University of the
Highlands and Islands
Moray College

BOARD OF MANAGEMENT
Meeting to be held
On 26 March 2019 at 1330 hours in the Board Room

Agenda Number	Item	Presented By	Action Required: Decision, Discussion, For Noting
BM.19.1.01	(i) Resignations	Clerk	Noting
	(ii) Appointments		
BM.19.1.02	Apologies for Absence	Clerk	Noting
BM.19.1.03	Any Additional Declarations of Interest including specific items on this Agenda.	Chair	Noting
BM.19.1.04	Draft Minutes of Board Meeting held on 18 December 2018 *	Chair	Decision
BM.19.1.05	Matters Arising from Board Meeting held on 18 December 2018 *	Clerk	Noting
BM.19.1.06	Principal's Report *	Mr D Patterson	Discussion
	(i) KPI's		
	(ii) Operational Plan – mid-year update		
	(iii) Strategic Dialogue		
	(iv) Academic Partners Status Report to Court		
BM.19.1.07	Minutes of Committee Meetings:		
	i. Draft Minutes of Staff Governance Committee held on 19 February 2019 *	Mr D Dalziel	Noting
	ii. Draft Minutes of Audit Committee held on 19 February 2019 *	Dr J McLeman	Noting
	iii. Draft Minutes of Finance and General Purposes Committee held 5 March 2019 *	Mr M Easton	Noting
	iv. Draft Minutes of Learning, Teaching and Quality Committee held on 12 March 2019 *	Mr D Patterson	Noting
BM.19.1.08	Draft Minutes of FERB 11 February 2019 *	Chair	Noting

BM.19.1.09	Early Experience Survey – National Benchmarking*	Mrs N Yoxall	Noting
BM.19.1.10	Learning and Teaching Review – verbal update	Mrs N Yoxall	Noting
BM.19.1.11	Curriculum Planning *	Mrs C Newlands	Noting
BM.19.1.12	Culture and Values Update *	Mrs C Thomson	Noting and Discussion
BM.19.1.13	Finance Update	Mr N Clinton	
	(i) Q2 Management Accounts *		
	(ii) Backlog Maintenance *		
	(iii) National Bargaining Funding - verbal		
BM.19.1.14	Health and Safety Update	Mr Patterson	
	(i) Plan of Actions for Health and Safety - verbal update		
BM.19.1.15	Emerging Issues	Chair	Discussion
	(i) Programme Board Governance Group review *	Chair	Noting
	(ii) Announcement on Governance *	Chair	Noting
	(iii) Briefing/Feedback from CDN Governance Induction training *	D Newton	Noting
	(iv) Draft Schedule of Meetings for 2019-20 *	Clerk	Discussion and Decision
	(v) Board of Management Evaluation 2018-19 *	Clerk	Noting
BM.19.1.16	HISA Update *	Miss M Wells Mr N Sanderson	Noting
BM.19.1.17	Date of next meeting – 25-6-2019	Clerk	Noting
RESERVED ITEMS			
BM.19.1.18	Reserved Draft Minutes of Board Meeting 18 December 2019 *	Chair	Noting
BM.19.1.19	Reserved Matters Arising/Actions from Board Meeting 18 December 2019 *	Clerk	Noting
BM.19.1.20	Reserved Minutes of Committee Meetings:		

	(i)	Draft Reserved Minutes of Staff Governance Committee held on 19 February 2019 *	Mr D Dalziel	Noting
	(ii)	Draft Reserved Minutes of Audit Committee on 19 February 2019 *	Dr J McLeman	Noting
	(iii)	Draft Reserved Minutes of Finance and General Purposes Committee held on 5 March 2019 *	Mr M Easton	Noting
	(iv)	Draft Reserved Minutes of Learning, Teaching and Quality Committee held on 12 March 2019 *	Mr D Patterson	Noting
BM.19.1.21	Moray Growth Deal – Update *		Mr D Patterson	Discussion/Noting
BM.19.1.22	Draft Regional Outcome Agreement *		Mr D Patterson	Discussion/Noting

University of the
Highlands and Islands
Moray College

BOARD OF MANAGEMENT
Minutes of Meeting held on
Tuesday 18 December 2018
At 1330 hours in the Board Room

Present:

Mr Peter Graham (Chair)	Mrs Rosemary McCormack
Mr Joe Bodman	Mr James Knowles
Mr Murray Easton	Mrs Caroline Webster
Mr David Dalziel	Dr Jessie McLeman
Mr David Patterson	Mrs Deborah Newton
Mrs Seonaid Mustard	Mrs Joan Johnston
Mrs Patricia Eddie	Mr John Yorston
Mr Nathan Sanderson (HISA)	Ms Manon Wells Jesus

In Attendance:
Mrs Nikki Yoxall
Mrs Carolyn Thomson
Mr Nick Clinton
Mrs Cathie Fair (Clerk)

Observing:
Mrs Louise Proctor

Item		Action	Date
BM.18.5.01	**(i) Resignations**		
1.1	There were no resignations		
	(ii) Appointments		
1.2	There were no new appointments.		
BM.18.5.02	**Apologies for Absence**		
2.1	Apologies had been received from: Mrs Eleanor Melton		
BM.18.5.03	**Any Additional Declarations of Interest including specific items on this Agenda**		
3.1	No additional declarations of interest were noted.		

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. Proposed: Mr Jim Knowles Seconded: Mrs R McCormack		
BM.18.5.05	**Draft Matters Arising/Action sheet from Board meeting held on 30 October 2018**		
5.1	All actions apart from 5.1 Principal's Remuneration and Appraisal Procedure for Moray College requires some adaptation for Moray College and therefore deferred until April 2019	**Mr D Dalziel**	**April 2019**
5.2	12.1 Information on Curriculum Planning to be presented to March 2019 Board	**Mrs C Newlands**	**March Board**
BM.18.5.06	**Principal's Report**		
	(i) Update on Strategic Aims		
6.1	The Principal's report contained a summary on some of the main actions and outcomes of work undertaken as part of the College's operational plan against its strategic aims.		
	(ii) KPI's		
6.2	Updated KPI's had been circulated as a separate paper and the Principal summarised some of the main points contained within including the fact that full time attainment of 69% had been confirmed by SFC.		
6.3	Mr Patterson informed the Board that Richard Lochead, the Minister for FE, HE and Science would hold a Q&A session with staff in College on 28 January 2019.		
6.4	Mr Patterson explained that Strategic Dialogue with SFC which takes place on a 3 yearly cycle will be due to take place in 2019. The agenda for this will be jointly agreed and SFC want governance and financial health on the agenda whilst the College wants local engagement and impact as well as campus redevelopment. Board members will be invited to join in the planned meeting on 27 February 2019. The Board suggested highlighting the positive impact of financial planning and it was suggested that Mr Easton and Mr Bodman be invited to attend this meeting.		
6.5	The Board suggested adding major compliance issues such as legal breaches, ethical or other significant issues to the KPIs.		
Action	SLT to consider and bring back a one page summary on this to March Board	**SLT**	March Board
6.6	The Board sought assurance on the quality of HE provision and some discussion took place on the various mechanism for this across UHI.		

Action	SLT to consider this and come back to June Board with an overview of Quality Assurance for HE	**SLT**	June Board
6.7	The challenge of the improved LDW service to FE students identifying levels of need that are creating an increasing burden on Student Services and Extended Learning Support teams was highlighted and that Mr Duncan has been asked to draft Terms of Reference for an internal review into this and report back to SLT. It was noted that a seconded post of Mental Health Lead Practitioner is currently being recruited in UHI.		
BM.18.5.07	**Minutes of Committee Meetings:**		
	(i) **Draft Minutes of Staff Governance Committee held on 13 November 2018**		
7.1.1	Mr Dalziel noted that there is much working going on in HR and thanked Mrs Thomson and the HR Team. He informed the Board that a great deal of work is taking place including preparation for the Staff Survey which will take place in February 2019. The Board will be involved after the results are analysed in June 2019. Discussion took place around the impact, other than financial, of national bargaining and it was concluded that this is significant.		
	(ii) **Draft Minutes of Learning, Teaching and Quality Committee held on 20 November 2018.**		
7.2.1	The Minutes had been circulated for noting and Mrs Yoxall stressed that the early experience survey data had been updated since this meeting.		
	(iii) **Draft Minutes of Finance and General Purposes Committee held on 27 November 2018**		
7.3.1	Draft Minutes of the committee had been circulated for noting.		
	(iv) **Draft Minutes of Joint Meeting of Audit and Finance and General Purposes Committee held on 27 November 2018**		
7.4.1	The minutes of the joint Audit and F&GP meeting on 27-11-2018 had been circulated for noting. Dr McLeman thanked Mr Patterson and Mr Clinton for their efforts in relation to addressing the overdue audit actions. Dr McLeman highlighted to the Board, the Internal Audit plan for 2018-19. A priority for the Committee will be ensuring that Policies are brought back on track. There was some subsequent discussion on the question of internal audit procurement process when Henderson Loggie's contract comes to an end.		
Action	To confirm which UHI partners are due to go through this process and report back to February Audit Committee and March Board.	**Mr Clinton**	**Feb Audit and March Board**

7.4.2	The issue of membership of the Audit Committee was discussed and there may be a need to co-opt an additional member to this Committee depending on skill set of current Board members.		
Action	Dr McLeman and Mrs Fair to meet and review skill set of current Board members.	**Dr McLeman Mrs Fair**	**Jan/Feb 2019**
BM.18.5.08	**Draft Minutes of FERB 21 November 2018**		
8.1	Draft minutes of FERB on 21 November 2018 had been circulated for noting. Mr Patterson drew particular attention to the discussion over the AP's Financial forecast return which were forecasting either decreasing surpluses or increasing deficits from 2019-20-2022-23. It is apparent that not all APs are using the same assumptions. Members had heard at this meeting that Moray College had reduced staffing by 8% and rebalanced the curriculum in order to balance their budgets and it should be expected that all Boards focus on efficiencies. Comment was made on how realistic Moray's commercial ambitions were.		
8.2	Mr Easton reported on the activities of SPAG which he had recently joined – Strategic Project Assurance Group to provide assurances over large scale projects. A meeting took place the previous week of Finance Convenors and it was suggested that they should be involved in the production of a paper on efficiency saving in UHI since Iain Macmillan had now resigned from his VP role related to this in UHI. Their next meeting with Fiona Larg will focus on financial and funding efficiencies.		
BM.18.5.09	**Draft Minutes of UHI Court held on 28 November 2018.**		
9.1	The minutes were circulated for noting. A paper from Anton Edwards had been presented at this meeting of Court.		
Action	To circulate the paper produced by Anton Edwards on UHI Mission to the Board	**Mrs Fair**	Immediate
BM.18.5.10	**Learning, Teaching and Quality Committee Draft Terms of Reference**		
10.1	Since becoming a Board Committee the Learning, Teaching and Quality Committee had significant changes in membership and this was reflected in the terms of reference which the Board were asked to approve. The Board approved the terms of reference subject to a minor change to duties, 5.3 Proposed: Mrs S Mustard Seconded: Dr J McLeman		
BM.18.5.11	**Early Experience Survey**		
11.1	Mrs Yoxall explained that high level results had previously gone to LTQC. The response rate had been significantly improved at 66.7% and the overall satisfaction rate was very high. However, it was		

	acknowledged that some areas around information and processing of funding applications, induction activities, Course Handbook, VLE and feedback mechanism and HISA need to be improved, although student recognition of HISA had improved significantly.		
11.2	The Board queried the upcoming change in VLE system and how confident the College is about the transition. Mrs Yoxall provided an update on the position to date.		
11.3	The Board expressed an interest in seeing benchmarking of the College results against other Colleges.		
Action	To bring benchmarking figures to March Board	**Mrs Yoxall**	March Board
BM.18.5.12	**Finance Update**		
	(i) Finance and General Purposes Annual Report to the Board *		
12.1.1	Mr Easton presented F&GP's annual report to the board and was happy to report a very positive picture with the College now in a sustainable position with net positive cash flow. He noted it had been a long hard journey resulting in Moray being the best financially performing College in UHI. The College is now in a position to make choices and being able to pay off debt and save interest or invest in the College. The College will aim to ensure a cash balance of £250K is maintained at all times and beyond this to consider what debt repayments or investments to make.		
	(ii) Four Year Financial Update		
12.2.1	The 4 year financial update was circulated presenting two possible scenarios; fully funded and partly funded national bargaining. It had been a challenging budget with a higher than anticipated increase for support staff. The Board questioned whether Moray Growth Deal has been considered within the budget and it has not.		
	(iii) Q1 Management Accounts		
12.3.1	Mr Clinton presented Q1 Management Accounts which show the position at end October 2018. Mr Clinton highlighted some of the key points including a £70K (£50K net) increase in income from a VAT claim. FE income includes £50K financial turbulence awarded to the College following discussion with FERB.. The Board acknowledged the difficulty with the unpredictability of UHI funding.		
	(iv) Update on Backlog Maintenance		
12.4.1	Mr Clinton confirmed the tender documentation is ready to go out to Public Scotland week commencing 7 January 2019.		

Action	Mrs Webster requested sight of the Management of Contractors Policy.	**Mr Clinton**	ASAP
BM.18.5.13	**Health and Safety Update**		
	(i) Moray College's Annual Health and Safety Report to UHI *		
13.1.1	The Report which used the UHI template, had been reviewed by the Health and Safety Committee.		
13.1.2	The Board queried the number of accidents sustained by students which seemed high at 146. It was confirmed that the Health and Safety Committee received data on accidents including trends and year-on-year comparisons. Minutes of this committee go to Staff Governance.		
13.1.3	The Board requested sight of a policy that deals with ice in the car park.		
Action	To forward appropriate Policy to Board	**Mr Clinton**	ASAP
	(ii) Health and Safety Policy Statement *		
13.2.1	The Health and Safety Policy Statement required to be signed by the Principal and the Chair of the Board. This would take place subject to a minor amendment.		
Action	To amend the Policy Statement accordingly and forward to Chair and Principal	**Mrs Fair**	Immediate
	(iii) Plan of Action for Health and Safety		
13.3.1	The Board queried the plan going forward and the College confirmed they are currently in negotiation with the Consultant to stay on for a longer period at a different rate. Failing that the College will consider either employing a permanent member of staff or extending the term of the Consultant.		
Action	It was agreed that an updated plan need to come to the Board in March 2019.	**Mr Patterson**	
BM.18.5.14	**Emerging Issues**		
	(i) Board and Committee Schedule and Work Plan		
14.1	This had been updated to include the policies due for review by the appropriate Committees.		
BM.18.5.15	**HISA Update**		
15.1	Ms Wells-Jesus and Mr Sanderson provided the Board with an overview of recent activities since the last Board meeting. The Board requested that they be kept informed along with the SLT of any changes to dates of Class Rep meetings.		
Action	To ensure Board and SLT kept informed of dates of Class Rep meetings	**HISA Reps**	As required
BM.18.5.16	**Review of Actions from Board Development Day ***		
16.1	An update on the Actions from the Board Development Day was circulated and most of these have now been completed. It was agreed that the Head of Curriculum should now make contact with		

	their Link Board member and this should be discussed at the next SCT meeting.		
Action	To discuss Link Board members at next SCT meeting	**Mrs Yoxall**	Next SCT
BM.18.5.17	**College Policy Schedule**		
17.1	Mr Duncan explained that the Policy Schedule had gone to the Joint Audit and F&GP meeting on 27 November 2018, and is now considered monthly at the SLT meeting. Each Audit Committee will receive a progress report and Mr Duncan is confident that the agreed timetable will be kept to. UHI currently has a Single Policy Environment Project which should see more standardisation in future but this will take time. It was suggested that policies are circulated to their relevant Committees well in advance of the Committee meeting to save committee time. It is anticipated any overdue policies will be up to date by June 2019.		
BM.18.5.18	**Date of next meeting**		
17.1	The date of the next meeting is 26 March 2018.		
	RESERVED ITEMS		
BM.18.5.19	**Draft Reserved Minutes and Matters Arising of Board of Management meeting held on 30 October 2018**		
17.1	This item is reserved and the Minute held in confidence.		
BM.18.5.20	**Reserved Matters Arising from Board meeting on 30 October 2018**		
20.1	This item is reserved and the Minute held in confidence.		
BM.18.5.21	**Reserved Draft Minutes of Committee Meetings**		
	(i) Draft Reserved Minutes of Staff Governance Committee held on 13 November 2018 *		
21.1.1	This item is reserved and the Minute held in confidence.		
	(ii) Draft Reserved Minutes of Learning, Teaching and Quality Committee held on 20 November 2018 *		
21.2.1	This item is reserved and the Minute held in confidence.		
	(iii) Draft Reserved minutes of Finance and General Purposes Committee held on 27 November 2018 *		
21.2.3	This item is reserved and the minute held in confidence.		
	(iv) Draft Reserved Minutes of Joint Audit and Finance and General Purposes meeting held on 27 November 2018 *		
BM.18.5.22	**EREP Final Report ***		
22.1	This item is reserved and the Minute held in confidence.		
BM.18.5.23	**Annual External Audit Report 2017-18 ***		

23.1	This item is reserved and the Minute held in confidence.		
BM.18.5.24	**Annual Statutory Accounts 2017-18 ***		
24.1	This item is reserved and the Minute held in confidence.		
BM.18.5.25	**Audit Committee's Annual Report to the Board 2017-18 ***		
25.1	This item is reserved and the Minute held in confidence.		
BM.18.5.26	**Moray Growth Deal Update**		
26.1	This item is reserved and the Minute held in confidence.		
	Meeting closed at 1635 hours		

ITEM		ACTION BY	DATE	Update
BM.18.5.05	**Draft Matters Arising/Actions for Board meeting held on 30 October 2018**			
5.1	5.3 – Principal's Remuneration and appraisal Procedure requires adaptation for Moray College therefore deferred until April 2019	**Mr D Dalziel**	April 2019	Ongoing
5.2	12.1 – Information on Curriculum Planning to be presented to March 2019 Board meeting.	**Mrs C Newlands**	March Board	On Agenda
BM.18.5.06	**Principal's Report**			
	(ii) KPIs			
6.2.1	The Board suggested adding major non-compliance issues such as legal breaches, ethical or other significant issues to the KPIs	**SLT**	March Board	KPIs on Agenda
BM.18.5.07	**Minutes of Committee Meetings:**			
	(iv) Draft Minutes of Joint meeting of Audit and Finance and General Purposes Committee held on 27-11-2018			
7.4.1	To confirm which UHI partners are due to go through procurement process for internal audit and report back to February Audit Committee and March Board	**Mr Clinton**	Feb Audit and March Board	
7.4.2	Dr McLeman and Mrs Fair to meet and review skill set of current Board members in relation to membership of Audit Committee	**Dr McLeman** **Mrs Fair**	Jan/Feb 2019	Completed
BM.18.5.09	**Draft Minutes of UHI Court held on 28 November 2018**			
9.1	To circulate the papers produced by Anton Edwards on UHI Mission to the Board	**Mrs Fair**	Immediate	Completed
BM.18.5.11	**Early Experience Survey**			
11.3.1	To bring benchmarking figures to March Board	**Mrs Yoxall**	March Board	On Agenda
BM.18.5.12	**Finance Update**			
	(iv) Update on Backlog Maintenance			
12.4.1	Mrs Webster requested sight of the Management of Contractors' Policy	**Mr Clinton**	ASAP	
BM.18.5.13	**Health and Safety Update**			
	(i) Moray College's Annual Health and Safety Report to UHI			
13.1.3	To forward policy that deals with ice in the car park	**Mr Clinton**	ASAP	

	(ii) Health and Safety Policy Statement			
13.2.1	To amend the Health and Safety Policy Statement accordingly and forward to the Chair and Principal	**Mrs Fair**	Immediate	Completed
	(iii) Plan of Action for Health and Safety			
13.3.1	It was agreed that an updated plan needs to come to the Board in March 2019	**Mr Patterson**	March Board	On Agenda
BM.18.5.15	**HISA Update**			
15.1	To ensure Board and SLT kept informed of dates of Class Rep meetings	**HISA reps**	As required	Ongoing
BM.18.5.16	**Review of Actions from Board Development Day**			
16.1	To discuss Link Board members at next SCT meeting	**Mrs Yoxall**	Next SCT	Completed

Title of Paper:	Principal's Report
To Committee:	Board of Management
Subject:	Quarterly update
Version number and date:	
Brief summary of the paper:	This cover and attachments provide an update on the college's mid-year progress towards its operational plan and targets: ▪ The KPI Dashboard RAG-rates and provides comments on progress towards 13 of the Board's 21 KPIs with 12 out of 13 rated as 'Green'. FE student retention is running c.3% above the same period last year ▪ The mid-year update on the operational plan rates 16 of the 20 key tasks as 'on target' or achieved ▪ The agenda and briefing notes prepared for the SFC Strategic Dialogue Meeting on 27 Feb are also provided for information ▪ The quarterly update from the college to the University Court is provided. This document was used to summarise and communicate the outcomes of the Strategic Dialogue Meeting ▪ Other key events since the last Board meeting have included the 'Christmas Cracker'; a Q&A Session for staff with the new Minister for FE, HE and Science; MGD 'summit' meeting with Boeing and the RAF; 3 (to date) EIS-FELA strike days; 'promoted staff' Development Day with Anton Edwards; Brexit meetings with SFC officials and government ministers; STEM Week and the Moray Game Jam.
Recommendations:	
Action requested/decision required:	For noting and discussion where required

Status: *(please tick ✓)*	**Reserved:**	KPI Dashboard	**Non-reserved:**	All other items

Date paper prepared:	19 March 2019
Date of committee meeting:	26 March 2019
Author:	Principal
Link with strategy:	The paper updates on progress towards all the college's Strategic Aims through its Operational Plan and agreed KPIs

Please highlight how the paper links to, or assists with: Strategic Plan including - Curriculum - Learning and Teaching - Organisational culture - Partnership - Sustainability	
Equality and diversity implications:	
Resource implications: *(If yes, please provide detail)*	
Risk implications: *(If yes, please provide detail)*	
Appendices:	As listed above
References:	n/a

