Learner Experience Committee

Agenda

Meeting reference: Learner Experience 2023-24/03
Date: Wednesday 21 February 2024 at 2:00pm
Location: Boardroom (Brahan Room 019)
Purpose: Scheduled meeting

* Denotes items for discussion/approval.
Members should contact the Clerk in advance of the meeting if they wish to request an item be starred.

	Agenda Items	Author	Led by	Paper
1	Welcome and Apologies		Chair	
2	Additions to the Agenda		Chair	
3	Declaration of Conflict of Interest in any Agenda Item		Chair	
4	Minutes of the Meeting held on: 21 November 2023		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	**Items for Approval/Endorsement**			
6.1	HISA Student Partnership Agreement 2023/24	HISA	HISA Perth President	Paper 2
7	**Learner Experience**			
*7.1	HISA Perth Strategic Update	HISA Perth	HISA Perth President	Paper 3
*7.2	HISA Update	HISA	Rachel Burn, HISA CEO	Paper 4
*7.3	Student Satisfaction & Experience Survey	Quality	Head of Learning & Teaching Enhancement	Paper 5

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	Agenda Items	Author	Led by	Paper
*7.4	Postgraduate Taught Experience Survey	Quality	Head of Learning & Teaching Enhancement	Paper 6
*7.5	Induction & Early Student Experience Survey (ESES)	Quality	Head of Learning & Teaching Enhancement	Paper 7
8	**Curriculum**			
8.1	Student Recruitment – update		Head of Student Experience	Verbal
9	**College Policies and Strategy**			
9.1	UHI Perth Safeguarding Annual Review	Head of Student Experience	Head of Student Experience	Paper 8
10	**Committee Minutes** (for noting)			
10.1	Scholarship & Research Committee • Meeting held 19 February 2024 – paper to follow at next meeting.			
10.2	Student Engagement Group • Committee discontinued.			
11	**Date and time of next meeting** • 24 April 2024 @ 2.00pm		Clerk	
*12	**Review of Meeting** (to include check against Terms of Reference)		Chair	Paper 9

Learner Experience Committee

DRAFT Minutes

Meeting reference: Learner Experience 2023-24/02
Date: Wednesday 15 November 2023
Location: Boardroom (Brahan Room 019)

Members present: Margaret Cook, Principal
Elaine Piggot, Board Member
Alistair Wylie, Board Member
Patrick O'Donnell, Staff Board Member
Fiona Smith, Student Board Member
Lorenz Cairns, Depute Principal
Catherine Etri, Vice Principal (Academic)
Deborah Lally, Head of Student Experience
David Gourley, Head of Learning & Teaching Enhancement (to Item 7.2)

In attendance: Ian McCartney, Clerk to the Board

Apologies: Jenny Hamilton, Board Member
Veronica Lynch, Vice Principal (External)
Robert Boyd, Teaching Staff Member on the Committee

Chair: **Margaret Cook**
Minute Taker: Ian McCartney
Quorum: 7

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Minutes:

Item		Action
1.	**Welcome and Apologies** Chair welcomed everyone to the meeting, and noted apologies.	
2.	**Additions To The Agenda** Head of Learning & Teaching Enhancement noted that funds had been received from PKC to support the Big Project which had allowed clothing for students and nursery children to be supplied.	
3.	**Declaration of Conflict of Interest in any Agenda Item** None	
4.	**Minutes of Meeting held on 06 September 2023** The minutes were approved as being an accurate record of the meeting.	
5.	**Matters Arising from Previous Minutes** **7.1 HISA Perth Strategic Update** **Action:** Student Board Member to provide update to committee re HISA CEO recruitment **Status**: Covered within Paper 2	
6	**Learner Experience**	
6.1	**HISA Perth Strategic Update** Student Board Member outlined key highlights of Paper 2, noting that 170 Student Voice Reps had now been recruited, with training scheduled, and SRCs were being held this week. Student Board Member informed Committee that HISACon, the student leadership conference, had now been moved from earlier in the academic year to January. Principal queried why this had been rescheduled to what appeared to be very late in the calendar; Student Board Member advised that Clubs & Societies leaders were now being invited to the event, therefore it was felt more sensible to delay until later in the year. Chair noted ongoing issues around staff recruitment. Student Board Member advised that HR processes were progressing. Vice Principal (Academic) sought clarity on the numbers of SVRs currently trained as 45. Student Board Member advised that that was	

	the figure around a week ago so this would need clarified. Student Board Member also noted that a number of students were repeating SVRs and therefore may not have attended training this year. Head of Student Experience sought clarity on the timescale around the Student Partnership Agreement. Student Board Member advised that HISA staff members were leading this workstream so this would need to be checked. Chair expressed concern over how late in the year the SPA was likely to be presented, making it difficult to deliver within 2023/24. Student Board Member agreed, and also noted that 10-month contracts for student officers would have an impact. Committee **NOTED** Paper 2	
6.2	**Student Funding** Head of Student Experience presented Paper 3, noting that figures excluded those funds dispersed through the Student Awards Agency, but includes all other funds issued by UHI Perth. Head of Student Experience noted that awards listed as "Bursary" is available to FE students only, and that "Discretionary" refers to hardship funds, which are capped. Head of Student Experience further noted that a number of fund applications were being processed but were at the "additional evidence required" stage. Head of Student Experience advised that the funding team are up to date with applications and are now in the process of identifying students who qualify for funding but who haven't applied to encourage further applications. Head of Student Experience noted that the cap for the HE Discretionary Fund had been reduced, however this was offset by an increase in the student loan. Student Board Member queried whether there would be enough money available for students for the whole year to assist with retention. Head of Student Experience advised that this could not be guaranteed within HE. Board Member queried whether students were assisted in other areas such as budgeting. Head of Student Experience advised that support workshops are held at the start of each academic year. Student Board Member advised that similar support is provided via HISA. Committee **NOTED** Paper 3.	

