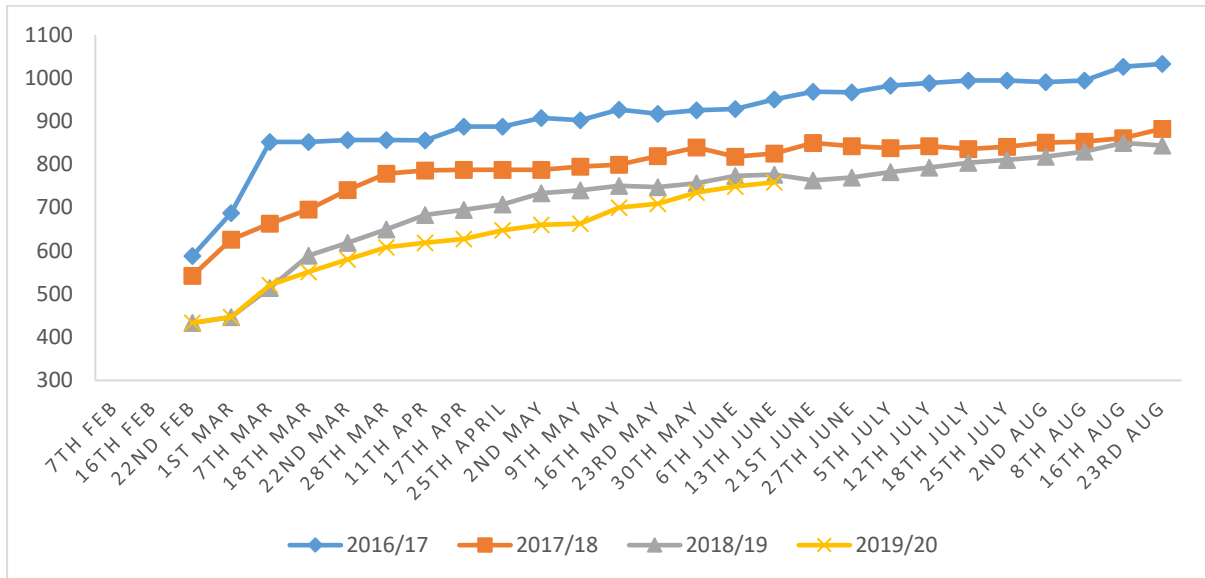
4. FE Active Application Comparison

FE application levels for 2019/20 remain at the lowest point they have been for the past 4 years. It should be noted however that the planned drop in full time applications was addressed in curriculum planning, with a portion of full time credits re-allocated to part time activity.

The chart below shows active applications (i.e. excluding those rejected or withdrawn) and the gap to the same point in June 2018 is only 18 applications less; a gap which has continued to narrow in recent weeks:

Agenda Item Reference: BM.19.2.06 (vii)

FE Active Application Comparison

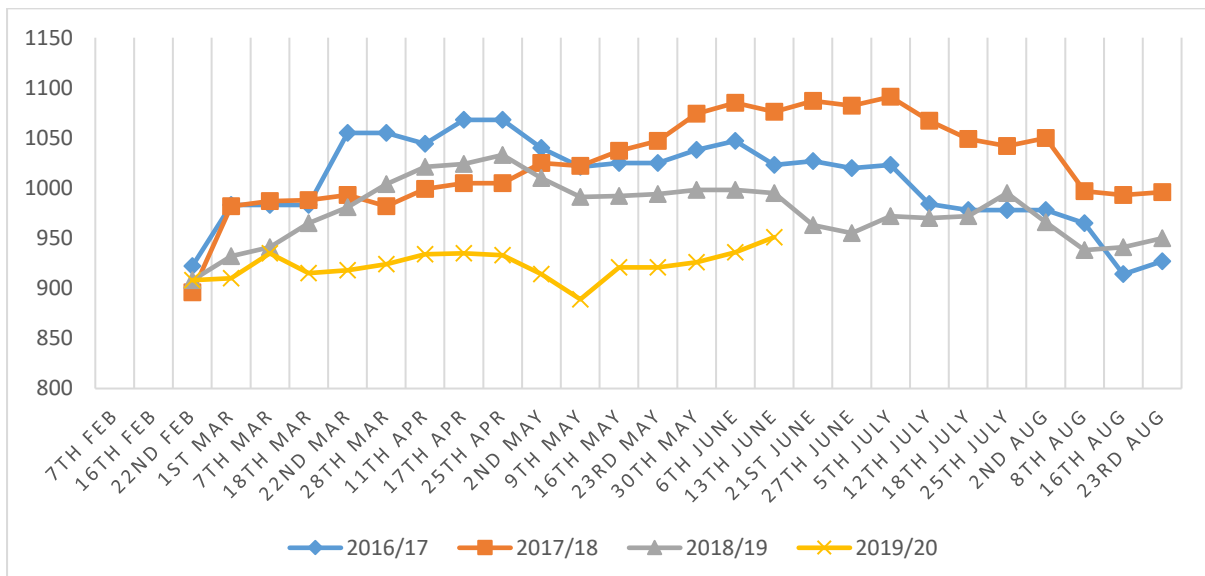


Work continues to promote courses at a range of events over the summer.

5. HE Active Application Comparison

The HE position gives cause for concern, with 44 less active applications compared to the same time in June 2018:

HE Active Application Comparison



The position across UHI partners is equally concerning, with a 10% drop recorded in total applications received overall.

Agenda Item Reference: BM.19.2.06 (vii)

The summer marketing plan will continue to deliver a range of promotional activities right through to the course enrolment weeks starting in late August, incorporating key events such as the SQA results day on 6th August. The following additional actions have been created in response to the current reduced demand for full time HE applications:

- Encourage applicants for structured part time to consider applying full time, promoting the benefits of SAAS fee support and flexible learning options within each programme.
- Review the summer marketing campaign and ensure there is a clear focus towards HE programmes most in need of promotion.
- Put in place new arrangements for co-ordination and response to the UCAS clearing process which opens on 5th July.
- The Senior Curriculum team will continue to review “at-risk” programmes to find efficiencies in delivery to ensure provision is viable and confirm the HE enrolment plan by the end of June.



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| Recommendations: | None. | | | |
| Action requested/decision required: | For noting | | | |
| Status: (please tick ✓) | Reserved: | ✓ | Non-reserved: | |
| Date paper prepared: | 06/06/19 | | | |
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| Author: | Derek Duncan | | | |
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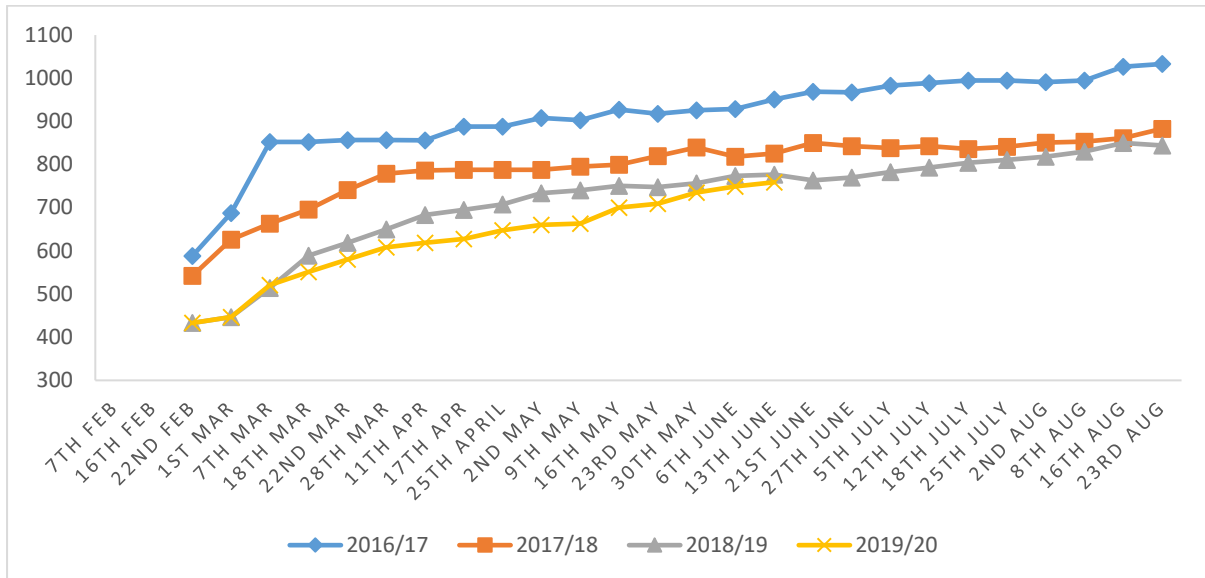
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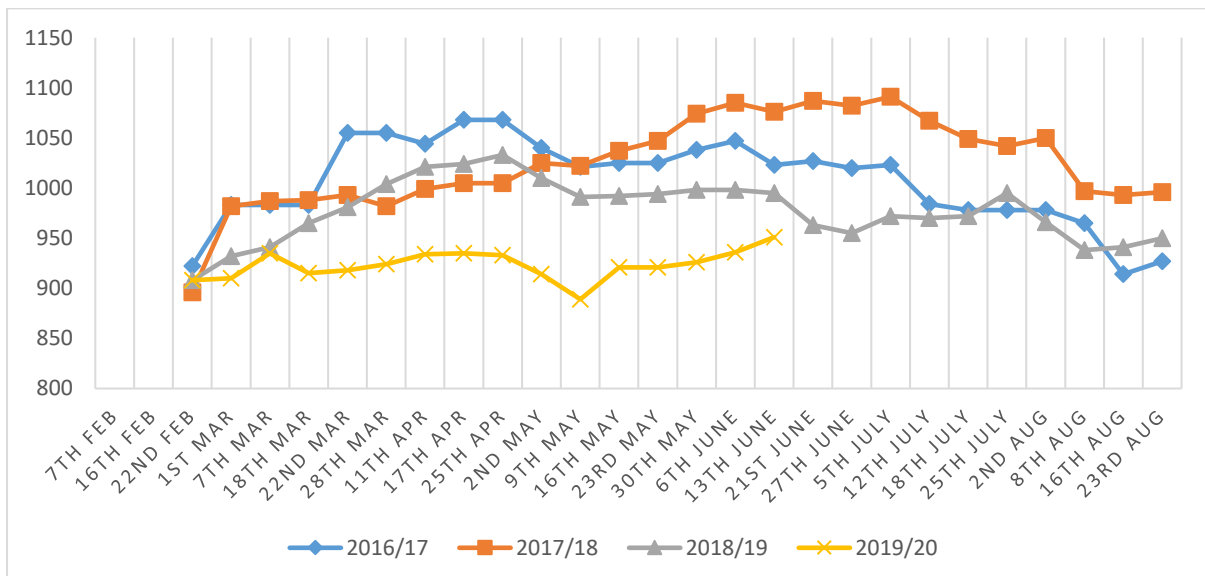


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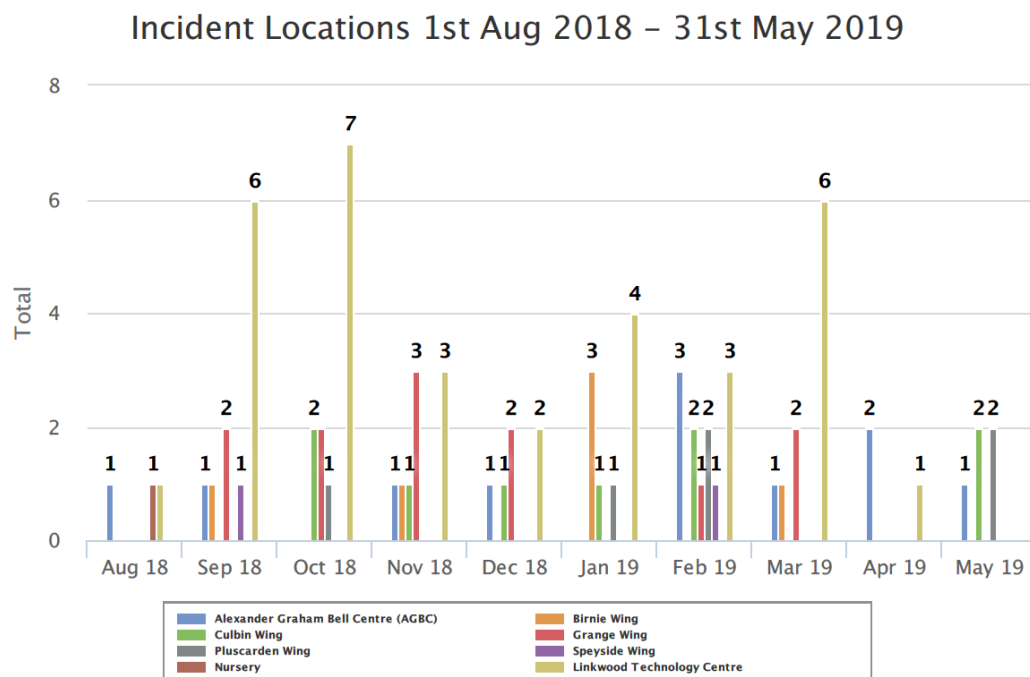
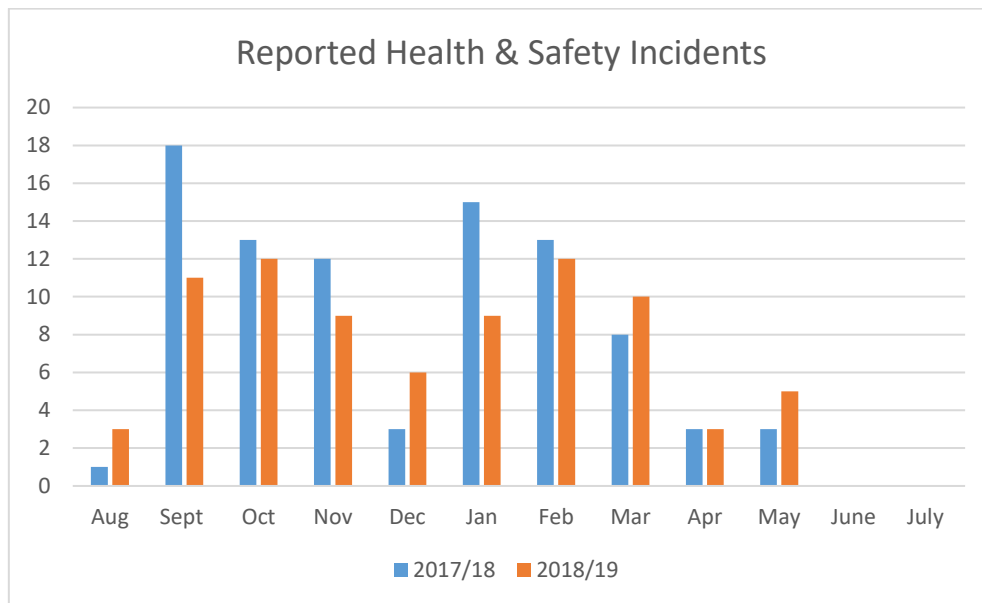
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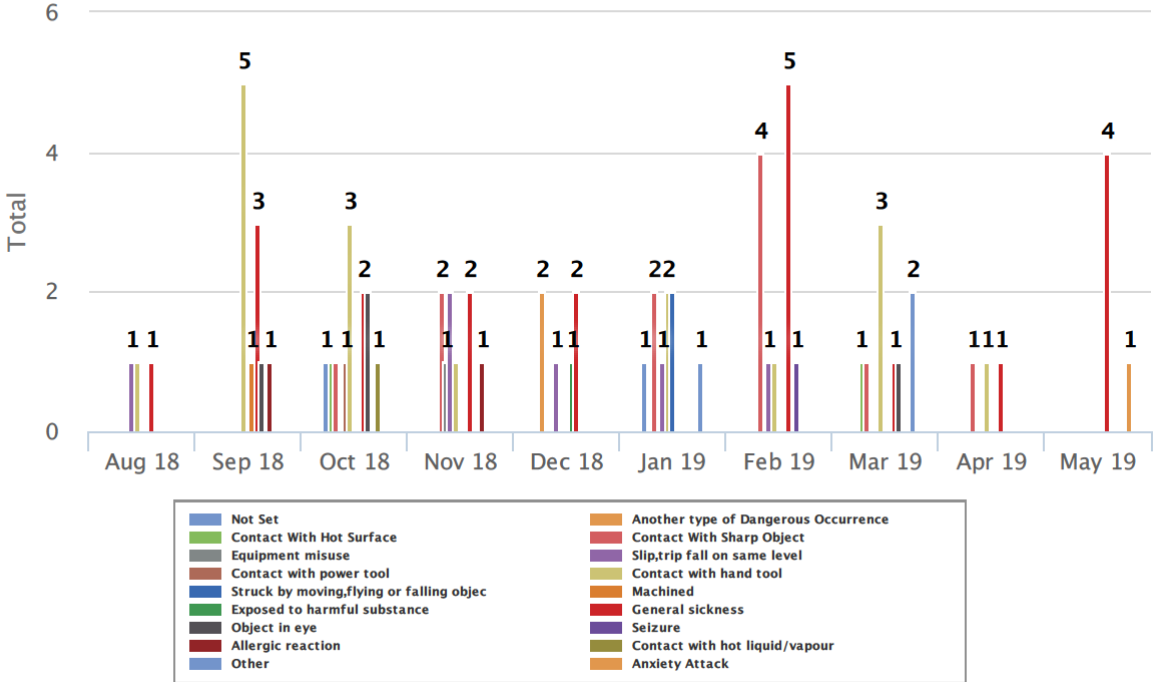
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- The Senior Curriculum team will continue to review “at-risk” programmes to find efficiencies in delivery to ensure provision is viable and confirm the HE enrolment plan by the end of June.

Overview of Health and Safety Incidents

In the academic year to 31 May 2019 there have been 80 incidents reported (89 in the same period in 2017/18). The tables below show analysis of the incidents by month, by location, and by type. (These are best viewed on-screen in colour and not in printed black-and-white!)



Incident Sub Type 1st Aug 2018 – 31st May 2019



BOARD OF MANAGEMENT

**Audit Committee
Draft Minutes of Meeting
held on
Tuesday 21 May 2019
at 1.30 pm in the Boardroom**

Present: Dr J McLeman (Convener)
Mrs D Newton
Ms Manon Jesus Wells (HISA)

In attendance: Mr N Clinton
Mr D Duncan
Ms Grace Scanlin (Ernst Young)
Mr D Archibald Henderson Loggie (HL)
Mrs C Fair (Clerk)

| | | ACTION | DATE |
|----------------------|--|---------------|--------------|
| A.19.2.01 | Resignations and Appointments | | |
| 1.1 | Resignations were received from: Mr J Yorston Mrs P Eddie No new appointments were reported. | | |
| A.19.2.02 | Apologies for Absence | | |
| 2.1 | Apologies for absence had been received from: Mrs El Melton | | |
| A.19.2.03 | Any additional Declarations of Interest including specific items on Agenda | | |
| 3.1 | Mr D Archibald , Henderson Loggie declared an interest in Agenda Item A.19.2.18 – renewal of internal audit services. | | |
| A.19.2.04 | Draft Minutes of Meeting of the Audit committee held on 19-2-2019 | | |
| 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.19.2.05 | Matters Arising/Action Sheet from meeting of Audit committee on 19-2-2010 | | |
| | 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. Only the following actions remain open/outstanding: | | |
| 5.1 Action | <u>7.2</u> - Final audit report on Procurement to be circulated to committee week commencing 3-6-2019 | Mr Clinton | w/c 3-6-2019 |

Agenda Item: BM.19.2.07 (i)

| | | ACTION | DATE |
|------------------|---|--|---|
| 5.2 | <u>9.1.2</u> - To clarify with Roger Sendall whether Risk Register should be published on website. | Mr Clinton | ASAP |
| 5.3 | <u>10.1.1</u> - Issue of whether a Whistleblower policy or equivalent exists for students – Ms Jesus Wells to check and report back to Committee. | Ms Jesus Wells | ASAP |
| 5.4 | <u>10.1.2</u> - To check on current arrangements for reporting and monitoring of theft. It was agreed that this should be discussed at SLT and report back to October Audit Committee. | Mr Clinton | October Audit |
| 5.5 | <u>19.1.11</u> - OSCR Return to be on Agenda for future May Audit meetings and factored into Board/Committee Plan. | Mr Clinton Mrs Fair | May 2020 Audit, Committee Board Plan |
| A.19.2.06 | Review of Terms of Reference of the Audit Committee | | |
| 6.1 | Revised Terms of Reference of Audit Committee had been produced by Dr McLeman and circulated for consideration by Committee. These were also forwarded to Convenor of F&GP to check alignment with F&GP TOR. Await response. Dr McLeman confirmed that membership is as now, and the responsibilities are consistent with those of Inverness College with no additional responsibilities comparted to those. Committee recommended the revised TOR be put forward to the Board meeting in June. | | |
| Action | To include on Agenda for Board meeting 25-6-2019 as well as the F&GP meeting on 4-6-2019. | Mrs Fair Mr Clinton | 4-6-2019 F&GP 25-6-2019 Board |
| A.19.2.07 | Feedback from UHI Joint Audit Chairs' Meeting of 3-5-2019 | | |
| 7.1 | Minutes had been circulated for noting and Dr McLeman provided a verbal update on the UHI Joint Chairs' meeting highlighting the main points discussed including: <ul style="list-style-type: none"> • Audit Scotland Report to recommend on work on longer term financial sustainability; • Governance Update on Partnership Assembly; • Student numbers Audit Certificate – status quo this year. There was a request for year-end reports from internal auditors more quickly than last year (EMA, FES, Student Support and Report to Audit Committee). Discussion took place with HL on feasibility. . UHI Audit Committee has to provide assurances to Court in November. | | |
| Action | HL to check whether timing of reports can be changed, in turn to allow earlier reporting to UHI and for Mr Clinton go back to Roger Sendall with response. | Mr D Archibald Mr N Clinton | ASAP |