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	tbc	tbc	Credits remain on target to hit 18,807
					b. Actual: Total Credits delivered	19,902	19,705	18,978	n/a		17,607			
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 March update from enrolment report ENR011 shows 932 FTEs.
					b. Actual: College Actual Delivered FTEs (RAMable only)	930.6	943.9	931	n/a		932			
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	18/19 shows Q2 position, which is ahead of previous year (PY). Following reforecasting process anticipate achieving existing budgeted income of £366k for AY18/19.
					b. Actual FCR Income	252	318	334	n/a		156			
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 from 1 April will be updated once distribution of regional target is clear.
					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 meet forecast 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 13/3/19, and is c.3% above like-for-like retention as at 15/3/18
					b. Actual FE Full Time Retention Rate %	76.05%	74.8%	75.5%	74.9%		84.1%			
	L			8	**Student Retention (HE full-time)**									
					c. Target: HE Full Time Retention Rate %						80%	81%	82%	HE retention as at 13/3/19. Was running at 84.3% on 15/3/18.
					d. Actual HE Full Time Retention Rate %	78.07%	82.5%	79.8%			84.5%			
	L			9	**FE Attainment % FT**									
					a. Target: FE full-time Attainment %	65%	65%	65%			70%	70%	71%	Early (March) predictions >70%
					b. Actual FE full-time Attainment %	64.90%	60.1%	69.0%	65.3%					
	L			10	**FE Attainment % (over 160 hours)**									
					c. Target: % Attainment on Courses Lasting 160 Hours or More						76%	76%	77%	No actuals until towards year-end but FT predicted increases indicate that this target will be met too
					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 unconfirmed)**									
					a. Target: FE Positive Destination Rate %						84.5%	85.0%	85.0%	2017/18 data will be published by SFC in September 2019 (survey uses data gathered up to March 2019). Internal records indicate target likely to be exceeded
					b. Actual FE Positive Destination Rate %	81.30%	84.2%	n/a	84.5%					
	L			12	**Overall Student Satisfaction (FE) - from national SFC survey**									
					a. Target: College FT Learner Overall Satisfaction %						>92%	>92%	>93%	Early Experience Survey overall satisfaction rate was 97%
					b. Actual SFC FT Student Satisfaction Survey Overall Satisfaction %	n/a	86.9%	93.9%	92.1%					
	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	Survey results should be available in Spring 2019
					b. Actual mean rating for Values	3.6	n/a	n/a	3.5		NYA			
		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	Survey results should be available in Spring 2019
					b. Actual mean rating for Training and Development	3.4	n/a	n/a	3.5		NYA			
		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	Survey results should be available in Spring 2019
					b. Actual mean rating for Communications	3.8	n/a	n/a	3.5		NYA			
		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). 2.6 is latest average from 1 August 2018 to 31 January 2019.
					b. Actual sickness/absence rate	3.9	3.8	2.7	<=4*		2.6			
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)	£138k underlying surplus as at Q2, which is impacted by exceptional income items totalling c£149k (i.e. Brockenhurst VAT claim, VAT rebate on fuel oil & NB income for AY17/18 being received in AY18/19), without which the Q2 position would be c£11k deficit. This is exclusive of any sums that may be due with regards to a CoL award for teaching staff - which is currently part of ongoing national discussions.
				b. Actual Surplus/(Deficit)	(603)	(33)	(185)	(424)		138				
			S	21	**End of year Cash Balance**									
				a. Target: Monthly cash balancesash balance at YE (FRP/FFR)		102	190	n/a		250	200	200	Q2 cash position (excluding Backlog Maintenance funds drawn down but not yet spent). Anticipated out-turn for the year is a closing cash position of £285k (i.e. as per that seen for AY17/18).
				b. Actual Cash balance at YE	261	389	294	n/a		517			

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				

v.3

Operational Plan: mid-year update

RAG	KEY TASK	LEAD	By end of...	Progress Update
	CURRICULUM			
	Develop curriculum map and undertake a gap analysis 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)	DC&AO	June	Curriculum Map is proving slower to populate than anticipated. The capture of employer engagement, has been diverted to populate UHI CRM system. Data Hub school destination information not sufficiently accurate to extract until end of April. LMI is proving difficult to get for local opportunities. Gap analysis will go ahead in June, but will flag these points rather than be used to identify gaps or courses to retire.
	Review and increase the range of the School Senior Phase offering, with particular focus on opportunities for S6 pupils.	DC&AO	Dec	More opportunities offered to study degree modules and more Foundation Apprenticeships offered. Programme being expanded to be offered over Tuesday and Friday as well as Wednesday. Further work needed to package the degree offering into coherent one-year programmes that make sense for pupils making school option column choices.
	Develop an audit tool and Heads of Curriculum to begin the implementation of the FE Course Design Principles identified in the Curriculum Strategy. Initial task will be to implement the curriculum design principles for 'Skills for Learning, Life and Work'.	DC&AO	June	Audit Tool developed and course areas tasked with completing by end of March. Gap analysis will then be carried out.
	To develop plans for HE growth by: i. Developing a plan for HE curriculum changes to achieve price group distribution in SFC Funding Model by 2023 – 2024 and investigate the impact of these changes. ii. Each Head of Curriculum to develop one course proposal for new HE provision.	DC&AO	June April	i. PPF are committed to undertake this process but conflicting messages from PC are causing some confusion. This needs to be resolved before any further work is undertaken on this matter. Further work needed with SRO to understand the allocation to price groups as reported to PPF, in order to devise a model for change ii. New HE development from 3 out of 4 HoC areas

Operational Plan: mid-year update

LEARNING AND TEACHING				
🟩	Undertake work within a regional context as part of UHI Quality Forum Quality Harmonisation core group to employ a systematic supportive process of evaluation of provision, in particular Learning and Teaching.	DLT	June	LTR approved by UHI Quality Forum and SMCT, endorsed by Partnership Council and Argyll College UHI. Pilot underway (also at Argyll), with LTR team recruited and trained. Staff allocated to reviewers and invitations to engage with review going out after Easter break.
🟩	Implement attainment and progress monitoring activity through the Quality Cycle and Regional Attainment Strategy to include all programmes, with a particular focus on at risk courses (including those with poor student satisfaction).	DLT	June	MORAGAA meetings being undertaken including predicted achievement exercise. Course Reviews now being undertaken (<60% attainment 17/18) with predicted average outcome improvement by 25% for these courses. Regional Attainment Strategy work also being undertaken in the 3 identified areas - Care, Computing, Hospitality. Meetings this month.
🟧	Development of Learning &Teaching 'scholarship' culture in line with the RIKE Strategy Action Plan.	DLT	June	Action plan being followed, engagement in REF Managers sub group to plan for REF 2028. Head of Academic Partnerships team taking more of a lead in relation to research and knowledge exchange with a number of upcoming events and opportunities being shared with teams.
🟩	Oversee the delivery of Learning and Teaching CPD opportunities for staff, to include monthly workshops, Development Day activity and a Learning and Teaching Conference.	DLT	June	Workshops being undertaken, both open to all staff and specific to teams by request. Brightspace (the new VLE) is the focus of all lecturer CPD for remainder of academic year. L&T conference planned for June, with opportunity for sharing of good practice as an output from LTR.
ORGANISATIONAL CULTURE				
🟩	Ensure approval of a Workforce Planning and Development Strategy and plan the implementation of the strategy	DHROD	Dec	Strategy approved by the Staff Governance Committee at its meeting in Nov 2018. Implementation actions arising from the strategy (and other documents) have been used to inform the HR Operational Plan.
🟩	Develop a set of behaviours which underpin the College CORE Values and roll these out to all staff	DHROD	June	Underway, updates provided to the Staff Governance Committee

Operational Plan: mid-year update

	Participate in collective UHI activities to review the college Staff Review process to respond to requirements of National Bargaining (timings subject to requirements being clarified)	DHROD	July	Very little progress, while discussions are ongoing nationally regarding the national bargaining requirements of professional registration for teaching staff which will impact the review.
	Undertake activities as required to implement National Bargaining agreements and deadlines	DHROD	July	Ongoing as the agreements are received, significant work has been undertaken to implement Circular 03/18, work currently underway to implement 04/18 and the majority of the elements of 05/18 have been implemented.
PARTNERSHIP				
	Progress Outline and Final Business Case proposals to deadlines agreed with Moray Growth Deal Project Board	Principal	July	Deadlines to date have been hit, however timeline processes have changed by the UK and Scottish governments with most OBC and FBC work likely to be in next academic year.
	Lead the UHI Data Sharing Group and Data Procedures Group to ensure improved access to timely reporting for quality enhancement	DIPSS	July	Data Procedures Group nearing completion – workshop scheduled. SDRG focusing on new course code/titles standards.
	Ensure college progresses key actions within the Moray SIP	Principal	July	Key actions are: • Curriculum audit, as above • Developing a Moray Apprenticeship Family – strong FA applications generated for next academic year (and 2019-21 bid submitted); new MA in Science for Diageo being submitted to UHI Hub; first 3 Graduate Apprenticeship places contracted • Enterprise and Entrepreneurship – research and development work continuing, deadline delayed by new government MGD timescales

Operational Plan: mid-year update

Support progress towards UHI Single Policy Environment for FE provision	DIPSS	July	6 policies approved: FE Fee Waiver Policy; FE Student Support Funds Policy; Tertiary Learner Support Policy; FE Admissions Policy; Safeguarding Policy; Academic Appeals Policy Awaiting Approval: ▪ Student Complaints Policy ▪ Essential Skills Policy ▪ Promoting a Positive Learning Environment Policy
SUSTAINABILITY			
Ensure delivery of FFR 18/19, as per 4 year Financial Plan	FD	July	Currently ahead of 18/19 FFR, but this is influenced by one off income (i.e. Brockenhurst VAT etc,.)
Develop non-funded/commercial income (including FWDF expansion) via Commercial Activity Group	FD	July	Q2 actuals broadly in-line with budget (up on PY). Anticipate achieving target for AY18/19.
Plan and ensure commitment of Backlog Maintenance funding for 18/19	FD	Mar	Boiler tender process being finalised, on track to meet spend by deadline of 31 March 19.
Health and Safety i. Complete H&S review ii. Oversee required actions throughout the academic year.	FD	i. Dec ii. July	i. H&S review completed ii. Ongoing work with H&S consultant. Good progress to date

Moray College UHI

Strategic Dialogue Agenda

27 February 2019

Time	Session Length	Description
09.15	30 minutes	SFC team arrive, SFC pre-meeting (Room AGBC112)
09.45	2 hours	SFC and UHI Arrival and Introductions (Room C120) Main session to discuss 3 topics: • Governance and financial health • Local engagement and impact • Campus Redevelopment
11.45	1 hour	Lunch (SFC, UHI and College team)
12.45	30 minutes	Staff session *(Marlene Wood from SFC team to lead)*
13.15	30 minutes	Student session *(Michael Cross from SFC team to lead)*
14.00	15 minutes	Concluding remarks to UHI and main College team

Participants

Scottish Funding Council
Caroline Stuart (Team Leader)
Marlene Wood
Seamus Spencer, Outcome Agreement Manager
Michael Cross, Director of Access, Skills and Outcome Agreements

UHI Executive Office
Professor Crichton Lang, Deputy Principal, UHI Executive Office
Niall McArthur, Director of Corporate Resources
Dr Michael Foxley, Court Member and Chair of FERB

Moray College UHI

Core team:
Peter Graham, Board Chair
Murray Easton, Board Vice-Chair and Convenor of F &GP
Joe Bodman, Board Member
David Patterson, Principal and Chief Executive Officer
Carolyn Thomson, Director - HR & Organisational Development
Chris Newlands, Director of Curriculum and Academic Operations
Derek Duncan, Director of Information, Planning and Student Support
Nick Clinton, Director of Finance
Nikki Yoxall, Director of Learning & Teaching

Staff group:
TBC

Student group:
TBC

Governance and Financial Health

Effectiveness Review

In May 2017, the college's internal auditors, Henderson Loggie, reported on our most recent externally facilitated effectiveness review, which they had conducted. Key recommendations related to strategic and operational planning; the financial recovery plan and financial reporting; the formalisation of KPIs; risk; annual work planning for the Board and Committees; and information flow from FERB and the University Court. These recommendations, together with a number of outstanding audit findings, were incorporated into existing initiatives which the College was working on in respect of improving governance, strategic alignment and operational effectiveness. As of December 2018, this work had been completed and all of the recommendations implemented with evidence forwarded to, and agreed by, HL.

One-to-one evaluation meetings are conducted annually between Board members and the Chair and Vice Chair. The completed forms, and any actions, are recorded and kept in confidence by the Clerk to the Board.

The college also conducts an annual evaluation of each Committee, and the Board, and has recently updated the templates for this to include questions relating to the HGIOC Evaluative Review and Enhancement Plan process. The returns from these evaluations are analysed and a report is produced for the Audit Committee in May each year, with a summary going to the Board in June.

As a result of the report from last session, and in order to address some of the issues arising from the evaluation, the Board held an externally facilitated development day jointly with the Senior Leadership Team in August 2018. A number of actions were agreed at this development day, the majority of which have now been implemented and reported to the December Board.

Financial Planning

Following issues identified in Spring 2016, and highlighted in the college's year-end accounts for 2015/16, the college developed a 3-year financial recovery plan ('FRP') in early 2016/17. In Spring 2017 the college was invited to Holyrood for a Section 22 hearing based on its previous year's financial results.

The actions of the FRP, now in its third year, have been successfully implemented and have resulted in a sustainable financial framework which is now generating positive cash flow. Financial reporting formats have been modified to facilitate more detailed performance monitoring at F&GP, with a high-level assurance reported regularly to the Board. Audit Scotland's 2018 sector report highlighted that in 2016/17, Moray had the second highest underlying surplus as a percentage of expenditure.

A 4-year FFR outlook has now been prepared in line with SFC guidance to enable the medium-term effect of key events and decisions to be understood. The 2017/18 year was closed with an underlying surplus and with no major audit findings or areas of disagreement with the external auditors, EY.

In terms of the key opportunities that the college identifies going forward, these are:
  i.   optimisation of commercial income, which remains an area of focus within the College
  ii.   growth opportunities around university HE developments, including projects aligned to the Moray Growth Deal
 iii. potential credit growth opportunities through the SFC's funding methodology review

iv. potential synergies and efficiencies across the UHI Partnership, though this remains a challenge to realise

In terms of the key financial risks currently faced, these include:
i. uncertainty over the full financial cost of National Bargaining, including the impact on (and of) university provision, and competitiveness with private providers
ii. still being £10m short of having a 'windproof and watertight' campus, notwithstanding that the campus is neither fully DDA compliant nor a 21st century learning environment
iii. uncertainty over medium term planning assumptions, in particular the extent to which funding levels/allocations will cover NB cost increases

Student attainment

Alongside the strong planned recovery in the college's financial position, the Board has also overseen one of the most dramatic ever one-year college improvements in student performance. For the first time, the college's full-time student achievement now sits above the Scotland average. Achievement of BME students and of those with disabilities also sits above the Scotland average. Although there is widespread deprivation in Moray in terms of fuel poverty and access to services, Moray has virtually no enrolments from SIMD 10 neighbourhoods, so no attainment gap is measured for this group.
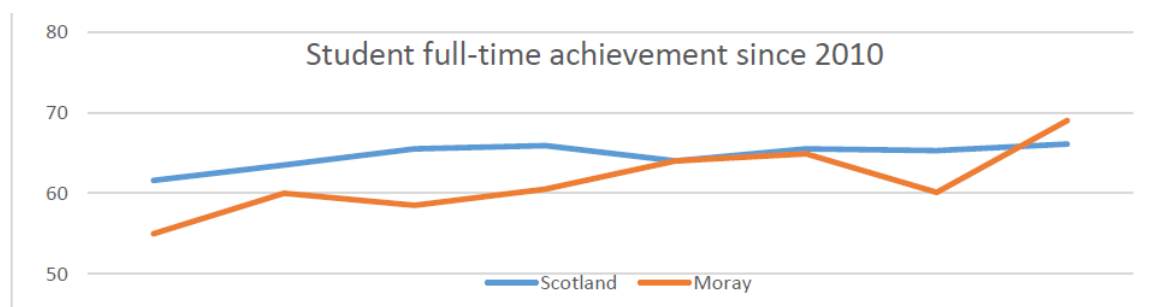
FE Student Achievement	Moray College UHI	Scotland
Full-time programmes	69.0%	66.1%
Programmes >160 hours	74.9%	68.3%

Gender Balance

The college has maintained the excellent gender balance highlighted in Audit Scotland's 2018 sector report for both its Board and its SLT, as outlined below:

	Board of Management						Senior Management Team (excl. Principal)	
	Non-executive Board Members (incl. Chair)		Staff Board Members (incl. Principal)		Student Board Members			
	Male	Female	Male	Female	Male	Female	Male	Female
Moray College UHI	6	5	1	2	1	1	2	3

Local engagement and impact

As well as being the University of the Highlands and Islands in Moray, the college is also very much Moray's community college and is embedded in the life of the local community. It is at the heart of key Community Planning Partnership developments including the Moray Economic Strategy 2019-29, the Moray Growth Deal, and the Moray Skills Investment Plan. Its Alexander Graham Bell Centre is widely used for community meetings, consultations, training events, and celebrations.

The college's strategic aims include one aim focussed on partnership working, and in particular work with schools, employers, the community, and within the UHI partnership.

Schools

The Moray Skills Pathway framework, developed by partners including DYW Moray, local authority schools, Skills Development Scotland, and the college, provides the context for collaboration in Moray and supports the 3-18 curriculum, identifying curriculum routes into key employment sectors. Moray College is a key partner in providing a wide range of opportunities for Senior Phase pupils, particularly opportunities not readily available in school due to either subject-specific teacher shortages, or where lack of pupil numbers limits choice. The college offers around 24 SCQF 4-6 courses; 7 Foundation Apprenticeship frameworks (SCQF 6); and a range of HN or Degree infill units (SCQF 7) to school pupils.

	Moray College 2017-18	Scotland 2016-17
Proportion of Credits delivered to **Senior Phase age pupils**	3.8%	1.4%
Proportion of Credits delivered to pupils **at S3 and above**	13.6%	5.0%

As part of its offer to the wider school population, the college:
- delivers Taster Sessions to S2 pupils in a wide variety of Senior Phase subject areas
- hosts employer-led DYW Sector Days to help inform Senior Phase choices, focussing on the volume, growth and niche employment sectors in Moray
- provides opportunities for young people who are currently on Activity Agreements or at maximum risk of disengaging from school
- underpins the 'Meaningful May' programme of supported work experience for Senior Phase pupils students not taking national examinations
- delivers a week-long programme of activities for primary and secondary pupils, and for families, to connect with, and be inspired by, STEM
- hosts employability primary visits to College as well as working with primary school colleagues to support 'themes'

Employers

The college has used the Flexible Workforce Development Fund to work with most levy-paying employers headquartered in Moray to identify, plan and deliver new and bespoke training to meet their needs. Employers are becoming highly supportive of student achievement and skills development in a number of sectors, and of placements in key areas such as Health and Social Care, and Childcare. Over 20 local employers sponsor prizes for the annual awards evening for Construction students, for example, as well as serving on the college's employer forum to advise on that curriculum area.

The college's refreshed Curriculum Strategy ensures that curriculum planning aligns with labour market intelligence to support local and national priorities. Over 60 local employers actively support the Moray Skills Pathway, while sector Business Breakfasts also provide an opportunity for college staff to engage

with employers to support curriculum planning. Course review through the college's Curriculum Committee Meetings process includes employers in two meetings for each curriculum team each year. Curriculum staff have also worked with HIE to meet potential inward investors around the training offer and graduate recruitment that is available in Moray.

Community

In addition to its work through formal CPP structures, the college's students contribute to the life of the community through a myriad of initiatives including:

- **Sports** students deliver coaching and training in around 15 different sports to many of Moray's primary and secondary schools. The college also employed **Sports** students to deliver a 3-week Summer Sports Camp for c.60 children in Elgin last summer
- **Skills for Choice** and **Future Focus** students have won sponsorship and worked to renovate the pavilion and mini-golf facility in Cooper Park, and are currently working with two schools to design and deliver a Tough Mudder event during BGE Activity Days
- **Horticulture** students maintain the Biblical Garden next to Elgin Cathedral for its 40,000 annual visitors, and their work with local primaries and care homes includes creating market gardens, developing play spaces, and planting saplings
- **Computing** students volunteer to support the Moray Game Jam each year, an event where competitors from across Scotland compete over 48 hours to create brand new computer and board games from scratch
- **Business** students organise their 'Moray Soup' events where voluntary and charitable groups compete for funds in a less antagonistic kind of *Dragons' Den*
- **Hospitality** students help run the college training restaurant, open to the public lunchtimes and Thursday evenings; support the work of Moray Foodbank; help to run Elgin BID events promoting the town centre; and ensure the success of charity dinners
- **HBCT** students provide bookable services to members of the public and are actively supporting local hospices and care homes, providing treatments for residents and patients

University

The college is working collaboratively to support UHI's economic development role to attract and retain higher skilled people and jobs in Moray. This work includes:

- launching the UK's first ever Integrative Health degree in 2017 (from which the CDN Scotland Student of the Year for 2018 was selected).
- planning to be one of 2 UHI centres for the new Optometry degree to be launched in September 2019 (subject to GOC validation)
- working with one another UHI partner to develop the innovative new ESIF and industry-supported BSc (Hons) Applied Software Development degree, due for launch in 2020
- chairing the university's project group to bring together work on entrepreneurship, innovation, micro business scale-up, and business curriculum, thus supporting the aspirations of the Moray Growth Deal
- working with the MoD, Boeing and CPP partners to ensure that the university's expertise in aircraft maintenance and repair can be utilised within the Moray Growth Deal to support the massive investment underway at RAF Lossiemouth
- leading on two pivotal areas regionally – Learning and Teaching Review (formalising reflection and planning for enhanced professional practice), and Essential Skills Policy (positioning essential and core skills at the heart of curriculum planning)
- providing additional indirect support to the Moray Growth Deal through expansion of our performing arts provision (MGD Cultural Quarter) and our all-age support of STEM

Campus Redevelopment

Moray College has been recognised in the UHI region for several years as being the Academic Partner most in need of campus redevelopment. From 2012 the college worked with local architects to plan possible redevelopment of the existing campus in Elgin, and in May 2016 Gardiner Theobald (GT) presented a proposal to the college that the SFC had commissioned them to prepare.

The GT presentation highlighted the weaknesses of the existing campus buildings as being:

- Historically piecemeal development over several decades – leading to a lack of legibility and incoherent identity
- A high proportion of tired accommodation that is unsuited to modern learning practices
- A lack of a 'campus heart'
- External spaces dominated by cars and service areas
- High backlog maintenance and running costs
- Unattractive approaches from the south

The proposal GT presented outlined a plan for partial demolition and rebuild, and partial refurbishment to create a new estate with the following aspirations:

- Protect and preserve areas of strength
- Upgrade out-dated accommodation so that entire campus is fit-for-purpose
- Create a legible campus heart as a multi-use learning and gathering space
- Enhance campus connectivity
- Reduce ongoing costs by developing a more compact and efficient campus
- Create attractive, usable external spaces to southern approaches
- Develop a legible and efficient external servicing strategy

There were clear compromises in this proposal when compared with the college's previous plans, however this option, with some refinement, appeared workable to the college. Agreed next steps were for GT to receive formal feedback from the college and to share that with the SFC before developing and agreeing a detailed Schedule of Accommodation, risk schedule and outline cost plan in preparation for the next stage of reporting and approval.