7	**Curriculum**	
7.1	**ASOS/Student Completion & Progression**	
	Head of Student Experience provided an update on the impact of Action Short of Strike (ASOS) on student completion and progression, advising that UHI Perth started to input results in mid-October, with weekly statistics being returned to Scottish Government around the measurement of impact, with the main SG focus being on apprenticeships.	
	Head of Student Experience noted that approx. 16,000 results had been processed by the team in 3 weeks, resulting in all certificates likely to be issued by end December.	
	Head of Student Experience referenced KPI tables within Paper 4 (noting indicative positions provided for 2022/23), and advised that further analysis would be conducted into this data in due course.	
	Board Member queried whether assurances had been received from awarding bodies with regards to certification, whether a Comms Plan was in place, and whether data was being captured re reasons for withdrawals?	
	Head of Student Experience advised that UHI Perth were in regular contact with awarding bodies, including group awards, and that all students had been emailed with scheduled dates for results and contact details should these not be received. Head of Student Experience further advised that there are a vast number of reasons for withdrawal and PATs work to ensure there is maximum opportunity for intervention. Vice Principal (Academic) noted that financial reasons are the most prominent, however a number of students are encouraged or supported to move to part-time study which is reflected in the lower withdrawal rates shown in the stats.	
	Board Member queried the age range around drop-out rates being a factor due to lack of awareness or understanding of what College life would be like. Head of Student Experience noted that data is captured by protected characteristics, and that UHI Perth conducts pre-enrolment interviews and Open Days to allow potential students to better understand the organisation.	
	Committee **NOTED** Paper 4.	
7.2	**Student Recruitment**	
	Head of Student Experience outline Paper 5, including the difference between the 2 methodologies for measuring the income raised via	

student recruitment.

Head of Student Experience advised that UHI Perth is highly likely to meet or exceed FE targets, and explained that being over-target would not result in students being turned away if there is no impact on staffing requirements. Head of Student Experience noted for context that FE credit targets across the sector had been reduced by 10%.

Head of Student Experience advised that there was optimism around meeting HE FTE targets, however ASOS and results processing had taken precedence over the last few weeks and as a result some registration for modules has still to be processed which will improve reported statistics. In addition, an uplift in numbers will be experienced when January courses commence.

Committee **NOTED** Paper 5.

7.3	**Fraser of Allender Institute Report**	
	Chair tabled Paper 6 for information and advised Committee that the Report focused on the impact and difference Colleges make, reinforcing the message of their importance within Scotland.	
	Board Member thanked Chair for distributing the Report, and queried how this was being used to marketing advantage. Chair advised that the Report had generated significant national TV coverage supported by local press releases. Chair further advised that the sector was working with government ministers to help paint a positive picture of the sector in spite of reduced funding, however there was doubt as to whether this would result in extra finances being found. Chair noted that the University sector had been very effective in using this approach in the past, so it was positive to see a similar focus within the College sector.	
	Chair advised that meetings with the Secretary of State alongside Scotland's Colleges' "Thinking The Unthinkable" events would make extensive use of the Report and its findings.	
	Committee **NOTED** Paper 6.	
8	**Committee Minutes**	
	Committee **noted** the following minutes:	
	• Student Engagement Group, 28 September 2023	
	• Scholarship & Research Committee, 29 May 2023	
	• Scholarship & Research Committee, 25 October 2023	

9	**Date of Next meeting**	
	• Wednesday 21 February 2024 @ 2:00pm	
10	**Review of Meeting**	
	Committee confirmed the business of the meeting had been consistent with the Terms of Reference.	

Information recorded in College minutes are subject to release under the Freedom of Information (Scotland) Act 2002 (FOI(S)A). Certain exemptions apply: financial information relating to procurement items still under tender, legal advice from College lawyers, items related to national security.

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

Status of Minutes – Open ☑

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

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

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

Do the minutes contain items which may be contentious under the terms of the Data Protection Act 2018?　　　**Yes ☐**　　　**No ☑**

Committee Cover Sheet

Name of Committee	Learner Experience Committee
Subject	Student Partnership Agreement
Date of Committee meeting	21/02/2024
Author	Your Students' Association and UHI
Date paper prepared	01/12/2023
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	An organisation wide partnership agreement which was signed in December 2023. Work will commence between the Students' Association, UHI and the Academic Partners on how this can be embedded across the partnership and delivered upon.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	Discussed at UHI Student Engagement Group Agreed with the university's Quality Assurance and Enhancement Committee (QAEC) and Your Students' Association Consultation with UHI students
Action requested	☒ For information ☐ For discussion ☒ For endorsement ☐ For approval ☐ Recommended with guidance (please provide further information, below)

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Committee Cover Sheet

Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership. If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	n/a In line with HISA strategy
Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	**Yes**/ No Time of relevant committee members and UHI Perth staff to implement in partnership with HISA
Risk implications Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk? If yes, please provide details.	Yes/ **No** Click or tap here to enter text.
Equality & Diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	Yes/ **No**
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please provide details.	Yes/ **No** Click or tap here to enter text.
Island communities Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	Yes/ **No** If yes, please give details: Click or tap here to enter text.

Committee Cover Sheet

Status	Non-Confidential
(ie confidential or non-confidential)	If a paper needs to remain confidential for a prescribed period of time before being made 'open', please advise how long must the paper be withheld: Click or tap here to enter text.

Freedom of Information

Please note that **ALL** papers will be included within 'open' business unless a justifiable reason can be provided.

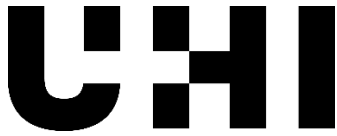Please select a justification from the list, below:

Its disclosure would substantially prejudice a programme of research	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Click or tap here to enter text.	☐

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

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

and

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

Student Partnership Agreement (SPA) 2024 - 2026

Introduction

The purpose of this agreement is to present the work being done to improve the student experience in partnership between the University of the Highlands and Islands (UHI), including our academic partners, and Your Students' Association (YSA), and to show students how they can get involved in that activity. It includes all students studying with the university, including our partner colleges, on further and higher education courses. Where 'university' is referred to in this document, it is taken to include the colleges that form the university. It does not replace other strategic documents, and students are not limited by this document – you are actively encouraged to tell us how we can make your student experience better in any way.

Our university community

The University and YSA are proud of the contribution we make to the Highlands and Islands regional community and beyond. The purpose of the university is to have a transformational impact on the development and prospects of the region, its people, and its communities. Our vision is that we will be nationally and internationally recognised as a distinctive and innovative partnership which embraces both further and higher education. Our current Strategic Plan 2030, , entitled 'where learning means more', highlights our position as:

- **Inclusive**. We are proud to be different. Where learning means more. We offer flexible and supported learning from access level to PhD. Where students can start where they need to and progress as far as they want at a pace that is right for them; all within the same institution. The future world of work will require us to be constantly learning, so whatever the stage of life or current qualification, we provide everyone with the opportunity to keep their skills relevant and up to date.

- Home of connected learning. We take the best of our growing academic reputation, world-class research and our proud history of vocational training to join the world of learning to the world of work. We involve industry experts to ensure our courses teach the skills employers are looking for and match these to our students' ambitions. Our established blended learning approach connects our student community here and across the world.

- Supportive, caring and personal. We take time to help our students find their unique learner journey. We care passionately not just about our students and staff but also our regions, people, communities and future prosperity. We believe that every individual has the right to feel valued, our commitment to equality, diversity and inclusion (EDI) is not just a moral obligation, but it is also fundamental to our aim of providing flexible and supported learning opportunities.