Agenda Item: BM.19.2.07 (i)

| | | ACTION | DATE |
|------------------|--|-------------------|----------------------------|
| 7.2 | Other issues highlighted included Academic Partnership Agreements which are out of date. Concern raised at Partnership Council over compliance issues. Business continuity Exercise planned for June. Dr McLeman raised scope for UHI sharing information on obligations to support the compliance framework. | | |
| Action | Dr McLeman to raise scope for collaboration on compliance framework matters at next Audit Chairs' meeting. | Dr McLeman | Next Audit Chairs' meeting |
| A.19.2.08 | Audit Scotland Update | | |
| 8.1 | The Audit scope for Audit Scotland report for current year had been circulated for information. Report expected June 2019 before the June Board. | | |
| Action | Audit Scotland Report to be circulated when available | Mrs Fair | ASAP |
| A.19.2.09 | National Fraud Initiative Update | | |
| 9.1 | A covering paper had been circulated along with a background paper and checklist explaining this initiative. Part A of the checklist provided by Audit Scotland is the relevant section for the Committee to complete. College is currently in the process of completing this, which once finalised shall then be passed to EY as a draft, pending review by the Committee, together with the other required sections. EY are required by Audit Scotland to submit a report covering the College's NFI governance arrangements and initial progress in reviewing matches by 30 June. Ms Scanlin was able to provide examples of potential matches (discrepancies). | | |
| Action | Mr Clinton to complete the draft Part A and other sections of NFI return to EY early June, and thereafter provide report including draft Part A to the October meeting. | Mr Clinton | June October Audit |
| Action | Annual paper on fraud to Committee in October annually. | Mr Clinton | October Audit |
| Action | EY to provide a template for this for consideration. | EY | ASAP |
| A.19.2.10 | Internal Audit 18-19 | | |
| | (I) Payroll | | |
| | (II) Quality | | |
| | (III) Health and Safety | | |
| 10.1 | Payroll - Mr Archibald highlighted main points of internal audit report for Payroll which had an overall level of assurance of Good, and acknowledged that this was a very positive report with no issues nor recommendations. Committee questioned the controls used to ensure the existence of employees. | | |
| 10.2 | Quality Assurance and Improvement – This report had been influenced by Education Scotland approach using the evaluative report and enhancement plans. The results | | |

Agenda Item: BM.19.2.07 (i)

| | | ACTION | DATE |
|------------------|---|---|---------------|
| | were Satisfactory and Good so overall grading Satisfactory. Whilst no significant issues had emerged, it was acknowledged there was still work to be done. Mr Archibald highlighted in particular better use was being made of information on attendance and student achievement, but staff would benefit from having access to real time information. A new database reporting tool currently under development should provide a solution. | | |
| Action | Committee suggested that progress on this point be brought back to Committee as a matter arising at next meeting. | Mrs Yoxall | October Audit |
| 10.3.1 | Health and Safety – The rating for this report was Requires Improvement. Whilst it was acknowledged that there has been some progress, there is still work to be done especially in relation to developing a training matrix and ongoing training progress. Three recommendations for improvement had been made including two assessed as priority 2. The Report also recommended an annual report to the Board, via the Staff Governance Committee. The Committee agreed the recommended actions and timescales. | | |
| Action | Committee requested that Health and Safety Audit be forwarded to Staff Governance Committee for information. | Mrs Fair | Immediate |
| 10.3.2 | Committee questioned whether health and safety is a possible candidate for a short follow up review in the coming year, as the workplan is continuing. | | |
| | (iv) Internal Audit Plan for 18-19 | | |
| 10.4.1 | Committee requested a closed session with the Internal Auditors prior to the October meeting. | | |
| Action | To include in Board Plan for 2019-20 | Mrs Fair Committee EY HL | October Audit |
| 10.4.2 | Procurement Report to be discussed in October and if possible, the Annual Report, pending the outcome of above. | Mrs Fair Committee | October Audit |
| | (v) Review of Audit Register | | |
| 10.5 | Mr Clinton provided an update on the status of the Audit Register. Committee noted this is a much better position than a year ago. | | |
| A.19.2.11 | External Audit 18-19 | | |
| 11.1 | Ms Scanlin explained the external audit plan for 18/19 setting out the responsibilities and wider scope audit as outlined in EY's plan. | | |

Agenda Item: BM.19.2.07 (i)

| | | ACTION | DATE |
|------------------|--|--------------------------------------|-------------|
| | <p>The approach to Financial Statements Audit is largely as last year, with inherent risks noted in relation to forthcoming property valuation and possible valuation implications in relation to pension liabilities.</p> <p>Re the Wider Scope Audit, the auditors will look (i) at financial sustainability in relation to the medium-longer term, to determine if planning is effective to support service delivery; and (ii) governance and transparency, leadership and decision-making, transparency in reporting financial and performance information, quality of arrangements to support good governance including the results of the Board's self-effectiveness review. The adequacy of the College's preparations for EU withdrawal will also be considered in this context.</p> | | |
| 11.2 | The timeline was considered by the Committee, which had been circulated by Mr Clinton and which mirrored last year. | | |
| 11.3 | A letter to those charged with governance was expected imminently from EY. . As the next meeting is in October, the Committee asked that the letter be made available and circulated to the Committee on receipt, and for Mr Clinton and Mrs Fair to prepare the draft response. | | |
| 11.4 | | | |
| 11.5 | An externally facilitated Board effectiveness review is required to take place in 2020, ie 3 years from the last review. The Board will need to decide how it wishes to undertake the review. | | |
| Action | In view of the need to plan for the review at the Board, Mrs Fair to raise matter at the next meeting. | Mrs Fair | 25-6-2019 |
| A.19.2.12 | Risk and Risk Register | | |
| | (i) Updated Risk Management Policy | | |
| 12.1.1 | The updated Risk Management Process was presented prior for formal approval by the Board. The Committee approved the document subject to a small editorial change. | | |
| Action | To include on agenda for Board meeting in June | Mr Clinton Mrs Fair | 25-6-2019 |
| 12.1.2 | Discussion took place around the Risk Register and the merit of separating risks into key area by relevant committee. | | |
| Action | To be raised at Board | Dr McLeman | 25-6-2019 |
| | (ii) Risk Register Update | | |

Agenda Item: BM.19.2.07 (i)

| | | ACTION | DATE |
|------------------|--|---------------------------------|-------------|
| 12.2.1 | The new format Risk Register had been circulated and it was noted that the Committee found this difficult to follow in its current format. Whilst the Committee appreciates the work done, and the new format is easier for management, it is currently not meeting the needs of the Committee. | | |
| ACTION | Mr Clinton to summarise requirements and circulate to Committee prior to asking Roger Sendall to amend the tool to provide suitable reporting to meet the Committee's requirements. | Mr Clinton | ASAP |
| 12.2.2 | A new risk has been added, namely impact of EU withdrawal. Mr Duncan advised the Committee he had met the HR Director along with Government Ministers and discussed Brexit including the impact on costs eg IT and the Erasmus programme. It was acknowledged there are likely to be challenges many of which are unknown at this stage. | | |
| | (iii) Paper/presentation on Risk Register item Moray 18 (non-compliance with relevant statutory legislation) | | |
| 12.3.1 | Mr Duncan had presented a paper providing an overview of Risk 18: Non-compliance with Relevant Statutory Regulations. The paper covered key statutory functions, discussed the mechanisms to mitigate risk and signposted improvements to further mitigate risk going forward. The Committee acknowledged the challenges in demonstrating compliance. Shared initiatives such as training schemes were discussed, Centralisation of resources was also considered as was setting up a practitioners' group. To take this forward, it was agreed that further reflection and a discussion with Fiona Larg and Roger Sendall would be appropriate. | | |
| Action | Reflect further with UHI and bring back to February meeting with a possible framework. Mr Duncan and Mr Clinton to discuss with Mr Sendall | Mr Clinton Mr Duncan | Feb meeting |
| Action | Consider appropriate training going forward | Mr Duncan | Feb meeting |
| A.19.2.13 | College Policies Update | | |
| | (i) Update/summary on status of review of policies | | |
| 13.1 | Mr Duncan had circulated a paper on the policy schedule update. This included an update on the single policy environment and progress of regional policies. Policies on hold were also highlighted with an explanation for reason. | | |
| Action | Anticipated completion date to be added to the report. | Mr Duncan | Immediate |

| | | ACTION | DATE |
|------------------|---|--------------------------------|--|
| Action | Committee requested a summary overview of the status of all policies. | Mr Duncan | October meeting |
| | (ii) GDPR Update | | |
| 13.2 | This item is reserved and the minute held on confidence. | | |
| | (iii) OSCR Return Submission | | |
| 13.3 | The Committee noted the OSCR Return submission had been made on 26 April 2019 as an online submission. | | |
| Action | This item to be a standing item on May Audit Committee agenda going forward. | Mr Clinton Mrs Fair | May 2020 meeting |
| A.19.2.14 | Emerging Issues | | |
| | (i) Update on Recruitment to Audit Committee | | |
| 14.1 | Dr McLeman was pleased to confirm the appointment of two new Co-opted members to the Audit Committee – Grenville Johnston and Dawn McKinstrey, who would be starting in the new session. An induction session has been arranged for 30 May 2019. Caroline Webster has also been invited to attend Audit Committee in an advisory capacity. It was suggested that the incoming HISA rep be invited to attend the Induction session. It was also suggested that Miss Webster be invited to the Induction session. | | |
| Action | To forward details of Induction session to Ms Jesus-Wells to pass on to incoming HISA rep. | Mrs Fair | Immediate |
| Action | To invite Miss Webster to join Induction session for Audit Committee | Dr Mcleman | Immediate |
| | (ii) Update from UHI AP Secretaries' Group | | |
| 14.2 | Mrs Fair reported on the UHI AP Secretaries Group which included an update to planned changes for the current FE Good Governance Checklist. Minor changes planned for August 2019 with further changes in 2021 including remuneration of Chair and Trade Union Representation on Boards. | | |
| A.19.2.15 | Board and Committee Effectiveness Review Report 2018-19 | | |
| 15.1 | Mrs Fair highlighted the main points from the conclusions of the Audit Committee Effectiveness Review and the Committee spent some time considering some of the main points highlighted. | | |
| Action | Committee suggested an electronic survey tool be used to conduct next year's effectiveness review. | Mrs Fair | 2019-20 Review |
| Action | It was suggested that a review of the Committee's work planning be undertaken, for subsequent incorporation into the Board Plan for Audit Committee next year, the draft workplan to be reviewed at the next meeting of the Committee. | Mrs Fair Mr Clinton | Next meeting of the Audit Committee and 2019-20 Board Plan |

Agenda Item: BM.19.2.07 (i)

| | | ACTION | DATE |
|-----------------------|---|---------------|-------------|
| RESERVED ITEMS | | | |
| | | | |
| A.19.2.14 | Draft Reserved Minutes from Audit Committee held on 21 February 2019 * | | |
| 14.1 | This matter is reserved and the minute held in confidence. | | |
| A.19.2.15 | Draft Reserved Matters Arising from Audit Committee held on 21 February 2019 * | | |
| 15.1 | This matter is reserved and the minute held in confidence. | | |
| A.19.1.16 | Renewal of Contract for Internal Audit Services, overview and status. | | |
| 16.1 | This matter is reserved and the minute held in confidence. | | |
| A.19.1.17 | Date of next meeting – 21 May 2019 | | |
| | <i>Meeting closed at 1740</i> | | |



University of the
Highlands and Islands
Moray College

**Finance and General Purposes Committee
Draft Minutes of Meeting held on
Tuesday 4 June 2019 at 1330 in AGBC110**

Present:

Mr Murray Easton (Convenor) Mr James Knowles
Mr Peter Graham Mr Joe Bodman
Mr David Patterson Miss Caroline Webster
Mrs Rosemary McCormack

In Attendance:

Mr Nick Clinton
Mrs Cathie Fair (Clerk)

| Item | | Action | Date |
|------------------|--|-------------------------|--------------|
| F.19.2.01 | (i) Resignations | | |
| 1.1 | There have been no resignations received. | | |
| | (ii) Appointments | | |
| 1.2 | Mr Kyle Gee has been appointed as incoming HISA Rep and will take up this post with effect from 1-8-2019. | | |
| F.19.2.02 | Apologies for Absence | | |
| 2.1 | Apologies were received from Mrs D Newton, Mrs El Melton and Nathan Sanderson | | |
| F.19.2.03 | Any Additional Declarations of Interest including specific items on this Agenda | | |
| 3.1 | There were no additional declarations of interest. | | |
| F.19.2.04 | Draft Minutes of Finance Meeting held on 5 March 2019 | | |
| 4.1 | The minutes were accepted as a true record and approved by the Committee: Proposed: Mrs Rosemary McCormack Seconded: Mr Peter Graham | | |
| F.19.2.05 | Matters Arising/Actions Sheet from F&GP Meeting held on 5 March 2019 | | |
| | All actions were completed or on Agenda with the exception of the following | | |
| 5.1 | Mr Easton and Mr Clinton to meet and agree on reporting mechanism for Commercialisation Group | Mr Easton Mr Clinton | To be agreed |
| 5.2 | To chase up issue of standardisation of insurance across UHI | Mr Clinton | Ongoing |
| F.19.2.06 | Q3 Financial Update | | |
| | (i) Management Accounts to 30 April 2019 | | |

| | | | |
|------------------|--|--------------------------------|-------------|
| 6.1 | Mr Clinton's covering paper highlighted the key points from FY18/19 Q3 Management Accounts and anticipated outturn. Overall Q3 position is positive with the underlying deficit (excluding exceptional gains) being ahead of budget and cash position being broadly in line with budget. National Bargaining presents significant challenges and has impacted the increased deficit. | | |
| | (ii) 2018/19 – Financial Forecast Return Actual v Budget | | |
| 6.2.1 | The Financial position shows an underlying income deficit of £174K with a £355K deficit for the remaining 3 months. £390K additional staff costs plays a significant part. It was noted the impact of 23+1, Sickness cover, and Actions short of Strike have all had an impact. | | |
| 6.2.2 | The question of ALF funding was discussed and Committee requested an explanation on why ALF funding had been released. | | |
| Action | To check minutes as to when this had been agreed. | Mrs Fair Mr Clinton | ASAP |
| | (iii) Cash flow | | |
| 6.3.1 | Cash flow position estimates a £100K loss against budget and Committee agreed this is an unacceptable outcome. Discussion took place on possible measures to address the position which is not sustainable. | | |
| 6.3.2 | Committee agreed they need to address how to deal with projected deficit before taking to Board. This needs to be considered in conjunction with the 19/20 Budget. Recommended position to Board is a cash neutral position and a plan on how we propose to get there. | | |
| Action | Mr Clinton to provide additional granularity and rework budget ahead of Board meeting. | Mr Clinton | 14/6/2019 |
| F.19.2.07 | 2019-20 Budget – verbal update | | |
| | Mr Clinton provided a verbal update on the 19/20 budget. | | |
| Action | To keep Committee informed by e-mail of the budget process and timeline. | Mr Clinton | As required |
| F.19.2.08 | Estates and backlog Maintenance Update | | |
| 8.1 | A summary of Backlog maintenance spent/committed to date had been circulated for | | |

| | | | |
|------------------|--|------------|-----------|
| | information and it was confirmed £1.3 M has already been drawn down. | | |
| F.19.2.09 | Emerging Issues | | |
| | (i) Update on funding allocation from FERB | | |
| 9.1 | Partnership Council endorsed proposed allocations but figures yet to be approved by FERB prior to going to Court. | | |
| | (ii) National Bargaining Funding Update | | |
| 9.2.1 | Committee requested views on how other UHI Colleges are being affected by the impact of National Bargaining. | | |
| Action | To raise with Chair of F&GP Court the net effects of National Bargaining | Mr Clinton | 14/6/2019 |
| 9.2.2 | A lengthy discussion ensued in relation to the fact the College remains in dispute with UHI over the issue of allocation of National Bargaining Funding. Options on how to take this forward were discussed including possible escalation if satisfactory outcome/explanation was not reached. | | |
| Action | It was agreed that Mr Easton would write to the Chair of UHI F&GP Committee – Andy Rogers. | Mr Easton | Immediate |
| Action | Mr Graham to raise with Michael Foxley seeking assurance that endorsement of the UHI funding allocations would not take place until this dispute was settled. | Mr Graham | Immediate |
| | (iii) Teaching Staff Pension Update | | |
| 9.3 | Employer's Contribution to teaching staff pension due to increase by 6% next year to 23%. Although 50% of this may be funded, it will have a huge impact of £300-£350K annually. | | |
| | (iv) Audit Scotland Annual Report | | |
| 9.4 | Mr Patterson highlighted key points from the Audit Scotland annual Report which is now live. | | |
| Action | Mrs Fair to circulate link to Board | Mrs Fair | Immediate |
| | (v) Fire Investigation | | |
| 9.5 | College Health and Safety Consultant carried out a Fire Investigation and the Fire Enforcement Officer has produced a report which has established cause and recommendations. This will be considered at the next SLT meeting. | | |
| F.19.2.10 | Risk Register Update | | |
| | (i) Update on Risk Management Policy | | |
| 10.1 | The revised Risk Management Policy had been circulated for information. | | |

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| | (ii) Risk Register Update | | |
| 10.2 | Committee suggested investigating one risk per meeting to explore how risk is managed. Committee agreed that the Management Information is not currently fit for purpose. | | |
| F.19.2.11 | Review of Terms of Reference of F&GP | | |
| 11.1 Action | It was agreed that Mr Clinton and Mrs Fair would meet and review these and take to next F&GP Meeting | Mr Clinton Mrs Fair | 10-9-2019 F&GP |
| Action | Committee to provide any feedback | Committee | ASAP |
| F.19.2.12 | Policy Review Update | | |
| 12.1 Action | Mr Clinton's paper highlighted policies that were due to be updated and it was agreed these will be carried forward to September F&GP | Mr Clinton | 10-9-2019 F&GP |
| F.19.2.13 | Date of next meeting – 10 September 2019 | | |
| | RESERVED ITEMS | | |
| F.19.2.14 | Draft Reserved Minutes from Finance and General Purposes Meeting held on 5 March 2019 | | |
| 14.1 | This item is reserved and the minute held in confidence. | | |
| F.19.2.15 | Draft Matters Arising from Finance and General Purposes Meeting held on 5 March 2019 | | |
| 15.1 | This item is reserved and the minute held in confidence. | | |
| F.19.2.16 | Board and Committee Effectiveness Review Report 2018-19 | | |
| 16.1 | This item is reserved and the minute held in confidence. | | |
| F.19.2.17 | Draft/Example Contribution Report | | |
| 16.1 | This item is reserved and the minute held in confidence. | | |
| F.19.2.18 | Commercialisation | | |
| 18.1 | This items is reserved and the minute held in confidence. | | |
| F.19.2.19 | Moray Growth Deal Bulletin | | |
| 19.1 | This item is reserved and the minute held in confidence. | | |
| | Meeting closed at 1620 | | |

Agenda Item; BM.19.2.07 (iii)

**BOARD OF MANAGEMENT
LEARNING, TEACHING & QUALITY COMMITTEE
Minutes of Meeting
held on
Tuesday 11 June 2019
at 13.30pm in the Boardroom**

Present: Mr D Patterson (Chair)
Mrs N Yoxall
Mr D Duncan
Mrs J Johnston
Mrs T Wilson
Mr G Rendall
Mrs C Newlands
Mrs S Mustard
Mrs R McCormack
Mr S Duff
Ms S Hall
Mrs M Smith
Mrs J Andrews
Mrs S Bright

In attendance: Mrs T McIlwraith
Mrs C Fair (Clerk)

| | | ACTION | DATE |
|--------------------|---|---------------|-------------|
| LTQ.19.2.01 | Resignations and Appointments | | |
| 1.1 | Mr Patterson welcomed everyone to today's meeting, A resignation was received from Ms Manon Wells Jesus – HISA as her tenure ends on 30 June 2019 Kyle Gee will commence as HISA Rep as of 1 August 2019 | | |
| | | | |
| LTQ.19.2.02 | Apologies for Absence | | |
| 2.1 | Apologies were received from: Mr Joe Bodman Ms Heather Sharp Mr Jim Mackinnon Ms Suki Haider | | |
| | | | |
| LTQ.19.2.03 | Any Additional Declarations of Interest including specific items on this Agenda | | |
| 3.1 | There were no additional declarations of interest received. | | |
| | | | |
| LTQ.19.2.04 | Draft Minutes of LTQC meeting held on 20 November 2018 | | |
| 4.1 | The minutes were approved as a true and accurate record of the meeting held on 12 March 2019: Proposed: Mr Stephen Duff | | |

Agenda Item; BM.19.2.07 (iii)