The budget uncertainties caused by the following month's Brexit vote, however, then brought an end to these discussions.

In summer 2017 the SFC commissioned a survey of Scotland's entire college estate to consider the nature and scale of works needed to bring the existing estate to a well maintained condition, known as Condition B (i.e. generally sound, wind and watertight and to a state whereby existing defects are not significantly worsening or compounding). Backlog maintenance figures were reported for each college, representing the minimum investment required over a five year period to make good the existing estate. (The survey did not consider works and costs associated with fitness-for-purpose or redevelopment and enhancement of the estate).

The SFC's consultants provided an analysis of the net costs by condition, priority, categorisation and element (building fabric or mechanical and electrical). When high priority backlog maintenance

funding was announced for 2018/19, these net costs were enhanced by professional fees, VAT and an allowance for inflation.

The funding allocated to Moray College in 2018/19 was £1.33m, c.10% of the costs for the 5-year programme. At the time, the college made representation to the SFC that while the maintenance funding was very welcome and would be well-used, spending £13m over five years to end up with a building that still retained most of the weaknesses of the GT report and was seriously flawed as a 21st century learning environment, might not be the best use of public money when compared with options for full campus redevelopment.

The funding this year has been used inter alia for replacement of failing single-glazed windows, partial boiler replacement, replacement of outdated and potentially hazardous flooring, and some roof repairs. Given that the remaining £11.5m-plus of the next 4 years' required spending in Moray (alongside backlog maintenance funding in the rest of the sector) appears to be mostly outwith the Scottish budget announcement, and that there is no indication of further spend on new campus development, this is still an area of real concern for the college.

University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Academic Partner Status Report

Academic partner	Moray College UHI
Prepared by:	Principal
Date:	11 March 2019
Period covered:	1 December 2018 to 28 February 2019

Notable accomplishments:

The college held its tri-annual Strategic Dialogue Meeting with the SFC on 27 February 2019. The SFC were pleased to note:

- the effective delivery of the 3-year Financial Recovery Plan since 2016/17, to a position of underlying surplus with positive cash generation
- the significant upturn in student achievement (and satisfaction) to a position above the Scotland average

Discussions around the college's local engagement and impact highlighted:

- significant engagement with *DYW Moray* and the schools sector including STEM Week events for hundreds of Primary School pupils; Taster Sessions for all Moray's S2 pupils; DYW Sector Days to help inform Senior Phase choices; and underpinning of supported work experience for c.100 Senior Phase pupils not taking national examinations
- extensive employer engagement through curriculum review and planning; expansion of FWDF with major employers; increased capacity to deliver Apprenticeship provision
- the college's key role in formal CPP arrangements including development of the new Moray Economic Strategy 2019-29, the Moray Growth Deal, and the Moray Skills Investment Plan; and comprehensive staff and student engagement in a wide range of community activities
- improved engagement within UHI in the development of both cross-UHI initiatives (e.g. Learning and Teaching Review) and new curriculum (e.g. new Software degree)

The SFC team also held dialogue sessions with a staff group and a group of students. While both groups echoed the challenges that had been highlighted in the morning session regarding accommodation and resources, they were both said to be groups to be proud of, and in particular, the students were said to be "extraordinary, inspirational, and very, very, positive."

Issues or concerns:

Discussions included the current financial challenges of the sector and the difficulty of medium-term financial planning in an uncertain environment of one-year funding settlements. In particular there was discussion about:

Backlog maintenance funding: SFC announced in 2017 that Moray would require £13m over a five-year period to make the campus wind- and water-tight and to prevent further deterioration. £1.33m has been allocated and spent in 2018/19 on priority items for first year of this funding, however, only £950k has been provisionally allocated *to entire region* for 2019/20.

National Bargaining: 'Harmonisation' and other actual costs are only guaranteed to be fully funded in the current financial year and 2019/20. Further work is needed to have full visibility of the funding to meet those costs in the region.

Cost of Living pay awards: These pay awards are unfunded and are being settled nationally at a time of decreasing FE credit funding. The EIS pay dispute and changes in terms and conditions are also having an impact on college culture, competitiveness, and the flexibility of staff deployment.

STAFF GOVERNANCE COMMITTEE
Draft Minutes of Meeting held on
Tuesday 19 February 2019
At 1000 hours in the Boardroom

Present:
Mrs Seonaid Mustard (Convenor)
Mr David Patterson
Mrs Rosemary McCormack
Mrs Patricia Eddie

In Attendance:
Mrs Carolyn Thomson
Mrs Cathie Fair (Clerk)
Mrs Eleanor Melton (Minutes Secretary)

Item		Action	Date
SG.19.1.01	**(i) Resignations**		
	There were no resignations		
	(ii) Appointments		
	There were no appointments		
SG.19.1.02	**Apologies for Absence**		
2.1	Apologies for absence were received from Mr J Bodman, Mr David Dalziel.		
SG.19.1.03	**Any Additional Declarations of Interest including specific items on this Agenda**		
3.1	No additional declarations of interest were noted.		
SG.19.1.04	**Draft Minutes of meeting held on 13 November 2018**		
4.1	The Minutes were accepted as an accurate account of the meeting. Proposed: Mrs Rosemary McCormack Seconded: Mr David Patterson		
SG.19.1.05	**Matters Arising/Action Sheet from meeting held on 13 November 2018**		
5.1	5.1 Ongoing – The standing orders are still being reviewed by Mr Dalziel and Mrs Fair. The Committee noted there are changes to Governance which need to be incorporated into the Standing Orders and discussion took place on the implications of this. Mr Patterson added that the biggest change to come would be the requirement of 2 union representatives on the Board of Management as well as the 2 staff representatives.		

5.2	<u>9.1</u> Mrs Fair explained there had been no feedback received.		
5.3	<u>11.1</u> Complete		
5.4	<u>11.2</u> Complete		
5.5	<u>11.3</u> Complete		
SG.19.1.06	**HR Director's Report**		
6.1	The HR Director's Report circulated with the papers provided the Committee with an update on current issues including updates on National Bargaining, the strike action taken so far, JCC/JNC, staffing structure and HROD objectives.		
6.2	Mrs Thomson updated members on the transfer to permanency for those academic staff who have been in continuous employment for 2 years. This is due to begin once a report has been run to see what needs to be done.		
6.3	Unfortunately the staff review process is not moving forward as quickly as possible due to national bargaining.		
6.4	Mrs Thomson provided an update on the current amount work being undertaken with regards to workforce planning and development. Mrs Mustard expressed her concern at the amount of work required of HR. Mrs Thomson reassured the committee that although this was a large amount of work progress is being made. The committee went on to discuss the training provided and compared what was offered internally and externally.		
6.5	The transfer of fixed term contacts to permanent contracts for Support Staff was reviewed prior to the national agreement in relation to transfer to permanency and this had resulted in 50% of Support Staff on fixed terms contracts being made permanent.		
6.6	The committee agreed that the Equal Pay Statement be approved electronically. This would allow the practice of utilising February pay run data for the statement to be continued and also the publication deadline to be met.		
Action	To circulate Equal Pay Statement to Committee for approval	**Mrs C Thomson**	**ASAP**
SG.19.1.07	**Emerging Issues**		
	i **Strategic Objectives for the SGC**		
7.1	Due to the absence of Mr Dalziel, it was agreed this item be deferred until the next meeting.		
Action	To ensure this item is on Agenda for May meeting.	**Mrs C Fair**	**May meeting**
SG.19.1.08	**Culture and Values**		
	i **Update**		
8.1	Mrs Thomson highlighted key points for her paper on Culture and Values, explaining that this work is		

	continuing with a draft of the Behavioural Framework being included for the Committee's consideration, direction and comment. The Committee agreed that this needs to be sharpened and focussed and it was agreed that an inclusive and collaborative approach be taken allowing staff to consider and discuss positive and negative behaviours. It should also be discussed at SLT/CMT and the Board meeting and possibly included during the Board Development Day.		
ACTION	To be included on the next Board agenda	**Mrs C Fair**	**March Board**
	ii Staff Survey 2019		
8.2	The Staff survey will be undertaken by ourselves and SAMS with the aim of it being launched towards the end of February with a reply available for the SGC May meeting.		
SG.19.1.09	**Staff Development Activities 2018/19**		
9.1	A report had been provided for the committee summarising all staff development activities including activities already undertaken and what is planned for the remainder of the session. An evaluation report of the 7 January has also been provided for reference.		
SG.19.1.10	**Policies due for Review**		
	i Staff Development Policy and Procedure		
	ii Bullying and Harassment Procedure		
	iii Capability and Conduct Procedure		
	iv Prevention of Alcohol and Drug Misuse Procedure		
	v Code of Conduct for Staff		
10.1	These policies had been included for Committee approval. However, apart from Staff Development, none of the other policies have been to SLT as yet, although all have been to the HR policy review group. Other than formatting changes and the amendment of a job title the committee approved the policies providing there were no significant changes recommended by SLT.		
Action	To ensure above policies are reviewed at next SLT meeting	**Mrs C Fair**	**March SLT**
SG.19.1.11	**Health and Safety Update**		
	i Minutes of Health and Safety Committee 28 November 2018		
11.1	Mrs Thomson provided a brief update on what has happened since the departure of the Head of Estates. Following this, Mrs Thomson supported the Health and Safety proposal submitted by Mrs June Carter (Health and Safety Consultant). This outlines the work completed, ongoing and upcoming.		

	The minutes of the Health and Safety committee were also provided for noting.		
SG.19.1.12	**Review of Terms of Reference of Staff Governance Committee**		
12.1	Mrs Fair explained that as the standing orders of the Board are currently under reviewed it was agreed the Terms of Reference would also be considered for all committees. It was not expected that there will be many changes as these were only agreed last session. Following discussion it was agreed that a slight clarification over the membership of the committee was necessary which would be made and circulated to the Committee		
Action	**To make recommended change to Committee membership and circulate**	**Mrs C Fair**	**ASAP**
SG.19.1.13	**Date of Next Meeting – 14 May 2019**		
	Mrs Fair also wished to mention the recent committee evaluation that has been circulated and highlighted the importance of completing this and returning it to herself by the end of February.		
RESERVED ITEMS			
SG.19.1.14	**Reserved Minutes of meeting held on 13 November 2019**		
14.1	This matter is reserved and the minute held in confidence.		
	Meeting closed at 11.40am		

BOARD OF MANAGEMENT

Joint Audit Committee and Finance and General Purposes Committee

Draft Minutes of Meeting
held on
Tuesday 19 February 2019
at 1.30 pm in the Boardroom

Present: Dr J McLeman   (Convener)
                 Mrs D Newton
                 Mrs Patricia Eddie

In attendance: Mr N Clinton
                 Mr D Duncan
                 Mr S Inglis (by VC)   Henderson Loggie (HL)
                 Mrs C Fair   (Clerk)

		ACTION	DATE
A.19.1.01	**Resignations and Appointments**		
1.1	There were no resignation nor appointments since the last meeting		
A.19.1.02	**Apologies for Absence**		
2.1	Apologies for absence had been received from: Mr J Yorston Ms Manon Wells Jesus (HISA)		
A.19.1.03	**Any additional Declarations of Interest including specific items on Agenda**		
3.1	Mr S Inglis, Henderson Loggie declared an interest in Agenda Item; A.19.1.16 – Renewal of Contract for Internal Audit Services and would remove himself from the meeting for this item.		
A.19.1.04	**Draft Minutes of Meeting of the Joint Audit and F&GP Committee on 27 November 2018**		
4.1	The minutes were accepted as a true and accurate record and approved by the Committee: Proposed: Mrs D Newton Seconded: Mrs P Eddie		
A.19.1.05	**Matters Arising/Action Sheet from meeting of Joint Audit and F&GP Committee on 27-11-2018**		
	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	8.5.3 - Dr McLeman confirmed she had picked up with Mr Graham the issue of funding allocations across UHI,	Closed	

		ACTION	DATE
	confirmed this is the currently the subject of discussions within a number of fora of the partnership, and therefore this could be closed as an action of the Audit Committee..		
5.2	10.2.1 – Dr McLeman clarified that, as noted at the last meeting, the arrangements for for communicating policies should be indicated within the Policy itself.	Remains open	
A.19.1.06	**Review of Terms of Reference of the Audit Committee**		
6.1	Dr McLeman explained that the Standing Orders are currently under review. Additionally following up from the action at the last Board to update skills of Board Members, measures to recruit a Co-opted member to join the Audit Committee are in hand. Therefore it seems an appropriate time to consider the current terms of reference of the committee to ensure these accurately reflect the current work of the Committee and wishes of the Board. Terms of reference of Inverness college had been circulated with the papers by way of comparison. It was noted that Inverness do not have staff nor student members on their Audit Committee. The Committee was of the opinion that they would prefer to recommend to retain staff and student members on the Committee, as these bring a wider perspective, but noted that the issue of handling potential conflicts of interest needed to he handled carefully. Specific training for Committee members on this and other Audit Committee matters should also be investigated.		
6.2	It was agreed that textual changes were needed to the current terms of reference to ensure closer alignment with all current guidelines. , Other points to be reviewed included potential overlap with the TOR of the F&GP and attendance.		
Action	Dr McLeman will produce a first revision and circulate to the Committee for feedback prior to presentation to the May Audit meeting and the June Board.	**Dr McLeman Committee**	May Audit June Board
A.19.1.07	**Internal Audit**		
	(i) Internal Audit Plan and scopes for 18/19		
7.1	The Committee were asked to consider the proposed plan along with outline scopes and objectives for internal Audit for the remainder of the year 18-19 which included: • Health and Safety • Quality Assurance and Improvement • Payroll • Procurement • Student Support Funds, EMA and FE Credit Activities – Compulsory Audits		

		ACTION	DATE
	The Committee agreed that no Audit on the Code of Good Governance was necessary at this time as this had been undertaken as part of the external Audit.. All recommendations from the Externally facilitated Board Effectiveness Review had now been addressed. The Committee agreed the audit Payroll as this area represented a large spend and transaction levels, is a recognised area for periodic audit and it has been some time since the last such audit.		
	(ii) Timeline and report on status of work against plan		
7.2	Some discussion took place over the timeline and the Committee questioned whether the Audit on Procurement could be brought forward to allow the final report to go to the May Committee. Changing the timeline was not feasible, although the final report could be circulated by e-mail by 4 June 2019. Any issues raised within the report could discussed by the Committee at a conference call if necessary and brought to the Board's attention at the June Board meeting. Action - Mr Clinton to circulate the Final Audit Report on Procurement to Committee members by 4 June.		
	(iii) Audit Register Review and Update		
7.3	The Audit Register had been updated and Mr Clinton assured the Committee that all internal audit recommendations that are due have now been addressed and signed off by the internal auditors. SLT now review Audit recommendations on a monthly basis. Using the HL portal to upload responses to audit actions and evidence is working well with follow up phone calls where additional information is required. The Committee were pleased to note the comments on the process..		
A.19.1.08	**Policy Review Update**		
8.1	It had been agreed that a standing update on Policies be provided to each Audit Committee. Mr Duncan provided a short paper providing an update to the Committee on which policies were from the UHI Single Policy Environment along with a summary of the number of policies scheduled for each Committee for the remainder of this session. The Committee noted the paper and the current status but had also requested a similar approach to the Audit Register using a spreadsheet which was a 'live document', the purpose being to show the current status of all College policies and not a subset. Mr Duncan advised the Committee that the Policy schedule now includes a		

		ACTION	DATE
	column indicating whether each policy is a Regional or College Policy.		
Action	To produce a spreadsheet showing a summary of all policies to next Committee.	**Mr Duncan**	May Audit
A.19.1.09	**Risk Register**		
	(i) **Risk Register Update**		
9.1	The risk register had been circulated to the Committee following discussions with SLT on 13 February. An example of a report using the UHI MIS Risk software had also been circulated to the Committee as an example of its capabilities. There was discussion about how best to present this to the Audit Committee in future, as the new report would replace the current Excel format. It was agreed that a new report would be generated for the Committee, it should be self-explanatory with possibly some notes, and form part of the formal papers to the Committee as now. There should therefore be no need for Committee members to have access to the software tool. The same information would be provided to the Committee as now.		
Action	A revised format of the Risk Register would be generated for use by the Audit Committee was requested by the Committee.	Mr Clinton	Each Audit Committee
Action			
Action	To seek advice on whether Risk Register should be published on the website.	Mr Clinton	ASAP
Action	In the meantime, to ensure Risk Register is removed from papers for publication on website, pending the outcome on the above action.	Mrs Fair	Immediate
	(ii) **Risk Management Process – actions arising from Audit recommendations**		
9.2	This item was discussed under reserved and the minute held in confidence.		
	(iii) **Review of risk item: Managing IT risk Technology not fit for purpose**		
9.3	Mr Duncan had been requested to brief the Committee on Managing the IT Risk item. He had circulated a paper and a short presentation highlighting some of the key challenges faced by the College and UHI. ICT is key to our business operations but there are significant limits in terms of funding to support modern IT. The Committee questioned whether learning and curriculum development is inhibited due to this risk, such that the Board's strategic objectives cannot be met. Mr Duncan advised that failing IT can have a very negative impact on the student		

		ACTION	DATE
	experience. However, he assured the Committee that a lot of work has gone and will continue to go into improving and supporting ICT in College, working also with the partnership, and in the short to medium term it is not envisaged there will be adverse impact on these, although the longer-term position is less clear and needs to be kept under review, hence the risk scorings. .		
A.19.1.10	**External Audit**		
	(i) Matters arising from Committee's response to EY letter on Governance		
10.1	Matters arising from the Committee's response to the EY letter on Governance were discussed by the Committee. The Committee indicated in its response that it would be following up on a number of areas. Controls In terms of risk areas and controls, it was unclear how some key matters were monitored. The whistle-blower process was one key area; it was thought use of that process was monitored at the Staff Governance Committee, and matters arising reported to the Board and thereby the Audit Committee. To confirm the position, Dr McLeman to write to Mr Dalziel to confirm the position in relation to the role of the SGC. Any uses of the Fraud process were required to be reported to the Convenor of the Audit Committee and to the Committee by the Finance Director. A risk area normally monitored was theft and the Committee queried whether reports are produced and monitored as a result of any incidents. Mr Clinton to check the current arrangements for reporting and monitoring theft. Communication of College policies. The issue of how policies are communicated to staff and where they are located was also considered.		
Action	Mr Duncan was requested to provide the Committee with a paper outlining how policies are communicated as well how the College is be assured that staff have read and understood these policies.		
10.2	In relation to question 5 of the letter, – "How does the Audit Committee gain assurance that all relevant laws and regulations have been complied with", the Committee		

		ACTION	DATE
	requested that all relevant areas of legislation are captured in a matrix in the first instance, noting that comments on assurance would be phased by area.		
Action	, A presentation on requirements affecting governance was requested for the next meeting, a subject which would also align with the Risk Register item in relation to that matter. .	Mr Clinton Mr Duncan	May Audit Committee
A.19.1.11	**OSCR matters, overview of governance requirements.**		
11.1	Mr Clinton had produced a paper identifying the reporting requirements along with accompanying Guide to the 2006 Regulations. The Committee noted that the Board should reflect on whether they are comfortable that aspirations in relation to commercial activities align with the requirements of being a Charity. Dr McLeman drew attention to a checklist for Charity trustees and Mrs Fair noted that this is issued to Board members during induction. Mr Clinton to review the checklist and advise the Committee at its next meeting.		
Action	To forward the checklist to Committee members	Mrs Fair	Immediate
A.19.1.12	**Emerging Issues**		
	(i) Recruitment of Committee member		
12.1	The Committee were informed that actions are in hand to to recruit a new Co-opted member of the Audit Committee, following the standard process for public appointments. An advert will go out shortly to a variety of websites and organisations. The comments of Mrs Newton, who was previously co-opted to the Audit Committee prior to joining the full Board have been taken into account and the intention is that the new member will receive all Board papers and briefings on the work of the Board as appropriate to ensure they are kept well informed.		
	(ii) GDPR Update		
12.2	Mr Duncan had circulated an update on GDPR which indicated a spike in the number of data breaches most of which involved incidents of accidental data sharing by e-mail or staff responding to phishing e-mails. E-mails have been circulated by ITU to all staff alerting them to the possibility of these phishing e-mails. The College is considering the possibility of arranging awareness raising sessions about possible data breaches. Mr Duncan drew particular attention to an incident involving a number of College computers demonstrating symptoms similar to a		

		ACTION	DATE
	virus attack. The staff file server was immediately taken offline for investigation and the computers quarantined. The problem was traced to 2 separate faults within Windows Server and confirmed not to be virus related. However, the action taken by ITU staff was classed as excellent practice. The paper was noted.		
	(iii) Update on Governance		
12.3	Dr McLeman drew the Committee's attention to a communication which had been circulated to all Board members from Richard Lochhead, MSP, and Minister for Further Education, Higher Education and Science which outlined decisions following the Good College Governance Consultation. Fundamental changes included: • Introduction of 2 trade union nominees to Boards • Strengthen guidance on succession planning and multiple candidate appointments • Require all Board vacancies to be advertised on CDN website • CDN to embed teamwork within induction training • Developing guidance for the SFC and Colleges to follow in relating to specific reviews undertaken by SFC of Colleges • Introducing the ability for SFC to attend board meetings of assigned Colleges • Investigating the Auditor General for Scotland having the ability to conduct economy, efficiency and effectiveness reviews with the non-incorporated colleges • Ability of appointing bodies to suspend Board members • Remunerating the incorporated, assigned college chairs.		
A.19.1.13	**Evaluation of Audit Committee**		
13.1	Mrs Fair reminded the Committee that the process of the annual evaluation of Committees should start and would forward the appropriate evaluation document for this to Committee members asking that these be completed and returned by mid-March to allow reporting to the May Audit Committee.		
Action	To forward Committee Evaluation document to Committee members requesting that these be completed and returned by mid-March.	**Mrs C Fair Committee**	Immediate Mid-March
RESERVED ITEMS			
A.19.1.09	**Risk Register**		

		ACTION	DATE
	(ii) **Risk Management Process – actions arising from Audit recommendations**		
	This item is reserved and the minute held on confidence.		
A.19.1.14	**Draft Reserved Minutes from Joint Audit and F&GP Committee held on 27 November 2018**		
14.1	This matter is reserved and the minute held in confidence.		
A.19.1.15	**Draft Reserved Matters Arising from Joint Audit and F&GP Committee held on 27 November 2018**		
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**		
	Meeting closed at 1740		

University of the
Highlands and
Islands
Moray College

Finance and General Purposes Committee
Draft Minutes of Meeting held on
Tuesday 5 March 2019 at 1000 in the Board Room

Present:

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

In Attendance:

Mrs Deborah Newton
Mr Nick Clinton
Mrs Cathie Fair (Clerk)

Item		Action	Date
F.19.1.01	**(i) Resignations**		
1.1	There have been no resignations received.		
	(ii) Appointments		
1.2	There have been no new appointments.		
F.19.1.02	**Apologies for Absence**		
2.1	An apology was received from El Melton		
F.19.1.03	**Any Additional Declarations of Interest including specific items on this Agenda**		
3.1	There were no additional declarations of interest.		
F.19.1.04	**Draft Minutes of Finance Meeting held on 27 November 2018**		
4.1	The minutes were accepted as a true record and approved by the Committee: Proposed: Mr J Bodman Seconded: Mrs Rosemary McCormack		
F.19.1.05	**Matters Arising/Actions Sheet from F&GP Meeting held on 27 November 2018**		
5.1	All actions were completed or on Agenda with the exception of the following		
5.2	5.2 Ongoing – meeting on 15-3-2019 with FD Practitioners' Group		
5.3	10.1 Mr Easton and Mr Clinton to meet and agree on reporting mechanism for Commercialisation Group	Mr Easton Mr Clinton	Before next F&GP
F.19.1.06	**Emerging Issues**		
	(i) Backlog Maintenance		
6.1	Mr Clinton updated members on the progress so far, including a summary in respect of		

	projects/works being undertaken. The Committee noted spend must be committed by 31 March. Committee noted there is an issue over the replacement boiler in that Scottish Gas may require to charge £193K to fit gas pipeline which may hold up placing the order for the gas boiler.		
Action	Mr Clinton was requested to provide the Committee with a weekly update on backlog maintenance	**Mr Clinton**	Weekly for next 3 weeks
Action	Committee requested Mr Clinton have conversation with SFC to determine whether any possibility of extending the deadline for commitment of spending	**Mr Clinton**	ASAP
	(ii) National Bargaining		
6.2	Mr Clinton provided an update on the position with National Bargaining. During Strategic Dialogue SFC confirmed that National Bargaining is fully funded. Some debate subsequently took place on UHI's interpretation of this. Committee wanted to record the fact they have full confidence in Mr Clinton.		
Action	Any further updates from UHI to be reported to the Committee as required and to the Board meeting on 26-3-2019	**Mr Clinton**	As required and Board 26-3-2019
	(iii) College Governance – Ministerial Announcement		
6.3	Ministerial announcement on College Governance circulated for information. Committee discussed the implications of having 2 Trade Unions Reps on the Board.		
	(iv) Review of Terms of Reference of Committee		
6.4	Committee were asked to consider whether current TOR still reflect the work of the Committee. Suggested short life working group review these and come back to Committee in for Sept meeting.		
Action	SLWG to report back to Sept meeting with recommendations	**SLWG**	Sept F&GP
	(v) Feedback on Strategic Dialogue Meeting with SFC		
6.5	Mr Patterson provided feedback from SFC on the Strategic Dialogue meeting on 27-2-2019 which had been overwhelmingly positive. Full feedback circulated by e-mail.		