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

Our student body is central to that purpose and vision. Both the University and YSA value the diversity of our student population and work to make sure everyone feels welcome and supported. All staff and students should interact in a way which helps create an inclusive, pleasant, and welcoming environment for everyone.

What is partnership?
The terms 'partner' and 'partnership' are used in a broad sense to indicate joint working between students and staff. Partnership working is based on the values of:

- openness;

- trust and honesty;

- agreed shared goals and values; and

- regular communication between the partners.

It is not based on the legal conception of equal responsibility and liability; rather, partnership working recognises that all members in the partnership have legitimate, but different, perceptions and experiences. By working together to a common agreed purpose, steps can be taken that lead to enhancements for all concerned. The terms reflect a mature relationship based on mutual respect between students and staff.

Part A – Student partnership and engagement at the university

Formal student representation
The university and is committed to involving students in the decision-making process and making sure that they have the best possible experience while studying with us. All further and higher education students are automatically members of the students' association (YSA), although students may wish to opt out. The university and YSA work closely together to ensure that students are represented on all relevant university committees and are supported and trained to fulfil their roles.

Opportunities to become involved in student representation include the following:

- Student representatives are present on all relevant university and academic partner committees, including: Faculty Boards, Quality Assurance and Enhancement Committee, Academic Council, College Boards and others. Students are informed about vacancies and how to take part when they arise.
- Each class should have a Student Voice Rep who will attend Course Committees and make student views known on issues related to the course experience.   On-going communication will be encouraged out-with formal meetings.
- Focus groups and consultation events are arranged when major changes, for example to curriculum, are planned, and students are invited to take part in these groups.

- Student representatives are trained and supported in their respective roles. There is also the opportunity to meet with other student reps to support each other.

Student engagement in the life of the university

Student involvement is not restricted to formal representative structures. All students are encouraged to become partners in shaping the life of the university. Opportunities include:

- Participating in volunteering opportunities within and out-with university.
- Giving honest, constructive feedback by taking part in surveys, focus groups and other feedback opportunities.
- Sharing opinions with Student Voice Reps.
- Speaking directly with lecturing staff or support staff.
- Supporting activities of your class, including interacting with other students online.
- Developing and taking part in events, societies, clubs, and groups.
- Providing suggestions, complements, feedback or raising issues through the Red Button student feedback system.

Staff will seek to engage with students in both formal and informal structures and ensure that students are a central part of decision making and informing of policy and practice. Means of ensuring clear and accessible communication between the wider student community is continually reviewed to ensure that this is enhanced on an ongoing basis.

Your Students' Association

YSA primarily exists to be an advocate for students across the university, by representing their rights, needs and opinions. You can become involved by:

- Standing for election as a sabbatical Principal Officer (paid, full-time roles within the Association).

- Standing for election as a YSA Depute. There are representatives for each academic partner within the university and other specialist roles too. Student officers form the Executive Committee which steers the operational direction of the Association.

- Volunteering as a Student Voice Rep (SVR).

Key performance indicators (KPIs)

We have agreed several KPIs in relation to section A of this agreement. We will publish data on:

1. Number of student voice reps
2. Course coverage
3. Percentage of reps trained

Part B Partnership working in 2024 - 2026

Work themes during the life of this agreement

The University and YSA agree to partner on a number of work themes for the duration of this agreement. There are four permanent categories of work themes, each with a permanent university lead. Under these themes, between one and two specific targets are set within each theme for development during the life of the agreement. To progress these targets, working groups will develop action plans. We will report on progress towards each theme regularly through the university and YSA websites and student newsletters.

Targets may be viewed in appendix one and are regularly reviewed throughout the period of this agreement.

Targets are developed through an evidence – based process through the review of:

- Student surveys
- Student Voice Rep feedback
- YSA officer manifestos
- Sectoral trends
- Institutional strategies and targets
- YSA Annual Meetings / Conference, which additionally reviews all targets.

Targets will:

- Clearly specify the underlying issue to be addressed
- The impact of planned interventions
- How changes will be measured

Ongoing work themes

In addition to the annual work themes, there are also a number of ongoing areas of work that the University and YSA work in partnership on. These ongoing areas work include annual teaching awards, student mental health, sport and environmental issues and wellbeing. We will publish details of work undertaken in regular updates. Students are encouraged to read social media updates from YSA and the monthly student e-newsletter from the university to find out about opportunities to participate in this work. We will also support elected officers to deliver their election manifestos.

Details of ongoing areas of partnership working are as follows:

Student Mental Health Agreement. The University YSA is committed to supporting the mental of our students. This document has been developed by the University's Mental Health and Counselling Manager, the Student Association Mental Health Coordinator, and YSA; together with feedback from students across the partnership. The agreement sets out a number of actions that are taking through the life of the document to better support student mental health.

Healthy Body Healthy Mind supports colleges and universities in improving student and staff well-being and inspires positive changes on campus. In receiving an Award, institutions demonstrate how they are encouraging sport and physical activity, a smoke-free culture and good mental health. The

scheme is run by Scottish Student Sport, in partnership with ASH Scotland, NUS Scotland, and SAMH. [Find out more on our website](#).

Sporting Blues. The university and YSA work together to recognise our students competing in elite sports. The annual sporting blues awards are an opportunity to nominate a student for recognition of their sporting success.

YSA Awards. The annual teaching awards are an opportunity for students to nominate a member of staff, or student volunteer who they appreciate. These popular awards provide recognition for those making a difference to the student experience.

Local work themes.

Academic partners may develop local agreements based on the template supplied by the EO Student Services team, and originally developed by Inverness UHI.

Part C Report of Partnership Working in 2022

This section of the Student Partnership Agreement provides a report on work completed towards partnership working themes in the 2022 agreement.

The Student Partnership Agreement (SPA) 2022 runs throughout the calendar year, from January to December 2022. The SPA details how students (as represented by the student's association) and the university will work in partnership. In addition to the regular areas of work, three areas are chosen for particular focus during the year. This year, they comprise:

1.   Disability support, awareness and accessibility.

2.   Socialising, connectivity and community.

3.   Environment and green sustainability.

Progress has been made towards all these goals in throughout the year. Work within the area of disability awareness and support has included better awareness of the many resources that have been put in place in this area. Induction information now includes disability support links, and this was also shared with inclusive practitioners. Personal Learning Support Plan staff guidance and staff-facing Inclusive Practice Toolkit resource are also now signposted.

Staff have also considered how they promote their availability and services to students, and the membership of our Inclusive Practitioners Network reviewed. Continued improvement is very much encouraged, and student survey and PLSP feedback is reviewed to identify areas for enhancement. It would also be worth noting that an extensive toolkit for staff working in the area of disability has been released, and consideration given to ensuring common practice across the partnership. The website has been reviewed with links to support information embedded in induction materials. Students with any comments of concerns about inclusive practice may use the red button feedback service.