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| | Seconded: Mrs R McCormack | | |
| | | | |
| LTQ.19.2.05 | Matters Arising from LTQC meeting held on 12 March 2019 | | |
| 5.1 | All actions had been completed. | | |
| | | | |
| LTQ.19.2.06 | Quality Cycle Update | | |
| 6.1 | Mrs Yoxall highlighted the main points contained within her report. The Quality Officer is currently working on moving the Quality Cycle onto Sharepoint to make this a more accessible and interactive experience. The MORAGGA meetings had proved a very useful way of monitoring progress. Course review has been effective in focusing attention on the 10 Lowest performing courses, which had led to improved outcomes. The Board members were very interested to hear of the changes implemented that had led to improvement and academic staff highlighted some of the positive steps that had been taken. A change in approach to CCMs has led to these being far more effective and inclusive. Collaboration with SPARQS currently underway to develop a plain English version of the HGIOC questions. | | |
| | | | |
| LTQ.19.2.07 | Student Satisfaction and Engagement Survey | | |
| 7.1 | This was the first year the survey has been managed regionally. There were 5 equalities questions, 10 questions set by SFC, 22 questions set at regional level and 5 Moray specific questions. There had been challenges around the response rate and it was felt this was related to the timing of the survey. Overall satisfaction rate was 91% and this represented a fall of 1 percentage point since last year. The accompanying spreadsheets allow filtering into specific areas to draw comparisons. The Committee felt that the timing of the survey needs addressing in future and suggested extending the survey to 8 weeks. | | |
| | | | |
| LTQ.19.2.08 | External Verification Visit Outcomes | | |
| 8.1 | The paper circulated by the Quality Officer provided an overview of the status of ongoing external verification visits by SQA. These visits had been very positive overall particularly Hospitality with 3 areas of strength identified. There are 5 agreed actions related to 3 visits, all of which | | |

Agenda Item; BM.19.2.07 (iii)

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| | were HE networked programmes. No action was required of Moray College and the other partners immediately rectified the highlighted problems. Good practice identified included the pre-start programme, MORAGGA meetings and standardised assessment materials. Recommendations included adopting a specific current assessment front cover for all units, the use of photographic evidence such as before and after photos for HBCT students but staff would need to be mindful of GDPR requirements with this approach. | | |
| | | | |
| LTQ.19.2.09 | Implementation of Curriculum Strategy | | |
| | (i) Update Report on status of curriculum map | | |
| 9.1 | Mrs Newlands provided an update on the status of the curriculum map, currently being undertaken by Sam Scot. This continues to be a work in progress but it should be possible to come back to this Committee's next meeting with a report. | | |
| Action | To produce update report on curriculum mapping for next meeting. | Mrs Newlands | Nov LTQ |
| | (ii) CAMP Summary Report | | |
| 9.2 | Mrs Newlands provided a summary overview of course approvals and modifications presented, reviewed and approved since the previous LTQ meeting. The Committee discussed some of the new short courses being offered and in particular those in Hospitality. Mrs Andrews provided an update on foundation apprenticeships in College, which is going very well. She highlighted some of the positive work going on in College including Hospitality staff who are now teaching in local schools. | | |
| LTQ.19.2.10 | RIKE Strategy Action Plan | | |
| | Mrs Andrews updated the committee on the work of her team in relation to research. They are very involved with the Innovate Team and Innovation Vouchers. Innovate Conference will take place on 28 August 2019 when they plan to showcase an employer who has benefited from research. There is a hope that lots of innovation activity will lead to Knowledge Transfer. There are huge opportunities available to tap into. | | |
| Action | Produce an update report for November meeting. | Mrs Yoxall Mrs Andrews | Nov LTQ |
| LTQ.19.2.11 | Policies | | |

Agenda Item; BM.19.2.07 (iii)

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|-----------------------|---|-------------------|------------------|
| | (i) Events and External Speaker Policy | | |
| | (ii) Essential Skills Policy | | |
| 11.1 | Mr Duncan highlighted the main issues and changes from the above policies and after some discussion, the Committee agreed to approve and adopt. | | |
| Action | Mrs Fair to inform Steven Gregg – Single Policy Environment Officer that the College has approved the Essential Skills Policy. | Mrs Fair | Immediate |
| LTQ.19.2.12 | Learning and Teaching Review | | |
| 12.1 | The Learning and Teaching review was implemented as a Pilot in Moray and the paper gave an overview on how this has gone. To date 10 reviews have been carried out and whilst these have gone very well, engagement has been somewhat curtailed due to the national bargaining dispute/strike and action short of strike. There has been very positive feedback although some further work to do on standardisation of documentation. Recommendation that the pilot is extended to September/October. | | |
| Action | Update Report to November meeting | Mrs Yoxall | Nov LTQ |
| LTQ.19.2.13 | Learning and Teaching Enhancement | | |
| 13.1 | The paper circulated provided a commitment to the vision and values for learning and teaching. Work will be undertaken during August Development days to promote the LTES across the College. Work required to align vision with the professional standards and raising the profile of the vision and values. | | |
| LTQ.19.2.14 | Emerging Issues | | |
| 14.1 | Mr Patterson drew the Committee's attention to the Audit Scotland Annual Report, which showed Moray in a favourable light in that it was the only College, which had improved in all 5 areas. | | |
| 14.2 | Committee were advised that there is a likely a resolution to the EIS dispute over National Bargaining in that members have voted to accept the latest offer. | | |
| LTQ.19.2.15 | Date of next meeting | | |
| | 19 August 2019 – (special meeting to approve Policies) and 12 November 2019 | | |
| RESERVED ITEMS | | | |
| LTQ.19.2.16 | MORAGAA and Predicted Achievement | | |
| 16.1 | This item is reserved and the Minute held in confidence. | | |
| | | | |
| LTQ.19.2.17 | Draft Reserved Minutes of LTQC meeting held on 28 November 2018 | | |

Agenda Item; BM.19.2.07 (iii)

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| 17.1 | This item is reserved and the Minute held in confidence. | | |
| | | | |
| | <i>Meeting closed 15.35pm</i> | | |

University Court

20 March 2019, 13:00 to 16:30

EO1-EO2 Ness Walk (VC dial in code: 79680)

Present

Garry Coutts (Chair), Clive Mulholland (Principal & Vice Chancellor), Willie Printie, Alan Simpson, Rosemary McCormack, Anton Edwards, Andrea Robertson, Neil Stewart, Gareth Davies, Alistair Dodds, David Sandison, Linda Kirkland, Poonam Malik, Sarah Helps, Fiona McLean, Michael Foxley, Roddy Burns, Stuart Gibb, Neil Simco, Lydia Rohmer, Crichton Lang, Diane Rawlinson, Niall McArthur, Roger Sendall

Meeting minutes

1. WELCOME

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

 Court Agenda 20 March 2019.pdf

1.1. Presentations

1.1.1. 1pm International Student Recruitment Presentation by Vice Principal International & External Engagement

Stuart Gibb

Court received a presentation from Professor Gibb in relation to the above subject highlighting particular opportunities and challenges in relation to growing international provision within the University partnership. A copy of the presentation slides are appended to this minute.

The following key points were noted:

- Court commended Professor Gibb for providing a comprehensive and informative presentation of key issues and challenges associated with growing international provision.
- Court expressed concerns that insufficient resource was currently allocated to developing international activity and promoting programmes to international students in a coordinated and strategic manner across all partners.
- Court requested Professor Gibb to provide a paper for consideration by Court in June 2019 setting out what would be required in order to optimise the University's international offer. The paper should include consideration of resource requirements and key timescales and shared with academic partners.


 International Student Recruitment Court 180319.pdf

1.1.2. Brexit Briefing

Court considered a report provided by the Director of European and International Development.

Court noted that considerable uncertainty remained in relation to the UK's future relationship with Europe. There were substantial risks associated with a no deal Brexit with particular challenges for the University of the Highlands and Islands which had benefited greatly from access to European Structural funds over many years.

Court noted that the University was working proactively with Scottish Government officials and key stakeholders in an effort to represent and protect the University's interests for the future in accordance with various possible scenarios, however, the Brexit process was still unresolved and there was no clear indication as to whether or not the UK would leave the EU with a deal, would leave with "no deal" on 29th March 2019 or indeed remain as a full member.

 UC19-011 190230 UHI Brexit Court.pdf

1.2. Apologies

Apologies were received from Heidi May, Andy Rogers, Kirsty MacPherson, Fiona Larg and Gary Campbell.

1.3. Declarations of Interest

The Depute Principal declared an interest in item 4.2.

Alistair Dodds declared an interest in item 5.1 on the basis that he was a Board member of Highlands and Islands Enterprise.

1.4. Notification of other business

None.

1.5. Starring

Items 2.4, 7.1 and 7.3 were starred for discussion.

2. MINUTES OF MEETINGS

2.1. Approval of the minutes of 28 November 2018

The Court resolved to approve the minutes of the above meeting.

 UC18-292 Draft CourtMeetingMinutes.pdf

2.2. Matters Arising

The Court reviewed the paper setting out actions and matters arising from previous minutes.

 UC19-001 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

The Vice Chair of FGPC reported that the committee had focused discussion on four key areas; the potential purchase of the Centre for Health Sciences, under occupancy of student residences and 2019/20 rents, formation of a VAT group and the finance system convergence project. The following points were noted:

- Whereas FGPC had agreed to increase student rents for 2019/20 in line with inflation and to provide a 10% discount for returning students this decision was not unanimous and some members were concerned that rents were too high in the context of local market alternatives.
- FGPC was disappointed to learn that the start of the University's Optometry programme would be delayed particularly because it had been anticipated that RUK students on this course would be likely to choose UHI accommodation.
- An independent expert had been invited to provide a VAT briefing to AP Chairs and Finance Committee Chairs in April with representation from the SFC.
- Unfortunately, the University's contract with TechnologyOne to deliver a new finance system did not provide appropriate provision to terminate the contract for non-delivery of a service. Accordingly, the University was currently continuing with the project and had reached a settlement agreement to provide a system to one partner (EO) with an option to add other users in due course.


 UC19-002 Draft FGPC Mins 2019-03-11_12-09-14-MeetingMinutes.pdf

2.4.2. Audit Committee

The chair of the Audit Committee advised that the committee had considered an internal audit report in relation to the operation of the student residences contract which had identified a number of recommendations to improve controls. A summary of these was provided within the paper at item 6.2 of the Court agenda.

The Chair explained that the committee was particularly concerned about the University's ability to manage financial challenges with several partners forecasting deficits over the next five years. The committee was worried that too many groups were discussing financial challenges in isolation of each other with limited success in terms of delivering efficiency savings and a sustainable financial model. The committee felt that better coordinated efforts and detailed action plans were needed.

The Principal & Vice Chancellor explained that he shared the committees concerns and advised that he was currently working with colleagues through Partnership Council to review and develop a collective approach to addressing financial challenges and the outputs from this work would be presented to Court in June 2019.

 UC19-003 Audit 2019-03-12_13-26-11-MeetingMinutes.pdf

2.4.3. FE Regional Board (FERB)

The Chair Of FERB explained that the board had received an informative and interesting presentation prior to its last meeting in relation to the University branding project and that all members were supportive of the direction of travel of that project.

FERB had also discussed development of the Regional Outcome Agreement, good results for the University in terms of full time FE student success rates that were well above national benchmarks and disruption associated with industrial action.

The President of HISA reported frustration that communications from academic partners in relation to recent strike action were inconsistent across the partnership and that this had created difficulties for a number of students, particularly for those on networked courses.

 UC19-004 Draft FERBMeetingMinutes.pdf

3. *CHAIRMAN/PRINCIPAL'S COMMENTS

Garry Coutts

The Chair advised that he was currently working with the Vice Chair to interview members of Court, committees of court and senior staff to review the effectiveness of governance arrangements. Outputs from these sessions would be collated and used to inform the formal annual effectiveness review questionnaire with a report provided to Court in June 2019.

3.1. Quarterly Status Report

Court noted the report provided by the Principal & Vice Chancellor, Academic Partner Principals and members of the University's SMT.

The Principal and Vice Chancellor explained that his primary focus was to improve the University's financial position by identifying savings and maximising growth from strategic investments.

 UC19-006 Q3 SMT and AP quarterly report.pdf

3.2. University Assembly

3.2.1. - Governance & Operations

Court considered the paper provided by the UHI Partnership Assembly Programme Board. Court agreed that current governance structures were an impediment to operational efficiency, however, Court also noted the importance of distinguishing between real and perceived barriers and highlighted the value of strong leadership and good management to deliver success.

 UC19-007 Governance and operations.pdf

4. COMMITTEES & MEMBERSHIP

4.1. Annual Committee Effectiveness Reviews

Court noted the attached paper setting out the process for completing the 2018/19 effectiveness review as required by the HE Governance code.

4.2. Interim Principal & Vice Chancellor

Court homologated the attached paper setting out arrangements for appointing an interim Principal & Vice Chancellor following the retirement of the current post holder.

5. STRATEGY & PLANNING

5.1. *CFHS Purchase

Court discussed paper UC19-010 provided by the Chief Operating Officer and Secretary in relation to drawing down a loan from the Scottish Government via the Scottish Funding Council in order to purchase the Centre for Health Science from Highlands and Islands Enterprise (HIE).

Court noted that the Finance and General Purposes Committee had considered the proposal on 28th February 2019 and had recommended that the University should make a formal offer of £8.5M to HIE for the facility and that the University should seek to borrow £9.83M from the Scottish Government at 0.25% interest rate over a 20 year repayment period in order to facilitate the purchase and to finance the cost of remedial works to upgrade the buildings fire alarm and to resolve some minor water ingress issues identified by the recent condition survey.

The Director of Corporate Resources advised that a draft Heads of Terms agreement had been prepared in consultation with the University's lawyers and highlighted a requirement for the University to draw down the loan before 31st March 2019 and to complete the transaction with HIE before 31st July 2019.

Court discussed a number of potential risks associated with ownership of the facility including, a loss of rental income if the event that existing tenants chose not to renew leases and title restrictions on future use of the building that imposed a limit within the facility to activities that are associated with health and life sciences.

Following due consideration the Court resolved to draw down a loan from the Scottish Government via the Scottish Funding Council and to purchase the Centre for Health Science from Highlands and Islands Enterprise.

The following was agreed:

- The University Court approved the terms of, and the transaction contemplated by the Loan Documents and associated ancillary documents.
- The Court authorised the University's Depute Principal to execute the Loan Documents on behalf of the University,
- The Court authorised the Depute Principal to sign and/or despatch all documents and notices (including any Drawdown Notice) to sign and/or despatch by it under or in connection with the Loan Documents.

5.2. CPI's

Court noted the attached summary report in relation to the University's defined Critical Performance Indicators and associated Key Performance Indicators.

6. GOVERNANCE & RISK


6.1. *Risk Management

The Court considered the updated high level risk register and noted new risks associated with a delay in achieving General Optical Council accreditation for new optometry programmes and the absence of up to date academic partner agreements.

6.2. *Student Residences - Occupancy Update

Court noted the attached paper providing an update on issues related to under occupancy of the University's student residences including recommendations from a recent internal audit report, discussion at FGPC and providing background information for the benefit of new Court members in relation to the project to develop new residences. The following points were noted:

- The internal audit report identified nine recommendations for improvements in control. High priority recommendations include: completing analysis of business intelligence on the existing customer base and analysis of potential market demand; reviewing the operational governance of the under-occupancy issue and considering what framework should be put in place to maximise the effectiveness of marketing activity.
- The fundamental factor affecting occupancy of the residences is a failure to recruit sufficient numbers of non-local students and this needs to be addressed as part of a long term strategy for growth that includes curriculum development.
- FGPC have requested that a clear occupancy strategy be presented to the next meeting of the committee on 5th June 2019 and Court will receive a further update on progress in due course.
- The Principal & Vice Chancellor advised that he is currently reviewing resources allocated to managing the under occupancy issue and is considering establishing a new project board or steering group and reallocating some responsibilities within his senior team. This may include providing delegated authority to vary contracts and negotiate commercial discounts.
- Court stressed that overall responsibility for the residences must remain with the Chief Operating Officer & University Secretary and that any new structures must be designed in that context with terms of reference approved by FGPC.


 UC19-014 Student Residences.pdf

6.3. *Articles of Association

Fiona Larg

Court noted the paper providing an update on progress to adopt new Articles of Association for the University.

Court agreed to progress the approval by means of a written resolution.

 UC19-015 Update on articles0319v2.pdf

6.4. Amended Standing Orders - University Court

Court approved the updated standing orders of the University Court which had been amended to reflect provisions of the HE Governance Act.

 UC19-016 Court Standing Orders Amendment March2019 cover.pdf

6.5. *Academic Partner Agreements

Clive Mulholland

Court discussed the attached paper providing an update on progress to implement new academic partner agreements.

It was noted that both Audit and FGPC committees had expressed concern that current agreements were not fit for purpose and had recommended that Court seek to implement new agreements as a priority action. The Principal and Vice Chancellor explained that academic partner principals were reluctant to progress new agreements at the current time because of the Partnership Assembly process which may require a rapid revision. Court considered that a pragmatic approach was necessary and encouraged Partnership Council to work together to develop new agreements quickly and mindful of the risk that the current agreements were not fit for purpose and that the partnership was vulnerable without appropriate agreements in place. An update would be necessary for the next meeting of Court.

 UC19-017 AP Agreements.pdf

6.6. Effective Governance - Letter from R. Lochhead

Court noted paper UC19-018.

 UC19-018 Ministers Letter Effective Governance.pdf

7. FINANCE AND PERFORMANCE

7.1. Finance System Project Update

Court noted paper UC19-019.

 UC19-019 Fin Syst Converge update-Feb 2019.pdf


7.2. 2018-19 Q2 Management Accounts

Court noted paper UC19-020.

 UC19-020 Q2 18-19 Management Accounts.pdf

7.3. *2018-19 Q2 Re-forecast

Court approved paper UC19-021.

 UC19-021 Q2 18-19 Reforecast.pdf

7.4. Academic Partner Financial Monitoring

Court noted paper UC19-022.

 UC19-022 AP Financial monitoring.pdf

8. ACADEMIC BUSINESS

8.1. Optometry

The Depute Principal advised that launch of the University's new Optometry programme would be delayed until September 2020. This was primarily because of problems recruiting staff which had meant that the University was not yet in a position to achieve the General Optical Council accreditation that was necessary to market these courses. It was noted that outstanding issues were being resolved and that the University was confident that GOC approval would be achieved before November 2019.

8.2. HESA non-continuation

The Depute Principal advised Court of an error with the University's non-continuation statistics that had been reported to the Higher Education Statistics Agency (the actual figure for non-continuation was 14% not 8.1%). This was due to a technical error with data held within the SITS database. This issue had been resolved and should not happen again.

9. REPORTS & CIRCULARS

9.1. *Public Sector Equality Duty Report


Court approved the recommendation within paper UC19-022 for the Chair to approve the University's statutory reports that needed to be published on the institution's website before 30th April 2019.

It was noted that draft reports would be shared with the vice chair prior to approval by the chair and that the final documents would be circulated to all members for information in due course.

 UC19-023 ED PSED COURT COVER SHEET.pdf

9.2. UHI Health & Safety Report

Court noted paper UC19-024.

 UC19-024 Annual Health and Safety Report.pdf

9.3. HISA Report

Court noted the attached paper.

The President of HISA requested that the University review the way that it allocated funding to HISA. Currently the association receives funding from UHI and partners separately and it was requested that a single payment from the University would make planning easier. The Principal undertook to discuss this proposal with the Partnership Council.