	(vi) Partnership Council		
6.6	Mr Patterson updated the Committee on discussion at the recent Partnership Council which included proposals on how to deal with VAT and rental charges for Student Residences.		
	(vii) F&GP Convenors' Meeting		
6.7	Mr Easton reported on issues discussed at the F&GP Convenors' meeting which included the way forward for shared services.		
	(viii) Retirement of the Principal and VC of UHI		
6.8	Committee were advised that Clive Mulholland will retire from UHI with effect from 31 July 2019 and Crichton Lang will step up as Principal from 1 August 2019 as an interim measure to ensure stability.		
F.19.1.07	**Q2 Management Accounts to 31 January 2019 and anticipated outturn for 2018-19**		
7.1	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. Committee spent some time considering the key points and agreed to wait and see how things emerge financially before making any recommendation to Board on paying off loans.		
	(i) Contribution Spreadsheet		
7.2	This is still a work in progress and spreadsheet has been set up but not yet ready.		
Action	To be updated and circulated by 31 March	**Mr Clinton**	**31-3-2019**
F.19.1.08	**2019-20 Budget**		
8.1	Budget meetings set up with budget holders over next month.		
Action	First draft to F&GP on 4 June 2019	**Mr Clinton**	**4-6-2019**
F.19.1.09	**Commercialisation Group Update - Verbal**		
9.1	Mr Clinton provided an update on the group which he noted is taking longer than anticipated. Committee were given an update on the plans for a PG Whisky module currently being developed and the Hong Kong Whisky CPD.		
F.19.1.10	**Risk Register**		
10.1	An update on the Risk Register was circulated for information along with an example of the new Management Information system which is now available.		
Acton	Mr Clinton requested feedback on this from Committee.	**Committee**	**ASAP**

F.19.1.11	**Policies due for Review**		
	I. **Freedom of Information** II. **Data Breach Handling Policy and Procedure** III. **Privacy and Marketing Communications Policy** IV. **Right to Erasure Procedure** V. **Subject Access Request Policy and Procedure**		
11.1	The above policies were presented for approval by Mr Duncan and the Committee approved these. Committee expressed surprise that these policies had not been developed as a UHI wide initiative. Mr Patterson explained that whilst there is a UHI Single Policy Environment Project under way, it will take some time before this subsumes <u>all</u> policies.		
Action	Committee requested the Mr Patterson raise this issue at Partnership Council with suggestion that these policies be picked by the Single Policy Environment Project.	**Mr Patterson**	**Next Partnership Council**
F.19.1.12	**Annual Committee Effectiveness Review**		
Action	Mrs Fair asked that Committee members complete and return the Committee Effectiveness Review document by 15 March 2019.	**Committee**	**15-3-2019**
F.19.1.13	**Date of Next meeting 4 June 2019**		
	RESERVED ITEMS		
F.19.1.14	**Draft Reserved Minutes from Finance and General Purposes Meeting held on 27 November 2018**		
14.1	This item is reserved and the minute held in confidence.		
F.19.1.15	**Draft Matters Arising from Finance and General Purposes Meeting held on 27 November 2018**		
15.1	This item is reserved and the minute held in confidence.		
F.19.1.16	**Moray Growth Deal**		
16.1	This item is reserved and the minute held in confidence.		
	Meeting closed at 1620		

DRAFT

BOARD OF MANAGEMENT

LEARNING, TEACHING & QUALITY COMMITTEE

**Minutes of Meeting
held on
Tuesday 12 March 2019
at 13.30pm in the Boardroom**

Present:
Mr D Patterson (Chair)
Mrs N Yoxall
Mr D Duncan
Mr J Bodman
Mr G Rendall
Mrs C Newlands
Mrs S Mustard
Mrs S Haider

Mr M Clark
Mrs R McCormack
Mr S Duff
Mrs T Wilson
Ms H Sharp
Mrs M Smith
Mrs J Andrews

In attendance:
Mrs T McIlwraith
Mrs C Fair (Clerk)
Mrs E Melton (Minute Secretary)

		ACTION	DATE
LTQ.19.1.01	**Resignations and Appointments**		
1.1	Mr Patterson welcomed everyone to today's meeting, A resignation was received from Mr John Yorston.		
LTQ.19.1.02	**Apologies for Absence**		
2.1	Apologies received from: Mrs J Johnston Mrs J Bibby Mrs R Dewis		
LTQ.19.1.03	**Any Additional Declarations of Interest including specific items on this Agenda**		
3.1	There were no additional declarations of interest received.		
LTQ.19.1.04	**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 20 November 2018:		

	Proposed: Mr J Bodman Seconded: Mrs S Mustard		
LTQ.19.1.05	**Matters Arising from LTQC meeting held on 20 November 2018**		
5.1	<u>6.1</u> Complete <u>14.2</u> Complete <u>14.3</u> Complete		
LTQ.19.1.06	**Implementation of Curriculum Strategy**		
	i Update		
6.1	Mrs Newlands provided a brief update on the curriculum strategy explaining this continued to be a work in progress. The curriculum map is currently under development; however, there has been some difficulty in obtaining labour market intelligence information specific to the Moray area. Data is currently being input into CRM (Customer Relation Management) system. This is also creating a delay in the updating of the curriculum map.		
Action	Update report on status of curriculum map with Report on gap analyses of Audit on FE Courses	**Mrs Newlands**	Next meeting
	ii CAMP		
6.2	A separate paper was circulated, outlining course approvals and modifications since the last meeting in November. There is a substantial amount of FE developments in accordance with the curriculum growth strategy.		
LTQ.19.1.07	**RIKE Strategy Action Plan - Update**		
7.1	Mrs Yoxall supported the paper provided, highlighting key points throughout. Now looking at ways moving forward in supporting staff to carry out research projects/activities.		
LTQ.19.1.08	**Policies**		
	i Academic Appeals **ii Safeguarding** **iii Prevent Duty Policy** **iv Events and External Speaker Policy**		

8.1	Mr Duncan explained that these policies were presented for the committee to consider for approval. Mr Duncan explained to members the Single Policy Environment Project being led by Stephen Gregg and overseen by Diane Rawlinson.		
8.2	With regard to Academic Appeals and Safeguarding and Prevent Policies, Mr Duncan explained that best practice across partnership have been brought together to create one policy. The committee approved these policies for use.		
ACTION	Check local membership on Safeguarding group.	**DD**	**Next Meeting**
8.3	The committee highlighted some concerns over the Events and External speaker Policy related to bringing in guest speakers. The Committee agreed that some minor amendments to highlight safeguarding issues were required to this Policy and these would be made and the Policy brought back to the next meeting.		
ACTION	Review any Safeguarding issues raised within document.	**DD**	**Next Meeting**
LTQ.19.1.09	**Draft Regional Outcome Agreement**		
9.1	Mr Patterson explained that this document is the basis on which the Scottish Funding Council allocates funds to colleges within the region. Therefore, this is a general document and not locally specific. Mrs Yoxall stressed that we still need to be positive that the document reflects what we are planning to achieve within the coming 3 years and there needs to be consultation with staff and students. This is a draft document requiring feedback from committee members, particularly in relation to Section 3 – High Quality Learning and Teaching.		
ACTION	Comments and feedback to be sent to Mrs Fair by 22 March 2019	**ALL**	**22/03/2019**
LTQ.19.1.10	**Learning and Teaching Review**		
10.1	Mrs Yoxall provided the committee with a verbal update. The Learning and Teaching review team has been established led by Toni McIlwraith, with Moray and Argyll running with the pilot this year. Team membership consists largely of practitioner teachers taking very much a Coaching approach. Mr Clark posed a question about confidentiality of the process and Mrs Yoxall confirmed that the outcomes of the review are to be confidential		

	between the reviewee and reviewer and then passed to the LTR Co-ordinator (Quality Officer), where they would be anonymised. There was discussion surrounding CPD opportunities and how to go about requesting training. This led on to a discussion about staff reviews and how this process can be used to highlight interest in undertaking training.		
LTQ.19.1.11	**Quality Toolkit Development**		
11.1	The paper provided by Ms Sharp outlines that staff have been requesting further guidance on Academic Quality systems and outlined that the approach would be to have a focus group followed by developing a single set of documents and templates that would be available in Sharepoint. The Committee welcomed this approach and acknowledged this was an excellent piece of work, which will make a significant improvement to quality processes.		
LTQ.19.1.12	**MORAGAA and Predicted Achievement**		
12.1	This item is reserved and the Minute held in confidence.		
LTQ.19.1.13	**Emerging Issues**		
13.1	Mr Patterson noted that the EREP is now finalised and agreed. In addition, student performance data has been validated and published on the website.		
RESERVED ITEMS			
LTQ.19.1.14	**Draft Reserved Minutes of LTQC meeting held on 28 November 2018**		
14.1	This item is reserved and the Minute held in confidence.		
LTQ.19.1.15	**Date of Next Meeting – 11 June 2019**		
	Meeting closed 15.05pm		

Early Student Experience Survey Summary Report

Contents

1   Introduction

This is the first year of conducting the Early Student Experience Survey (ESES) as a UHI-wide regional survey. This report summarises the region-wide results of the 2018/19 survey. Key results are covered in sections 3-6 with full results given in the appendix.

2   Background and methodology

In the lead up to the survey Quality Forum (QF) created a regional working group with membership from Inverness, North Highland, Perth and Moray Colleges, led by West Highland. The regional approach initiates a common and structured way to survey students across the partnership. Notably the agreed approach consists of:

- Use of one online survey system
- A common set of questions (demographic data plus 24 core questions)
- Defined and relevant target groupings of students
- Fully online with responses directly from individual students
- Ability to benchmark against regional results

The agreed student sample for the regional survey was:

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

3   Headlines

- 4901 of 8552 targeted students responded to the survey giving an overall response rate of **57%**
- Satisfaction is extremely high with 96.7% of FE students, 94.47% of HE students and 95.84% of all agreeing with statement "Overall, I'm satisfied with my student experience so far".
- A higher proportion of students declaring "I have a disability, impairment or medical condition" selected Disagree or Strongly Disagree in relation to this first question than within other demographic categories.
- Questions concerning awareness of PATS and class reps showed the largest variation with awareness of PATS ranging from 64.29%-100% and awareness of class reps ranges from 37.5%-91.04%.
- Awareness of PATs tends to be higher among HE than FE students but awareness of class reps is higher among FE than HE students
- Student awareness of HISA is very healthy with a regional score of 83.34%. Awareness is lowest among students enrolled through EO (60%). Awareness is slightly higher among FE than HE students.

4   Response rates[1]

	AC	IC	LCC	MC	NHC	OC	PC	SAMS	SC	EO	WHC	Region
Target number of students		3655	260	1401						44	397	8552
Number of responses		1876	134	934						8	283	4901
Response rate		51%	51%	67%						18%	71%	57%

---

[1] Blanks represent nil return for reporting

5 Overall satisfaction

Figure 1 below shows results for the first question, giving the percentages of respondents selecting each option in relation to the statement "Overall, I'm satisfied with my student experience so far". Scores for this question were extremely high with the percentage of students selecting 'Strongly Agree' or 'Agree' being 96.7% for FE students, 94.47% for HE students and 95.84% for all students.
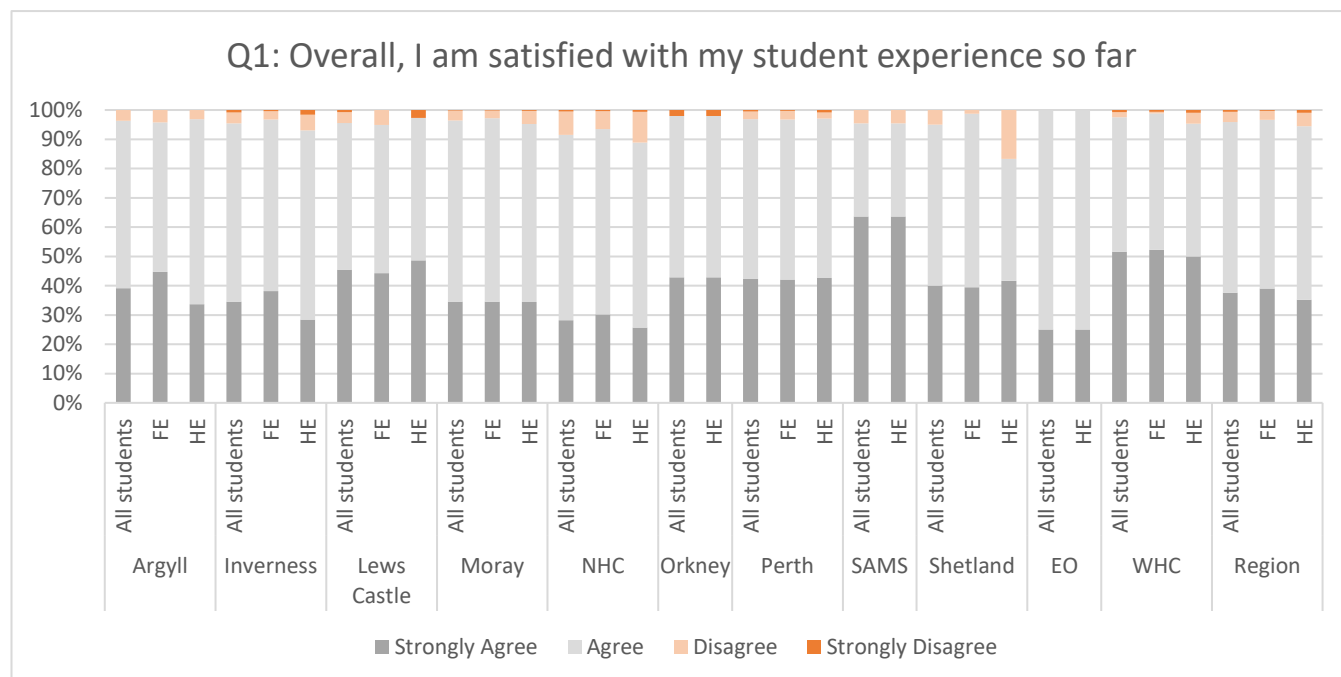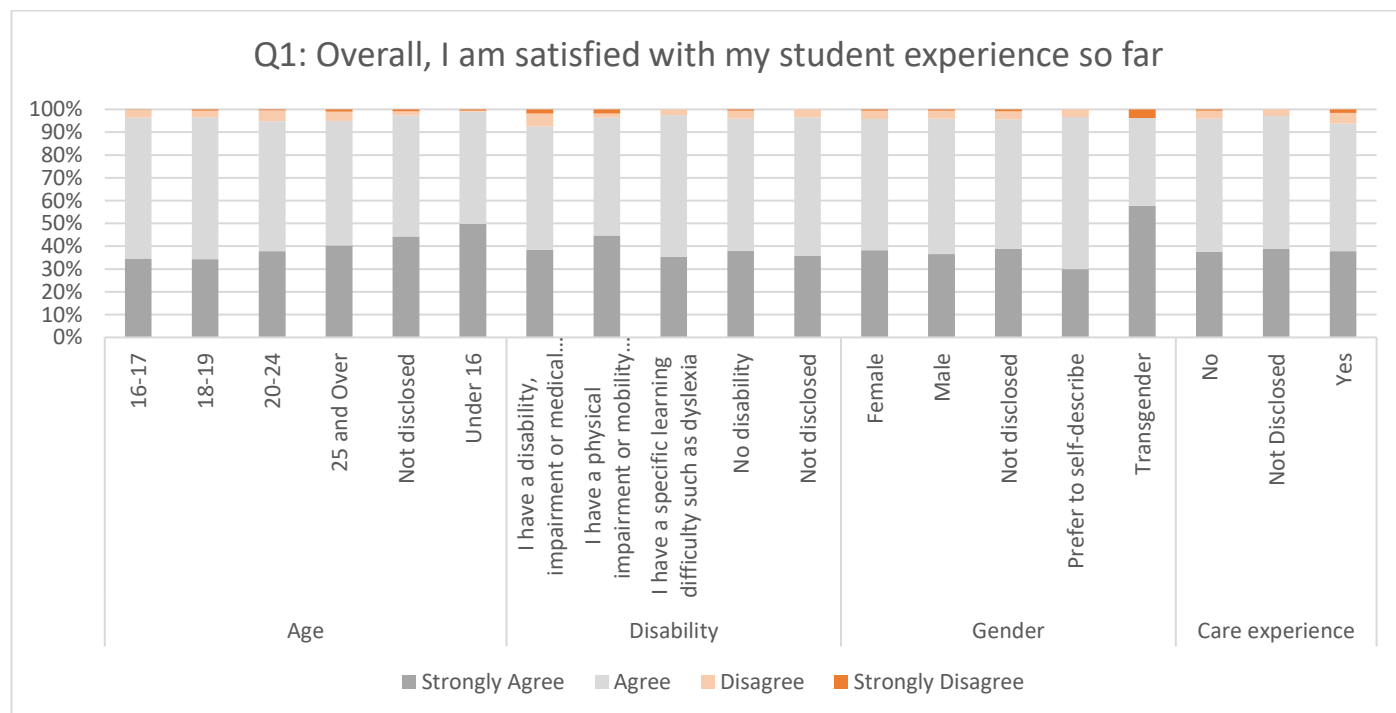

Figure 1: ESES 2018-19. Results for question 1, disaggregated by college and FE/HE

Figure 2 below shows results for the first question, by student characteristics: age, gender, disability and care experience. A higher proportion of students declaring "I have a disability, impairment or medical condition" selected Disagree or Strongly Disagree than within other categories.