Preparations are underway for this year's Healthy Body, Healthy Mind events. Awareness days throughout the year are also promoted through the various communication channels. Most work in relation to mental health is detailed within our Student Mental Health Agreement. Significant progress has also been made on securing the various aspects of our student counselling service that are available across the university.

The university is also supporting connectivity and community, in particular regarding assisting students to build academic communities. A seminar for academic staff to provide the knowledge to support academic – related student societies was run. We also provided self – help resources for students to set up peer support study groups. Social activities have also been developed with work taken place throughout the year to enhance the social experience of students studying within our halls of residence.

An online seminar series called The Sustainability Sessions has been introduced, covering various topics relating to environment and sustainability. Sessions are delivered by invited guest speakers and have included 'Hedgehog Friendly Campuses' and Zero Waste Scotland. The university is also encouraging use of guidance for academic teams to consider environmental issues when selecting recourses for reading lists. We are encouraged that work in this area has generated considerable

interest within the student community and is regarded as the single item that students most wish to be involved with.

This semester, the Group has been relaunched as the 'Green Champions Network'. Rather than a committee, the network is open to all students and staff who want to be kept up to date with green initiatives, take part in events, and discuss green issues and share practice with others from across the university. The university now has designated staff to lead our response to net zero, and the new approach of the network will better enable students to engage with this work.

Part D University and YSA Signatures

University Principal and Vice Chancellor
Date:

YSA President
Date:

Committee Cover Sheet

Paper No. 3

Name of Committee	Learner Experience Committee
Subject	Students' Association Update
Date of Committee meeting	21/02/2024
Author	Your Students' Association
Date paper prepared	14/02/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Summary of the work the Students Association has been up to. Including Perth specific and organisation wide updates
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	Click or tap here to enter text.
Action requested	☒ For information ☒ For discussion ☐ For endorsement ☐ For approval ☐ Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership. If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	n/a In line with HISA strategy

Committee Cover Sheet

Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	**Yes**/ No Time of relevant committee members and UHI Perth staff to implement in partnership with HISA
Risk implications Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk? If yes, please provide details.	Yes/ **No** Click or tap here to enter text.
Equality & Diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	Yes/ **No**
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please provide details.	Yes/ **No** Click or tap here to enter text.
Island communities Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	Yes/ **No** If yes, please give details: Click or tap here to enter text.
Status (ie confidential or non-confidential)	Non-Confidential If a paper needs to remain confidential for a prescribed period of time before being made 'open', please advise how long must the paper be withheld: Click or tap here to enter text.

Committee Cover Sheet

Freedom of Information

Please note that **ALL** papers will be included within 'open' business unless a justifiable reason can be provided.

Please select a justification from the list, below:

Its disclosure would substantially prejudice a programme of research	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Click or tap here to enter text.	☐

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

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

and

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

Students' Association Update, February 2024

Organisational Changes Update

As part of their introduction to academic partners, our Chief Executive Officer and Director of Student Engagement and Representation visited UHI Perth on 6th February after a successful string of online meetings with UHI Perth staff a couple of weeks prior. Plans were shared for the rest of the academic year and how APs would be consulted in the development of the organisation's new strategic plan.

Following approval at the All Student Meeting on 1st December, our Executive Committee worked on and approved a new officer structure for implementation in academic year 2024/2025. This new structure can be seen in Appendix one.

Since the last SA report, Emily Strange has joined the Perth team as the Local Coordinator from January 2024. We have also been able to offer 2 Perth students a Student Intern Position and they will start pending PVG approval and reference returns.

Student Voice Reps

As of 12.2.24 Perth has 209 Student Voice Reps with 97 being trained though online, in person and self-directed training. There have been 5 additional in person training sessions planned at Perth, with one bespoke training being delivered for students in SVS. Issues have been identified with how SVRs have been registered at Perth, but HISA have worked in partnership with UHI Perth to resolve this so accurate numbers can be collated prior to the Education Scotland Visit this month.

Student Rep Council (SRC) meetings dates have now been set for the rest of the year with invitations extended to Head of Learning and Teaching Enhancement, the Sector Development Directors and Student Engagement Coordinator. Below is an update on attendance to date:

Meeting	Date(s)	Attendees
1	15th and 16th November 2023	54
2	20th and 21st December 2023	24
3	31st January and 1st February 2024	25
4	28th and 29th February	tbc

Recruitment for Semester 2 SVRs is underway alongside a gapping exercise of courses with no student representation at Perth. Wide plans for SVRs include reward and recognition, an exit survey in Semester 2 23/24, and preparation for the 24/25 SVR system and processes in partnership with UHI Student Voice Rep Group (SVRG) to ensure lessons are learned and an effective representative system is in place across the partnership.

Moving into 2024-25, we are developing a new recruitment, training and recording system for SVRs. This includes working with Admissions teams on a pre-arrival email from HISA to new students which will showcase the SVR role and our opportunities for clubs, societies and networks, making HISA and the SVR role and purpose much more visible on the VLE Brightspace and portal MyDay, and creating a communications plan for course leadership to help them explain the SVR role to students. This work will be enabled by our new Student Engagement and Representation directorate which draws together the Development Managers, local teams, democracy activity and the HISA Advice Service. We endeavour to ensure that the SVR system in the coming academic year is well coordinated, comprehensive and constructively contributing to quality enhancement.

Allied to this, we are exploring the engagement of student voices not always effectively heard through conventional SVR activities, such as:

- Postgraduate Research students.
- Students on networked degrees.
- Apprentices.
- School-link students.

Campaigns and Events

The monthly calendar of events at Perth continues to see increased engagement from students and better awareness of the organisation. Following the success of Good Vibes last October, we are planning another Good Vibes on the 14th of March in collaboration with UHI staff for University Mental Health Day. Perth Pride had a good engagement on the 8th of Feb and our Ceilidh for Robert Burns last month had particularly good engagement form our ESOL Students. Plans are underway to develop event calendars for the remainder of the academic year.

We are also commencing plans for the OBIs at UHI Perth where nominations will open at the end of March and the awards ceremony will be held during Celebration Week.