 UC19-024 HISA Court Update March 19.pdf

10. DATE OF NEXT COURT MEETING: 19 June 2019

Agenda Item Reference: BM.19.2.10

| | |
|------------------------------------|---|
| Title of Paper: | FY18/19 Q3 Management Accounts |
| To Committee: | Board of Management ("the Board") |
| Subject: | Q3 Management Accounts & Anticipated Out-Turn for FY18/19 |
| Version number and date: | |
| Brief summary of the paper: | <p>The enclosed pro-forma was discussed at the recent F&GP meeting (4 June 2019). Key points for the Board to note/be aware of are:</p> <ul style="list-style-type: none"> • Overall the Q3 position is positive, with the underlying deficit (excluding exceptional gains) being ahead of budget, and the cash position being broadly in-line with budget for the first nine months of the year. • Increase in income is primarily related to an increase in funded posts (i.e. via UHI), and increased revenue from the Nursery (i.e. increase in funded nursery places). • There remains significant challenges with regards to the impact of National Bargaining ("NB"), which has impacted the actual Q3 staff costs compared to budget. <p>With regards to the anticipated out-turn, the impact of National Bargaining is the single most challenging issue facing the College. Key matter for awareness are noted as follows:</p> <ul style="list-style-type: none"> • Impact of NB funding received not matching actual NB costs being incurred. The College has continued discussions with UHI on this matter, to date we await clarity on this matter. • Cost impact of non-funded implications of National Bargaining (i.e. Cost of Living awarded to teaching staff, impact of reduction in class contact time etc). • Based on current expectations, the closing cash position at 31 July 2019 is anticipated to be in-line with that seen at the previous year-end. <p>It should be noted that without the significant one-off gains seen in FY18/19 the overall underlying operating position would have been significantly worse – and close to the College's net depreciation/SFC break-even position.</p> |
| Recommendations: | |

Agenda Item Reference: BM.19.2.10

| | | | | |
|--|---|--|----------------------|---|
| Action requested/decision required: | For noting and discussion | | | |
| Status: <i>(please tick ✓)</i> | Reserved: | | Non-reserved: | X |
| Date paper prepared: | 19 June 2019 | | | |
| Date of committee meeting: | 25 June 2019 | | | |
| Author: | Director of Finance | | | |
| Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including <ul style="list-style-type: none"> • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability | This paper is linked to the College's financial sustainability. | | | |
| Equality and diversity implications: | N/A | | | |
| Resource implications: <i>(If yes, please provide detail)</i> | N/A | | | |
| Risk implications: <i>(If yes, please provide detail)</i> | Risk of failing to achieve financial sustainability. | | | |
| Appendices: | As enclosed | | | |

MORAY COLLEGE UHI
2018/19 FINANCIALS

INCOME & EXPENDITURE STATEMENT (excl pension adjustments)

| | | Budget | Budget | Latest Estimate | | Anticipated Out-Turn | Variance | Variance |
|---|--|----------------|-------------------|---------------------------|----------------------|----------------------|---------------------------|---------------------------------|
| | | (18/19 Annual) | (Aug - Apr 18/19) | Actuals (Aug - Apr 18/19) | Estimate (May - Jul) | (YE 31 Jul 19) | (Aug-Jan Actual v Budget) | (Anticipated Out-Turn v Budget) |
| | | £'000 | £'000 | £'000 | £'000 | £'000 | £'000 | £'000 |
| Income: | FE Recurrent Funding | 5,441 | 4,081 | 4,082 | 1,359 | 5,441 | 2 | - |
| | HE Recurrent Funding | 2,648 | 1,986 | 1,975 | 658 | 2,633 | (11) | (15) |
| | Other Recurrent Funding (Excl DCG) | 10 | 8 | 11 | - | 11 | 3 | 1 |
| | Maintenance Funding | 201 | 151 | 205 | 17 | 222 | 54 | 21 |
| | Commercial Income | 367 | 275 | 253 | 114 | 367 | (22) | - |
| | Other Education Activity/Income | 312 | 234 | 199 | 113 | 312 | (35) | - |
| | Tuition Fees (HE & FE) | 1,600 | 1,200 | 1,239 | 361 | 1,600 | 39 | - |
| | Other Income (excl Release of DCG) | 1,004 | 753 | 927 | 222 | 1,148 | 174 | 144 |
| | Release of DCG | 300 | 225 | 238 | 72 | 310 | 13 | 10 |
| | National Bargaining Funding | 193 | 145 | 145 | 48 | 193 | - | - |
| | | 12,076 | 9,057 | 9,272 | 2,964 | 12,237 | 215 | 161 |
| | | | | | | | | |
| Expenditure: | Staff Costs | (9,102) | (6,827) | (7,016) | (2,466) | (9,482) | (190) | (380) |
| | National Bargaining Costs (Teaching Staff) | (193) | (145) | (145) | (48) | (193) | - | - |
| | Operating costs | (2,281) | (1,711) | (1,698) | (590) | (2,288) | 13 | (7) |
| | Depreciation | (753) | (565) | (587) | (196) | (783) | (23) | (30) |
| | | (12,329) | (9,247) | (9,446) | (3,299) | (12,745) | (199) | (416) |
| Underlying Surplus/(Deficit) | | (253) | (190) | (174) | (335) | (508) | 16 | (255) |
| One-Off Adjustments: | | | | | | | | |
| - FE Transitional Funding | | 153 | 115 | 115 | 38 | 153 | - | - |
| - FE Financial Turbulence Funding (18/19) | | - | - | 38 | 13 | 50 | 38 | 50 |
| - Impact of National Support Staff Pay Award (3% awarded, budget assumed 2%) | | - | - | (25) | (25) | (50) | (25) | (50) |
| - National Bargaining Funding (in addition to 17/18 funding) | | 300 | 225 | 215 | 72 | 287 | (10) | (13) |
| - National Bargaining Cost - Teaching Staff (in addition to 17/18 funding) | | (300) | (225) | (225) | (75) | (300) | - | - |
| - National Bargaining (Back-Pay re AY17/18) | | - | - | 51 | 17 | 68 | 51 | 68 |
| - Brockenhurst VAT Income | | - | - | 70 | - | 70 | 70 | 70 |
| - Estimated agents costs (re Brockenhurst VAT claim) | | - | - | (20) | - | (20) | (20) | (20) |
| - VAT refund (re: Fuel Oil) | | - | - | 50 | - | 50 | 50 | 50 |
| - Agents costs re Fuel Oil VAT rebate | | - | - | (10) | - | (10) | (10) | (10) |
| - Anticipated microRAM uplift* | | - | - | - | 50 | 50 | - | 50 |
| Reported Surplus/(Deficit) | | (100) | (75) | 85 | (245) | (160) | 160 | (60) |
| - Provision to cover anticipated Cost of Living (Teaching Staff - not funded)** | | - | - | (77) | (20) | (97) | (77) | (97) |
| Adjusted Reported Surplus/(Deficit) | | (100) | (75) | 7 | (265) | (257) | 82 | (157) |

* original budget has assumed a c£40k microRAM cost (which is delivery of HE provision), which was the case seen for YE 31 July 2018. Current estimate from UHI update (May 19) is that this will be c£10k uplift - hence the anticipated microRAM income of c£50k at this time, which may be subject to change.

** provision based on most recent update from Colleges Scotland, however this matter is still to be finalised.

CASH FLOW

| | | Budget | Budget | Latest Estimate | | Anticipated Out-Turn | Variance | Variance |
|----------------------------|--------------------------------|------------|-------------------|---------------------------|----------------------|----------------------|---------------------------|---------------------------------|
| | | (Original) | (Aug - Apr 18/19) | Actuals (Aug - Apr 18/19) | Estimate (May - Jul) | (YE 31 Jul 19) | (Aug-Jan Actual v Budget) | (Anticipated Out-Turn v Budget) |
| | | £'000 | £'000 | £'000 | £'000 | £'000 | £'000 | £'000 |
| Income Surplus / (Deficit) | | (100) | (75) | 7 | (265) | (257) | 82 | (157) |
| Non-cash Adj: | Depreciation | 753 | 565 | 587 | 196 | 783 | 23 | 30 |
| | Deferred Capital Grant release | (300) | (225) | (238) | (72) | (310) | (13) | (10) |
| | | 353 | 265 | 357 | (141) | 216 | 92 | (137) |
| Financing | Loan Repayments | (97) | (73) | (73) | (24) | (97) | - | - |
| | ALF Income | - | - | 55 | 5 | 60 | - | - |
| | Capital Funding | 108 | 81 | 81 | 27 | 108 | - | - |
| Capital Expenditure | | (108) | (81) | (144) | (24) | (168) | (63) | (60) |
| Working Capital: | UHI advances | - | - | - | - | - | - | - |
| | Other | (41) | (31) | (119) | (1) | (120) | (88) | (79) |
| | | (138) | (104) | (200) | (17) | (217) | (151) | (79) |
| Net Cash Flow | | 215 | 161 | 157 | (159) | (0) | (59) | (215) |
| Opening Cash Balance | | 285 | 285 | 285 | | 285 | - | - |
| Closing Cash Balance | | 500 | 446 | 442 | | 285 | (60) | (215) |

BACKLOG MAINTENANCE UPDATE

| Summary of Backlog Maintenance ("BLM") Funding/Spend | | |
|--|---------|--|
| | £'000 | Comments |
| Funds Allocated | 1,333 | All funds committed to prior to 31 March 19. |
| Funds Drawn-Down | (1,333) | All funds drawn down prior to 31 March 19. |
| Balance Due | - | |
| BLM Cash Spent | (370) | Actual BLM cash spent as at 30 Apr 19. |
| Balance held | 963 | |
| Works to be completed: | | |
| - Boiler upgrade | (637) | Works to commence 24 June 19. |
| - Roof Repairs / Nursery | (236) | Works due to commence early July 19. |
| Drop Off Improvement works | | |
| - Flooring works | (61) | Work due to commence 1 July 19. |
| - LRC Repair works | (29) | Works due to commence early July 19. |
| Unspent Balance: | - | |

Agenda Item Reference: BM.19.2.11

| | | | | |
|--|--|--|----------------------|---|
| Title of Paper: | Curriculum Review – Interim Update | | | |
| To Committee: | Board of Management | | | |
| Subject: | Curriculum Review | | | |
| Version number and date: | v1 19/06/19 | | | |
| Brief summary of the paper: | This paper provides an update on the work carried out over the academic session to ensure Moray College has a flexible curriculum portfolio that meets and is responsive to local needs in accordance with the Moray Skills Investment Plan (SIP). | | | |
| Recommendations: | None | | | |
| Action requested/decision required: | For noting | | | |
| Status: (please tick ✓) | Reserved: | | Non-reserved: | ✓ |
| Date paper prepared: | 06/06/19 | | | |
| Date of committee meeting: | 25/06/19 | | | |
| Author: | Chris Newlands | | | |
| Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including <ul style="list-style-type: none"> • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability | Links to College Strategic Plan and Curriculum Strategy | | | |
| Equality and diversity implications: | Yes – to ensure the curriculum does not disadvantage any student or group of students because of their background or characteristics. | | | |
| Resource implications: (If yes, please provide detail) | Not at present. | | | |
| Risk implications: (If yes, please provide detail) | Relevant Risks are: Moray/1 Ineffective Curriculum Planning Moray/10 Senior Phase Programming offered/delivered does not meet needs of Moray (schools Programme). | | | |
| Appendices: | None | | | |
| References: | Curriculum Strategy Moray Skills Investment Plan Moray Economic Strategy | | | |

1. Introduction

The curriculum strategy provides:

- i. A framework against which the curriculum portfolio can be evaluated and developed to ensure curriculum planning is responsive to workforce and skills planning needs.
- ii. Guidance for staff to ensure the learner experience is work relevant, contextualised, appropriate and engaging.

2. Curriculum Portfolio

a) Priority Sectors

Course programmes have now been mapped against the priority sectors identified in the curriculum strategy, Volume, Growth and Specialist. Industries in each sector were identified in the 2017 Moray Skills Investment Plan report produced by EKOS. In carrying out the mapping work, it was recognised some courses do not align to local economic priorities, but they are very important to the college in terms of meeting demand and securing significant grant funding from FE credits and HE FTEs. Therefore, the Senior Curriculum Team (SCT) decided to create an additional priority sector called 'Application Driven' so these courses can be identified.

The recent publication of the Moray Economic Strategy 2019 – 2029, shows a slight change in 'Growth' priorities which are largely in response to the UK Government's commitment for major investment in RAF Lossiemouth and the emerging Moray Growth Deal. There is also a greater emphasis to strengthen business competitiveness in the 'growth' industry sectors in Moray including a specific outcome to improve alignment of FE and HE course provision and 'take up' in associated industry sectors. Although the Curriculum Strategy is not due to be reviewed until May 2021, section 4.1 needs to be updated to ensure alignment with the new Moray Economic Strategy. Once this is complete and the curriculum map amended to reflect these changes, the gap analysis work can then be finalised. This has extended the completion date for this work to the end of August.

b) Senior Phase Preferred Occupations

In keeping with the 15 – 24 Learner Journey *"to ensure all learners are on the right route to the right job"*, the Head of Academic Partnerships has worked closely with colleagues in Skills Development Scotland (SDS) and Moray Council (Schools) to produce our first report from the Moray Data Hub. This report provides details of the preferred occupations for pupils with an anticipated school leaving date of summer 2019. This information is being captured on the Curriculum Map and will be used to monitor demand for college courses. Where there is a misalignment with economic need and school pupil interest, agencies will work together to develop a strategic approach to generate improved interest in priority destinations.

3. FE Course Design

All FE courses have completed the FE Curriculum Design Principles audit tool and improvement themes have started to emerge.

a) Programme Rationale

Whereas the majority of courses could easily reference national labour market intelligence, robust local labour market intelligence at a course level is not accessible. This is a college wide issue and the Head of Academic Partnerships is liaising with SDS and HIE colleagues to identify ways to address this.

b) Employer Engagement

The initial Curriculum Map task was to identify three key employers who actively engage with each course, however, this was a simple action and did not capture the nature or value of the engagement to identify improvement themes or good practice. Around the middle of the year, the UHI Customer Relationship Management System (CRM) became operational and SCT decided to commit to transferring all of our employer data to it. This has been a significant amount of work led by one of the Deputy Heads of Academic Partnerships, but it will now ensure GDPR compliance and will assist with tracking, managing and monitoring employer interactions across the UHI partnership. By the end of June, 70% of our courses will be active on the CRM system and the remaining courses will be added by the end of August. Staff training is planned for August as course teams are responsible for ensuring CRM data remains current for their courses. Once CRM is fully operational (end of August 2019), data reports can then be produced for analysis.

c) For session 19 – 20, gap analysis focus will be on:

- The delivery and certification of Essential Skills in accordance with the UHI Single Policy on Essential Skills.
- A review of work related learning and the implementation of the UHI Single Policy on Work Experience.

4. HE Price Group Review

The UHI Partnership Planning Forum (PPF) is responsible for realigning HE enrolments to match SFC price group funded numbers by 2024. At a recent PPF Workshop on Curriculum Planning, Gary Campbell introduced a Curriculum Strategy Planning Outline highlighting five key priorities which included a rebalancing of student numbers in the SFC funding groups. This work will be progressed during the next academic session.

At Moray we need to:

- Continue to introduce new provision and consider ways of increasing student numbers in Price group 2, 3 and 4. For example, BSc Integrative Health is establishing articulation arrangements with other colleges to increase direct entries into year 3 of the degree programme.

Agenda Item Reference: BM.19.2.11

- Model the impact of student numbers being too high in price groups 5 and 6. By 2024 only a proportion of our students in price groups 5 and 6 will be funded by SFC, we will receive 'fees only' for the remainder. This needs to be modelled so the financial impact can be known and mitigated for.

5. Implementing Change

The introduction of the Curriculum Strategy has been a key driver to initiate change in the curriculum. This is evident from the high volume of Course Approvals and Modifications presented through the year which has dominated the work of curriculum review.

During the year, 86 proposals have been considered, 62 of these occurring in the period March to June. These proposals have been across the full range of college provision and across the full range of priority sectors identified in the Curriculum Strategy. Many of these proposals have been to modify existing courses, but notable new provision includes:

New FT Approval

- HNC Horticulture
- HNC Acting and Theatre Performance
- SWAP Access to Nursing
- Complete restructuring of the three levels of Skills for Life Provision
- Complete restructuring of FE & HE Hospitality Provision

New Apprenticeship Approval

- Graduate Apprenticeship in Early learning and Childcare
- Modern Apprenticeship in Engineering
- Foundation Apprenticeship in Creative and Digital Media
- Foundation Apprenticeship in Engineering
- Foundation Apprenticeship in Hardware Systems

New FWDF/ Senior Phase/Short Course Approval

- Higher Business Management
- IOSH
- CPD Leadership and Management (L7)
- Introduction to Marketing
- Marketing in Practice
- Languages for Retail
- NPA Cyber Security
- Developing Leadership Through Physical Activities
- Senior Phase Study Skills

Further Education Regional Board

07 May 2019, 12:30 to 16:00

Ness Walk, and by VC (Dial in code: 79668@uhi.ac.uk)

Attendees

Board members

Niall McArthur, Crichton Lang, David Patterson, Diane Rawlinson, Alan Simpson, Lydia Rohmer, Nicholas Oakley, Neil Stewart, Brian Crichton, Fiona McLean, Chris O'Neil, Michael Foxley, John Hutchison, Peter Graham, Ian Minty, Iain Macmillan, Seonag Campbell, Bruce Robertson, Su Engstrand, Gary Campbell, Murray Easton, Willie Scott, Wilf Weir, Peter Campbell, Donald Macbeath

Apologies received from: Clive Mulholland; Carroll Buxton; David Sandison; Andrew Campbell; Mary Andrew; John Ross Scott; Fiona Larg; Garry Coutts; John Ferguson; Blair Sandison; Linda Kirkland.

Action

Meeting minutes

1. WELCOME & APOLOGIES

The Chair opened the meeting and noted the apologies.

The Chair requested that items 4.11 National Bargaining Funding Update and 4.19 FE 2019/20 Indicative Budget Update be removed from the agenda -- and potentially be the subject of a special meeting of FERB -- due to these items not having yet been concluded.

 FERB AGENDA - May 2019.pdf

1.1. Declarations of Interest

There were none.

1.2. Notification of Any Other Competent Business


There was none.

2. MINUTES OF PREVIOUS MEETINGS

2.1. Minute of the FERB meeting held on 11th February 2019


The minutes of the previous meeting were **approved** as an accurate record.

One member requested clarification on item 4.12, and in particular their understanding that the branding report would be issued to partner boards for consideration. The Chair noted an update on the branding report next stages and consultation phases was on the agenda, but that a precis of the slides from the branding workshop would be useful for circulation where appropriate and in line with phase 2 of the project. *[Discussed further under item 4.9]*

 FERB19-15 2.1 2019-05-07_09-45-31-MeetingMinutes.pdf

2.2. Matters Arising

Members discussed the matters arising, and noted that all were on the agenda or ongoing except for action 2; an update report on Knowledge Exchange and Innovation was requested for the next FERB meeting.

 FERB19-16 2.2 - Matters Arising.pdf

2.3. Review of Delegated Decisions

There were none.

3. CHAIRMAN'S REPORT

The Chair gave his report and noted the following key updates:

1. Offshore renewables training. The Chair discussed what the region can offer based on what the region needs in the growing offshore renewables space. The Chair reported that engineering students on local projects were being trained in Hull and asked why this wasn't being done locally. Opportunities for the work-based learning hub to offer the university an advantage in scale should be seized, a coordinated effort by the university to attract and raise the profile of UHI amongst local projects, and cutting down the multiple points of contact were all agreed as important activities to help facilitate and meet training needs locally.
2. The Chair noted an action plan was being developed to improve veterans' access to the university, and asked for a partner chair volunteer to assist with coordinating opportunities.
3. Colleges Scotland are reviewing their capital plan; the Chair reported he was meeting with the Chief Operating Officer and Secretary as a review of the capital matrix assessment was now in order.

 FERB19-17 3 - Chairman s Report 070519.pdf

4. GOVERNANCE, PLANNING & FUNDING MATTERS

4.1. NMIS (National Manufacturing Institute Scotland)

Billie Scott gave a presentation on the NMIS.

Members asked how UHI would be coordinating its response to NMIS activities and ensure how UHI's contributions and offering is properly communicated and considered. It was reported that HIE are well represented in the senior governance arrangements, sitting on both the programme board and involved in the workstreams.

Members agreed that there were plenty of good collaborative working opportunities and that these dovetailed with the university's involvement in City Deals, flexible workforce development etc., and members agreed to engage fully in a regional response to these.

4.2. Final Regional Outcome Agreement 2019/20 - 2021/22

Members noted and discussed the regional outcome agreement (ROA). Feedback had been received from partners and the ROA had been submitted to the Scottish Funding Council (SFC), where it is under review. Members noted that a minor change was made to a Higher Education target, and this will be circulated to partners alongside the SFC-approved final version.

 FERB19-18 4.2 - Regional Outcome Agreement 2019-20 - 2021-22.pdf

4.3. Northern Alliance

Members discussed the Northern Alliance update provided verbally by the Chair, who noted he had successfully lobbied to increase the UHI representation on the Northern Alliance Board. Executive representative had been requested at an earlier Partnership Council meeting, but volunteers were also being sought from non-executive partner boards. It was noted that Perth were already engaged in the process; and that Inverness College had nominated an executive (Roddy Henry).

Additional volunteers were invited to notify the Chair or the Clerk of their interest after the meeting.

The Chair took an action to check whether student representation on the Northern Alliance Board was possible.


4.4. Programme Board Update

The Deputy Principal, the Chair of the Assembly Programme Board (APB), gave an update on the APB's activities since the last FERB meeting. An assembly meeting was held on 26 April, where the working groups provided an update on their progress to date, with a view to demonstrating to the wider assembly community the case for change and the advantages to university stakeholders of working collectively, collaboratively, and transparently. It was also reported that an ongoing and more robust communications and feedback strategy was deemed imperative and to this end a roadshow around the partnership was planned. The working groups also noted that they were continuing to collate evidence and refine proposals for the scheduled summer Partner Board and University Court meetings. The Deputy Principal reported that the APB expected the initial phase to take 2-3 years, and that the processes being established now will become embedded in the core of how the university operates. He closed by noting how pleased he was with the tone of discussion and direction displayed at the assembly meeting in particular but also in the wider working groups' consultation and evidence-collecting work.

FERB members queried the staff survey questions, and how the survey was developed. Members of the APB present noted that adjustments had been made and the final questionnaire was significantly updated from the original position.

4.5. STEM update

Su Engstrand gave members an update paper on STEM coordination. Members **agreed** that the SSA Leadership Board continues to take on a coordinating role, although that there is a need for this work to be strategic, cover the whole region (including the islands), and it needs both capacity and funding, with clear lines of accountability.

 FERB19-21 4.5 - STEM update.pdf

4.6. Curriculum Mapping Project Procurement Process Update

Members **noted** the update paper and that the project was currently being reprocured.

 FERB19-22 4.6 - Curriculum Mapping Tool update.pdf

4.7. Shetland Integration Project Update

Members **noted** the update paper. Both Boards have now agreed to progress with the merger, a programme board has been established, a project manager engaged, and a principal designate search underway.

 FERB19-23 4.7 - Shetland merger update.pdf

4.8. Lews Castle College Update

The members received and **noted** a verbal update on Lews Castle College from its Chair and Principal.

1. The proposal for a post to assist with the transformation of curriculum is currently going through university approval processes.
2. Additional funding was being sought to cover the islands allowance in light of the national bargaining activity.
3. The college is not currently in serious financial difficulty, but the wider assumption that this was the case had perhaps hampered local partnerships and developments.
4. The finance and general purposes committee has been re-established, and the learning, teaching and research committee will be re-established shortly. Board appointments have also been made recently.

I Macmillan took an action to speak to island-based colleagues to present the case for the islands allowance to be funded.

The FERB Chair took an action to assist LCC with communications with the SFC Chair.