Figure 2: ESES 2018-19. Results for question 1, disaggregated by student characteristic

6   Awareness of support services

The following two radar charts (figures 3 and 4) show the percentage of students who chose agree or strongly agree against each statement relating to their awareness of various support contacts and services. The first chart shows rates as a region and the second chart shows rates by college. The relatively high region-wide scores disguise a lot of variation at college level with awareness of PATS ranging from 64.29%-100%. Similarly, awareness of class reps ranges from 37.5%-91.04%.
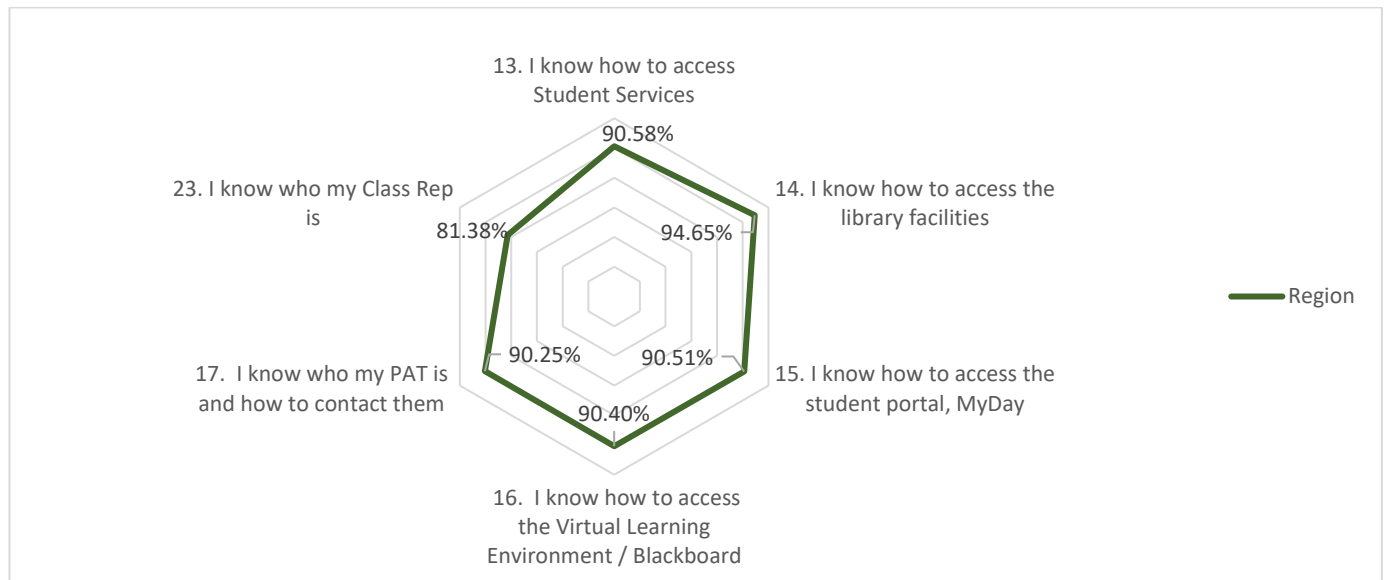
Figure 3: ESES 2017-18. All students, % agree for questions 13-17 and 23, for UHI Region overall
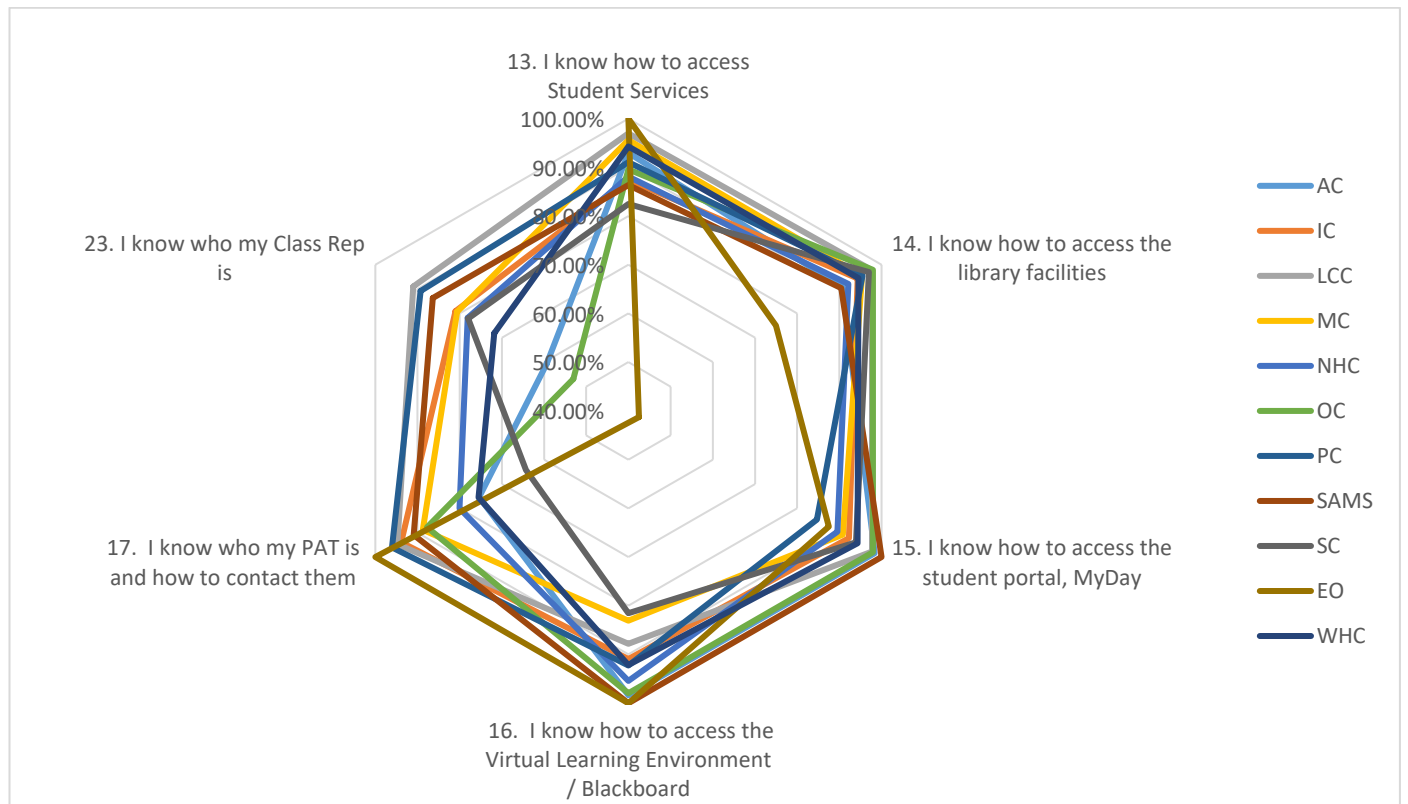

Figure 4: ESES 2017-18. All students, % agree for questions 13-17 and 23, by college

Further analysis shows that awareness of PATs tends to be higher among HE than FE students (see figure 5) but awareness of class reps higher among FE than HE students (see figure 6).
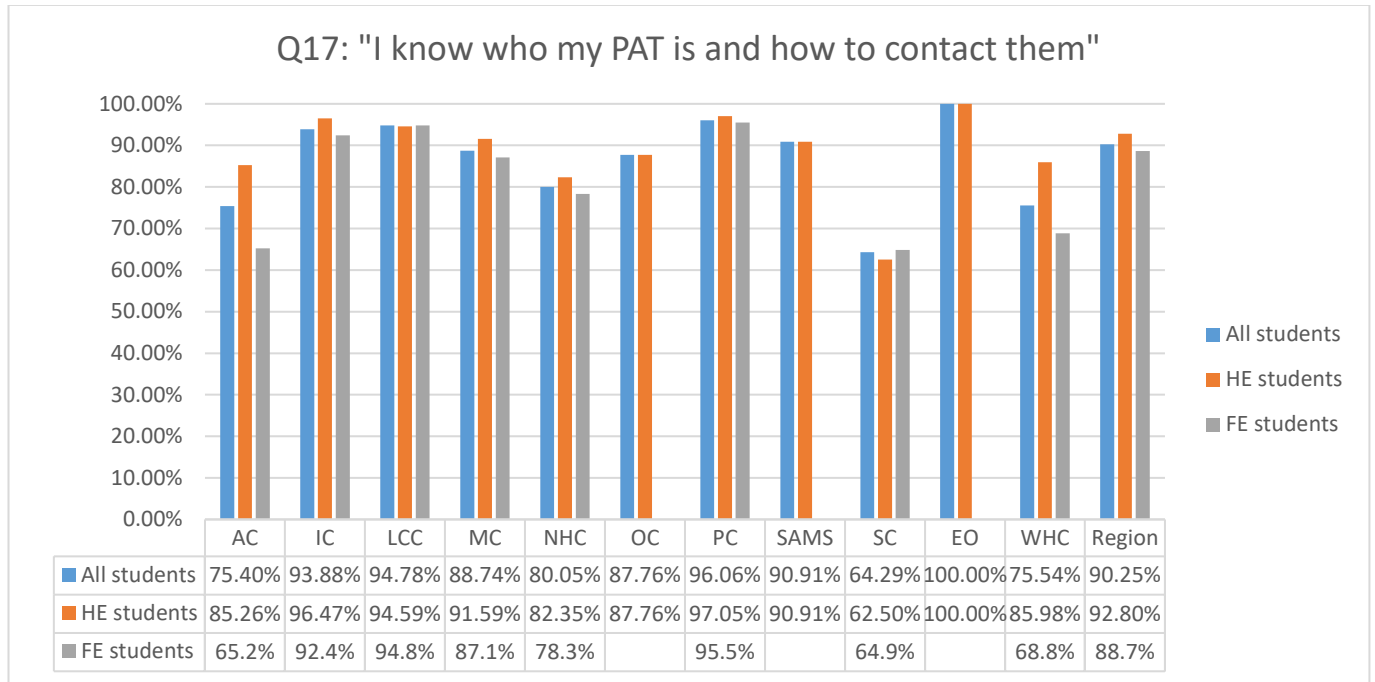
Q17: "I know who my PAT is and how to contact them"

	AC	IC	LCC	MC	NHC	OC	PC	SAMS	SC	EO	WHC	Region
All students	75.40%	93.88%	94.78%	88.74%	80.05%	87.76%	96.06%	90.91%	64.29%	100.00%	75.54%	90.25%
HE students	85.26%	96.47%	94.59%	91.59%	82.35%	87.76%	97.05%	90.91%	62.50%	100.00%	85.98%	92.80%
FE students	65.2%	92.4%	94.8%	87.1%	78.3%		95.5%		64.9%		68.8%	88.7%

Figure 5: ESES 2018-19. % agree for question 17, disaggregated by college and level of study (HE/FE)

Q23: "I know who my class rep is"

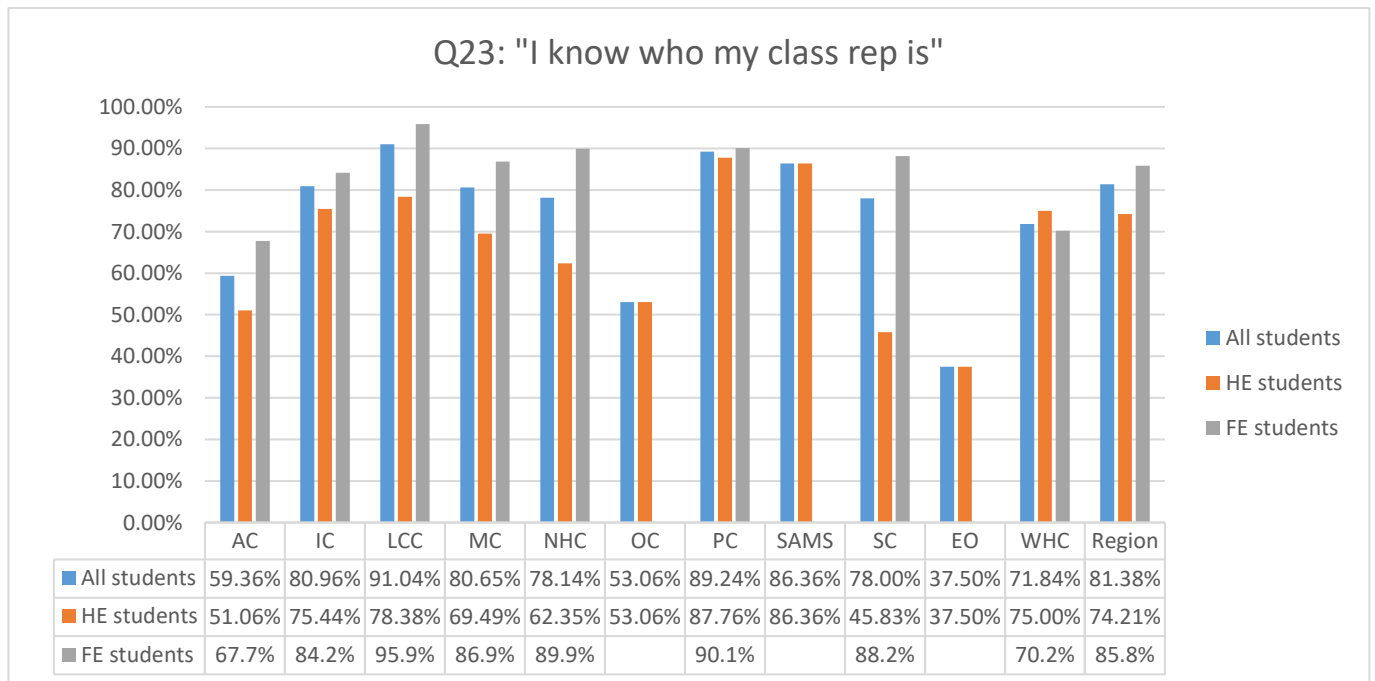|	AC	IC	LCC	MC	NHC	OC	PC	SAMS	SC	EO	WHC	Region
All students	59.36%	80.96%	91.04%	80.65%	78.14%	53.06%	89.24%	86.36%	78.00%	37.50%	71.84%	81.38%
HE students	51.06%	75.44%	78.38%	69.49%	62.35%	53.06%	87.76%	86.36%	45.83%	37.50%	75.00%	74.21%
FE students	67.7%	84.2%	95.9%	86.9%	89.9%		90.1%		88.2%		70.2%	85.8%

Figure 6: ESES 2018-19. % agree for question 23, disaggregated by college and level of study (HE/FE)

7   Awareness of HISA

Student awareness of HISA is very healthy with a regional score of 83.34%. Awareness is lowest among students enrolled through EO (60%); awareness is slightly higher among FE than HE students (see Figure 7 below).
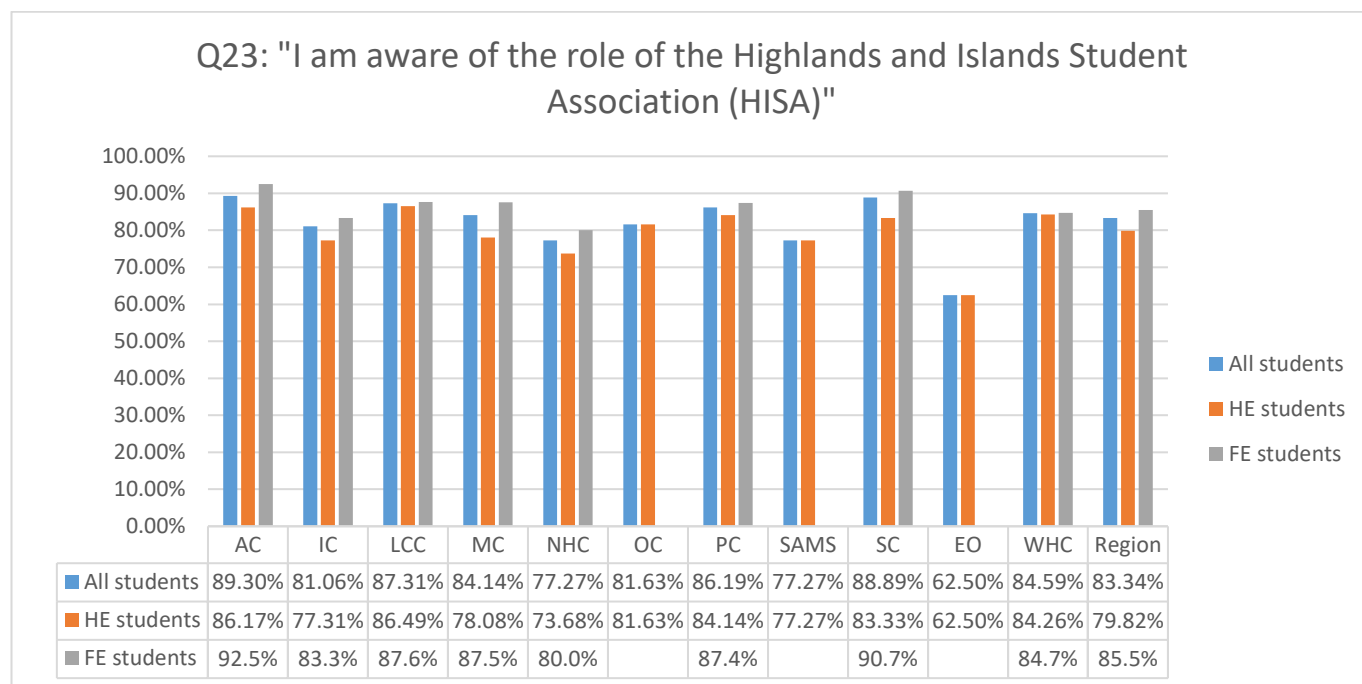

	AC	IC	LCC	MC	NHC	OC	PC	SAMS	SC	EO	WHC	Region
All students	89.30%	81.06%	87.31%	84.14%	77.27%	81.63%	86.19%	77.27%	88.89%	62.50%	84.59%	83.34%
HE students	86.17%	77.31%	86.49%	78.08%	73.68%	81.63%	84.14%	77.27%	83.33%	62.50%	84.26%	79.82%
FE students	92.5%	83.3%	87.6%	87.5%	80.0%		87.4%		90.7%		84.7%	85.5%

Figure 7: ESES 2018-19. % agree for question 24, disaggregated by college and level of study (HE/FE)

8 Appendix: Full results

8.1 All results: FE students

<table>
<tr><th colspan="10" align="center">FE students (% agree)</th></tr>
<tr><th>2018/19 ESES Question</th><th>AC</th><th>IC</th><th>LCC</th><th>MC</th><th>NHC</th><th>PC</th><th>SC</th><th>WHC</th><th>Region</th></tr>
<tr><td>1. Overall, I'm satisfied with my student experience so far</td><td>95.7</td><td>96.8</td><td>94.8</td><td>97.2</td><td>93.4</td><td>96.7</td><td>98.7</td><td>98.9</td><td>96.7</td></tr>
<tr><td>2. My initial enquiry provided me with the info I required to take the next step/apply for the course</td><td>97.8</td><td>95.4</td><td>97.9</td><td>95.8</td><td>95.7</td><td>96.5</td><td>94.4</td><td>97.7</td><td>96.0</td></tr>
<tr><td>3. Applying to my course was easy</td><td>96.7</td><td>94.2</td><td>96.8</td><td>94.5</td><td>91.2</td><td>95.9</td><td>89.0</td><td>96.5</td><td>94.6</td></tr>
<tr><td>4. I was provided with clear info about the funding I could apply for.</td><td>94.5</td><td>81.2</td><td>84.4</td><td>80.1</td><td>68.9</td><td>79.2</td><td>73.0</td><td>83.6</td><td>80.0</td></tr>
<tr><td>5. My funding application was dealt with effectively</td><td>88.2</td><td>81.7</td><td>85.9</td><td>76.3</td><td>64.9</td><td>68.6</td><td>73.6</td><td>78.6</td><td>76.1</td></tr>
<tr><td>6. The information I received before my course started helped me prepare</td><td>91.5</td><td>90.0</td><td>90.6</td><td>89.0</td><td>90.3</td><td>92.3</td><td>86.8</td><td>90.1</td><td>90.4</td></tr>
<tr><td>7. I was made to feel welcome in the first week</td><td>100.0</td><td>98.1</td><td>97.9</td><td>97.8</td><td>98.2</td><td>97.9</td><td>100.0</td><td>98.8</td><td>98.2</td></tr>
<tr><td>8.It was easy to enrol onto my course</td><td>93.5</td><td>96.4</td><td>95.8</td><td>96.4</td><td>91.2</td><td>95.9</td><td>92.0</td><td>96.5</td><td>95.7</td></tr>
<tr><td>9. I found induction a useful preparation</td><td>95.7</td><td>92.6</td><td>91.7</td><td>90.5</td><td>89.7</td><td>92.6</td><td>85.3</td><td>90.5</td><td>91.8</td></tr>
<tr><td>10.The fresher's activities provided me the opportunity to mix with other students</td><td>90.2</td><td>83.6</td><td>87.3</td><td>84.1</td><td>74.1</td><td>84.1</td><td>67.3</td><td>82.1</td><td>82.9</td></tr>
<tr><td>11.My Course Handbook contains accurate information</td><td>96.8</td><td>89.4</td><td>95.9</td><td>91.8</td><td>87.9</td><td>93.5</td><td>89.3</td><td>96.5</td><td>91.6</td></tr>
<tr><td>12. My Course Handbook explains the different ways I will be learning</td><td>96.8</td><td>87.9</td><td>96.9</td><td>89.6</td><td>88.3</td><td>91.7</td><td>88.0</td><td>94.7</td><td>90.1</td></tr>
<tr><td>13. I know how to access Student Services</td><td>94.5</td><td>87.1</td><td>96.9</td><td>96.2</td><td>89.3</td><td>91.8</td><td>80.0</td><td>93.6</td><td>90.8</td></tr>
<tr><td>14. I know how to access the library facilities</td><td>94.4</td><td>93.9</td><td>97.9</td><td>95.1</td><td>91.6</td><td>96.7</td><td>97.4</td><td>91.3</td><td>94.8</td></tr>
<tr><td>15. I know how to access the student portal, MyDay</td><td>97.8</td><td>90.1</td><td>96.9</td><td>89.6</td><td>86.1</td><td>84.0</td><td>92.0</td><td>93.0</td><td>88.8</td></tr>
<tr><td>16. I know how to access the VLE</td><td>97.8</td><td>86.2</td><td>87.8</td><td>79.6</td><td>92.8</td><td>89.7</td><td>75.4</td><td>89.7</td><td>86.6</td></tr>
<tr><td>17. I know who my PAT is and how to contact them</td><td>65.2</td><td>92.4</td><td>94.8</td><td>87.1</td><td>78.3</td><td>95.5</td><td>64.9</td><td>68.8</td><td>88.7</td></tr>
<tr><td>18. I am treated fairly and equally by staff</td><td>96.7</td><td>97.0</td><td>97.9</td><td>96.5</td><td>98.7</td><td>97.4</td><td>98.7</td><td>100.0</td><td>97.4</td></tr>
<tr><td>19. I feel I am on the right course</td><td>96.8</td><td>96.7</td><td>97.9</td><td>96.8</td><td>95.2</td><td>95.8</td><td>96.1</td><td>97.6</td><td>96.5</td></tr>
<tr><td>20. I am happy with the way my course is taught</td><td>91.4</td><td>94.1</td><td>88.5</td><td>93.6</td><td>90.8</td><td>94.5</td><td>96.1</td><td>98.8</td><td>93.9</td></tr>
<tr><td>21. I know when my assessments are due</td><td>91.5</td><td>93.1</td><td>93.8</td><td>90.1</td><td>91.2</td><td>89.7</td><td>95.9</td><td>94.7</td><td>91.7</td></tr>
<tr><td>22. I know how I can provide feedback to improve learning and teaching</td><td>94.7</td><td>91.8</td><td>93.8</td><td>91.1</td><td>85.9</td><td>92.1</td><td>88.2</td><td>93.0</td><td>91.4</td></tr>
<tr><td>23. I know who my Class Rep is</td><td>67.7</td><td>84.2</td><td>95.9</td><td>86.9</td><td>89.9</td><td>90.1</td><td>88.2</td><td>70.2</td><td>85.8</td></tr>
<tr><td>24. I am aware of the role of HISA</td><td>92.5</td><td>83.3</td><td>87.6</td><td>87.5</td><td>80.0</td><td>87.4</td><td>90.7</td><td>84.7</td><td>85.5</td></tr>
</table>

Table 1: ESES 2019-28. FE students % agree by question by college, and UHI Region overall