Our cross-campus officers are working on the following campaigns:
· Fairer travel for students across UHI to keep students connected at a fairer price with letters written to ministers and transport companies - no responses have been sent but will be keeping an eye out a potentially contacting media to get their involvement.
· Development of a UHI/Student Association, Student Mental Health Agreement which will set the foundations of the key things that both parties will work towards ensuring better student mental health.
· Attended Shetland Protest in December about education provision cuts and now working with national media about the wider implications of the Scottish Government cuts on FE and HE could have in the UHI region of Scotland and its students.
· Development of a possible graduation robe fund in a similar fashion to Bristol University's fund
· Learning more about the needs and challenges of representing PGR students and across subject groups

Nominations for our Spring Elections are now opening and will be closing at the end of the month, with voting taking place between 11-14th March. We are hosting promotional events, arranging class visits and offering manifesto support for candidates as well as reusing the successful Recommend a Friend form for students and staff to complete.

Community Engagement

We are visiting Stornoway this month to host a sports fair, and to work with students and lecturers on forming academic societies for Gaelic and for Sustainable development for next AY. We have applied to Bòrd na Gàidhlig to fund an intern at 5 hrs a week to help run the Gaelic society. We will also be investigating opportunities there for student volunteering in the external community. These initial pilots will help create the model for academic societies and volunteer opportunities with Students' Association, to be deployed across the partnership in AY 24/25.

The Student Networks promotion has just begun and we hope to see a good influx of students. These are permanent standing groups, managed by the Community Engagement department, to provide community for students who may face barriers to the traditional student experience.

We have just opened the second-term grant for clubs and societies to fund their activities.

Our Cycling officer is working on a range of Active Travel events and activities at Moray, Inverness and Perth Campus.

We are hosting the HISA BRIT Challenge again with a BINGO card and workouts, for any students to use or take part in.

We are very excited to announce we have secured sponsorship for the formation of a UHI shinty team. Kishorn Port & Dry Dock will be supporting the team on their first venture out playing in the Littlejohn Vase in St Andrews, the most prestigious university shinty competition of the year. A full men's and women's team will be playing for the Vase, with students from across the partnership involved. We then hope to form branches of a sustainable UHI shinty club around the campuses, with a pool of players we can select for competitions.

We are working alongside our sports clubs and societies to foster relationships with community organisations.

To date Perth has the following clubs and societies:

- Basketball Club
- Volleyball Club
- Rugby Club
- Hillwalking Club
- Computing Society
- Electronic Music Society

There are also the following Regional Clubs and societies
- UHI Mountain Biking Club
- UHI Snowsports Club
- UHI Wind and Wave Club
- UHI Optometry Society
- UHI Dungeons and Dragons Society
- UHI chess Club
- UHI Labour Society
- UHI Christian Union
- UHI Drama Society
- UHI E Sports and Gaming

Board of Management

Work on the Board of Management Project continues with the organisation creating resources for our staff and officers as well as continuing conversations with governance practitioners across UHI to create information for new and existing board members about the Students Association.

The Action Plan for Perth next steps will involve detailed discussion around the action plan and setting goals. A meeting will hopefully be set for this in the coming weeks.

Elections & Democracy

Nominations close on 26th February for our Spring elections, at which our Executive committee, including our Shetland Depute, are elected. We are conscious that this is of critical importance for student membership of the UHI Shetland board (and wider engagement with college decision-making, not to mention wider student life, and we are working hard with students and existing Student Voice Reps (SVRs) to promote this vacancy.

It is a huge priority that we ensure stability and continuity in our student representation, partly through a high-profile election and partly through the support provided to officers and reps by our staff team. This is also supported by our regional Board of Management project (mentioned on page 1 as part of our Core 4 activities) through which we are significantly improving our support and training to student board members across UHI and strengthening our links with Governance Professionals and the wider work of boards.

We are also looking to enhance our wider democratic participation, through use of our website, our All-Student Meetings, and building on activities in the SVR system.

Future Developments
Student Partnership Agreement
This will now make its way around the partnership and work will commence on how to embed the SPA at a local level/
Enhancing our Advice Service
- Further development training to enhance the work of signposting/referring student cases
- Establishing a community of practice group for SA staff
- Achieving caseworker accreditation to support students with private-sector housing issues.
- Collaboration with Community Engagement on wellbeing and mental health projects
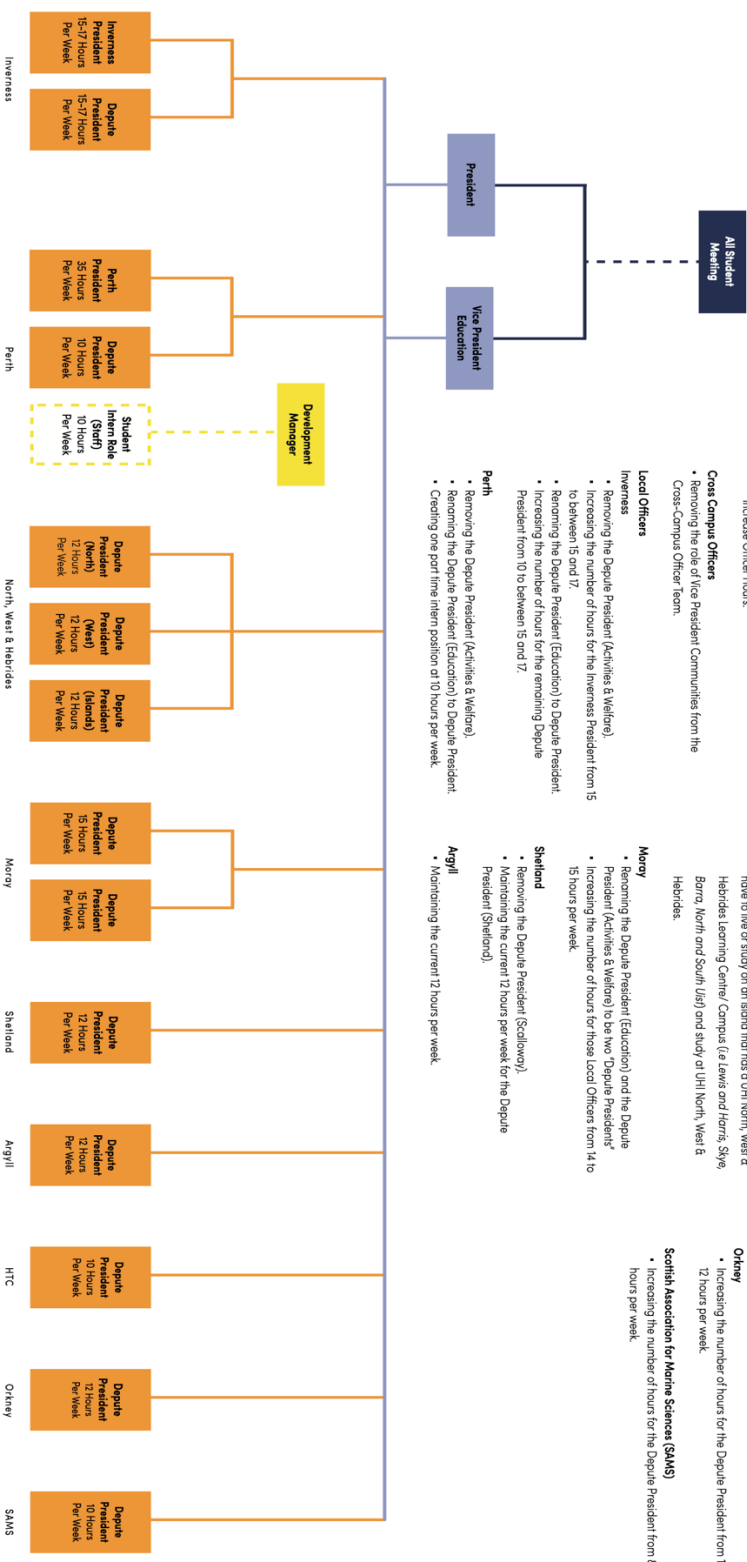### Student Engagement and Representation Plan and Strategic Plan
- DoSer, Development Managers and other staff within the directorate are commencing work on a departmental plan that will focus on developing and improving the SVR system, staff development and quality enhancement to highlight a few areas
- Planning will commence on developing our new strategic plan with key stakeholder involvement