4.9. Branding and Positioning Project Update

The Vice-Principal Tertiary (VP-T) gave an update on the branding and positioning project.


1. The proposal is to establish a simpler brand hierarchy, as the current brand is fragmented and confusing for students and stakeholders, and leading to missed opportunities for communicating benefits and advantages of UHI.
2. Separate engagement with SMO to be prioritised and mindful of the Gaelic language plan.
3. Members queried why a limited partner pilot was needed if this was already agreed. The VP-T reported that a full implementation had not yet been costed, and the pilot will be used to streamline and reduce costs as the process is iterative - the 'pilot' phase described in the paper may be better named a 'test' phase.
4. Members discussed some of the specific branding proposals, for instance the proposal to replace the word 'college' with 'campus'. There was a mixed reception to this specific proposal amongst FERB members.
5. Members agreed that it was critical there was full and comprehensive consultation and communication on any changes, and that feedback was listened to (including from partner boards). The marketing project team leader should be asked to write to all chairs on the proposed removal of the term 'college' in marketing, for instance, and chairs should be asked for feedback often and early.

 FERB19-25 4.9 - Branding and Positioning Project update.pdf

4.10. Dashboard Reporting Tool Project


Roddy Henry gave a presentation on and demonstration of the dashboard reporting tool. He noted it was useful to use the reports to analyse targets and developmental priorities and identify trends and insights. The tool is expected to go live in a limited form in June, with increasing functionality in the months following.

An update report on the dashboard reporting tool project was requested for the September or November FERB meeting.

 FERB19-26 4.10 - FERB data reporting tool paper April 2019.pdf


4.11. National Bargaining Funding Update

Item deferred - see item 1.

 FERB19-27 4.11 - National Bargaining Funding update.pdf

4.12. Student Activity Monitoring Report

Members noted the update report and heard that it would be a challenge to meet core and ESIF credit targets, with the current regional shortfall of around 5400. All partners are attempting to deliver more in order to make up the shortfall. Forecast shortfall is around 1700 credits, but partners are planning extra effort that, if delivered, should mean the university meets core and ESIF targets.

 FERB19-28 4.12 - Student Activity Monitoring.pdf


4.13. Single Policy Environment Project Update: Phase 2

Members noted the report and the project's focus, following feedback, on the carbon emissions policy.

 FERB19-29 4.13 - Single Policy Update -Apr2019.pdf

4.14. Highlands and Islands Work-Based Learning Hub Updates

Members noted the update and that targets were reached; a presentation update was requested for the September FERB meeting.

 FERB19-30 4.14 - WBL Hub Update FERB May 2019.pdf

4.15. Evaluative Report and Enhancement Planning - Outcomes of Education Scotland moderation process

Members noted the update and that UHI has several of the highest performing Colleges in Scotland.

 FERB19-31 4.15 - EREP Endorsed Grades.pdf

4.16. Flexible Workforce Development Fund Update

Members noted the update.

 FERB19-32 4.16 - Flexible Workforce Development Fund Update.pdf

4.17. Summary of FFR 2018 assumptions

Members noted the paper and discussed the context of the report. In particular, some members requested that there be university standards, based on SFC guidance, for a standard set of assumptions that all partners subscribe to. Members asked that responsibility for determining the majority (if not all) of the assumptions should originate from or be agreed centrally, preferably by the Finance Directors Practitioners' Group.

The Director of Corporate Resources noted that this wouldn't change the overall trend of partners forecasting either increasing deficits or reducing surpluses. He also noted that it would be difficult or even counterproductive to dictate to individual colleges standard assumptions in practice, but that guidance could be provided before the next round of FFRs.

 FERB19-33 4.17 - Summary FFR 2018 assumptions.pdf

4.18. SFC Mid-Year Forecast Return 2018/19 Summary Report

Members noted the report.

 FERB19-34 4.18 - SFC Mid Year return 2018-19.pdf

4.19. FE 2019/20 Indicative Budget Update

Item deferred - see item 1.

 FERB19-35 4.19 - Revised Indicative 2019-20 allocations.pdf

5. AUDIT, RISK MANAGEMENT & REPORTING

5.1. Risk Management - FE Risk Register and UHI HLRR

Members noted and discussed the risk register and in particular the newly identified 'standard' risks emerging from the risk workshops.

Members queried where items such as the student residences, which was a significant risk and major concern to both their respective board and the work of FERB, was represented on the risk register or the common risks. This was noted as the responsibility of the university Court and as such only included on the university's high level risk register, rather than the FE risk register.

Members therefore requested visibility of the overall university high level risk register, for information, in conjunction with the FE risk register for greater visibility for future meetings.

5.2. Academic Partners Financial Status Reports

Members noted and discussed the financial status reports. Some members stated that the report, although data rich, was missing a clear analysis or evaluation. Further work on better articulation or narrative around the RAG statuses or similar was suggested as a starting point to provide members more assurance. Members also requested improved trend analysis as a means to identify future issues or risks, with a view to receiving a recommendation or options appraisal on potential mitigation strategies.

The Chair took an action to discuss possible improvements to the financial reports with the Chair of Court.

6. ANY OTHER BUSINESS

There was no other business.

7. DATES OF FUTURE MEETINGS:

The Chair noted that items 4.11 National Bargaining Funding Update and 4.19 FE 2019/20 Indicative Budget Update may require a special meeting before the next scheduled meeting on 3 September 2019.

7.1. 3 September 2019

7.2. 7 November 2019

8. Close of meeting

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

Agenda Item Reference: BM.19.2.15

| | | | | |
|--|---|--|----------------------|---|
| Title of Paper: | Board and Committee Evaluation Report 2018-19 | | | |
| To Committee: | Board of Management | | | |
| Subject: | Annual Board Self-Evaluation | | | |
| Version number and date: | V4 18 June 2019 | | | |
| Brief summary of the paper: | <p>In accordance with Code of Good Governance for Scotland's Colleges – August 2016 the Board has to undertake an annual review of the Functionality of the Board and its Committees which includes an evaluation of the effectiveness of the Chair of each Committee and the Clerk to the Board.</p> <p>The full analyses was circulated to the Board on 11 June 2019 including an overview of the statistics and all additional statements.</p> <p>A one page summary follows highlighting some of the most significant points emerging from this analysis.</p> | | | |
| Recommendations: | To note any areas for improvement. | | | |
| Action requested/decision required: | Discussion and Noting. | | | |
| Status: (please tick ✓) | Reserved: | | Non-reserved: | ✓ |
| Date paper prepared: | 18 June 2019 | | | |
| Date of committee meeting: | 25 June 2019 | | | |
| Author: | Cathie Fair | | | |
| Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including <ul style="list-style-type: none"> • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability | Assists in determining whether Board is meeting its objectiveness in all areas of the Strategic Plan. | | | |

Agenda Item Reference: BM.19.2.15

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|---|--|
| Equality and diversity implications: | All Board members and members of the SLT have the opportunity to comment on the Board's Effectiveness. |
| Resource implications: <i>(If yes, please provide detail)</i> | |
| Risk implications: <i>(If yes, please provide detail)</i> | Risk of non-compliance with the Code of Good Governance. |
| Appendices: | |
| References: | |

Agenda Item Reference: BM.19.2.15**Conclusions**

In relation to section one of the Questionnaire for all Committees, by far the majority of respondents either strongly agreed or agreed that members have a sound understanding of terms of reference and have a sufficient level of knowledge and understanding of their role. Whilst the majority strongly agreed or agreed that individual members contribute well to the work of the Committee, a very small percentage disagreed with this statement and the accompanying comments related to the fact that some members tend to dominate discussions.

Questions in section 2 related to the Chair and in by far the majority of cases, all questions returned responses of strongly agree or agree. There were very positive comments made about the Chairs of the majority of Committees and comments indicated that they have a high level of confidence in the Chair. There was only one comment made about managing the more dominant Board members which appear to link in with the previous section.

The questions on resources including the Clerk, Minute Secretary providing effective support, receiving quality support and reports from the executive returned very favourable results in all areas and this saw a considerable improvement in comparison with last year where there were some negative comments about support and reports from the executive. As a result of this, the Board Development Day in August 2018 focused on this particular issue. This led to a forthright discussion between the Board and the executive and an agreement on how to work going forward. Changes that were agreed have been implemented and this seems to have made a significant improvement on working relations during the current year.

Strategic planning was an area which returned very favourable results with 100% either strongly agreeing or agreeing that the Board has a strategic vision, has developed a shared vision, values, aims and plans for continuous improvement and has identified key indicators for tracking progress. Again, this was another area that was highlighted in the previous year's evaluation that needed improvement and the evaluations would appear to indicate that this has happened. Accompanying comments were mainly very constructive although there were a few areas highlighted which may merit further consideration.

The majority of Committees appear to be working very constructively although there were mixed messages about the perceived effectiveness of the Audit Committee. The main issues reflected was related to the length of meetings as well as the length of the list of Actions and Minutes and how the Audit Committee is veering too much into operational matters. This concern was raised by the External Auditors during their 2017-18 External Audit Report.

Under general assessment, there appears to be a view that current matters of focus for the Board are about right. In relation to what the Board should be looking at in future, Moray Growth Deal, UHI Integration and the Programme Assembly, Financial Stability, Student Recruitment and the position of the College and local demographics were all mentioned.

The overall conclusion is that there has been a great deal of progress made since last year's evaluation. Particular areas of strength are the confidence in the Chairs, confidence in the reports and support coming from the executive as well as strategic planning. The indication appears to be that both the Board and the executive team are performing effectively and communication as well as the relationship between the two has greatly improved over the past year.

Agenda Item Reference: BM.19.2.16 (i)

| | | | | |
|--|--|--|----------------------|---|
| Title of Paper: | Board and Committee Plan for 2019-20 | | | |
| To Committee: | Board of Management | | | |
| Subject: | Annual Board Plan for 2019-20 | | | |
| Version number and date: | V1 18 June 2019 | | | |
| Brief summary of the paper: | <p>The Board of Management is required to produce a plan for the year ahead which requires to be submitted to the Regional Strategic Body (UHI) and the Scottish Funding Council.</p> <p>This is the draft plan for the session 2019-20 which provides an outline plan for the year ahead and incorporates all the cyclical issues which are known to arise annually. However, it is recognised that there will be other items which emerge that will be incorporated into the plan as and when the need arises.</p> | | | |
| Recommendations: | To consider and feedback on any additional items which need to be incorporated into the Plan | | | |
| Action requested/decision required: | Discussion and Noting. | | | |
| Status: (please tick ✓) | Reserved: | | Non-reserved: | ✓ |
| Date paper prepared: | 18 June 2019 | | | |
| Date of committee meeting: | 25 June 2019 | | | |
| Author: | Cathie Fair | | | |
| Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including <ul style="list-style-type: none"> • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability | Assists in Planning for the year ahead. | | | |
| Equality and diversity implications: | All Board members and members of the SLT have the opportunity to comment input into the plan. | | | |

Agenda Item Reference: BM.19.2.16 (i)

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| Resource implications: <i>(If yes, please provide detail)</i> | |
| Risk implications: <i>(If yes, please provide detail)</i> | Risk of non-compliance with the Code of Good Governance. |
| Appendices: | Annual Board and Committee plan for 2019-20 |
| References: | |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

Board of Management Moray College

Committee Schedule of Meetings for 2019-20 in Board Room

| Week Commencing | Audit | Staff Governance | F & GP | LTQ | Board Development | Full Board |
|-----------------|------------|------------------|------------|---------------|-------------------|----------------------|
| 19/8/2019 | | | | | 21/8/2019 | |
| 26/08/2019 | | | | | | |
| 02/09/2019 | | | | | | 3/9/2019 |
| 09/09/2019 | | | 10/9/2019 | | | |
| 16/09/2019 | | | | | | |
| 23/09/2019 | | | | | | |
| 30/9/2019 | | | | | | GRADUATION 4/10/2019 |
| 7/10/2019 | 8/10/2019 | | | | | |
| 14/10/2019 | | | | | | |
| 21/10/2019 | | | | | | |
| 28/10/2019 | | | | | | 29/10/2019 |
| 04/11/2019 | | | | | | |
| 11/11/2019 | | 12/11/2019 am | | 12/11/2019 pm | | |
| 18/11/2019 | | | | | | |
| 25/11/2019 | 26/11/2019 | | 26/11/2019 | | | |
| 02/12/2019 | | | | | | |
| 9/12/2019 | | | | | | |
| 16/12/2019 | | | | | | 17/12/2019 |
| 23/12/2019 | | | | | | |
| 30/12/2019 | | | | | | |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

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|------------|-----------|-----------|-----------|-----------|--|-----------|
| 6/01/2020 | | | | | | |
| 13/01/2020 | | | | | | |
| 20/01/2020 | | | | | | |
| 27/01/2020 | | 28/1/2020 | | | | |
| 3/02/2020 | | | | | | |
| 10/02/2020 | | | | | | |
| 17/02/2020 | 18/2/2020 | | | | | |
| 24/02/2020 | | | | | | |
| 02/03/2020 | | | | | | |
| 9/03/2020 | | | 10/3/2020 | | | |
| 16/03/2020 | | | | 17/3/2020 | | |
| 23/03/2020 | | | | | | 24/3/2020 |
| 30/03/2020 | | | | | | |
| 6/04/2020 | | | | | | |
| 13/04/2020 | | | | | | |
| 20/04/2020 | | | | | | |
| 27/04/2020 | | | | | | |
| 4/05/2020 | | | | | | |
| 11/05/2020 | | 12/5/2020 | | | | |
| 18/05/2020 | 19/5/2020 | | | | | |
| 25/05/2020 | | | | | | |
| 1/06/2020 | | | | | | |
| 8/06/2020 | | | 9/6/2020 | | | |
| 15/06/2020 | | | | 16/6/2020 | | |
| 22/06/2020 | | | | | | 23/6/2020 |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

Dates for FE Regional Board Meeting and University Court Meetings

| UNIVERSITY COURT | | |
|-------------------------|-----------|--|
| 18 September 2019 | 1400-1600 | |
| 27 November 2019 | 1400-1600 | |
| 18 March 2020 | 1400-1600 | |
| 17 June 2020 | 1400-1600 | |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

| FE REGIONAL BOARD (FERB)* | | |
|----------------------------------|--|--|
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| | | |
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Monthly Meetings of Strategic Leadership Team – for information

| 2019 | 2020 |
|-------------|-------------|
| 18-9-2019 | 15-1-2020 |
| 9-10-2019 | 12-2-2020 |
| 13-11-2019 | 11-3-2020 |
| 11-12-2019 | 22-4-2020 |
| | 13-5-2020 |
| | 10-6-2020 |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

Board of Management Work Plan for 2019-20

| <i>Date</i> | <i>Event</i> | <i>Agenda or Outcomes</i> | <i>Responsibility of</i> | <i>Notes</i> |
|-------------|--|---|--|--|
| 21-8-2019 | Board Development Day with Strategic Leadership Team | Board of Management and the Strategic Leadership Team | Board Members Members of SLT Clerk Minute Secretary | 1000-1600 |
| 31-08-2019 | Declarations of Interest to be returned electronically | | Clerk, Board Members and Minute Secretary | Once completed must be uploaded onto website |
| 3-9-2019 | Board Surgery am | Opportunity for staff to meet with Board members privately to discuss issues of concern not able to be addressed by normal channels | Clerk Board Member | 1000-1200 |
| 3-9-2019 | Board Meeting pm | <ol style="list-style-type: none"> Minutes of Board and Committee Meetings Principal's Report including: <ol style="list-style-type: none"> Overview Review of Operational Plan Strategic Plan KPI Proposal Minutes of FERB, Court Minutes of LTQC Update on Status of Audit Register Update on Curriculum Strategy Compliance with Good Governance checklist Update on Health and Safety Update on Finance Emerging Issues – <ol style="list-style-type: none"> Update on Partnership Assembly HISA update Board and Committee Schedule and Work Plan 2019-20 – updated | Chair Principal Clerk Minute Secretary SLT | |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

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|------------|-----------------------|---|--|--|
| | | 13. Standing Orders and Terms of Reference of Standing Committees 14. Reserved Minutes 15. Moray Growth Deal – verbal update | | |
| 4-10-2019 | <i>GRADUATION DAY</i> | | | |
| | | | | |
| 29-10-2019 | Board Surgery am | Opportunity for staff to meet with Board members privately to discuss issues of concern not able to be addressed by normal channels | Clerk Board Member | |
| 29-10-2019 | Board Meeting – pm | Agenda: 1. Minutes of Board and Committee Meetings 2. Principal's Report 3. Minutes of Court and FERB 4. Update on Health and Safety including incident report 5. Update on Finance 6. HISA update 7. Emerging Issues <ul style="list-style-type: none"> Update from Partnership Assembly 8. Verbal update from Board Development day 9. EREP Draft document <ul style="list-style-type: none"> including presentation by Director of Learning and Teaching Update on arrangements by Gill Ritchie - HMle 10. Refined KPI's 11. Refined Operational Plan 19-20 12. New Code of Good Governance 2019 and implications of changes 13. Update on Moray Growth Deal | Chair Principal Clerk Minute Secretary Nikki Yoxall SLT | |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

| | | | | |
|-------------|-------------------------------|--|---|---|
| 17-12-2019 | Board Surgery | Opportunity for staff to meet with Board member privately to discuss issues of concern not able to be addressed by normal channels | Board Member Clerk | |
| 17-12-2019 | Board Christmas Dinner | Beechtree | Clerk | |
| 17-12--2019 | Board Meeting pm | <p>Agenda:</p> <ol style="list-style-type: none"> 1. Minutes of Board and Committee Meetings 2. Principal's Report 3. Minutes of FERB, Court and Partnership Council 4. Update on Health and Safety including incident report 5. Annual Health and Safety Report 6. Sign off Health and Safety Policy Statement (Annually) 7. Update on Finance 8. Emerging Issues <ul style="list-style-type: none"> o Update on Partnership Assembly 9. HISA Update 10. Policies Due for Review 11. Review progress of Actions from Board Development Day 12. Student Early Experience Survey 13. Annual External Audit Report 14. Audit Committee's annual Report to the Board 15. EREP Final Report 16. Statutory Accounts | <p>Chair Principal Clerk Minute Secretary Nikki Yoxall Nick Clinton</p> | <p>Statutory Accounts to be signed off at this meeting and forwarded to SFC before Colleges closes for Christmas Holidays</p> |
| 24-3-2020 | Board Surgery – am | Opportunity for staff to meet with Board member privately to discuss issues of concern not able to be addressed by normal channels | Clerk Board Member | |
| 24-03-2020 | Board Development Meetings am | One to one Development Meetings and Training Plans | Chair Vice Chair Clerk | Schedule to be determined and circulated in advance of Meetings |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

| | | | | |
|-----------|------------------|---|---|---|
| 24-3-2020 | Board Meeting pm | <p>Agenda:</p> <ol style="list-style-type: none"> 1. Minutes of Board and Committee Meetings 2. Principal's Report 3. Minutes of FERB, Court and Partnership Council 4. Update on Health and Safety including incident report 5. Update on Finance 6. Emerging Issues <ul style="list-style-type: none"> o Update on Partnership Assembly 7. Board Effectiveness Evaluations 8. Policies due for Review | <p>Chair Principal Quality Officer Clerk Minute Secretary</p> | <p>Revised Board Effectiveness Review Evaluations to be circulated with Board pack and returned to clerk by 30 April 2020</p> |
| 23-6-2020 | Board Surgery am | <p>Opportunity for staff to meet with Board member privately to discuss issues of concern not able to be addressed by normal channels</p> | <p>Board Member Clerk</p> | |
| 23-6-2020 | Board Meeting pm | <p>Agenda:</p> <ol style="list-style-type: none"> 1. Minutes of Board and Committee Meetings 2. Principal's Report 3. Minutes of FERB, Court and Partnership Council 4. Update on Health and Safety including incident report 5. Update on Finance 6. Emerging Issues <ul style="list-style-type: none"> o Update on Partnership Assembly 7. Policies Due for Review 8. Student Satisfaction and Engagement Survey 9. Board Evaluation Report 10. HISA Report | <p>Chair Principal Clerk HISA Reps Quality Officer Minute Secretary</p> | |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

Committee Plan - Audit Committee – 2019-20

| <i>Date</i> | <i>Event</i> | <i>Agenda or Outcomes</i> | <i>Responsibility of</i> | <i>Notes</i> |
|-------------|----------------------------|---|--|--------------|
| 8-10-2019 | Audit Committee am | Private Meeting between Audit Committee and Internal Auditors | Convenor Committee members | |
| 8-10-2019 | Audit Committee meeting pm | Agenda: <ol style="list-style-type: none"> Minutes of Previous meetings Emerging Issues Internal Audit Plan 2019-20 Internal Audit Progress Reports 2018-19 Student Activity Data Report 2018-19 Student Support Funds Report 2018-19 SFC Student Support Funds Return 2018-19 EMA Return 2018-19 EMA Year-end Statement 2018-19 Internal Audit Reports <ul style="list-style-type: none"> Procurement Risk Register and Risk Appetite Update on Status of Audit Register Update on Status of Policy Schedule Annual Reports of Audit Scotland on Colleges Draft Letter to EY to Those Charged with Governance | Convenor FD Internal Auditors External Auditors Clerk Minute Secretary Mr D Duncan | |
| 26-11-2019 | Audit Committee am | Private Meeting between Audit Committee and External Auditors | Convenor Audit Committee members External Auditors | |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