8.2 All results: HE students

HE students (% agree)												
2018/19 ESES Question	AC	IC	LCC	MC	NHC	OC	PC	SAMS	SC	EO	WHC	Region
1. Overall, I'm satisfied with my student experience so far	96.8	93.1	97.3	95.2	88.9	98.0	97.1	95.5	83.3	100	95.4	94.5
2. My initial enquiry provided me with the info I required to take the next step/apply for the course	96.8	94.0	97.3	96.3	97.3	97.8	97.4	90.5	91.3	87.5	95.3	95.7
3. Applying to my course was easy	94.6	96.7	94.6	96.9	98.2	100	98.1	100	91.7	100	97.2	97.1
4. I was provided with clear info about the funding I could apply for.	88.2	83.7	89.2	83.0	82.9	91.5	84.3	81.8	83.3	87.5	83.0	84.1
5. My funding application was dealt with effectively	91.0	90.5	78.8	86.6	86.9	92.3	89.0	94.4	85.7	33.3	88.5	88.8
6. The information I received before my course started helped me prepare	86.3	79.4	86.5	83.2	75.4	89.6	88.6	86.4	62.5	87.5	88.9	83.0
7. I was made to feel welcome in the first week	100	96.3	97.3	96.7	97.3	97.9	97.7	100	95.7	100	98.1	97.1
8. It was easy to enrol onto my course	95.8	93.8	100	96.4	88.8	87.8	96.8	100	91.7	87.5	92.5	94.5
9. I found induction a useful preparation	82.8	82.9	86.5	86.1	73.2	91.7	85.4	95.5	70.8	87.5	87.7	83.7
10. The fresher's activities provided me the opportunity to mix with other students	73.0	58.1	72.2	64.2	66.7	80.0	71.1	100	58.3	100	84.1	66.3
11. My Course Handbook contains accurate information	92.6	87.9	94.4	87.4	88.0	93.8	90.6	100	86.4	87.5	97.2	89.6
12. My Course Handbook explains the different ways I will be learning	92.6	87.2	88.6	84.6	86.9	95.9	89.9	95.5	81.8	87.5	96.3	88.4
13. I know how to access Student Services	91.5	88.1	97.2	94.4	86.5	89.6	89.7	86.4	90.9	100	95.3	90.2
14. I know how to access the library facilities	87.2	95.1	97.2	95.8	92.9	98.0	93.5	90.5	95.8	75.0	99.0	94.5
15. I know how to access the student portal, MyDay	98.9	95.9	100	93.1	94.1	98.0	85.6	100	100	87.5	96.2	93.2
16. I know how to access the VLE	98.9	98.4	87.9	89.2	98.8	98.0	96.4	100	100	100	95.4	96.2
17. I know who my PAT is and how to contact them	85.3	96.5	94.6	91.6	82.4	87.8	97.1	90.9	62.5	100	86.0	92.8
18. I am treated fairly and equally by staff	97.9	97.6	100	98.2	93.5	100	98.3	100	91.7	100	99.1	97.7
19. I feel I am on the right course	97.9	95.9	100	97.6	95.9	93.9	97.5	95.5	91.7	100	97.2	96.7
20. I am happy with the way my course is taught	85.1	84.4	94.6	89.1	81.3	85.7	90.7	95.5	75.0	87.5	96.3	87.3
21. I know when my assessments are due	95.7	94.6	100	92.5	94.1	98.0	94.1	90.9	91.7	100	96.3	94.4
22. I know how I can provide feedback to improve learning and teaching	86.2	85.5	91.9	85.3	73.1	79.6	87.4	95.5	70.8	75.0	95.4	85.3
23. I know who my Class Rep is	51.1	75.4	78.4	69.5	62.4	53.1	87.8	86.4	45.8	37.5	75.0	74.2
24. I am aware of the role of HISA	86.2	77.3	86.5	78.1	73.7	81.6	84.1	77.3	83.3	62.5	84.3	79.8

Table 2: ESES 2018-19. HE students % agree by question by college, and UHI Region overall (Figures to one decimal place)

8.3 All results: All students

All students (% agree)											
2018/19 ESES Question	**AC**	**IC**	**LCC**	**MC**	**NHC**	**OC**	**PC**	**SAMS**	**SC**	**EO**	**WHC**	**Region**
1. Overall, I'm satisfied with my student experience so far	96.3	95.5	95.5	96.5	91.5	98.0	96.8	95.5	95.0	100	97.5	95.8
2. My initial enquiry provided me with the info I required to take the next step/apply for the course	97.3	94.9	97.7	96.0	96.4	97.8	96.8	90.5	93.7	87.5	96.8	95.9
3. Applying to my course was easy	95.7	95.1	96.2	95.4	94.2	100	96.7	100	89.7	100	96.8	95.6
4. I was provided with clear info about the funding I could apply for.	91.3	82.1	85.7	81.1	74.9	91.5	81.1	81.8	75.5	87.5	83.5	81.6
5. My funding application was dealt with effectively	89.7	85.2	83.9	80.1	74.2	92.3	76.4	94.4	77.0	33.3	82.6	81.2
6. The information I received before my course started helped me prepare	88.9	86.1	89.5	86.9	83.9	89.6	90.9	86.4	81.0	87.5	89.7	87.6
7. I was made to feel welcome in the first week	100	97.5	97.8	97.4	97.9	97.9	97.8	100	99.0	100	98.6	97.8
8.It was easy to enrol onto my course	94.7	95.5	97.0	96.4	90.2	87.8	96.3	100	91.9	87.5	95.0	95.3
9. I found induction a useful preparation	89.2	89.1	90.2	89.0	82.7	91.7	89.9	95.5	81.8	87.5	89.5	88.7
10.The fresher's activities provided me the opportunity to mix with other students	83.7	75.2	84.3	78.6	71.5	80.0	79.5	100	65.6	0.0	82.9	77.4
11.My Course Handbook contains accurate information	94.7	88.9	95.5	90.3	88.0	93.8	92.4	100	88.7	87.5	96.8	90.8
12. My Course Handbook explains the different ways I will be learning	94.7	87.7	94.7	87.8	87.7	95.9	91.0	95.5	86.6	87.5	95.4	89.4
13. I know how to access Student Services	93.0	87.5	97.0	95.6	88.1	89.6	91.1	86.4	82.5	100	94.3	90.6
14. I know how to access the library facilities	90.8	94.3	97.7	95.4	92.1	98.0	95.5	90.5	97.0	75.0	94.5	94.6
15. I know how to access the student portal, MyDay	98.4	92.3	97.7	90.8	89.5	98.0	84.6	100	93.9	87.5	94.3	90.5
16. I know how to access the VLE	98.4	90.9	87.8	83.1	95.4	98.0	92.3	100	81.5	100	92.2	90.4
17. I know who my PAT is and how to contact them	75.4	93.9	94.8	88.7	80.1	87.8	96.1	90.9	64.3	100	75.5	90.3
18. I am treated fairly and equally by staff	97.3	97.3	98.5	97.1	96.5	100	97.8	100	97.0	100	99.6	97.5
19. I feel I am on the right course	97.3	96.4	98.5	97.1	95.5	93.9	96.4	95.5	95.0	100	97.5	96.6
20. I am happy with the way my course is taught	88.2	90.6	90.2	92.0	86.8	85.7	93.1	95.5	91.0	87.5	97.9	91.4
21. I know when my assessments are due	93.6	93.6	95.5	91.0	92.4	98.0	91.3	90.9	94.9	100	95.4	92.7
22. I know how I can provide feedback to improve learning and teaching	90.4	89.5	93.3	89.0	80.4	79.6	90.4	95.5	84.0	75.0	93.9	89.1
23. I know who my Class Rep is	59.4	81.0	91.0	80.6	78.1	53.1	89.2	86.4	78.0	37.5	71.8	81.4
24. I am aware of the role of HISA	89.3	81.1	87.3	84.1	77.3	81.6	86.2	77.3	88.9	62.5	84.6	83.3

Table 3: ESES 2018-19. All students % agree by question by college, and UHI Region overall (Figures to one decimal place)

Further Education Regional Board

11 February 2019, 13:45 to 16:00
Ness Walk Inverness

Attendees

Board members

Clive Mulholland , Fiona Larg , Niall McArthur , Crichton Lang , Diane Rawlinson , Alan Simpson , Linda Kirkland , Brian Crichton , Fiona McLean , O'Neil Chris , Michael Foxley (Chair) , Lydia Rohmer , David Sandison , Sonag Campbell , Wilf Weir , Peter Campbell , Peter Graham , Garry Coutts , Bruce Robertson , Rosemary McCormack , Iain Macmillan , John Wilson , Blair Sandison , Beverley Clubley , Christine Shaw (Clerk)

Meeting minutes

1. WELCOME & APOLOGIES

The Chair opened the meeting.

Apologies were received from: Neil Stewart, Angus Macleod, Carrol Buxton, Ian Minty, John Ferguson and John Ross Scot.

 FERB AGENDA - Feb 2019.pdf

1.1. Declarations of Interest

There were no declarations of interest.

1.2. Notification of Any Other Competent Business

There was no other competent business declared.

2. MINUTES OF PREVIOUS MEETINGS

2.1. Minute of the FERB meeting held on 21st November 2018

Members resolved to approve the minutes from the previous meeting as an accurate record.

 FERB18-61 2.1 - 2018-12-13_12-41-33-MeetingMinutes.pdf

2.2. Matters Arising

Members reviewed the matters/actions arising paper.

1.2 Innovation, Knowledge Exchange and College Innovation Fund – Presentation by Dr Joe Irvine. It was noted that FERB would require a progress report at the next meeting.

 FERB19-01 Matters Arising.pdf

2.3. Review of Delegated Decisions

None.

3. CHAIRMAN'S REPORT

Michael Foxley

The Chair advised that the majority of the items that he wished to highlight to members would be addressed and discussed within the substantive items on the meeting agenda, however, there were three points that he wished to make;

1. **Consistency of reporting across the partnership.** There was a clear need to enhance and increase the consistency of data reporting and information flows across the partnership between academic partners and the University centre. This was important to aid regional planning and inform decisions. The Chair encouraged members to actively promote and encourage enhancements in this area.
2. **Governance Working Group - Colleges Scotland -** despite concerns about the size of College Boards, the Chair argued successfully for both Staff as well as Union representation.
3. **Remuneration of Chairs** - the possible remuneration of college board chairs had been discussed at the Equality & Diversity in Governance meeting last month. This was something that the group was keen to progress as a potential mechanism for encouraging more women to apply to serve as chairs on Boards. It was noted that the Chair would consult directly with Colleges Scotland on this matter and provide a report via the COOS in due course.

    ACTION: Chair

4. GOVERNANCE, PLANNING & FUNDING MATTERS

4.1. National Bargaining Update

Diane Rawlinson

Members received an update on the National Bargaining developments in relation to the position of the Scottish Funding Council. Two main issues were highlighted: i) The current status of partners in relation to the national Recognition and Procedures Agreement (nPRA) and ii) Funding to support National Bargaining arrangements. FERB requested more information from SFC regarding the financial outlook for colleges and agreed that it would be desirable to have dialogue with SFC on this matter.

The Chair of Moray College read out a prepared statement highlighting a number of concerns about the processes and procedures applied by the University for determining, allocating and distributing grant funding to the assigned colleges including an assertion that the University may be withholding or delaying payments that were due to Moray College. These allegations and assertions were wholly refuted and it was noted that the University Principal and Vice Chancellor would meet with the Chair and Vice Chair of Moray College to discuss these concerns and to clarify matters.

Action: PVC

 FERB19-02 4.1 - National Bargaining update.pdf

4.2. Draft Regional Outcome Agreement 2019/20 – 2021/22

Diane Rawlinson

It was noted that consultations would be progressed locally with local authorities and CPP partners before the end of March.

The requirement for academic partners to consult locally with staff, students, trades unions and CPP partners, in particular local authorities, was drawn to the attention of academic partner Chairs. This consultation was to take place before the end of March 2019/

Action: Academic Partner Chairs.

 FERB19-03 4.2 - Draft Regional Outcome Agreement 2019-20 - 2021-22.pdf

4.3. Management of Regional Outcome Agreement targets 2019/20

Diane Rawlinson

FERB reviewed the Management of Regional Outcome Agreement targets 2019/20. It was noted that these had previously been considered and endorsed by the Partnership Council.

As the whole process of hitting SFC targets is becoming more challenging FERB agreed that it is necessary to have some clear plans in place and a more strategic approach to the management of Regional Outcome Agreement targets in order to achieve greater clarity in terms of roles and responsibilities.

The Vice Principal Further Education proposed a degree of dis-aggregation of ROA targets while continuing to promote collaborative effort and regional strategic planning of enhancement initiatives. FERB approved the suggested approach to ROA development and target-setting for implementation in 2019/20.

 FERB19-04 4.3 - ROA Approach to Management of Targets.pdf

4.4. Programme Board Update

Crichton Lang

The Deputy Principal UHI, provided an update on the activities of the Programme Board which had met on 4th and 5th February 2019 for a formal meeting/networking session. The four established working groups, namely: Governance and accountability; Staff development and progression; Student equivalence and experience; Finance sustainability and efficiency are now beginning to formulate particular lines of enquiry for specific proposals which will go to the Programme Board collectively in June 2019.

It was noted that each of the working groups are taking a different approach to the specific proposals towards operational change. It is important that we give a positive central message about what we are trying to achieve throughout the process.

The next Partnership Assembly will take place in April 2019

4.5. Student Activity Monitoring Report

Diane Rawlinson

FERB were presented with an update on 2018/19 Student Activity monitoring for FE student activity and progress towards activity targets. The report highlighted the current position as being behind that of a similar time last year and sought assurance from Academic Partners that the year-end estimates continue to be valid.

 FERB19-05 4.5 - Student Activity Monitoring Report.pdf

4.6. STEM update

Gary Campbell

The University's Vice Principal Strategic Developments provided FERB with an overview on current developments with STEM initiatives.

The STEM Strategy, launched by the Scottish Government in 2018, was envisaged to be led by a regional hub (university or college) and involve the remaining colleges in network with other institutions such as schools, councils and SDS, however, there is currently no funding for this work. When UHI was approached by the SFC to set up a regional network, the situation was complicated as there is already such a partnership in place, the SSA. This left us with three choices: 1. Develop a college based network, ignoring the existing SSA and run the UHI Regional network in parallel. 2. Ask the SSA to act as the regional network for the UHI region 3. Develop a UHI STEM network and then present this as a strong voice within the existing SSA. In consultation with the SFC, SSA, Partnership Council it was agreed to adopt option 3. Dr Sam Clark will be working under the new Dean of Faculty Dr Sue Engstrand to grow the internal UHI college network and to develop our own STEM strategy as part of the wider regional offer. It was noted that we need to ensure that the SSA has a responsibility beyond the UHI region and have a wider agenda.

Following the workshop hosted by the SFC at Moray College last year regarding the regional STEM network, GC agreed to circulate a paper on the discussions that took place, for information.

FERB agreed a full written update on developments for the FERB meeting in May.

ACTION: GC

 FERB19-06 - STEM update.pdf

4.7. Shetland Integration Project Update

Peter Campbell

As noted at the last meeting, the business case for merger was presented to Shetland Islands Council and the Board of Trustees at NAFC on the 10th December 2018, when the decision was approved unanimously. UHI is to progress the Project Manager role. There is currently no specific timeline in place to appoint the shadow board. It will be the role of the shadow board to fulfil the project management and recruit the principal designate. The target vesting date is 6th January 2020.

4.8. Single Policy Environment Project Update: Phase 2

Diane Rawlinson

FERB discussed the single policy environment project. It was noted that during Phase 1, policies were all student-facing but drew upon a wide range of practitioners including finance teams, student support teams, quality managers and academic staff. Spreading the workload across a number of separate teams, in this way, enabled progress to be made concurrently across several policy fronts. The outputs of this work are proving to be of benefit to many teams in each academic partner, not least the development of constructive communities of practice.

In adopting a similar approach to Phase 2, that is, concurrently developing policies across diverse teams, the project can make good progress without placing an undue burden on any one team. This would replicate a process that has proved to be effective in Phase 1 while bringing additional teams into the project work.

Referring to standardisation and consistency across the partnership, FERB were content with the proposed approach that policies are concurrently developed across each of the policy areas (outlined in the paper) in order that the project can continue to make good progress.

FERB approved the proposal.

 FERB19-07 4.8 - Single Policy Environment Project PHase 2.pdf

4.9. Highlands and Islands Work-Based Learning Hub Update

FERB noted the Highlands and Islands Work-Based learning Hub update paper.

🗎 FERB19-08 4.9 - WBL Hub Update FERB Feb 2019.pdf

4.10. Evaluative Report and Enhancement Planning – Outcomes of Education Scotland moderation process

Diane Rawlinson

FERB received an overview of EREP outcomes of Education Scotland moderation process that raises issues of inconsistency in its approach. The paper proposed using closer working amongst partners in EREP production and grade proposals, as part of the work to harmonise quality management processes to lever greater consistency in Education Scotland guidance for future years. The paper also outlined the intended approach for Education Scotland engagement for the next 12 months.

🗎 FERB19-09 4.10 - Evaluative Report and Enhancement Planning.pdf

4.11. Flexible Workforce Development Fund Update

FERB noted the Flexible Workforce Development Fund update paper.

🗎 FERB19-10 4.11 - Flexible Workforce Development Fund.pdf

4.12. Branding report

Lydia Rohmer

Lydia Rohmer reported that broad agreement reached at Partnership Council that we need to simplify our brand framework was also approved at the Pre-FERB Branding workshop this morning. This means in practice that we can now start to move the brand framework forward in a meaningful and opportune way as part of the strategy and cement particular markets.

5. AUDIT, RISK MANAGEMENT & REPORTING

5.1. Risk Management - FE Risk Register and UHI HLRR

The COOS reported that the new SharePoint system is up and running and we have received some useful feedback with the general acceptance that a transfer of risk information to SharePoint has improved reporting.

🗎 FERB19-12 5.1 Risk management-1.pdf

5.2. Academic Partners Financial Status Reports

Niall McArthur

FERB received an overview of the key financial information from Academic Partners' that receive public funding from both the RSB and the Scottish Funding Council (SFC). The financial data has come from the various financial returns that are submitted to the SFC/ UHI and all figures have been reviewed by the relevant Academic Partner finance teams.

🗎 FERB19-13 5.2 - Academic Partners Financial Monitoring Reports.pdf

5.3. Colleges Scotland Capital Expenditure Survey

Niall McArthur

FERB received a summary of the Colleges Scotland Capital Expenditure Survey on ICT Expenditure. Members agreed it was useful as it highlighted the pressures across the partnership.

🗎 FERB19-14 5.3 -Summary of the Colleges Scotland Cap Exp Survey on ICT Exp.pdf

6. ANY OTHER BUSINESS

None

7. DATES OF FUTURE MEETINGS: 7 May 2019 – 11 am

Title of Paper:	**Curriculum Map** **Engagement with External Stakeholders Update**
To Committee:	Board of Management
Subject:	Curriculum
Version number and date:	26 March 2019
Brief summary of the paper:	This paper provides an update on the Curriculum Map work being carried out to record, monitor and review academic staff engagement with external stakeholders.
Recommendations:	None
Action requested/decision required:	For Noting

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

Date paper prepared:	19/03/2019
Date of committee meeting:	26/03/2019
Author:	Chris Newlands
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability	This paper links to the college strategic objectives relating to 'Curriculum', together with the associated tasks determined in the college operational plan.
Equality and diversity implications:	Need to ensure impact on disadvantaged and underrepresented groups is thoroughly assessed and opportunities to advance equality are pursued.
Resource implications: *(If yes, please provide detail)*	None
Risk implications: *(If yes, please provide detail)*	Relevant Risks are: Moray/1 Ineffective Curriculum Planning Moray/10 Senior Phase Programme offered/delivered does not meet needs of Moray (schools programme).

Curriculum Map
Engagement with External Stakeholders Update

The Moray Skills Investment Plan (SIP) requires the college to develop a Curriculum Map which will be used to review and approve a flexible curriculum portfolio which is responsive to workforce and skills planning needs and emerging opportunities. A key feature of the Curriculum Map will capture the engagement curriculum staff have with external stakeholders which will be mapped on a course by course basis. Engagement with external stakeholders is crucial to ensure our curriculum not only focuses on developing job-related skills that are required right now, but also looks ahead to create the skilled workforce needed to stimulate sustainable economic growth.

At the start of this academic session the work to capture external stakeholder engagement on the Curriculum Map was scheduled to be complete by January 2019. Following a discussion on external stakeholder engagement at the October BOM meeting, an action was identified to report back on this issue at the March BOM meeting. However, since then, the decision has been made to manage the recording of external stakeholder data via the UHI Customer Relationship Management (CRM) system and this has added an initial complexity to the original task. As a result, the deadline for completing the data entry was extended to April, therefore this will now be reported on at the next BOM meeting in June.

The objective of the UHI CRM system is to put all external stakeholder engagement information from across the UHI, into one single repository (critical for GDPR compliance). This will enable the ability to view and share information in a useable format and will help build relationships. The UHI Curriculum Development Employer Engagement Officers have been using this system for the past year and the information is proving valuable. Therefore Academic Partners have now been requested that going forward they also use the UHI CRM system.

One of the Deputy Heads of Academic Partnerships has been working with the UHI CRM team to customise the reporting instance for Moray College UHI. This work has been crucial to ensure we collect, monitor and report on information relevant to the Moray SIP. Work is also underway to gather GDPR privacy notices from employers which will allow us to record their data in the UHI CRM system.

Meantime, curriculum teams and the Marketing and Business Development team have continued to record stakeholder engagement on subject team spreadsheets and this information will be used to populate the CRM system as soon as the Moray College reporting instance is finalised and providing there is a current GDPR privacy notice for that stakeholder. Previously, such engagement had been captured on curriculum 'Heat Maps' (introduced in 2011/12), but these were not linked together to look over on a whole college basis and gaps in the Heat Maps had been identified.

Whereas there is plenty of evidence of engagement with external stakeholders, it is difficult to provide a college overview on the nature or value of these engagements while the information is presented in its current format. By the end of the academic year, the production of the Curriculum Map and the move to use the CRM system will significantly enhance our ability to produce meaningful, college overview reports on external stakeholder engagement.