Conclusion

We are keen to learn from the committee, and indeed the wider Board and colleagues elsewhere in the partnership, to continue to ensure that our work as the students' association supports good governance and quality of learning across UHI. We look forward to regular constructive engagements with your board, staff, management and students.

Appendix 1 – Proposed New Officer Structure

Proposal D - Changes to Schedules of the Highlands and Islands Students' Association and the resulting Officer Structure. Developed proposal following consultation with the Executive Officers. This was approved by all Executive Officers.

Last Updated 11 January, 2024

Change Summary

1. Reducing the total number of officers from 20 to 16.
   A. Cross-Campus officers from 3 to 2.
   B. Local Officers from 17 to 14.
      i. And using these resources to increase Student Intern Roles or Increase Officer Hours.

Cross Campus Officers
- Removing the role of Vice President Communities from the Cross-Campus Officer Team.

Local Officers

Inverness
- Removing the Depute President (Activities & Welfare).
- Increasing the number of hours for the Inverness President from 15 to between 15 and 17.
- Renaming the Depute President (Education) to Depute President.
- Increasing the number of hours for the remaining Depute President from 10 to between 15 and 17.

Perth
- Removing the Depute President (Activities & Welfare).
- Renaming the Depute President (Education) to Depute President.
- Creating one part time intern position at 10 hours per week.

North, West & Hebrides
- Renaming the current three officer positions to Depute President (North), Depute President (West) and Depute President (Islands).
  - **Criteria** - Candidates for the Depute President (Islands) role have to live or study on an island that has a UHI North, West & Hebrides Learning Centre/ Campus (i.e Lewis and Harris, Skye, Barra, North and South Uist) and study at UHI North, West & Hebrides.

Moray
- Renaming the Depute President (Education) and the Depute President (Activities & Welfare) to be two "Depute Presidents".
- Increasing the number of hours for those Local Officers from 14 to 15 hours per week.

Shetland
- Removing the Depute President (Scalloway).
- Maintaining the current 12 hours per week for the Depute President (Shetland).

Argyll
- Maintaining the current 12 hours per week.

Highland Theological Colleg (HTC)
- Increasing the number of hours for the Depute President from 8 to 10 hours per week.

Orkney
- Increasing the number of hours for the Depute President from 10 to 12 hours per week.

Scottish Association for Marine Sciences (SAMS)
- Increasing the number of hours for the Depute President from 8 to 10 hours per week.

Officer structure chart:

All Student Meeting

President — Vice President Education

Development Manager

- Inverness President 15-17 Hours Per Week
- Depute President 15-17 Hours Per Week

- Perth President 35 Hours Per Week
- Depute President 10 Hours Per Week
- Student Intern Role (Staff) 10 Hours Per Week

North, West & Hebrides:
- Depute President (North) 12 Hours Per Week
- Depute President (West) 12 Hours Per Week
- Depute President (Islands) 12 Hours Per Week

Moray:
- Depute President 15 Hours Per Week
- Depute President 15 Hours Per Week

- Shetland Depute President 12 Hours Per Week
- Argyll Depute President 12 Hours Per Week
- HTC Depute President 10 Hours Per Week
- Orkney Depute President 12 Hours Per Week
- SAMS Depute President 10 Hours Per Week

Committee Cover Sheet

Paper No. 4

Name of Committee	Learner Experience Committee
Subject	HISA Update
Date of Committee meeting	21/02/2024
Author	Your Students' Association
Date paper prepared	12/02/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Update on key recent developments within HISA
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	n/a
Action requested	☒ For information ☒ For discussion ☐ For endorsement ☐ For approval ☐ Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership. If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	n/a

Committee Cover Sheet

Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	Yes/ **No**
Risk implications Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk? If yes, please provide details.	Yes/ **No** Click or tap here to enter text.
Equality & Diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	Yes/ **No**
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please provide details.	Yes/ **No** Click or tap here to enter text.
Island communities Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	Yes/ **No** If yes, please give details: Click or tap here to enter text.
Status (ie confidential or non-confidential)	Non-Confidential If a paper needs to remain confidential for a prescribed period of time before being made 'open', please advise how long must the paper be withheld: Click or tap here to enter text.

Committee Cover Sheet

Freedom of Information

Please note that **ALL** papers will be included within 'open' business unless a justifiable reason can be provided.

Please select a justification from the list, below:

Its disclosure would substantially prejudice a programme of research	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Click or tap here to enter text.	☐

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

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

and

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

Update from the Highlands and Islands Students' Association to the UHI Perth Learner Experience Committee – 21st February 2024

Overview

Under new leadership, the Highlands and Islands Students' Association (HISA) is currently emerging from a difficult period in its development and is keen to reestablish its reputation and the delivery of its core functions. The focus for HISA in at least the first half of 2024 will be on our current 'Core 4' priorities:

1. Student Voice – supporting the recruitment, training, and development of Student Voice Representatives in every Academic Partner and their involvement in teaching, learning and quality committees
2. Clubs & Societies – developing and supporting student groups both locally and regionally.
3. Board of Management – providing support for Deputes and other student reps on Boards of Management to enable the student voice to be effectively heard in those meetings.
4. Exec Committee – supporting and enabling the full-time and part-time officers to achieve their manifesto objectives and plan and implement successful campaigns.