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| 26-11-2019 | Joint Audit & Finance and General Purposes Committee meeting pm | <p>Agenda:</p> <ol style="list-style-type: none"> 1. Minutes of Previous Meetings 2. Emerging Issues 3. Update on Audit Register 4. Risk Register 5. Internal Audit: Annual Report to the Board of Management and Principal on the provision of Audit Services 2018-19 6. Internal Audit Plan 2019-20 and supporting timeline 7. Internal Audit Reports: Henderson Loggie 8. Policy Schedule <ol style="list-style-type: none"> a. Plan and timeline 9. External Audit: Ernst Young Draft Report on the 2018-19 Audit 10. Audit Committee's Annual Report to the Board of Management 11. Final version of completed checklist for Code of Good Governance 12. Final letter to EY To Those Charged with Governance 13. Statutory Accounts 2018-19 | <p>Convenor FD Internal Auditors External Auditors Clerk Minute Secretary</p> | |
| 18-02-2020 | Audit Committee am | Review and refine Board and Committee Evaluation process and documentation | <p>Convenor Clerk Director of Learning and Teaching</p> | Circulate revised process and agreed documents to whole Board |
| 18-02-2020 | Audit Committee meeting pm | <p>Agenda:</p> <ol style="list-style-type: none"> 1. Minutes of Previous Meetings 2. Emerging Issues 3. Update on Audit Register 4. Risk Register 5. Internal Audit Plan 2019-20 | <p>Convenor FD Internal Auditors Clerk Minute Secretary</p> | |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

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| | | 6. Internal Audit Progress Reports 2019-20 7. Audit committee effectiveness review | | |
| 19-05-2020 | Audit Committee am | | | |
| 19-05-2020 | Audit Committee meeting pm | Agenda: 1. Minutes of Previous Meetings 2. Emerging Issues 3. Update on Audit Register 4. Risk Register 5. Internal Audit Progress Reports for 2019-20 6. Internal Audit Plan for 2020-2021 7. External Audit: Annual Audit Plan for the 2019-20 Audit 8. Board and Committee Evaluation Report 9. Report to Committee on OSCR Return | Convenor FD Internal Auditors External Auditors Clerk Minute Secretary | |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

Committee Plan – Staff Governance Committee – 2019-20

| <i>Date</i> | <i>Event</i> | <i>Agenda or Outcomes</i> | <i>Responsibility of</i> | <i>Notes</i> |
|-------------------------|----------------------------|---|---|--------------|
| 12-11-2019 1000-1200 | Staff Governance Committee | Agenda: <ol style="list-style-type: none"> 1. Minutes of previous Meetings 2. Minutes of Health and Safety Meetings 3. Emerging Issues 4. HR Director's Report 5. Whistleblowing cases 6. Health and Safety Report 7. Update on Culture and Values 8. Policies due for Review | Convenor HR Director (Officer) Committee Members Clerk | |
| 28-1-2020 1000-1200 | Staff Governance Committee | Agenda: <ol style="list-style-type: none"> 1. Minutes of previous Meetings 2. Minutes of Health and Safety Meetings 3. Emerging Issues 4. HR Director's Report 5. Health and Safety Report 6. Update on Culture and Values 7. Policies due for Review | Convenor HR Director (Officer) Clerk Minute Secretary | |
| 12-5-2020 1000-1200 | Staff Governance Committee | Agenda: <ol style="list-style-type: none"> 1. Minutes of previous Meetings 2. Minutes of Health and Safety Meetings 3. Emerging Issues 4. HR Director's Report 5. Health and Safety Report 6. Update on Culture and Values 7. Policies due for Review | Convenor HR Director (Officer) Clerk Minute Secretary | |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

Committee Plan – Finance and General Purposes Committee – 2019-20

| <i>Date</i> | <i>Event</i> | <i>Agenda or Outcomes</i> | <i>Responsibility of</i> | <i>Notes</i> |
|-------------|---|---|---|--------------|
| 10-9-2019 | Finance & General Purposes Meeting | Agenda: 1. Minutes of Previous Meeting 2. Management Accounts to 31 July 2019 3. Financial forecast Return 4. Cash Flow 5. Pension Update 6. 2019-20 Budget Update 7. Estates Update 8. Emerging Issues 9. Update on Commercialisation 10. Risk Register 11. Policies due for Review | Convenor FD Clerk Minute Secretary | |
| 26-11-2019 | Finance and General Purposes Meeting am | Agenda: 1. Minutes of Previous Meeting 2. Emerging Issues 3. Financial Update 4. Update on Commercialisation 5. F&GP Annual Report to the Board 6. Draft Statutory Accounts 2018-19 7. Policies due for Review | Convenor FD Clerk Minute Secretary | |
| 26-11-2019 | Joint Audit & Finance and General Purposes Committee meeting pm | Agenda: 14. Minutes of Previous Meetings 15. Emerging Issues 16. Update on Audit Register 17. Risk Register 18. Internal Audit: Annual Report to the Board of Management and Principal | Audit Convenor FD Internal Auditors External Auditors Clerk Minute Secretary | 26-11-2019 |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

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| | | <p>on the provision of Audit Services 2018-19</p> <ol style="list-style-type: none"> 19. Internal Audit Plan 2019-20 and supporting timeline 20. Internal Audit Reports: Henderson Loggie 21. Policy Schedule <ol style="list-style-type: none"> a. Plan and timeline 22. External Audit: Ernst Young Draft Report on the 2018-19 Audit 23. Audit Committee's Annual Report to the Board of Management 24. Final version of completed checklist for Code of Good Governance 25. Statutory Accounts 2018-19 | | |
| 10-3-2020 | Finance and General Purposes am | One to One Development Meetings | Chair Vice Chair Committee Members Clerk | Schedule of development meetings to be circulated |
| 10-3-2020 | Finance and General Purposes Committee meeting pm | <p>Agenda:</p> <ol style="list-style-type: none"> 1. Minutes of Previous Meeting 2. 2019-20 Financial Forecast Return – comparison v budget 3. Management Accounts to 31 January 2020 4. 2020-21 Budget process update 5. Estates Update 6. Update on Commercialisation 7. Risk Register 8. Emerging Issues 9. Policies due for Review 10. Committee Effectiveness Review | Convenor FD Clerk Minute Secretary | Committee Members to return Completed Committee Effectiveness Reviews to Clerk by 31 March 2018 |
| 9-6-2020 | Finance and General Purposes Committee meeting pm | <p>Agenda:</p> <ol style="list-style-type: none"> 1. Minutes of Previous Meeting | Convenor FD | |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

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| | | <ol style="list-style-type: none"> 2. Quarter 3 Management Accounts 3. Cash Flow Forecast 2019-20 4. Draft Financial Forecast Return 2020-2021 5. Update on Commercialisation 6. Emerging Issues 7. Estates Update 8. Risk Register 9. Policies due for Review | <p>Clerk Minute Secretary</p> | |
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BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

Committee Plan – Learning Teaching & Quality Committee: 2019-20

| <i>Date</i> | <i>Event</i> | <i>Agenda or Outcomes</i> | <i>Responsibility of</i> | <i>Notes</i> |
|-------------|--------------|---|---|--------------|
| 12-11-2019 | LTQC Meeting | <ol style="list-style-type: none"> 1. Minutes of Previous Meetings 2. EREP Final document for 2018-19 3. CCM Report 4. RIKE Report 5. Learning and Teaching Review update 6. Quality Cycle 7. Student Early Experience Survey 8. Implementation of Curriculum Strategy 9. Quality Toolkit Development 10. MORAGGA 11. Emerging Issues 12. Policies due for Review | Principal Officer Clerk Minute Secretary | |
| 17-3-2020 | LTQC Meeting | <ol style="list-style-type: none"> 1. Minutes of Previous Meetings 2. CCM Report 3. RIKE Report 4. Learning and Teaching Review update 5. Quality Cycle 6. MORAGGA 7. Emerging Issues 8. Policies due for Review | Principal Officer Clerk Minute Secretary | |
| 9-6-2020 | LTQC Meeting | <ol style="list-style-type: none"> 1. Minutes of Previous Meetings 2. CCM Report 3. RIKE Report 4. Learning and Teaching Review update 5. External Verification visit Outcomes 6. Quality Cycle 7. Student Survey 8. MORAGGA 9. Emerging Issues 10. Policies due for Review | Principal Officer Clerk Minute Secretary | |

BOARD AND COMMITTEE PLAN FOR MORAY COLLEGE BOARD OF MANAGEMENT 2019-20

Agenda item: BM.19.2.16.

1. Introduction

In my address as chair of the programme board, to the most recent assembly in April, I outlined our evolution as a regional partnership as one driven by our particular ambitions, but also by external factors. As our collective activities in education and research have grown in response to specific opportunities and circumstances over the past ten years or so, the overlaps in activity, interests and sharing of resources across the academic partners and executive office have changed. We have developed collective processes to support planning, to manage quality and to pursue opportunities that continue to populate a collective space. The university, by definition, is now the totality of what we are all doing and achieving. However, our shared operation in this collective environment remains complex and time consuming as we seek to accommodate a model that is perhaps not what any of us would have envisaged at the outset of the university's development.

2. Why is our evolution so difficult?

This complexity is not because we cannot share and collaborate, nor is it the case that we do not see the benefit in doing so. However, the areas where we have developed good, collaborative, shared processes are often at a relatively lower operational level, around particular curriculum or specialist areas. They are, very often, where we are adding to our activities, rather than looking to make existing areas more shared or in areas with significant financial or strategic importance across multiple partners. It is clear to the programme board that we have been unable to make progress at this level, particularly where there is a need to balance local and regional interests. We struggle to work collectively and, in new ways, to address shared financial or operational challenges or to seize the big opportunities. Bluntly, this limits our sustainability, growth and impact.

3. Commitment and the assembly

The case for change has been articulated repeatedly over the last ten years and is now even more pressing because of financial challenges and competition in our sector and region. We know we are following some less successful attempts to drive change forward. There is progress, but this time we must find a way to move forward in the more challenging areas and with greater speed.

We made a clear commitment to our internal and external stakeholders at the assembly in September 2018 to investigate and try to solve our most difficult and pressing issues. We need to enable the university partnership not just to achieve sustainability, but also to thrive and deliver even more to our communities.

4. The programme board

The assembly formed the programme board, with staff (executive, non-executive, teaching and support) and student representatives to develop partnership-wide options for change. The programme board is charged with gathering evidence and making detailed recommendations to the assembly for consideration by academic partner boards and the university court.

The programme board has been meeting monthly since November 2018 and has formed four working groups from its membership:

- Financial sustainability and efficiency
- Staff development and progress
- Student equivalence and experience
- Governance and accountability

The programme board offers us a new way to view, debate and solve our collective problems. It illuminates a partnership approach that can cut through some of the existing issues in our current ways of working. It can be a testbed for trying new things and commissioning appropriate groups to take change initiatives forward with agreed targets for success.

5. Cultural change and the future

The programme board has also determined that we need to create a culture across the whole organisation that clearly recognises the need and benefits of change. We have acknowledged this need for some time but, like other initiatives, have been unable to move forward in this respect

I understand why there will be resistance to change. People will be sceptical, concerned or meditative about the need for change and the impact on them. Our earlier efforts and failures to change have decreased confidence that change is possible. There is also a level of frustration that, as leaders of this partnership, we have not been able to make meaningful change at the pace required.

We are at a point in our evolution where our development needs to be predicated on a strong and open partnership-wide culture with students at the centre. This will help us to maintain focus on our mission. It will help us share our risks and decision-making in an environment where discussion is stimulated and not criticised, where different views are welcomed and debated, but ultimately where progress can be made through consensus.

This cultural change is just as important as any specific initiative for change. The programme board will seek to operate within this culture but will also aim to promote that culture more widely. The initial recommendations from the working groups will only represent a starting point; many more evidence-based recommendations will need to follow, and in due course include proposals for change in more challenging areas. These initial stages need to be the start of how our partnership reflects, formulates and progresses its options for change. We want this to blossom across future work.

There may be a sense of frustration that we are not doing more, quicker. However, these initial steps need to create the 'headroom', financially and culturally, to launch and facilitate a larger programme of change over the next few years.

6. How programme board formed its recommendations

The four working groups have approached their task with the same brief: to bring forward an evidence-based case for change with a degree of prioritisation in their respective areas. They are currently at different stages in their deliberations. All groups have identified issues with gathering, sharing and analysing partnership-wide data and with securing the staff resource to gather and analyse that data and take forward any agreed initiatives.

The student group is compiling a survey to gather more information, due for distribution in the new academic year. The staff group has carried out a comprehensive survey of attitudes and aspirations of staff and we hope the analysis of this will stimulate a number of work streams. The finance group has identified a number of immediate initiatives that could not only help with efficiency and financial saving but also drive developments and income through allowing effective use of our shared resource. The governance group have concluded that many of our issues result from a lack of clarity around how our partnership operates and the balances between local and regional, individual academic partner and partnership, and academic partners and executive office and need to explore how this can be resolved.

The board has received clear feedback that it is important that we do not duplicate effort, but contextualise the work of the programme board with other ongoing partnership initiatives and ensure coherence with existing governance structures. Examples include the branding project, the emerging internationalisation strategy, or the single further education policy environment. The next phase of our work will ensure this happens, linking existing projects with the programme for change wherever appropriate.

It is also essential that recommendations are set out in a positive context and at the right level of detail and expectation, with clear timelines, milestones and success criteria.

7. The role of governors and what the programme board is asking for at this stage
When we formed the programme board, we committed to bringing proposals to you for your consideration. I am also conscious that, as governors, you should be particularly concerned with strategic direction and not operational matters.

At this stage, I have two specific requests for your consideration and approval:

For your strategic approval to release some capacity from your staff to work collectively on a number of projects/developments which can progress impactful change.

Practical examples of this emerging from working group proposals would be:

- a task group, or groups, to look at our recruitment, marketing, admissions and communications resource to improve joint working and maximising the impact of collective resource.
- a structured approach to considering how consolidation of HR systems and policies, could assist with staff development, recruitment and retention, and a greater equivalence of staff experience across the partnership.

For your approval to release information to enable detailed examination of potential savings and increased impact to be gained by working collectively. This will include financial and staff information.

Practical examples emerging from working group proposals would be:

- the examination of financial reporting procedures and how we can improve financial transparency at the level of specific service or curriculum areas to inform review and measure the impact of any changes;
- supporting a joint approach to international student recruitment, with clear financial targets, to maximise financial gain; and
- in parallel with greater financial efficiency and income generation, both a and b above, logically lead to:
 - the need to review resource allocation models operating within the partnership and be open to change in these, and
 - the need to consider our approaches to targeting investment and measuring financial benefit and other added value accrued from investments.

8. Timeline

I take up my interim position as principal and vice-chancellor on 1 August. I am committed to progressing the initial recommendations from the working groups over the period of my tenure, with a view to completing and delivering on the majority of these before the start of the 2020/21 academic year.

Agenda item: BM.19.2.18 (i)

Through my commitment, I hope to instil an ongoing mechanism for progressing change in our partnership and engendering a culture that makes these changes possible. I need your strategic commitment and support to do this.

Professor Crichton Lang
Chair of the Programme Board
June 2019

Appendix - working group progress and recommendations

The detail from the working groups and the programme board is shared online and we will continue to run assembly events throughout the next academic year. The programme board will publish a detailed timeline for next academic year shortly so that we can monitor and assess progress to deliver the changes.

The working groups have been considering the evidence base in their respective areas and are at different stages in their considerations. A short overview of their progress is noted below, with next steps and recommendations highlighted.

Student equivalence and experience working group: progress and next steps

The student group identified a lack of clarity and evidence in how student equivalence is understood and measured across the partnership. They have developed a robust methodology to produce a partnership-wide survey to test existing equivalence across all aspects of the student experience.

- They will hold student focus groups at the beginning of the next academic year to help finalise the survey questions and format. The survey will be distributed to students, alumni, and a representative range of internal and external stakeholders. The data from the survey will be analysed and will help set ongoing priorities for change.

Staff development and progression working group: progress and initial recommendations

There is a considerable body of work generated by staff focussing on the challenges that they experience within our partnership. This includes the opportunities for development and progression, the different terms and conditions across the partnership, and the applicability of those to the further education and higher education areas of operation.

The staff group developed and distributed a survey, which was completed by 30% of staff from across the partnership.

- The full analysis of the survey is ongoing and they hope to report by the end of July.

This will provide a significant body of evidence that all the working groups and the programme board will build into their areas of work.

Two areas that the staff group have identified recommendations for early discussion and exploration with colleagues are:

Consolidation of human resources systems and staff - rather than 'shared services'. The working group proposes an exploration of the consolidation of HR systems and policies for all academic partners and executive office. In addition, exploration of the drawing together of HR staff from some academic partners and executive office into a single HR department or distributed team to improve our ability to make agreed changes across the entire staff cohort.

A new coordinating HR development role: "occupational design/human resources change coordinator". The working group is proposing an exploration of the establishment of a specific resource to work with HR colleagues and others across the partnership. This resource would develop and manage implementation plans to progress the recommendations above, and additional recommendations that may arise from further analysis of the staff survey data. This resource would also ensure that HR implications of any aspect of change that the programme board develops are considered and managed effectively.

Financial sustainability and accountability working group: initial recommendations

Despite working with incomplete financial data, the finance group identified that there are opportunities to reduce duplication and improve income generation and financial processes to promote long-term financial sustainability. Initial recommendations to address these challenges are:

- creating robust financial reporting procedures to ensure that detailed and timely financial data is available to inform review of all service and curriculum areas across our collective activities. This aims to improve clarity regarding what executive office delivers, in parallel with analysis at a functional level across the whole partnership.
- a review of recruitment, admissions, marketing and communications functions.
- ensuring the internationalisation project progresses to agreed timelines and outcomes, and using this as a case study of new collective approaches to investment and optimising income.
- monitoring strategic planning to reduce deficit and increase occupancy of student residences, and using this as a case study of collective approaches to managing financial risk.
- analysing the direct and indirect costs of running governance and senior executive structures and then setting appropriate financial efficiency targets.
- reviewing the resource allocation model (RAM and microRAM) to support improved sustainability and growth of our curriculum at all locations.

Governance group: next steps

The main conclusion the group has drawn is that there is a lack of clarity around some of the fundamental principles of how the partnership operates. This has a direct impact on the ability of the partnership to make difficult decisions and hold all partners to account for the delivery of local, regional and support service provision.

The group has observed that while there is a good level of agreement about what the issues are, there is significant variance in opinion on why the issues exist and how they should be addressed. This picture is complicated by the perceptions that people hold of the different elements that make up the partnership.

The group intends to work over the summer and early autumn with Principals, senior colleagues and key internal and external stakeholder groups to develop workable proposals that address the challenges inherent in our decision-making, accountability and governance arrangements. The discussions will focus on:

- clarity in the authority of decision making at both a regional and local level, and definitions of autonomy within this.
- the performance management framework that holds partners to account and the extent of its reach.
- defining lines of responsibility and accountability and working within these where partnership decisions have been taken.
- the extent to which the partnership will rely on collaboration as opposed to direction.
- The outputs from the staff survey.
- proposed changes to operational management structures to ensure successful implementation and collaboration.
- the shape and extent of any necessary governance changes to ensure successful implementation and oversight.

Agenda item: BM.19.2.18 (i)

The working group will present the outcomes from these discussions to the Assembly in October 2019.

Regional Strategic Body Self-Evaluation Questionnaire

The University of the Highlands and Islands is the Regional Strategic Body for further education across the Highlands and Islands and Perth and Kinross. This document provides a self-evaluation of the Regional Strategic Body's performance against its responsibilities, as defined by the Post-16 Education (Scotland) Act 2013. The evaluation is not an evaluation of the full breadth of the work of the University but rather limits its consideration to activities relating directly to further education. Unlike other regions, the responsibilities of the University of the Highlands and Islands, as Regional Strategic Body, are limited to activity up to and including SCQF level 6. In order that a full response could be given to each section of the questionnaire, the activities of the University relating to childcare, articulation and widening access, have been included, although much of this work falls out with the scope of the Regional Strategic Body.

1a. What are the mechanisms for establishing the needs of students and employers in the region?

At a regional level, the University has representation at a senior level on the Highlands and Islands Skills Investment Plan (HISIP) Programme Board, a group established to develop and monitor progress against the HISIP Action Plan. Members of the HISIP Programme Board represent the local authorities in the region, Highlands and Islands Enterprise, SDS, SCDI, Bòrd na Gàidhlig and NHS. The group reports to the Convention of the Highlands and Islands (COHI) and seeks to collectively develop and deliver against a strategy to support regional skills development that is responsive to demand and underpins regional economic growth.

The group draws upon data commissioned by SDS (Skills Investment Plan/Regional Skills Assessment data) and surveys commissioned by HIE to inform its deliberations and action planning. Partners listed above also feed intelligence on local developments to the group, on an agency by agency or local authority area basis.

Each academic partner takes the lead in building relationships and playing an active part in Community Planning Partnership arrangements. In the case of Argyll College, this participation extends across several community planning partnerships. For others, such as Moray College, Shetland College, Lews Castle College and Orkney College, this is a simpler relationship between one college and a single community planning partnership. Perth College has membership of the Perth and Kinross Community Planning Partnership, making use of the Tayside Regional Skills Assessment data to inform curriculum planning. In the Highland local authority area, three UHI colleges (Inverness College, North Highland College and West Highland College) work collaboratively with the Highland Community Planning Partnership, rotating representation on the CPP Board while each are actively engaged in the CPP sub-committee structure.

Academic partner principals come together regularly to share intelligence on local developments and progress against the HISIP Action Plan and these updates are fed into the Highlands and Islands regional update through representation on the HISIP Programme Board.