University of the
Highlands and Islands
Moray College

Committee:	Board of Management
Subject/Issue:	Culture and Values Update
Brief summary of the paper:	The attached report is provided to update the Board on progress towards the stated aim within the Core Strategy to "develop and maintain an organisational culture that promotes the core values of UHI where people feel safe, valued, supported and able to maximise their potential." For ease of reference and to enable judgements to be arrived at with regard to progress against the Strategic Aims, this paper has been formatted to reflect the relevant strategic objectives. This is followed by an update in relation to staff development, induction and review, the staff survey and forthcoming activities.
Action requested/decision required:	The attached paper is provided for noting.
Status: *(please tick✓)*	Reserved:		Non-reserved:	✓
Date paper prepared:	19 March 2019
Date of committee meeting:	26 March 2019
Author:	Carolyn Thomson, Director of HR and OD
Link with strategy: Please highlight how the paper links to, or assists with: • compliance • partnership services • risk management • strategic plan/enabler • other activity (eg new opportunity) – please provide further information.	As stated above this paper relates specifically to the Moray College UHI Core Strategy
Consultation: How has consultation with partners been carried out? *(Summary of response should be included in the paper)*	This paper is provided for information. Consultations, where required, have been undertaken in the context of the Joint JCC or directly with staff groups.
Equality and diversity implications:	
Resource implications: *(If yes, please provide detail)*	
Risk implications: *(If yes, please provide detail)*	

Moray College UHI Culture and Values

1.0   Strategic Aim

The stated strategic aim of Moray College UHI is:

to develop and maintain an organisational culture that promotes the core values of UHI where people feel safe, valued, supported and able to maximise their individual potential

1.1   Strategic Objectives

The Strategic Objectives to meet this strategic aim are to:

1.   ensure that positive behaviours supporting those core values are embedded across the Moray College community, by:

- ensuring that those behaviours are understood by those who work, study, visit and interact with the college

- ensuring that the college community is treated fairly and consistently through effective and current policies and procedures

2.   adopt an inclusive, consistent and transparent decision making process, by:

- ensuring that the wider college community and its stakeholders are advised timeously of issues that affect them, are involved as appropriate in the decision making process through meaningful consultation, and are advised of the outcome of that process

3.   Provide a safe and supportive working environment, by:

- actively promoting appropriate arrangements that ensure dignity at work, the elimination of discrimination and the positive promotion of equality

- ensuring that health, safety and welfare arrangements are in place which promote best practice

2.0   Progress towards the Strategic Objectives

The Staff Governance Committee were supportive of an approach which would recognise the importance of not only the production of a framework to support the values of the college (essentially a behavioural framework) but also an approach which would see the management and staff 'living the values'. The Strategic Leadership Team in particular have sought to lead by example in terms of the way that activities are undertaken and this approach has been emphasised to all college managers. Activities have also taken place, in parallel to this, to formulate the behavioural framework as is described below.

1. **ensure that positive behaviours supporting those core values are embedded across the Moray College community, by:**

- **ensuring that those behaviours are understood by those who work, study, visit and interact with the college**

  o a new College meeting structure was implemented in session 18/19 which included the implementation of a Senior Curriculum Team meeting and the extension of what was previously the CMG (now the College Management Team meeting which includes all those postholders who line manage staff). The CMT in particular is considered to the main multidirectional communication channel and members are aware that all areas must be represented at that meeting to ensure comprehensive communication channels. *Challenge: it has been a challenge to ensure that all managers attend or send a substitute. This has impacted on the consistency of messages from the CMT and this will be considered further.*

  o Values and behaviours frequently feature in the CMT meetings in terms of open discussions, for example, about email use and some of the difficulties which can be experienced with overuse or misuse of email. All areas are encouraged to contribute to a Two Stars and a Wish item, and provide updates to communicate developments, explain requirements and encourage discussion. *Challenge: There have been repeated efforts to obtain contributions to the meeting by members other than the SLT. This was discussed at a recent development event for the promoted post holders.*

  o Steps and discussions are taking place to avoid 'blanket blame' which has been identified as a matter the college needs to address. This was evidenced in discussions at a recent JCC meeting where matters were raised which did not appear to be a cross college matter, the discussion being around raising this with the affected areas rather than the college management team as a whole.

  o The discussion at JCC referred to above then led on to a discussion about a common aspiration with regard to the culture and management styles.

  o Development events have been held following the implementation of the levels of posts within the Academic Staffing Structure (16/17 August and 1 March)

  o Following the College's much improved outcomes for session 1718, an appreciation event was held to thank all staff to their significant contributions to these outcomes.

  o The Christmas Cracker was held with excellent attendance.

- **ensuring that the college community is treated fairly and consistently through effective and current policies and procedures**

  o HR Policy and Procedure work continues as per the established practice and involves staff representatives.

- o A training session on HR Policies and Procedures was delivered within the August Staff Development Programme and is to be delivered on 29 March 2019 (with a focus on Staff Review).

- o Any areas of inconsistency in terms of applications of policies and procedures can be addressed through the CMT, with an agenda item for a particular procedure being a feature if required (care is to be taken in this area to avoid blanket blame). The CMT also provides a further avenue through which support of a specific process or procedure can be requested.

- o A useful discussion took place at the Values Session of the HOC/AP and DHOC/AP development days on 17/18 August and the Promoted teaching staff event on 1 March 2019.

- o The CMT receives information regarding forthcoming JCC meetings and can contribute to the agenda. An update is also provided following the JCC meetings. Management actions are taken forward with the involvement of the relevant staff.

- o All staff are notified of NJNC Circulars (these can be accessed on the intranet drive), these are also spoken through at the CMT.

- o SLT members are ensuring a significant presence at the Technology Centre to be available for staff members there.

2. **adopt an inclusive, consistent and transparent decision making process, by:**

- **ensuring that the wider college community and its stakeholders are advised timeously of issues that affect them, are involved as appropriate in the decision making process through meaningful consultation, and are advised of the outcome of that process**

  - o established consultation arrangements are undertaken with staff representatives through the JCC arrangements (an example being the recent papers on Level 1, Learning and Teaching Review and Support Staff Fixed Term Contracts)

  - o Line managers can feed into the JCC process as a result of invitations provided at the CMT meetings, acting as a communication channel for staff

  - o An update following JCC meetings is provided at the CMT

  - o The membership of the JCC (management side) has been widened to extend beyond the SLT

  - o Staff are reminded of forthcoming JCC meetings and of their staff representatives.

  - o Matters are discussed as appropriate within the new meeting structure.

  - o All agreed JCC minutes and NJNC circulars are provided on the intranet drive with notification being provided when new documents are added.

- o The Principal invited the CMT to contribute good news stories to the Principal's Graduation address to ensure appreciation of all parts of the college in the students success.
- o Communications are provided as required in relation to matters such as the SFC Strategic Dialogue meeting.
- o The Staff Survey has been issued and closes on 29 March 2019.

3.   **Provide a safe and supportive working environment, by:**

- **actively promoting appropriate arrangements that ensure dignity at work, the elimination of discrimination and the positive promotion of equality**
    - o Equalities has been identified as an area of such importance that a cross college responsibility has been identified to be included in a Level 3, Head of Curriculum role within the new Academic Staffing Structure.
    - o Equality impact assessment continues to be an important consideration in HR Policy and Procedure review which matters of concern being highlighted to the group as necessary.
    - o The College's Annual Employment Data is collated and provided in a report to the Staff Governance Committee (as well as published in the college website). This process is used to highlight any matters of concern and inform the Impact Assessment Process.
    - o The College Induction process is being more closely monitored, this sets out the College statements in relation to Equality and Diversity and requires the new member of staff to confirm that they have read and understood the procedures.
    - o The College Equal Pay statement is currently being updated in line with publication requirements.
    - o The HR Operational Plan is informed by the actions arising from the Equalities publications.
    - o The College CORE Values include Respect and therefore this will be included in the Values work and behavioural framework
    - o Training events such as ADHD awareness and mental health first aid were delivered in the August Staff Development Programme.
    - o The Staff Survey includes a section on Equality and Diversity to test opinion regarding preparedness in relation to equality matters.

- **ensuring that health, safety and welfare arrangements are in place which promote best practice**

- The college continues to use Occupational Health services in support of staff where identified or where appropriate in relation to procedure.

- The College has recently undergone an audit in relation to Healthy Working Lives and has retained the Bronze Award.

- A Health and Safety consultant has been engaged and is currently supporting the college through a prioritised action plan.

- A significant number of locally delivered courses in relation to Mental Health First Aid, Resilience, Stress Management and Relaxation have been offered to staff.

- Mindfulness Sessions were provided for staff as part of the August Staff Development Programme and are now being provided on a weekly basis.

- A new post within the Sport area will allow for longer opening times for the College Gym and Staff discounts for the college gym have been retained.

- National campaigns such as 'Time to Talk' and World Kindness Day' have been supported by the college

- Mental Health First Aid Training is being provided for staff in June in collaboration with the Wellbeing Hub.

- A comprehensive staff development programme is being developed to support staff within their roles

- Lunch time walks have been implemented.

- Social events have taken place and are being well attended by staff.

- Meet and greet sessions for new staff have been implemented

- Discussions underway about limbering up for work sessions in the morning.

- Management development sessions are being provided including matters such as coaching skills for managers to support them in their support of staff.

3.0 Staff Development Activities throughout the session

The following is provided as an update to the on staff development activities in session 18/19.

Training already provided

16 and 17 August 2018
Development days for newly appointed Heads of Curriculum/Academic Partnerships and Deputy Heads of Curriculum/Academic Partnerships covering:
- Scene Setting and Priorities
- Support of Workload Analysis
- Senior Curriculum Team Meeting
- Team Building
- Values
- Finance Update
- Learning, Teaching, Quality and Curriculum Updates

Staff Development Days: 21 and 23 August 2018
Staff development days for all staff, activities covering:
- Welcome from the Principal
- Student Attendance Update
- Mindfulness Sessions
- Classroom Management
- ADHD Awareness
- HR Policies and Procedures
- GDPR Update
- Mental Health Awareness Training

Staff Development Day: 7 January 2019 (the Staff Governance Committee considered an evaluation of this day)
- Principal's Update
- L & T Review
- Ethos Training
- Embedding Career Management Standards
- Understanding Self Harm
- Smartboard Training
- New FE Admissions Policy and Procedure
- Assessment is for Learning
- Using support mechanisms to raise standards for all

Throughout the session
The following courses have been advertised to staff
- Stretching and Challenging Learners
- Starter Activities
- Checking Progress – Assessment for Learning
- Differentiation
- Effective Questioning
- Recording Verbal Feedback
- Effective VLE Use
- Learning Environments to Support Students Needs
- Supporting Students with Autism

- Mental Health First Aid Course
- Mental Health First Aid Course – Young People
- Mentally Healthy Workplace for Managers and Supervisors
- Stress Awareness for Managers
- Stress Awareness
- Relaxation
- Promoting Resilience
- Alcohol and Drugs Training for Managers
- CDN Courses including Social Media, making the most of VC)
- Learning and Teaching Academy webinars, meetings and events (including Mentoring Schemes, LTA Connect Webinars, International Women's Day, Digital Education Week (including Gamification for Learning and Teaching))
- Applying Learning Theory to Learning
- Using Student Evaluation and Feedback
- Understanding Self Harm
- Developing Self Awareness
- College Expo19

The following courses are provided online for staff
- Marshall online training (a suite of 9 training modules including Health and Safety, Equality and Diversity, Data Protection, Customer Care, Bullying and Harassment)
- PREVENT training
- Information Security

In addition, staff members can discuss attendance at relevant conferences and seminars with their line managers.

ERASMUS Supported Activities
Thirteen members of staff have or will be undertaking activities supported by ERASMUS within the session, with many more expressing an interest in undertaking an activity.

Individual activities supported by the Staff Development Budget
Given the increased to the staff development budget in 18/19 it has been possible to support many more training activities which mostly emerge from the Staff Review Process, for example, we are supporting approximately 60 staff undertaking activities including:
- 8 teaching staff members to undertake TQFE
- 4 staff at different stages of their PhDs
- 3 staff at different stages of MScs
- And many other courses ranging from 1 day courses to Strategic Leadership courses.

Blue Sky Day
A Blue Sky day was held on 12 October 2018

Facilitated Development Event for Promoted Teaching Staff – 1 March 2019
An event is being held on 1 March 2019 to further support the implementation of the structure and of the new roles.

Plans for future activities

Blue Sky and Staff Development Day – 29 March 2019
A blue sky and staff development day is being held on 29 March 2019. This will largely focus around Bright Space training for teaching staff, coaching skills for line managers and CORE values development for support staff.

Specific Role Training
Training on Universal Credit is being held in college for our Student Services and Student Finance staff on 2 April 2019.

Staff Conference
27 June 2019 has been identified as a Staff Conference Day

Flexible Workforce Development Fund –The college bid for funds under the Flexible Workforce Development Fund to support training activities has been submitted. We are now seeking to organise training in the following areas:

- Coaching and Mentoring – on 29 March 2019
- IOSH – Working Safely
- Professional Behaviours at Work – CORE Values (3 sessions)
- Assertiveness Skills and Conflict Management
- Management of Risk
- Unconscious Bias
- Excel (3 sessions)
- Sharepoint (2 sessions)
- IOSH Managing Safely

Mental Health First Aid - This two day course is being delivered in collaboration with the Wellbeing Hub, on 26 and 27th June 2019.

Management and Soft Skills Development
Discussions are underway to have the following management and soft skills development events
- Managing People (28 March 2019)
- CORE Values: Promoting Positive Behaviours and Responding to Conflict (29 March 2019)
- Performance Management (16 April 2019)
- CORE Values: Promoting Positive Behaviours and Improving Working Relationships (17 April 2019)
- CORE Values: Dignity at Work (date tbc)

Mindfulness
We have a member of staff (who is currently being supported through Mindfulness training) who is delivering Mindfulness Sessions on a weekly basis throughout the session.

Skills Network
Preliminary discussions are underway with Skills Network in relation to the provision of fully funded courses in the areas of Health and Social Care, Health, Wellbeing and Awareness and Business and Professional Development.

4.0   Moray College Staff Survey

The Moray College Staff Survey has been issued to staff and closes on 29 March 2019. This will allow consideration of the report arising from the survey by the Staff Governance Committee at its meeting in May 2019.   To date approximately a third of staff have completed the survey.

5.0   Forthcoming Activities

- Ongoing activities to Live the Values, and re-enforcing of this to all line managers.
- Development event for support staff line managers
- All the feedback gathered through the AD away day, development days and staff survey to be used to inform the further development of a behavioural framework.
- Communication of this framework
- Staff Development Activities as described.

Title of Paper:	FY18/19 Q2 Management Accounts
To Committee:	Board of Management ("BoM")
Subject:	Q2 Management Accounts & Anticipated Out-Turn for FY18/19
Version number and date:	
Brief summary of the paper:	Update for BoM on Q2 Position & Anticipated Out-Turn for FY18/19
Recommendations:	
Action requested/decision required:	For noting and discussion

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

Date paper prepared:	19 March 2019
Date of committee meeting:	26 March 2019
Author:	Director of Finance
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability	Enclosed papers provide BoM with an update on the financial position of the College after the first six months of FY18/19, together with the current anticipated out-turn for FY18/19. These papers are linked to the College's financial sustainability.
Equality and diversity implications:	N/A
Resource implications: *(If yes, please provide detail)*	N/A
Risk implications: *(If yes, please provide detail)*	Risk of failing to achieve financial sustainability.
Appendices:	As enclosed

FY18/19 - Q2 Management Accounts & Anticipated Out-Turn

INTRODUCTION

The enclosed pro-forma shows the financial performance of the College after the first six months of FY18/19, together with the current anticipated out-turn for FY18/19.

The format of the pro-forma has been previously agreed with F&GP, and highlights the impact of 'one-off' instances of income and expenditure, to illustrate the underlying performance of the College.

In light of the potential cost impact of a national Cost of Living ("CoL") award for teaching staff, I have updated the pro-forma so that the potential cost impact of this is clear.

Q2 – UPDATE/KEY POINTS

The overall Q2 position is ahead of the budgeted Underlying Surplus/(Deficit) and Reported Surplus/(Deficit), which is illustrated on the enclosed pro-forma.

This is influenced by the following one-off/exceptional items:

- The College received a net uplift of £50k in respect of the Brockenhurst VAT claim;

- A net VAT refund of c£40k was received. This coming as a result of an investigation into the level of VAT the College had been charged on fuel oil.

- Additional National Bargaining funding for changes in annual leave in respect of FY17/18. For the period to 31 Jan 19 £34k of this has been recognised (is £68k for FY18/19).

  At the time of budgeting for FY18/19, in the interests of prudence, this income had been excluded.

- Q2 FE Income includes £25k of 'Financial Turbulence Funding' which was awarded to the College following discussion with FERB concerning the issue the College faced should its 17/18 FE credits not hit target. At the time of budgeting for FY18/19, in the interests of prudence, this income had been excluded.

Staff costs in the period to 31 January 2019 were c£60k over budget. This primarily relates to the cost impact of the reduction in class contact time for lecturing staff (which is a direct impact of National Bargaining) and a greater than anticipated support staff pay award (original budget had assumed 2%, the actual national award was 3%).

The adverse variance with regards to the College's operating costs are primarily due to the originally anticipated costs savings on fuel oil, which was connected the boiler replacement project (as part of the utilisation of BL funding).

Other Matters

There is currently uncertainty over whether or not there will be a national award made in respect of CoL for teaching staff. Should the most recent position be agreed, such costs would be in addition (and on top of) all NB pay award, and would not be funded by SFC.

While no agreement either way has been made on this matter, based on the latest information (i.e. Colleges Scotland bulletin of 28 February 2019) it is anticipated that this would result in a cost of **c£60k** for the period covering 1 April 2017 to 31 January 2019.

A copy of Colleges Scotland bulletin has been enclosed for your reference (Appendix 3).

Cash

The enclosed cash flow pro-forma shows that at Q2 the College has continued to maintain a strong cash position (as was the case at Q1). It should be noted that this is influenced by the 'one-off' gains highlighted above (i.e. VAT rebates, etc).

The cash position is exclusive of any BLM income, so that the position presented is not distorted.

REVISED ANTICIPATED OUT-TURN – FY18/19

Income

Overall income (excluding one-off adjustments) for the year is anticipated to be £25k ahead of the original budget. The primary factor being the increase of BLM funding released to match in year expenditure.

Expenditure

Staff Costs

Staff costs are anticipated to be **c£259k** over budget for FY18/19. This is primarily due to the NB impact of the reduction in class contact hours for teaching staff, and the claw-back of in year NB funding (c£12k).

The issue of NB funding for AY18/19 has been raised with UHI (as the College's RSB), in order to fully understand the NB funding position for FY18/19 – which the College had understood to be fully funded.

Non-Staff Costs

The non-staff costs are anticipated to be broadly in-line with the original budget. The main factor for the adverse variance on operational costs being the saving on oil fuel savings not being achieved when initially anticipated.

Cash

The anticipated closing cash position for FY18/19 is in-line with that seen at 31 July 2018.

CONCLUSIONS

Overall the Q2 position is positive, with the underlying deficit (excluding exceptional gains) and the cash position both being ahead of budget for the first six months of the year.

There remains significant work to do over the second half of the year to ensure that the anticipated Out-Turn for FY18/19 (i.e. inclusive of one-off gains) is achieved, and to understand the funding due in respect of FY18/19 NB costs incurred by the College.

With regards to the latter point noted above, at the recent SFC visit to the College (on 27 February 2019), SFC confirmed that **the costs of National Bargaining will be fully funded for FY18/19 and FY19/20**.

In light of the above, there are current discussions with UHI on this matter, to which we await further feedback/clarity on.

MORAY COLLEGE UHI

2018/19 FINANCIALS

INCOME & EXPENDITURE STATEMENT (excl pension adjustments)

		Budget	Budget	Latest Estimate		Anticipated Out-Turn	Variance	Variance
				Actuals			**(Aug-Jan**	**(Anticipated**
		(18/19	**(Aug - Jan**	**(Aug - Jan**	**Estimate**	**(YE 31 Jul**	**Actual v**	**Out-Turn v**
		Annual)	**18/19)**	**18/19)**	**(Nov - Jul)**	**19)**	**Budget)**	**Budget)**
		£'000	**£'000**	**£'000**	**£'000**	**£'000**	**£'000**	**£'000**
Income:	FE Recurrent Funding	5,441	2,721	2,721	2,720	5,441	1	-
	HE Recurrent Funding	2,648	1,324	1,317	1,316	2,633	(7)	(15)
	Other Recurrent Funding (Excl DCG)	10	5	10	2	12	5	2
	Maintenance Funding	201	101	131	95	226	30	25
	Commercial Income	367	184	164	203	367	(20)	-
	Other Education Activity/Income	312	156	127	185	312	(29)	-
	Tuition Fees (HE & FE)	1,600	800	844	756	1,600	44	-
	Other Income (excl Release of DCG)	1,004	502	607	410	1,017	105	13
	Release of DCG	300	150	158	142	300	8	-
	National Bargaining Funding	193	97	97	97	193	-	-
		12,076	6,038	6,176	5,926	12,101	138	25
Expenditure:	Staff Costs	(9,102)	(4,551)	(4,610)	(4,689)	(9,299)	(59)	(197)
	National Bargaining Costs (Teaching Staff)	(193)	(97)	(97)	(97)	(193)	-	-
	Operating costs	(2,281)	(1,141)	(1,166)	(1,140)	(2,306)	(25)	(25)
	Depreciation	(753)	(377)	(391)	(391)	(783)	(15)	(30)
		(12,329)	(6,165)	(6,263)	(6,318)	(12,581)	(99)	(252)
Underlying Surplus/(Deficit)		(253)	(127)	(87)	(392)	(480)	39	(227)
One-Off Adjustments:								
- FE Transitional Funding		153	77	77	77	153	-	-
- FE Financial Turbulence Funding (18/19)		-	-	25	25	50	25	50
- Impact of National Support Staff Pay Award (3% awarded, budget assumed 2%)		-	-	-	(50)	(50)	-	(50)
- National Bargaining Funding (in addition to 17/18 funding)		300	150	150	138	288	-	(12)
- National Bargaining Cost - Teaching Staff (in addition to 17/18 funding)		(300)	(150)	(150)	(150)	(300)	-	-
- National Bargaining (Back-Pay re AY17/18)		-	-	34	34	68	34	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)
Reported Surplus/(Deficit)		(100)	(50)	138	(319)	(181)	188	(81)
- Provision to cover anticipated Cost of Living (Teaching Staff - not funded)*		-	-	(58)	(39)	(97)	(58)	(97)
Adjusted Reported Surplus/(Deficit)		(100)	(50)	80	(358)	(277)	130	(177)

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

CASH FLOW

		Budget	Budget	Latest Estimate		Anticipated Out-Turn	Variance	Variance
				Actuals			**(Aug-Jan**	**(Anticipated**
			(Aug - Jan	**(Aug - Jan**	**Estimate**	**(YE 31 Jul**	**Actual v**	**Out-Turn v**
		(Original)	**18/19)**	**18/19)**	**(Nov - Jul)**	**19)**	**Budget)**	**Budget)**
		£'000	**£'000**	**£'000**	**£'000**	**£'000**	**£'000**	**£'000**
Income Surplus / (Deficit)		(100)	(50)	80	(358)	(277)	130	(177)
Non-cash Adjs:	Depreciation	753	377	391	391	783	15	30
	Deferred Capital Grant release	(300)	(150)	(158)	(142)	(300)	(8)	-
		353	177	313	(108)	205	137	(148)
Financing	Loan Repayments	(97)	(49)	(49)	(49)	(97)	-	-
	Capital Funding	108	54	81	27	108)	27	-
Capital Expenditure		(108)	(54)	(81)	(27)	(108))	(27)	-
Working Capital:	UHI advances	-	-	-	-	-	-	-
	Other	(41)	(21)	(33)	(76)	(109)	(13)	(68)
		(138)	(69)	(82)	(125)	(206)	(13)	(68)
Net Cash Flow		215	108	232	(232)	0	124	(215)
Opening Cash Balance		285	285	285		285	-	-
Closing Cash Balance		500	393	517		285	123	(215)

Summary of Potential Cost of Living award - Teaching Staff		
Period	Amount (£'000)	Comments
1 Apr 17 to 31 Mar 19	63	Unconsolidated payment of £625 per FTE - based on 100 teaching staff FTE for MC.
1 Apr 19 to 31 July 19	34	Taken 2% of payroll costs (as vast majority of MC staff on salary >£36.5k). Based on 4/12 of teaching staff payroll cost for AY18/19.
TOTAL	97	

Title of Paper:	Estates/Backlog Maintenance Update
To Committee:	Board of Management
Subject:	Update on Spend/Allocation of 18/19 Backlog Maintenance
Version number and date:	
Brief summary of the paper:	Update on current position regarding the spend/commitment of Backlog Maintenance funding for 18/19
Recommendations:	
Action requested/decision required:	For noting and discussion

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

Date paper prepared:	19 March 2019
Date of committee meeting:	26 March 2019
Author:	Director of Finance
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including • Curriculum • Learning and Teaching • Organisational culture • Partnership • Sustainability	Enclosed is a summary/update for the Board of Management as at 19 March 2019. Please note that following the F&GP meeting held on 6 March 2019, in addition to the update presented to F&GP weekly updates in respect of the BLM spend/commitments have been issued to F&GP, which to date have been issued on: • 9 March 2019; and • 14 March 2019. The College is well placed to ensure that all of the Backlog Maintenance ("BLM") funding of c£1.33m is spent/committed prior to 31 March 2019.
Equality and diversity implications:	N/A
Resource implications: *(If yes, please provide detail)*	N/A

Risk implications: *(If yes, please provide detail)*	Risk of funding not being committed to within the set deadline.
Appendices:	As enclosed

UHI Partnership

Committee	**Boards of Management / UHI Court**
Subject	Evidence base for change
Action requested	Discuss and approve
Brief summary of the paper	This paper asks boards of management and the UHI court to consider the evidence that our governance structure impedes our operational delivery.
Resource implications (If yes, please provide detail)	None
Risk implications (If yes, please provide detail)	None
Date paper prepared	12/02/19
Date of committee meeting	TBC
Author	Programme Director
Link with strategy Please highlight how the paper links to, or assists with: • compliance • partnership services • risk management • strategic plan/enabler • other activity (eg new opportunity) – please provide further information.	Will assist with the effective delivery of the strategic plan.
Equality and diversity	N/A
Status (eg confidential)	Open
Freedom of Information Can this paper be included in "open" business?	Yes
Consultation How has consultation with partners been carried out? (Summary of response should be included in the paper)	

Governance and operational delivery

Background

A clear message that came from many participants at the Partnership Assembly in September 2018 was that the governance structures of the UHI Partnership impede the operational delivery of our services; that UHI is succeeding despite, not because of the structure. This is a sentiment that has been expressed in other forums outside the Partnership Assembly and would appear to be a commonly held view by colleagues who work across the institutions that make up the UHI partnership.