Beyond this, during 2024, HISA will be consulting on and creating a new strategy and clarifying its purpose and brand identity with students and staff. To this end, HISA is currently working on a plan to go out to all students and relevant APs in the spring to consult on a series of key questions and possibly follow up with student focus groups depending on the outcomes of the survey. HISA will also be working to stabilise its staff appointment, retention and presence in APs where possible. At Perth, we are pleased that staffing has now been stabilised with the appointment of the local co-ordinator and the imminent start of a student intern and this team is strengthened by the appointment of Simon Varwell to oversee and support local teams. HISA will also be working both locally and centrally to forward plan its events and activities in a more organised fashion to provide students and APs with more notice of events.

Alongside this, HISA is planning some exciting new activities this year, including launching a monthly student newsletter in February to go to all UHI students, with versioning for APs, which will include relevant current information about items such as elections or becoming an SVR, competitions, recipes, and promoting local events, clubs and societies. The newsletter will also have an EDI focus, with each edition majoring on a relevant national EDI initiative. For example, the first edition will focus on LGBTQ+ History Month which takes place in February and will promote our LGBTQ+ student network.

Teaching & Learning developments for 2024

For the remainder of this academic year, HISA will be focussing on working with those SVRs who are in post and using the new sparqs SLE model SLE_model_digital_resource.pdf (sparqs.ac.uk) as a basis for questions in SVR meetings. APs' views on the questions we should cover are welcome.

Alongside this, led by Simon Varwell as the new Director of Student Engagement and Representation at HISA, we are developing a new recruitment, training and recording system for SVRs for the 24/25 academic year. This includes working with Admissions on a pre-arrival email from HISA to new students, which will showcase the SVR role, amongst other things, and what HISA has to offer to students, making HISA and the SVR role and purpose much more visible on Brightspace and MyDay and creating a comms plan for

course leadership to help them explain the SVR role to students. This work will be enabled by Simon's new team which draws together the Development Managers, local teams, democracy activity and the HISA Advice Service.

This new team is currently promoting the elections of Officers for the 24/25 academic year with nominations now open and a campaign operating via leaflets, posters and social media. We are also working with EO on promoting the NSS to students and looking forward by undertaking early planning for attendance at graduations and Freshers later in the year across all locations.

Beyond these core functions, Simon is in early consultation on regional approaches to student representation, including through UHI's faculties and cognate subject groups. We are also working through new representation opportunities such as a possible PGR Officer for HISA. And we are working with the University on finalising the details of the newly signed Student Partnership Agreement so that this can be communicated to APs. It is noted that this needs to be communicated much earlier to APs in future academic years and HISA will feed this back centrally.

Quality is of course core to this new team, and to HISA more generally, and considerable work has been undertaken by our Perth team to support preparation for and engagement in the Education Scotland Annual Engagement Visit of February 2024, which will inform our approaches to other Academic Partner AEVs, and also for the UHI Quality Enhancement and Standards Review. This will both reflect and draw upon the strengthening of the SVR system, engagement with the UHI Surveys Group and NSS working group, and much else.

HISA Advice Service

The HISA Advice Service has just opened its 100th case and is keen to be more visible to students. Simon is working with Elena Arroyo (Semple), the Advice Manager, on the visibility of the service on MyDay and we are keen to explore openings in staff development spaces, to promote and explain the service.

We want to take this opportunity to thank UHI Perth for its continued engagement and support with HISA and look forward to many constructive dialogues in 2024 to improve communication, activities and services to students, and in the teaching and learning space.

Rachel Burn, CEO and Simon Varwell, Director of Student Engagement and Representation, HISA

February 2024

Committee Cover Sheet

Paper No. 5

Name of Committee	Learning Enhancement Committee
Subject	Student Satisfaction & Experience Surveys
Date of Committee meeting	21/02/2024
Author	Jessica Borley, Quality Manager
Date paper prepared	30/08/2023
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	The paper provides an overview of the high-level data results for the Student Satisfaction and Experience Survey and the National Student Survey for 2023. The overall satisfaction rate has improved, 96%, and is now on par with pre COVID rates. The response results for the SSES were lower than anticipated, an overall 39%. EIS ASOS is thought to have had a detrimental impact on responses as the earlier survey ESES was a 59% response rate, which was an increase from previous years. The use of student forums to conduct the survey will continue this year and all courses, where possible, will use this methodology. NB: it is not always possible to hold a student forum ie work based, on-line delivery and in those cases students will be issued a link to the survey so they have the opportunity to respond. The survey tool will move from SLIDO to MS Forms, and will still enable PATs to see survey results live and be able to discuss results with the students and take forward issues identified then for action by the team within a timely manner.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	This paper had not been submitted previously as intended, although the results of the SSES were provided to all staff through the release of the dashboard.

Committee Cover Sheet

Action requested	☒ For information
	☐ For discussion
	☐ For endorsement
	☐ For approval
	☐ Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership. If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	Click or tap here to enter text.
Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	Yes/ No
Risk implications Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk? If yes, please provide details.	Yes/ No Click or tap here to enter text.
Equality & Diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	Yes/ No

Committee Cover Sheet

Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please provide details.	Yes/ <mark>No</mark> Click or tap here to enter text.
Island communities Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	Yes/ <mark>No</mark> If yes, please give details: Click or tap here to enter text.
Status (ie confidential or non-confidential)	Confidential If a paper needs to remain confidential for a prescribed period of time before being made 'open', please advise how long must the paper be withheld: Indefinately

Freedom of Information

Please note that **ALL** papers will be included within 'open' business unless a justifiable reason can be provided.

Please select a justification from the list, below:

Its disclosure would substantially prejudice a programme of research	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☒	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Click or tap here to enter text.	☐

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Committee Cover Sheet

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

and

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

Student Satisfaction and Experience Survey Overview Report 2023

Contents

1. Student Survey Overview

SSES This is the 10th year of conducting a college survey to ascertain student satisfaction of their overall college experience and the first year of Perth College piloting a new survey platform and methodology to gather results with a possible view of moving away from JISC online survey tool, which is utilised elsewhere across the UHI partnership.

The method and tool used for the early experience survey was continued through the use of SLIDO through either student forums or by sharing the link to students. SLIDO proved to be problematic and created a lot of manual work in formulating the data analysis. MS Forms will be used in future, which will still provide the opportunity for PATs to discuss live results with the student group.

This year to ensure more accuracy of responses per student cohort was captured the student satisfaction and experience survey was split into different questionnaires contextualised to the student group and issued to the following groups:

- FE, HN and L7/8 Degree students
➢ School students

FE, HN and Level 7/8 degree students were issued with the mandatory 13 SFC questions alongside suitable localised questions around Student Support and Wellbeing, Digital Technologies and Library usage. School students were issued with a condensed version, comprising of 12 questions only.

Combining the response rates of the differing students groups the college received an overall response rate of 39%. This is a decrease of 20% from the SSES in 2022 (59% overall response rate) as well as a 20% decrease on the response for the Early Student Survey carried out using the same methodology in December 2022. This was very disappointing.