The University has recently created a senior post with responsibility for coordinating the University's response to strategic developments. This post is key to ensuring that the University is able to draw upon its collective resource in a coherent manner to offer optimum support to substantial economic development opportunities. The post holder is taking a lead role in relation to City and Local Area Deals as well as industry-focussed developments such as Spaceport in Caithness, Liberty in Lochaber and Boeing in Moray.

In addition to the arrangements described above, academic partners have local arrangements in place to facilitate communication between employers and each college. This interaction supplements the higher level interaction with CPPs and takes place at a variety of levels and encompasses:

- proactive engagement with employers to grow Modern Apprenticeship contracts and CPD;
- participation of employers in groups established to support curriculum staff, ensuring the on-going currency and relevance of courses in terms of content, quality management and delivery mechanisms;
- employer-led projects as well as facilitation of partnerships between schools and employers to support development of Foundation Apprenticeships and in the longer term, workforce planning.

As described above, the region has a clear focus on student destinations and makes best use of its tertiary span to support students in offering seamless progression across all SCQF levels. The University has a well-developed Students Association that spans all academic partners. Student representation systems and mechanisms to support student engagement are well developed and students have a role in the highest levels of both executive and non-executive decision-making.

The Quality Forum has worked in recent years to harmonise quality management processes across the region. In 2018/19 academic partners have agreed to the development of standard quality assurance processes across the region and this work is now well advanced. Quality enhancement processes are well-aligned across the region but are locally defined. Both the activity of the Quality Forum and that of the Single Policy Environment Project, has introduced, in recent years, a higher level of consistency to the student experience across partners.

Each academic partner makes use of a strong evidence base to inform evaluative reflection to inform planning. The Regional Strategic Body participates alongside Education Scotland in Evaluative Report and Enhancement Planning meetings at the pre-endorsement stage. Endorsed reports and action plans are regionally shared.

Regional groups at executive level (Quality Forum, Senior Management Curriculum Team, Partnership Council) and non-executive level (Further Education Regional Body, Court) monitor progress against regionally established targets (published in the Regional Outcome Agreement) relating to strategically targeted activity (disadvantaged groups/key industry sectors), student satisfaction and student performance against a range of measures.

1b. How are these regional needs used to plan regional provision?

The University partnership makes good use of local and regional labour market information and student trend data to propose regional targets that underpin regional and local curriculum planning. These targets are negotiated with The Scottish Funding Council (SFC) through the Regional Outcome Agreement development process. Academic partner principals come together to discuss the alignment of proposed targets with regional and local need, using local and regional intelligence and trend data to do so. During this process, the region's activity is benchmarked, not only against local and regional performance of previous years but also against the national context.

Partners make good use of RSA data and other labour market intelligence, collected through the mechanisms described in the previous section, to inform curriculum planning and regular portfolio review to ensure on-going responsiveness of their curriculum offer. Locally, curriculum mapping is carried out to ensure that the curriculum offers flexible access to students and clear lines of

progression to employment and higher education opportunities. In recent years, Tertiary Curriculum Mapping Groups have been established across subject groups to map the regional offer. These groups have been tasked to map access and progression opportunities, identify gaps and propose additional areas for development. They have also worked to rationalise course titles, simplifying, wherever possible, the offer and progression routes for students. A project has been initiated to develop an on-line curriculum mapping tool for use by students and prospective students needing to clarify routes to career and further study destinations.

In 2018/19 the region developed a regional Strategy to Support the Enhancement of Student Attainment. This strategy was developed in collaboration with all partners delivering further education to drive a coordinated approach to addressing the challenges faced by disadvantaged students and mainstream students with the aim of achieving ambitious student attainment targets.

As yet, no standard regional systematic approach to curriculum review has been agreed across academic partners to give both academic partners and the Regional Strategic Body assurance that curriculum is well aligned to current and emerging skills development need across all communities within Highlands and Islands and Perth and Kinross. A proposed approach to this has however been discussed at SMCT with the intention of further exploration.

2a. Does the RSB have a robust, evidence-based plan to inform its strategy, the regional curricular offer, and the associated outcome agreements?

As described above, the Regional Strategic Body interacts with partner agencies through formal mechanisms such as the HISIP Board to align its strategy and curriculum offer. Academic Partner strategies and local curriculum plans are aligned to the University's Strategy and informed by labour market information, not least regularly refreshed RSA data. The geographical spread and diversity of the region requires local strategy (albeit aligned at a higher level to the regional University of the Highlands and Islands Strategic Plan) in order that partners can continue to demonstrate the responsiveness of the curriculum offer to local economic and community development need.

As yet, there is no formally agreed process to assure academic partners and the Regional Strategic Body of the alignment of academic partner strategies to the overarching University of the Highlands and Islands Strategic Plan.

Regional fora such as the Quality Forum, engage in analysis of performance data across outcome agreements, benchmarking performance at the level of region, academic partner and subject against national data where this is available. A regionally maintained automated report gives academic partners live access to local and regional performance against ROA targets.

2b. How does the RSB ensure the right provision in the right place across the region, making best use of college's resources and facilities?

A Financial Memorandum is signed between each academic partner and the Regional Strategic Body. This mirrors the Financial Memorandum between the Scottish Funding Council. The financial memorandum specifies the need for each partner to secure 'high quality further and higher education provision'. Furthermore the Financial Memorandum requires each academic governing body to ensure that funding is used 'economically, efficiently and effectively.' The need to have the right provision, in the right place, making best use of college's resources and facilities is implicit in these requirements.

In 2018/19, as part of the process of Regional Outcome Agreement development, in line with Scottish Funding Council conditions of grant, each academic partner has asked to undertake a formal

consultation exercise with community planning partnerships with which they engaged. In adopting a local approach to consultation, the Regional Strategic Body aimed to engage with each CPP offering opportunities for agency partners, in particular local authorities, to scrutinise regional plans and the proposed local contribution to implementation of these.

3. Are there coherent and connected regional responses on specific provision, including:

- **Foundation Apprenticeship Programmes?**
- **Early Learning and Childcare Expansion?**
- **Developing the Young Workforce offer, including partnership working with local authorities?**
- **Flexible Workforce Development Fund?**
- **Widening Access?**

The Regional Strategic Body established the UHI Work-Based Learning (WBL) Hub in 2016. Sponsored initially by SDS, the UHI WBL Hub provided regional co-ordination of Foundation Apprenticeship contracts, working with academic partners to grow this provision in response to the national agenda. The WBL Hub initially supported early pilot programmes across a small number of partners but quickly expanded provision across more frameworks and a greater number of partners. In the first two years of its operation, the WBL Hub supported the region to deliver more than 25% of the Foundation Apprenticeships delivered nationally. The WBL Hub has relieved academic partners of much of the administrative burden associated with the contracting process, liaising on behalf of partners with SDS wherever possible. The Hub has also helped partners to come together in a single contract to achieve the necessary economies of scale to minimise the potential negative impact on performance scores that can arise when operating on a micro scale. The Hub has supported the development of communities of practice across Foundation Apprenticeship frameworks to ensure curriculum development is undertaken collaboratively, avoiding unnecessary duplication of effort. Academic partners have also worked across CPP boundaries to broaden the Foundation Apprenticeship offer in rural and remote areas through technologically-enabled delivery. The regional Foundation Apprenticeship provision continues to grow across all academic partners.

Our academic partners are in regular discussion with employers within our region in relation to the expansion of early learning and childcare to identify their needs, workforce planning and local demand for suitable qualified professionals. The university has additional funded places for HNC and BA Childhood Practice. The 2018-19 allocated increase in these places, especially for the HNC, was out-of-step with what employer-defined demand. Local employers were not expecting this level of increase in unfilled vacancies for suitably qualified professionals. Where there is an increase in demand, many employers are concentrating on upskilling existing employees and converting part-time employment to full-time. This is evidenced in the increase in interest in SVQ 2 and 3.

Wherever there is demand from applicants and employers, we work across the region to find flexible ways to make that provision available. For example, the university partnership was successful in bidding for funding from the Men in Early Years Challenge Fund to pilot a fast-track childcare course targeted at men in a bid to tackle gender stereotypes and encourage more people into the profession. The pilot is at SCQF L6 and successful students will be guaranteed an interview to the university's HNC Childhood Practice. Perth College UHI has also delivering the HNC Childhood Practice over one year to staff employed in the local sector through a route that sees them undertaking SVQs in their workplace and the college delivering the HN units online with twilight sessions on campus.

More recently the university successfully bid to run a pilot graduate apprenticeship in this area, which has generated interest from employers across the region.

The region plays a significant role in the region's 'Developing the Young Workforce' offer. This is managed locally with each academic partner managing relationships with local authorities relevant to them. In the case of Highland Council, three partners (Inverness College, North Highland College and West Highland College) work collaboratively with the local authority to co-ordinate a Highland senior phase offer. This is technologically enabled where opportunity arises.

The region overall dedicates a far greater proportion of its credits to the senior phase offer than is the national norm. The national percentage of credits dedicated to senior phase pupils studying vocational qualifications delivered by colleges in 2017/18 was reported to be 1.38%¹. Regionally in 2017/18, 4% of credits were dedicated to this activity. Similarly in 2017/18 the region dedicated 13% of credits to school/college collaborative activity for pupils in S3 and above. Nationally this activity was reported as being 5% of total credits. The proportion of credits dedicated to school/college collaborative work varies significantly across the region, reflecting the differing role played by colleges in urban and remote/rural areas respectively. In the latter, a very high proportion of the college's activity can be dedicated to this work as local authorities and school draw upon the college staff and facilities resource to bring the required breadth to the curriculum. Although the Foundation Apprenticeship provision is significant and growing, this is only one strand of a much broader offer.

Although academic partners have developed local access and inclusion strategies, these have been developed in the context of regional discussion and mutual understanding of the challenges the region faces. Activity in relation to enhanced engagement with and improved attainment rates of disadvantaged groups is directed through a collaboratively developed regional strategy.

The need to build on the success of the regional approach to curriculum planning and associated contractual arrangements exemplified by the work of the UHI WBL Hub has been recognised and work is underway through the newly formed Schools strategy Group to establish a regional senior phase offer, maximising the use of technologically enabled provision. This work is a priority for the region.

A regional approach has been taken to the administration of the Flexible Workforce Development Fund bringing senior business development managers together to agree its operation. In 2017/18, the region managed to deliver training to the value of £576,743 to Levy-payers in the region, against a regional allocation of £898,297. In 2018/19 it is expected that this fund will be over-subscribed. In 2017/18 applications to the fund were approved at a regional level by a committee of academic partner and EO representatives. This process is now locally managed to give partners flexibility in their negotiations with Levy-payers but information is shared between partners using a Sharepoint facility and reporting to SFC is regionally managed.

An evaluation will be undertaken with academic partners at the end of 2018/19 on the operation of this fund to establish whether it should be differently managed in 2019/20 should further funding be made available.

¹ Scottish Funding Council (2018) College Region Outcome Agreements Summary of Progress and Ambitions report
2018 file:///T:/Principals%20Office/VP%20Further%20Education/ROA%20Development/Colleges_Progress_and_Ambitions_Report_2017-18.pdf

The university is committed to widening access and supporting disadvantaged learners into higher education. One of the key elements of this is the continued development of integrated tertiary pathways from school to further and higher education using academic and vocational routes to maximise opportunity. Through these pathways, we are delivering truly seamless supported learning journeys. Academic partners enhance the tertiary provision through relevant outreach activities promoting access to the most hard-to-reach individuals and groups, as well as working in partnership with relevant local organisations.

We are committed to improving access to our tertiary pathways across a diverse region which encompasses the specific challenge of rurality and rural deprivation. The development of an online curriculum mapping tool will make these pathways more visible and relevant to prospective and current students, employers and influencers.

The university recognises that admissions is a vital aspect of widening access to higher education. We are in the unique position of being able to offer a wide range of entry points into the learner journey making us a highly accessible institution to all groups of prospective students irrespective of background or life circumstances. This includes opportunities for articulation for our own HN students and those from other Scottish colleges, with advanced standing where appropriate, to degree programmes, as well as extensive use of Recognition of Prior Learning. Our published entry requirements are set at the minimum required to successfully complete a programme and do not present an unnecessarily high (selective) barrier for applicants. The university's contextualised admissions processes have formalised our inclusive approach to applicants. Contextual data is used to assess an applicant's prior attainment and potential to succeed in higher education in the context of the circumstances in which their attainment has been obtained. The development of the regional FE admissions policy builds on the HE experience and standardises practices for identification of protected characteristics at the point of application, guaranteeing interviews for some disadvantaged groups and provided learning opportunities for practitioner groups in terms of provision of support.

The university's regional marketing and communications practitioners group share and develop good practice on recruitment including targeting under-represented groups and addressing areas of multiple deprivation and rurality.

The university-wide care leavers and carers group is developing student support strategies and operational plans for students across the region. Following, an institutional review of support for student mental health, a mental health lead practitioner role has been appointed to develop a regional student mental health strategy. Regional approaches to other priority groups are in development including veterans and estranged students.

3. How does the RSB engage with its assigned colleges to agree their contribution to delivering the regional plan?

Historically, the Regional Strategic Body has engaged with partners as a group to establish regional targets prior to commencing negotiations with SFC. Although academic partner principals agree a rationale for the regional targets each year, with the exception of student activity targets, disaggregation of targets to the level of academic partner has not been undertaken to date.

In 2018/19 academic partners and the Regional Strategic Body agreed to the disaggregation of Regional Outcome Agreement targets. The principles underpinning the disaggregation were agreed as follows:

- Responsibility for achievement of ROA targets remains regional;
- Disaggregation of any specific target is intended to clarify action required to contribute to the regional target rather than representing a transfer of responsibility;
- Targets will not be allocated on a simple formulaic split but will be informed by data trend analysis, development need and development capacity;
- Academic partners will lead on and participate in regional improvement strategies and initiatives;
- Academic partners will work on enhancement initiatives on a collegiate basis, facilitated by the Quality Forum, drawing on regional capacity for improvement;
- Action planning for improvement will encourage creativity and innovation at a local and regional level;
- Wherever possible and appropriate academic partners will seek to support the transfer of effective practice;
- Academic partners' action planning will work towards achieving parity of student experience across the partnership.

The disaggregation is intended to assist academic partner senior management teams and boards of management in identifying a clear line of sight from local activity to the regional outcome agreement targets. Partners will propose targets that will contribute to achievement of regional targets, with these being subject to further negotiation should that be required.

Agreement on distribution of credits is reached at Partnership Council and recommendations made to FERB for approval of the distribution of credits and associated funding. A separate Group, the ESIF Credit Operations Group agrees distribution of ESIF credits and negotiates adjustments as and required.

The Quality Forum has undertaken work in recent years to develop a more collaborative approach to enhancement activity, working to harmonise quality assurance and enhancement policies and procedures and to manage student satisfaction surveys and emerging data.

The Quality forum also took the lead in developing a consistent approach to the Evaluative report and Enhancement Plans required as part of the Education Scotland external review process. Senior curriculum managers also undertook to reference in the EREP high level regional strategies to which local enhancement activity was aligned with the aim of establishing a clear thread running from the ROA to local action planning.

In 2017/18 the region collectively developed a Regional Strategy for the Enhancement of Student Attainment. This strategy drew partners together to develop approaches to enhance mainstream student attainment and that of disadvantaged student groups. The implementation of this Strategy in 2019/20 will deliver further alignment of partner enhancement plans with the ROA.

The response to some targets, for instance improving attainment levels for students residing in areas of multiple disadvantage, will be managed on a cluster basis bringing together partners with SIMD10 post code zones in their catchment areas. Others, for instance improving the attainment of students with care experience, will be informed by the work of a partnership-wide community of practice where best practice can be shared.

The Quality Forum initiated in 2018/19 curriculum reviews in subject areas where attainment levels were low. This was the region's first attempt at collaborative cross partnership evaluative work of performance at subject level in further education. The region plans to build further on this work in the next academic year.

4. What steps are taken to ensure that efficiencies are maximised within the region?

The requirement for each academic partner to achieve value for money, to be economical, efficient and effective in its use of public funding is explicit in the financial memorandum between the University and its academic partners. Notwithstanding this expectation, the Regional Strategic Body strives to facilitate further efficiency gain through regional initiatives such as those described below.

During academic year 2018/19, the region launched the Single Policy Environment Project, to create a policy framework for FE that all partners delivering further education could buy into, thereby reducing duplication of effort in policy development, equalities impact assessment and policy review. This project has also helped manage risk across the partnership through better management of corporate knowledge (using a Sharepoint facility to centrally develop and store policy and procedural documentation). As this knowledge tended to sit with individuals in partners, rather than with teams, as would be the case in larger organisations, the risk of service disruption should a member of staff leave for any reason was high. Now, through the development of communities of practice and partnership-wide development of a consistent approach, partners are better able to provide support to one another, should any temporary skills gap emerge in any one partner.

Policies have been developed through Policy Ownership Groups that bring together specialist practitioners from each partner. Each group has considered the current practice in each partner and, where potential has been identified, transferred best practice to all partners, enabling efficient implementation of improvements, saving each partner from a linear process of gradual improvement. Wherever possible, opportunities to automate systems on a regional basis have been taken.

The regional Quality Forum has worked to align quality management processes adopted by academic partners for a number of years now. In 2018/19 partners agreed to adopt a standard quality assurance and enhancement process and this is currently being developed. Again, this work is producing efficiency gain through reduction of duplication of effort and through speed of transfer of practice. Partners are encouraged to continue to explore creative approaches to enhancement activity but with the expectation that proposed systems change would be considered and adopted regionally rather than locally.

The development of a Foundation Apprenticeship contract, a regional Modern Apprenticeship contract and a regional Graduate Apprenticeship contract with SDS has helped to maximise efficiency gain for the region. In the case of Foundation Apprenticeships, through the development of a regional rather than individual contracts with SDS, partners have been able to achieve economies of scale in the presentation of their Foundation Apprenticeship numbers, avoiding undue financial penalty in the operation of contract performance management that can occur in very small partners where single student outcomes can significantly skew performance scores. Regional management of curriculum materials and sharing of delivery practice has also created efficiency gain as has regional contract management which has reduced the administrative burden on partners.

Further work has been undertaken to develop a regional approach to student data management, bringing MIS and Student Records staff together to develop and adopt a standard approach to management of student application, attendance, entering of results and curriculum planning. Through this process, partners have identified best practice within the partnership and built further on this to enhance practice further. This data management framework is in the process of being finalised and will underpin further projects such as the development of a regional dashboard

reporting tool and the development of on-line curriculum maps that will help current and prospective students navigate progression pathways to further study and employment destinations.

Enhancing retention and student attainment is key to maximising efficiency gain within the region in maximising the impact of each funded place on the lives of students and the economy of the region. To this end in 2018/19 the region collectively developed a regional strategy for the enhancement of student attainment to address challenges in attainment of mainstream and disadvantaged students. This strategy will drive enhancement activity in 2019/20.

The region has achieved efficiency gain through central provision of IT network and VC services. The region recognises that further efficiencies could be gained through further development of shared services such as Finance, HR, MIS/Student Records and Quality Management and is committed to pursuing this agenda in light of the considerable financial challenges the region faces.

5. Is the Provision across the Region Coherent?

The regional strategic body has responsibility for provision of further education across a geography that comprises more than a third of the land mass of Scotland, spanning urban, island and inaccessible remote and rural communities. Given the diversity of contexts within which each college works, the curriculum across the region needs to balance local need whilst ensuring progression pathways extend beyond the local context, offering routes through further and higher education to employment and rewarding career opportunities.

Each academic partner takes a lead role in liaising with their community planning partnership and in making use of regional skills assessment, regional skills investment plans and industry sector skills investment plans to align local provision to local and regional need. In 2018/19, in line with SFC guidance, academic partners consulted with CPPs, with particular attention being paid to the local authorities with which they work on the proposed ROA for 2019/10 and the intended contribution the college would make to achievement of ROA ambition and targets. The requirement for each academic partner to assure itself of the effectiveness of its activity is written into the financial memorandum agreed between each academic partner and the University as Regional Strategic Body.

In addition to this local planning, the region is engaged in regional curriculum planning through Tertiary Curriculum Mapping Groups. These groups, organised around broad subject groupings have mapped provision across the partnership identifying pathways of progression. Through this mapping process, cross-partnership curriculum leaders have worked to ensure that progression from partner to partner is seamless and that any gaps in provision are identified. The work of the Tertiary Curriculum Mapping Groups has led to rationalisation of course titles and content, with the intention of bringing a greater level of clarity to progression opportunities for students.

The geographical distances that separate the academic partners of UHI, precludes competition for the most part between colleges for students. The new campus in Inverness has created a 'pull' in the inner Moray Firth but not to any significant detrimental degree. Any historic competitive practice for Modern Apprenticeship provision has been addressed through the development of a regional WBL Hub and single contracts for Foundation, Modern and Graduate Apprenticeships. Within the scope of these contracts, partners are working collaboratively to maximise contract size and value, placing apprenticeships according to demand rather than historic academic partner practice.

Clusters of colleges facing similar challenges of population change and geographical remoteness are beginning to work collaboratively to use the collective resource to develop a technologically enabled curriculum. The region anticipates that these nascent developments are indicative of the future of the UHI partnership with greater use being made of technology in further education to enhance the viability of courses in rural and remote locations.

In order to ensure on-going alignment of the curriculum and to address any intermittent development issues identified locally or regionally, the Regional Strategic Body is investing in an additional resource to be employed at a senior level to work on a peripatetic basis according to need. This resource will provide the partnership with means to drive change programmes across the partnership as well as address any specific concerns raised by partner agencies.