The Governance and Accountability working group has been tasked by the Programme Board to consider a range of challenges that were raised at the assembly. The group agreed that challenging the veracity of the perception that our governance and decision-making arrangements impede operational delivery was a key element of their work.

On 5th February 2019 the working group held a meeting in Inverness and asked Dr Gary Campbell, Vice-Principal (Strategic Developments) for a staff view of some of these perceived challenges to supplement the assembly input and their own experiences. Dr Campbell presented a compelling set of evidence, some of which has been discussed at Partnership Council over the last year.

The view of the working group is that the evidence they have seen and discussed does demonstrate that the governance and decision-making arrangements lead to operational challenges in how we are able to regionally organise and deliver.

Furthermore, that the impact of this, in terms of;

- the fragility of our regional offering;
- the resource spent by senior leadership and staff managing the complications in our decision-making processes;
- the pace at which we can respond to opportunities and develop new courses;
- the impact that national bargaining and the new FE contract has on the provision of degree level courses;
- the constraints on staff to progress academic careers in an FE contractual framework;

require the UHI Partnership to explore how we can change the operational model to overcome these challenges.

The explicit objective of any proposed changes would be to ensure that we can release a greater capability and capacity of our staff and senior leadership to focus on delivering

high quality education across the Highlands and Islands, both locally and regionally, rather than managing resource draining delays and failures in our current decision-making arrangements.

We ask College Boards of Management and the UHI Court to consider the presentation, this paper and the advice of your Principal and respond to us by confirming or not that you agree that our arrangements for governance and decision making are impeding our ability to operationally deliver regionally.

Receiving this agreement from you, at this early stage in the process, will allow us to move forward to the frankly more difficult task of working with the assembly and colleagues from across the partnership to identify and consider the solutions to the operational challenges noted in the presentation.

The working group will then be able to assess the different options brought forward, what changes would be required in decision making arrangements to make them work, and present an options appraisal back to Boards and Court in due course.

I would be grateful if you could respond directly to me at Brian.Crichton.perth@uhi.ac.uk

Evidence Base

The working group has requested that Dr Campbell record a copy of his presentation and we hope that you have had the opportunity to review it before considering this paper. The presentation notes a number of challenges in organising and delivering regional provision in the context of current arrangements.

Planning regional provision regionally is in all probability more effective than planning it locally and trying to knit the sum of those plans and resources together coherently. The examples of how and why planning and coordination are failing in respect of regional provision, and how the structures of our decision-making are adding to that, are stark.

What was also evident from the presentation is that the operational challenges our governance and decision-making arrangements cause are not because of mischief, bad intent or poor local decision-making. In fact, it is quite the reverse, individual partners are making the right and rational decisions locally, but the sum of these at a regional level often do not make sense.

Two illustrative examples that struck us in particular were;

<u>BSc (Hons) Psychology</u>

As the Psychology programme increased in popularity, the number of students grew to more than 150 as did the number of academic partners contributing to delivery. The team also validated an online MSc in Psychology and both this and the undergraduate programme were accredited by the British Psychological Society (BPS). Among other things, the BPS accreditation was conditional on the recruitment of at least one more member of *research active* staff with a particular specialism.

There then followed around 20 months of discussions across the management of the involved academic partners, subject network and faculty to agree who would employ this member of staff. Eventually the matter was escalated to Partnership Council where a decision was finally made. This was always going to be the outcome; any rational person would make the decision to employ the additional staff. However, to solve the issue, a Principal was required to employ staff with limited additional income attached, an increase in costs straight to the bottom line. A decision, in these difficult financial times, that is not easy to make.

If we are to be frank about this issue.
- It shouldn't have occurred in the first place as the consequences of failure to recruit appropriately qualified and research active staff to meet BPS requirements should never have been a question.
- When it did occur, it should have been resolved straight away rather than consuming significant senior management time to make a decision that was always going to be taken.
- The funding / employment regime for the course should have the flexibility to allow for the employment of these staff without detriment to an individual partner.

Whilst this example highlights psychology, the challenges identified apply to a number of our regionally delivered courses.

<u>Curriculum planning</u>

The diversity of the UHI Partnership is one of our greatest strengths and providing remote and rural locations with a full range of FE and HE courses is fundamental to our purpose. We will never match other institutions for their head count in courses, in fact, we would be failing in our mission if we do.

However, Dr Campbell's presentation demonstrates the significant lack of co-ordination in how we plan our curriculum. This limits our ability to invest and grow those areas of our regional business that are most successful and will raise income for all partners and

limits our ability to identify and proactively support and cross-subsidise local courses, that are not financially viable in terms of numbers, but are essential for our diverse local communities.

It is inconceivable to think that a single partner, undertaking and implementing a curriculum review in isolation will not have unintended consequences for other partners. It encapsulates again that rational local decisions, made with the best of intentions, result in sub-optimal provision when added up to the regional level.

We are asking our senior executive leadership to manage the inconsistencies in these decision-making processes, rather than adapting the process to deliver a stronger and more coherent regional and local curriculum offering. One that releases the capacity and capability of our staff, builds on and strengthens our diversity and releases senior staff to focus on delivery.

The working group has also heard examples of where UHI have developed innovative sector defining courses.

<u>BSc (Hons) Software development</u>

This programme was developed after analysis of the existing curriculum and the developing requirements of actual and potential inward investors in the UHI region. It was also a product of the strategic imperative to develop work-based learning programmes in response to changes in expectations of students, employers and the Scottish Government. Using European funding (ESIF) it was possible to employ, two well qualified and 'industry fresh' academics, to work alongside a dedicated educational developer (EDU) and a Curriculum Development Engagement Officer (CDEEO). Their brief was to 'start from scratch' to develop an innovative programme which would produce highly adaptive and employable graduates.

In brief, the result is a programme which will be available in 2020, incorporates such a range of topics, values, projects, real world experience, and innovative pedagogy that IBM have asked to partner with us in its delivery and have their name associated with it. The programme is fully compliant with the SDS requirements for a Graduate Apprenticeship, should we wish to take that path. Crucially, it is anticipated that the graduates of the programme will be in such demand that we can help break the circle of - few UHI computing graduates as there are few jobs in the region – few employers will set up here as there are insufficient graduates.

In short, this, and a few other key examples, demonstrate that this university is at least the equal of any in the sector with regard to innovative curriculum design, when the resource, planning and crucially staff 'headspace' are aligned. In this case, this 'luxury'

was afforded us via external funding, the challenge is to be able to mainstream this approach.

Moving to solutions

The working group recognise that the presentation and the detail noted within this paper are illustrative of issues, rather than providing a full evidence base for change. In discussions with key staff these examples do represent a few of the many "sticking plasters" that staff have applied to ensure we can deliver despite our decision-making arrangements.

As a Partnership we know these problems exist and we know they are not limited to the examples that have been given here, they are systemic to how we are organised. The working group believes that it is counter-productive to spend the next three months identifying and cataloguing our failures of partnership decision making for presentation in June. It would be a divisive process to go through, it would only demonstrate what we already know and it would waste valuable time in developing the options available to us to address these challenges.

We are therefore seeking confirmation from Boards of Management and the Court that you agree that our arrangements for governance and decision-making are impeding our ability to operationally deliver regionally and you are content for the working group to move on to considering the options we have to resolve these issues with the assembly and colleagues from across the partnership.

Recommendations

Boards of Management and UHI Court are asked;

- To discuss the paper and Dr Campbell's presentation as part their March Board / Court meetings;
- To respond to Brian Crichton indicating whether the Board / Court agree that our arrangements for governance and decision-making are impeding our ability to operationally deliver regionally
- To note that should agreement be received, developing the options for changing regional operational arrangements with the assembly and colleagues from across the partnership will begin.

Ministear airson Foghlam Leantainneach, Foghlam
Àrd-ìre agus Saidheans
Minister for Further Education, Higher Education and
Science

Scottish Government
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Ms Clare Adamson MSP
Convenor – Education and Skills Committee
The Scottish Parliament
EDINBURGH
EH99 1SP

18 February 2019

Dear Convenor,

Colleges make a vital contribution to this Government's commitment to improving the lives and employability of all Scotland's people. Their effective governance is fundamental in securing public value; and in supporting colleges to improve the life chances of their students and the performance of businesses.

In 2016, the then Education Secretary's Good Governance Task Group reported back on the lessons learned at Glasgow Clyde, North Glasgow and Coatbridge Colleges. The Task Group also made a series of recommendations to improve governance in Scotland's colleges around four strategic themes of prevention; self-assessment; external assurance; and sanctions. These recommendations have been taken forward in conjunction with the Good Governance Steering Group which is a cross-sector body with a remit to support-ongoing good governance across the college sector.

Two of the specific recommendations suggested that the Scottish Ministers consult on the introduction of a number of new provisions, either legislatively or administratively, to the college governance framework. The Scottish Government consulted on these recommendations in April and May 2017. The Scottish Government received 39 responses to this consultation – 28 from organisations, including 10 colleges, and 11 from individuals. The majority of the questions consulted on are complex and have required lengthy consideration.

The Scottish Government proposes to take forward a number of proposals where it has been clearly demonstrated that undertaking such an action would improve governance in Scotland's colleges and would not alter the chain of accountability in the sector as introduced by the Post-16 Education (Scotland) Act 2013.

As a result, I am proposing to undertake the following actions as a consequence of this consultation:

- **Partnership working:** introduce two trade union nominees to the boards of incorporated colleges, the Lanarkshire Board and the Glasgow Colleges' Regional Board *in addition* to the existing staff representatives, bringing the college sector into line with changes made in universities by the Higher Education Governance Act 2016.
- **Board appointments:** amend ministerial guidance for college board appointments to:
    - strengthen the guidance on succession planning and multiple candidate appointments, and;
    - require all board vacancies to be advertised on the Colleges Development Network Website.
- **Training:** ask the Colleges Development Network to embed teamwork within the induction training of board members.
- **Enhanced guidance:** develop guidance for the SFC and colleges to follow in relation to any specific reviews undertaken by SFC of colleges under section 7C(7) of the Act (which relate to reviewing statutory criteria for a body to remain eligible for funding).
- **Board meetings:** introducing the ability of SFC to attend the board meetings of assigned colleges.
- **Auditor General reviews:** we will further investigate allowing the Auditor-General for Scotland the ability to conduct economy, efficiency and effectiveness reviews with the non-incorporated colleges that are not part of a local authority.
- **Alignment:** bring colleges into line with other Scottish public bodies where appointing bodies may suspend board members.
- **Remuneration:** remunerate the incorporated, assigned college chairs (bringing them into line with their regional strategic body and regional college colleagues), at a rate to be determined by the Scottish Ministers.

I hope the Committee finds this information useful. Officials will work closely with the Good Governance Steering Group to take forward the implementation of these actions.

I also attach the responses to the public consultation, which will be shortly published on the Scottish Government website.

RICHARD LOCHHEAD

Title of Paper:	CDN Board Induction Workshop 21 February 2019
To Committee:	Board of Management
Subject:	Summary of attendance at workshop
Version number and date:	01, 17 March 2019
Brief summary of the paper:	Matters highlighted in individual presentations at the workshop aimed at new members of college Boards
Recommendations:	
Action requested/decision required:	None – discussion only

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

Date paper prepared:	17 March 2019
Date of committee meeting:	26 March 2019
Author:	Deborah Newton and Seonaid Mustard
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including - Curriculum - Learning and Teaching - Organisational culture - Partnership - Sustainability	Organisational culture – behaviours expected of Board members
Equality and diversity implications:	N/A
Resource implications: *(If yes, please provide detail)*	None
Risk implications: *(If yes, please provide detail)*	N/A
Appendices:	

References:	

1. Duties and Accountabilities
   - SFC/ Scottish Government role is to look at the quality of Learning and Teaching in relation to best value for money
   - College prepares the Financial Memorandum
   - This is a contract with SFC
   - SFC holds College to account for use of SFC funding

2. Expected Behaviours and Influential Partnerships
   - Embedded in the Code of Good Governance
   - 'Can we stop and talk about this?' - where there are matters that Board members are not understanding or are not comfortable with

3. Keeping Learners at the Centre
   - Education Scotland role is to ensure the quality of education
   - Board are to keep learners at the centre

4. Student Engagement: Principles and Responsibilities

   - Discussion on what behaviours might promote partnership between the Board and students
       o Work with HISA
       o Shared expectations
       o Informal meetings
       o Knowing what HISA plan is
   - There should be a Policy and Strategy for student engagement

5. An Effective Board

   Case studies on actual situations where the Board has been ineffective

   - Need a diverse Board who can question and challenge
   - Must not be a two tier Board
   - Board members should scrutinise and challenge reports presented to them
   - Request further information where required for a proper understanding

- Ask for evidence of work being done by executive teams
- Board members should make themselves aware of the true position
- Board members to follow the Code of Good Governance
- Collective responsibility is a central feature of the Board
- Staff Board members do not represent the parties to whom they owe their appointment to the Board

Title of Paper:	Schedule of Board and Committee Meetings for 2019-20
To Committee:	Board of Management
Subject:	Proposed Schedule of Meetings for next session
Version number and date:	1/19 March 2019
Brief summary of the paper:	Proposed Schedule of Meetings for next session
Recommendations:	To consider the proposed schedule of meetings for session 2019-20
Action requested/decision required:	The Board are asked to consider and approve the schedule of Committee meetings for session 2019-20

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

Date paper prepared:	19 March 2019
Date of committee meeting:	26 March 2019
Author:	Cathie Fair
Link with strategy: Please highlight how the paper links to, or assists with: Strategic Plan including - Curriculum - Learning and Teaching - Organisational culture - Partnership - Sustainability	
Equality and diversity implications:	
Resource implications: *(If yes, please provide detail)*	
Risk implications: *(If yes, please provide detail)*	
Appendices:	Any additional or supplementary related documents
References:	References to anyone else's work, publications or journals

The Board are asked to consider the attached schedule of meetings for session 2019-20.

The pattern of meetings broadly follows that of the current session. However, there are a few dates which may need further consideration and these have been highlighted in the schedule. The Board are asked to consider the following:

Should the Board meeting on 29 October 2019 be moved to 22 October 2019? This will allow more time for any feedback to be incorporated into the EREP prior to being submitted to Education Scotland at the end of October? However, this would create some challenges in that some members of the Executive are likely to take off the October holiday and that may create an issue with the preparation of Reports.

Joint Audit and Finance and General Purposes Meeting on 26 November 2019 – Is this early enough?

Should the Board meeting take place on 17 December 2019 or one week earlier? This is the final week before the Christmas break and follows the same pattern as last year. Whilst it was challenging to get the Statutory Accounts signed off and forwarded to UHI and SFC, the FD felt that having the time between the Joint Audit and F&GP and the Board meeting worked very well and allowed sufficient time to make all the recommended changes so that the final Accounts were unlikely to need further editing.

D R A F T

Board of Management Moray College

First Draft 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						
6/01/2020						
13/01/2020						
20/01/2020						
27/01/2020		28/1/2020				

D R A F T

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

D R A F T

Meetings of UHI Court

20 March 2019, 2-4

19 June 2019, 2-4

18 Sept 2019, 2-4

27 Nov 2019, 2-4

18 March 2020, 2-4

17 June 2020, 2-4

Evaluation on Functionality of the Board of Management

1 You and your fellow Board/Committee members' role and contribution						
Using the scale provided please answer the following questions by ticking the box that most closely represents your opinion						
• Members have a sound understanding of the scope and terms of reference of the Board of Management?						
Strongly Agree		Agree		Disagree		Strongly Disagree	
• There is a sufficient level of knowledge and understanding of the role and work of the Board?						
Strongly Agree		Agree		Disagree		Strongly Disagree	
• Individual members contribute well to the work of the Board of Management?						
Strongly Agree		Agree		Disagree		Strongly Disagree	
Please provide any comments you would like to make on individual Committee members' contribution						

2 Chair's Role						
Would you agree that the Chair leads the Committee effectively in that:						
• They focus on the Committee's priorities and respond to the challenges presented?						
Strongly Agree		Agree		Disagree		Strongly Disagree	
• They facilitate participation and encourage constructive debate including the viewpoint of others?						
Strongly Agree		Agree		Disagree		Strongly Disagree	
• They bring together a constructive and workable plan of actions from the Board debate?						
Strongly Agree		Agree		Disagree		Strongly Disagree	
• They ensure that actions identified are completed satisfactorily by the agreed dates?						
Strongly Agree		Agree		Disagree		Strongly Disagree	
• They demonstrate appropriate leadership for different situations?						
Strongly Agree		Agree		Disagree		Strongly Disagree	
Please provide any comments you would like to make on the Chair's role and effectiveness						

3 Strategic Planning						
Are you satisfied that the Board focuses most of its attention on significant strategy or policy issues so that:						
• It has a strategic vision of how the College should be evolving?						
Strongly Agree		Agree		Disagree		Strongly Disagree	

• It has developed a shared vision, values and aims and plans for continuous improvement?							
Strongly Agree		Agree		Disagree		Strongly Disagree	
• It has identified key indicators for tracking the progress of the College's objectives?							
Strongly Agree		Agree		Disagree		Strongly Disagree	
• Board members understand their role and responsibilities in setting the strategic direction of the College?							
Strongly Agree		Agree		Disagree		Strongly Disagree	
• the board engages with staff, the Students' Association and stakeholders to improve outcomes for learners							
Strongly Agree		Agree		Disagree		Strongly Disagree	
• Identify how the Board provides strategic support and challenge to secure high quality provision and ongoing improvement							
• Identify how the Board assures itself that evaluation and enhancement reports are accurate and balanced							
• Please provide any comments you would like to make on the Committee's role and responsibilities (Optional)							
4 Resources							
• The Clerk to the Board and Minute Secretary to the Committee provide effective and appropriate advice and assistance to the Board?							
Strongly Agree		Agree		Disagree		Strongly Disagree	
• The Board receives appropriate and quality information and papers to support its work?							
Strongly Agree		Agree		Disagree		Strongly Disagree	
• The Board receives effective and appropriate support from the executive of the College effectively to progress the business of the Committee?							
Strongly Agree		Agree		**Disagree**		Strongly Disagree	
• Actions are undertaken effectively and timeously?							
Strongly Agree		Agree		Disagree		Strongly Disagree	
5 General Assessment							
• What are your views on the current matters of focus for the Board – are they about right/what would you look to change?							
• What are your views on the matters which the Board should be looking at in the future?							
• How can the Board's organisation and overall performance be improved?							

Hisa Report Early 2019 (January – March)

Here is an overview from the last three months what the local Moray HISA team have accomplished or worked towards;

- We marked International Women's Day by staffing a stall in the general café area, with posters marked of women that have achieved great things – both in the past and in the present.

- We made sure to support Care Day this year by providing information about the day – we also had a high uptake of students taking away cards about what they actively do to support their fellow carers/spread awareness.

- On University Mental Health Day we shared a significant amount of resources on a stall outside the HISA office.

- We had lots of activities at a stall at Purple Friday, with a high numbers of student engaging with activities.

- On Time to Talk day HISA deputes and staff member had engaging conversations with students about their mental health, making best use of the day to actively break the stigma of challenges to mental health.

- Clubs and Societies have been running smoothly, with a new film club forming as of this time of writing along with a football club. These clubs join the roster of HISA supported groups of the table-top gaming club, Nerf club and LGBT+ society.

- HISA are also supporting Game-Jam 2019 that is on this year at the Moray College.

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

Kind Regards,

Joel Hockney
Student Association Assistant Moray