6. Does the RSB allocate capital funding in a clearly prioritised way? Does it have an estates strategy that identifies future estates needs and current maintenance needs?

The university has a ten year estates strategy which covers both further and higher education as the one estate is used for delivery of all levels of teaching. This strategy clearly identifies future estates needs and is updated on a regular basis based on changing priorities, condition reports and new activities across the partnership. The most recent version was submitted to Scottish Funding Council in August 2017. The priorities are set using Multi Criteria Decision Analysis software with all partners engaged in agreeing criteria and the outputs are shared across the partnership. Capital funding from Scottish Funding Council has been limited in recent years and has largely been used to fund high priority backlog maintenance. Funding of two outline business cases and one full business case from academic partners has been supported by contributions from both Scottish Funding Council and the university. The university has also provided capital funding from its reserves to enable some high priority capital projects at partners to proceed.

7a. Does the region have an effective outcome agreement that clearly articulates regional need and links changes in funding to that regional need?

The Regional Strategic Body takes an inclusive approach to the development of the ROA which spans further and higher education, engaging with senior staff and members of governing bodies from across the partnership in its development through executive-led workshops and discussions at the Further Education Regional Board and Court. Consultation with internal and external stakeholder groups have been led by academic partners.

The ROA details the region's response to national and regional drivers and links to academic partner Evaluative Reports and Action Plans where appropriate. Given the size and complexity of the region as well as the tertiary nature of the institution, to meet the demands of the guidance issued, the ROA for the University of the Highlands and Islands is unwieldy. The Regional Strategic Body would wish to move to a more concise form of agreement in future years that is more easily understood by stakeholders.

Additional funding that has been made available through European funding streams has supported the University in its response to demand for enhanced provision in specific industry sectors and growth in higher education numbers. Additional funding has supported the development of Graduate Apprenticeships at level 8 and 10 in Civil Engineering and an in-house bespoke work-based learning degree in Computing in collaboration with IBM. Specific funding streams have also supported the region in its development of local initial teacher education, nursing and midwifery.

In further education, student activity credits have been redistributed, to a degree, to reflect changing levels in demand at some partners. For instance, having struggled to meet its activity target for several years, Lews Castle College accepted an adjustment of 1,000 credits which were redistributed amongst Inverness, Shetland and West Highland Colleges. The distribution of rurality funding has also been adjusted to reflect SFC guidance, allocating this funding to those partners operating in the most remote and rural areas, attempting to maintain breadth of provision across a wide geographical area, delivering through multiple learning centres.

7b. Does the ROA have robust targets for all the key measures, and is performance against those targets measured?

The region takes an inclusive approach to the development of ROA targets, bringing academic partner principals and UHI senior managers together to consider performance trends and ambition. Targets are aligned to regional and national ambition and compare well to the national performance trends. Although the region performs very well against sector norms, targets reflect on-going ambition and a recognition that although regional performance is good, there are areas within which there is scope for improvement. The region has responded to the Scottish Government's ambition to eliminate the attainment gap experienced by disadvantaged students and has mirrored that ambition in its ROA.

The region monitors performance against ROA targets through a centrally generated reporting system, accessible by all partners. This report generates live information fed from the SITS student records system against ROA targets. Key elements of the ROA targets, for instance student activity core and ESIF targets are monitored on a weekly, monthly, quarterly and annual basis through the UHI and academic partner executive, UHI SMT, Partnership Council, FERB and UHI Court respectively. Performance against most targets in further education is only possible on an annual basis. This is undertaken by the above groups as well as the regional Senior Management Curriculum Team and the Quality Forum. Key performance indicators are analysed by the Quality forum to inform regional curriculum subject review activity to support regional subject action planning to enhance performance.

The Regional Strategic Body has further assurance of performance against performance indicators through local monitoring of performance undertaken by partner SMT and Boards of Management. Boards are actively engaged in external review processes and endorse EREP reports submitted to Education Scotland and SFC. The requirement for academic partner to have access to regular, timely, accurate and adequate information to monitor performance and account for the use of public funds is made explicit in the Financial Memorandum agreed between the University as Regional Strategic Body and academic partners.

The University intends to undertake an impact study of its performance in future years. This would necessarily be however, a comprehensive study considering the impact of the totality of the University's work, rather than a study of the impact of the work of the RSB which would impose an artificial distinction between the further and higher education activity and therefore not be reflective of operations.

8. How is the RSB monitoring the performance of its assigned colleges in relation to:

a. Quality of teaching?

The Vice-Principal (Further Education) meets regularly with the regional inspector from Education Scotland to discuss Education Scotland interaction with academic partners and any national

developments in external review processes. The region works with the Quality Forum to consider the regional approach to EREP and participates in EREP pre-endorsement meetings. The Regional Strategic Body receives copies of draft and endorsed EREP documents and these are shared with FERB members.

These externally validated self-assessments of performance are made in the context of robust analysis of current performance indicators and trend data. This local analysis is further supplemented by a regional analysis undertaken by Quality Forum of which all partners are members. In academic 2018/19 following this analysis, partners worked in partnership to undertake a regional review of subject areas where there was identified need for development, recognising the opportunity to work collaboratively to address common challenges and transfer effective practice wherever possible.

A key initiative in 2018/19 has been the development of a Learning and Teaching Review process for regional application. This LTR has been developed by Moray College, although it is very similar to processes already running at Inverness College and North Highland Colleges. It is being piloted at Moray and Argyll College in Semester two of academic year 2018/19 with the intention of wider implementation in the next academic year. The Regional Strategic Body is very supporting of such regional initiatives that are developmental in intent and closely linked to the UHI Learning and Teaching Strategy.

Many partners have Associate Assessors on their staff who are engaged by Education Scotland to participate in review activity across the college sector. The Regional Strategic Body has made use of this expertise to provide support to partners experiencing particular challenges and will continue to do so, not least through regional review at subject level.

b. Student achievement/attainment, including access and inclusion?

As described above, the region, along with all academic partners, monitors performance in terms of student attainment, using national benchmark data wherever possible. Analysis of trend data has established that the region delivers a proportionate number of student activity credits to students residing in areas of multiple disadvantage and BME students that proportionately exceeds the representation of these groups in the regional population. Furthermore the proportion of student activity credits delivered to students with care experience far exceeds the national norm. As described above, performance is monitored through executive and governance groups and is reported regionally and locally by academic partner.

An area of difficulty for the region is the monitoring of local and regional performance in terms of the challenge of rural deprivation. Very few SIMD10 post code zones are represented in the region but the region has the considerable challenge of supporting students living in areas of rural deprivation for which there is no nationally recognised measure.

Having exceeded the national norm for delivery of student activity credits to recognised groups of disadvantaged students, the region is focussing its attention on eliminating the attainment gap for these student over the course of the current ROA. The region recognises the challenge in this agenda and has been proactive in developing a regional strategy, on conjunction with academic partners, with the intention of providing a regionally coherent response to these challenges and achieving a more consistent student experience.

c. Financial sustainability?

Academic partner finances are monitored through regular reports to UHI SMT, Partnership Council, FERB and Court. Through the Financial Memorandum between the Regional Strategic Body and academic partners, assurance is sought that each college manages its activities to remain 'sustainable and financially viable...covering its costs and allowing for maintenance and investment in its infrastructure (physical, human and intellectual) at a level which enables it to maintain adaptive capacity necessary to meet future demands.'

Partners are required to advise the Regional Strategic Body as soon as they have concerns around their financial position which allows support to be offered at the earliest stage. Since the university took on the role of Regional Strategic Body in 2014 there have been several examples of financial and staff resource being offered to help sustain partners through difficult periods.

There is an ongoing focus on efficiency and financial sustainability across the partnership and we are aware that further work needs to be done on sharing resource more effectively and planning for the long term sustainability of each partner.

d. Quality of Governance?

The Regional Strategic Body and each of its assigned colleges carries out an annual effectiveness review of its governing body and its senior committees. Every three years this assessment is required to be externally facilitated. The assigned colleges submit the report of their annual review together with the associated action plan to the Regional Strategic Body. The action plan is monitored to ensure it has been completed by the due date.

The Regional Strategic Body is responsible for the appointment of the chairs and independent board members to the boards of our five incorporated colleges. The Chair of the University Court and one other lay governor carries out an annual appraisal of the chair of these five colleges and the chair in turn is required, under their letter of appointment, to carry out an appraisal of each of the board members. No similar arrangement exists for the other 4 assigned colleges who are responsible for their own appointments and appraisal arrangements.

Each of the nine assigned colleges are required to advise the Regional Strategic Body of any issues or concerns relating to their governance arrangements through the financial memorandum with the Regional Strategic Body and the principal of each of these bodies provides an annual certificate of assurance to confirm that there are no issues.

9. How does the RSB support and ensure financial sustainability in its assigned colleges? What mechanisms are in place to support colleges (working with SFC as necessary) facing financial challenges?

The Regional Strategic Body recognises that from time to time colleges will face financial challenge as a result of changing circumstances. At such times, the Regional Strategic Body has provided support, financial and through provision of executive support to help colleges overcome such challenges.

The Regional Strategic Body has for instance, recognised the need to use trend data (rather than any individual year's change in student activity) to inform student activity allocations and associated funding. Where particular challenge has arisen, the Regional Strategic Body has made transitional funding available to support a college in recovery or advanced funds where required. Where SFC guidelines have driven redistribution of funding (for example in the case of rurality and remoteness funding), several years transitional funding has been provided to support colleges needing to plan for budgetary change.

There have been a number of examples since 2014 where staff or funding have been provided to support a partner going through a period of difficulty.

10. How does the RSB promote the use of the credit and qualifications framework to its assigned colleges?

As a tertiary organisation spanning further and higher education, the University partnership is heavily reliant on the Scottish Credit and Qualifications Framework (SCQF) to define locally and regionally map and promote its provision. Academic partners and the University in its totality have a standard approach to course definition in the use of on-line prospectus information that clearly identifies SCQF level.

Tertiary curriculum maps showing regional provision, illustrating pathways through to further/higher levels of study and/or employment opportunities are also structured by SCQF level. Individual partners make sure of credit-rating mechanism across SCQF levels to add value and transferability to non-accredited learning opportunities. Such mechanisms are invaluable in terms of the widening access agenda.

Overall, the region believes that the SCQF framework is fully embedded in the work of the colleges and the University.

11a. Is the RSB efficient in its own operations (that is, is it minimising the amount of funding it uses for its own operation as opposed to funding provision); and is it promoting efficiency in its region (e.g. through reducing duplication, creating shared services or promoting structural change)?

The funding allocated to the Regional Strategic Body to support provision of further education in 2018/19 was £46,670,964. Of this, the retention to cover Regional Strategic Body administrative costs which include £85,000 subscription to Colleges Scotland, regional committee costs and remuneration and salaries (Chair of FERB, Vice Principal Further Education, part-time PA, Data Reporting Services and the Single Policy Environment Project Manager was £346,206. A further contribution of £36,524 was made by the University to support the work of the Single Policy Environment in recognition of the tertiary nature of many of the policies being developed. The overhead cost of the WBL Hub was covered through SDS contracts. The operations of the Regional Strategic Body in relation to FE funding represents 0.7%- 0.9% of the total funding allocation to the region (depending on whether or not national bargaining funding is included in the calculation).

The Regional Strategic Body has established the WBL Hub to support single apprenticeship contracts for Foundation Apprenticeships, Modern Apprenticeships and Graduate Apprenticeships, which has reduced much of the contract management work undertaken by colleges. The WBL Hub has also developed communities of practice that supported shared development of curriculum materials and collaborative approaches to development of deliver mechanisms. The WBL has supported growth in contract value, and therefore income to partners, year on year, since its inception.

The region funds a post to provide central student data reporting services and this post is central to the on-going development of a self-service dashboard reporting tool using Power BI that will enable partners to make best use of data to inform enhancement plans as well as supporting local and regional monitoring or progress against organisational KPIs and ROA targets.

IT network services are centrally provided but although proposals have been made to develop shared services none have yet come to fruition.

During academic year 2018/19, good progress has been made in standardising student data management processes to support student enrolment, student attendance recording, recoding of results and curriculum planning using the SITS student record system.

In addition to this work the Quality Forum has taken a more rigorous approach to standardising quality management systems, working through Quality Assurance and Enhancement processes to reduce duplication of effort, bring greater levels of consistency whilst still encouraging creative approaches from which all partners can benefit.

The Single Policy Environment Project, launched in academic year 2018/19 has brought partners together to develop regional policies prioritising student-facing policies. The project is now moving into a second phase initially focussing on Carbon Emissions and Carbon Management and Health and Safety Management. This regional policy environment is building additional resilience through better management of corporate knowledge and creating a context within which partners can better support one another through temporary or longer term skills gaps. Benefits are also being realised through regional communities of practice for specialist and professional staff and through achieving greater levels of consistency in the student experience.

11b. What analysis has the RSB undertaken to ensure that assigned colleges are operating efficiently?

The Regional Strategic Body seeks assurance through the Financial Memorandum that academic partners are striving to achieve value for money and that they are economical, efficient and effective in their use of public funding.

No specific analysis has been undertaken to ensure that individual assigned colleges are operating efficiently but assigned colleges are encouraged to share resource. The single policy environment project, the offer of regional co-ordination and support on many compliance matters such as GDPR, equality and diversity, Prevent duty and provision of cohesive IT, telephony, student records and video conferencing systems are examples of where the Regional Strategic Body works to drive efficiency across the region.

12. Are there effective relationships within the region? Is the RSB working well with its assigned colleges so that they see its value?

Effective working relationships can be evidenced through the operation of regional executive structures such as:

- Partnership Council
- Senior Management Curriculum Team
- Quality Forum
- UHI WBL Hub

A review of decisions taken and initiatives driven through these committees and teams is indicative of the ability of the region to work collaboratively and productively. Agreement to work collaboratively to address, for instance, industry sector needs through strategic groups for engineering and computing (spanning all SCQF levels) illustrates the shared recognition that a regional approach and collaborative work is required if we are to realise the potential of the region. The region has agreements in place to work within a single contract framework for apprenticeships. The willingness of partners to work through the regional WBL Hub to agree distribution of MA places, in-year, to maximise the region's ability to achieve contract growth demonstrates the

maturity of these relationships and the key role of the Regional Strategic Body as facilitator in these arrangements.

Partners have also been appreciative of the outputs from the Single Policy Environment Project. The Regional Strategic Body has played the part of facilitator in policy development, providing project management support to enable partners to collectively create standard policies that are approved locally by governing bodies.

The Further Education Regional Board provides a forum for interaction between the Chairs of Academic Partner Chairs within which national and regional challenges can be discussed. FERB has delegated authority to distribute the regional FE funding allocation and has managed to secure agreement amongst partners for the distribution of funds to support FE across the region each year, implementing processes of re-distribution where required. FERB has taken a key role in achieving the correct levels of funding to support the implementation of national bargaining within the region.

The Regional Strategic Body provides additional interim support to partners experiencing difficulties. This support has taken the form of financial advances, transitional funding that temporarily allocated a greater proportion of funding to specific partners facing significant temporary financial challenges, mentoring support for key senior staff and challenge through provision of critical friends. The uptake of such support across a range of partners suggests that relationships are effective.

Although there are at times tensions evident in relationships between the Regional Strategic Body and academic partners or indeed between academic partners, these are indicative of the structural complexities within which the Regional Strategic Body and academic partners operate. The accountability of Boards of Management and that which falls to the Regional Strategic Body can create diverging agendas which can be, at times, difficult to navigate.

The costs of the Regional Strategic Body are minimal in relation to the funding allocated to the region. While this appears to be efficient, the lack of resource being directed to develop for instance networked provision in FE, fundamental to achieving curriculum breadth in more remote settings constrains regional responsiveness. Similarly, the Regional Strategic Body could add greater value through the development of shared services realising further efficiency gain with the potential for shifting more resource to core teaching and learning in doing so.

13. How does the RSB, either directly or through its colleges, engage with:

Staff unions and student associations?

The Regional Strategic Body meets directly with representatives from trades unions recognised by academic partners through an information sharing group. Colleges themselves also engage with their recognised trades unions through local Joint Consultative Committees and through membership of the Employers Association that negotiates with trades unions on their behalf in line with the NRPA and National bargaining arrangements.

The region benefits from a single students association HISA, collectively funded by the University and its academic partners. Regional and local sabbatical officers work in partnership with regional and local management structures to facilitate student engagement. There are well-developed mechanisms supporting student engagement such as Partnership Agreements and well-developed formal systems of student representation.

Schools employers, local authorities and other post-16 education providers?

As described in earlier sections, the region has well established regional and local engagement with that number of CPPs with which we engage. Engagement with schools is organised regionally and locally to promote pathways through HE and FE respectively. The complexity and size of the region necessitates local engagement as a priority and the high proportion of activity dedicated to school/college collaborative work is illustrative of the constructive nature of these relationships.

Relationships are developed through local partners with other post-16 providers to support articulation and access to higher education from the rest of Scotland. All formal arrangements, including franchise opportunities that have been developed are subject to regional scrutiny and monitoring.

Other interests in its region?

National Manufacturing Institute for Scotland (NMIS)

The university is engaging with this national initiative aimed at increasing the productivity of Scottish manufacturing industry. This initiative is *“an industry-led international centre of manufacturing expertise. Industry, research and the public sector will work together to transform skills, productivity and innovation.”*² In addition to the Renfrew centre, NMIS will work across the nation to deliver its mission. Uniquely UHI will be working simultaneously at college and university levels as a regional tertiary body. Through the recently formed NMIS steering group, UHI will coordinate its FE and HE engagement with NMIS and align its outputs to the requirements of the UHI region.

In practical terms with will initially involve:

- Academic Partners engaging with SDS and HIE to participate in the train the trainers programmes across the UHI region.
- UHI hosting the first of a series of upskilling training events for businesses and providing case studies and contextualised content.
- Coordinated applications for the Advanced Manufacturing Challenges Fund (AMCF) not only linked to ‘local’ business and UHI Academic Partners but also to the regional strategies of the university.

This work is being taken forward in conjunction with HIE and hopefully Scottish Enterprise, as their aims and that of the university and NMIS obviously coincide to a broad extent. In all discussion about the so called ‘triple helix’ of industry, public bodies and academia, it is clear that demand for skills and knowledge is aimed at the full spectrum of the SCQF (FE and HE) and that UHI is very well placed to meet this demand with its unique structure.

Growth Deals

The links between local, regional and national agendas spanning the full FE and HE spectrum is taken forward in other ways in UHI, one such being the **Moray Growth Deal (MGD)**. The university’s plans here include centres of excellence in enterprise, advanced manufacturing and aviation. The plans include work at school level to provide inspiration, highly innovative technician-level training and upskilling. It will also include, industry-focused research aimed at the next generation of technology applications. In all of this HIE is a key partner along with private companies including but not limited to Boeing. Other examples of this strategic blending of local and regional, linked to national approaches and delivered at both FE and HE include:

² <https://news.gov.scot/news/national-manufacturing-institute-for-scotland>

- The UHI School of Health and Allied Life Sciences
- The STEM Hub and regional development of Newton Rooms
- The MAXIMAR consortium
- The Centre for Rural Creativity

Are there enhanced stakeholder/employer engagement structures, providing a ‘one door’ approach?

The university has a single work and enterprise strategy which provides the framework for a cohesive approach to employer engagement across the region. This is supported by a region wide Customer Relationship Management (CRM) platform which allows partners to log activity and see if an employer has an existing relationship with any part of the university. A Key Account Director is employed to develop relationships with large employers, co-ordinating support and engagement across groups of academic partners.

Regular business development practitioner group meetings are held to share good practice and ideas and encourage consistency of approach.

A programme board for work and enterprise, chaired by the university’s chief operating officer and secretary, meets on a quarterly basis and comprises senior colleagues from across the partnership.

Is there a cross-college Board collaboration on issues such as risk management, GDPR, cyber security and equality and diversity?

The Regional Strategic Body has developed, with academic partners, an agreed list of 12 commonly recognised risks. Academic partners are able to add to these locally through a common software platform. This allows for full visibility of risks across the partnership and reports can be tailored as appropriate. The university and academic partners’ risk registers are considered by the respective senior management teams and boards of management, the UHI Risk Review Group, FERB and Court.

The Regional Strategic Body funds, through APUC, on behalf of the region, a data protection officer to work across most of the partnership (excluding Inverness, Shetland and Orkney Colleges) providing direction on GDPR issues to the University partnership.

The university’s Libraries and Information Services department co-ordinates information security activities and a single information security policy has been adopted across the partnership. Working together with IT staff across the partnership, the team have been successful in securing our Cyber Essentials certification in March for all aspects of our activity.

Whilst each partner reports separately on their Equality and Diversity activities, regular workshops and training sessions are arranged by our equality and diversity manager to share good practice and support staff across the partnership.

There are many examples of sharing good practice and policies across the partnership through a range of practitioner groups particularly in areas of compliance where there is no benefit in “reinventing the wheel.”

Action Plan

| Action | Deadline |
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| A regional schedule and process agreed for the development and alignment of regional and local strategic plans | January 2020 |

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| A regional structured approach to portfolio review to be agreed and implemented by each academic partner | June 2020 |
| A regional senior phase offer to be developed that makes use of technology-enabled delivery where advantageous | June 2020 |
| An annual regional review of provision in subjects where attainment is low to be undertaken to inform local improvement plans | January 2020 |
| The potential for further development of shared services to be explored to create efficiencies and improve effectiveness | January 2020 |
| A process by which an analysis of efficiency of operations can be undertaken across the region to be agreed and implemented | January 2020 |