It is noted that there was generally low engagement across the college as a whole for the student satisfaction survey. Concerns have been raised at the SLWG, CQM and with PAT Coordinators. It should be noted that during the period in which the survey was issued academic staff were following EIS ASOS, which is believed had an impact on response rates.

Moving forward to 2023/24, PAT Coordinators will have more responsibility to encourage engagement from PATs and students to drive results in an upward trajectory and ensure the college receives viable results that can feed into forward planning. The use of student forums to deliver the survey will be the main focus, and where this is not possible students will be issued a link to the survey to engage with it.

Student Satisfaction is higher this year than over the past 2 years at 96%, which mirrors pre COVID levels.

2 Response Rates Overview

2.1 By Survey

2.1.1   FE, HN and L7/8 Degree Survey

The Survey was issued to 2855 students at the above levels and a total of 1114 students took part in completing the questionnaire. The overall response rate for this area is 39% and is a 20% decrease from the SSES issued in Spring 2022. The overall satisfaction remains reasonably high at 96% and is in comparison to the previous year, which students at this level were 97% satisfied with their experience.

2.1.2. Schools Survey

School students were also issued an alternative survey to the main questionnaire however, contained several of the mandatory SFC questions reworded to focus on their experience of studying with the college. School classes are either taught on campus or at school.

454 school students were targeted and 101 responded which provides an overall response rate of 22% and returned an overall satisfaction rate of 100%. This was the first year we issued a separate survey to school students therefore trend data is not available. Previous surveys have been the same question set as for all FE students.

## 2.2 Response Rates Overview by Level

The charts below provide an overview of Response Rates per Level (FE, HN, Degree and Schools) by Sector Area:

2.2.1 FE Response Rates

Allied Life Sciences improved on response rates for their FE courses, but all other curriculum areas performed worse than the previous year.

	2023 Response	2022 Response Rate %
ALS	56%	49%
BMCL	58%	69%
CCI	31%	71%
STEM	58%	68%
Total	53%	60%

This can be shown as a further breakdown for sector areas, as seen below
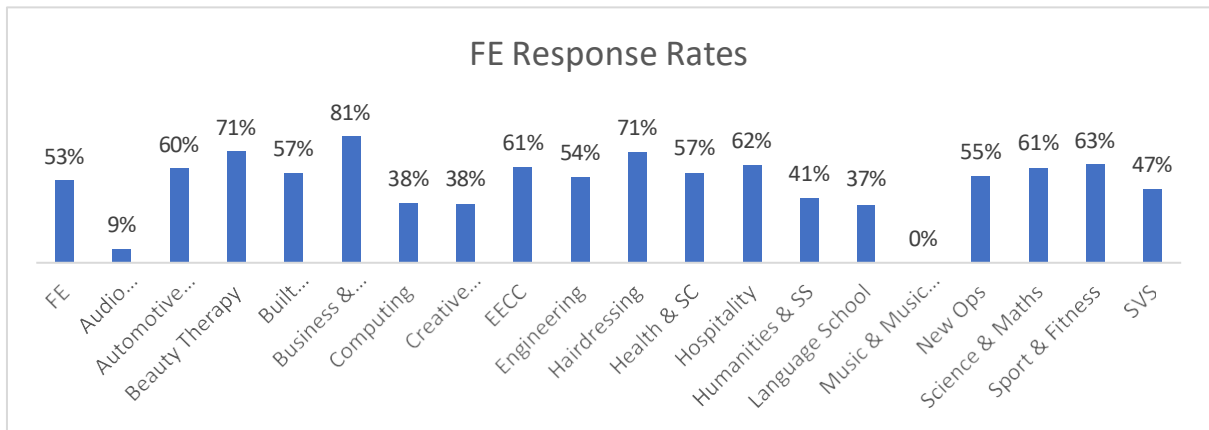
FE Response Rates

2.2.2 HN Response Rates
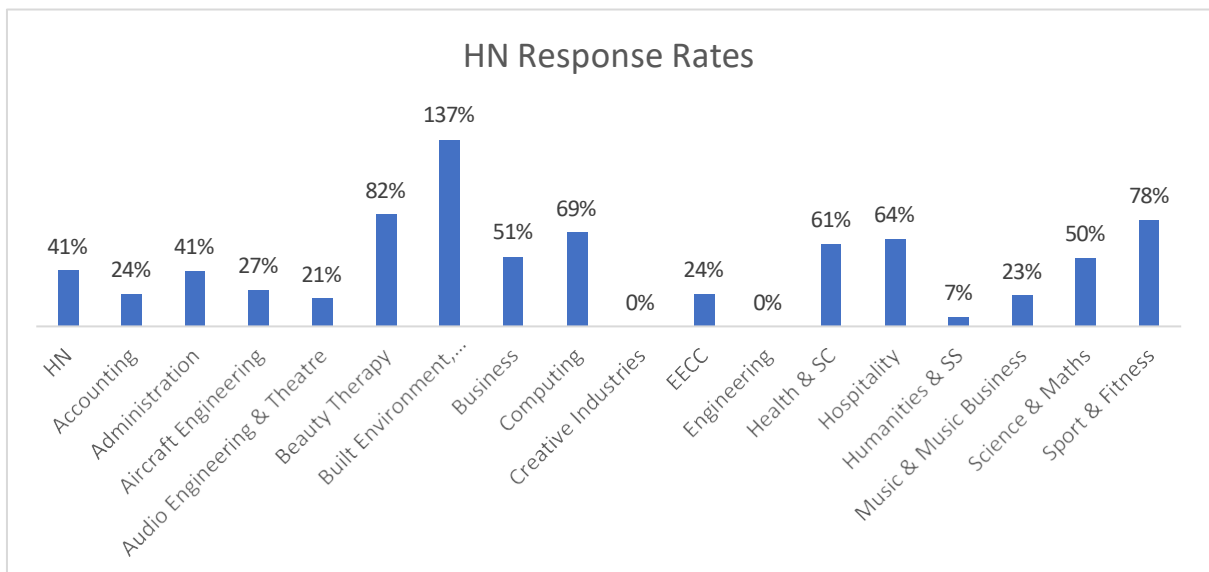
All curriculum areas were down for HN / L7/L8 Degree responses this year in comparison to last year

| HN/ L7 & L8	2023 Response	2022 Response Rate %
ALS	38%	40%
BMCL	54%	71%
CCI	19%	54%
STEM	43%	49%
Total	48%	57%

The breakdown per sector area can be seen below.

HN Response Rates

2.2.3 Degree L7 & L8 Response Rates

The L7 & L8 degree response were the lowest overall and brought the overall college response rate down. There is no comparison response data for previous years.

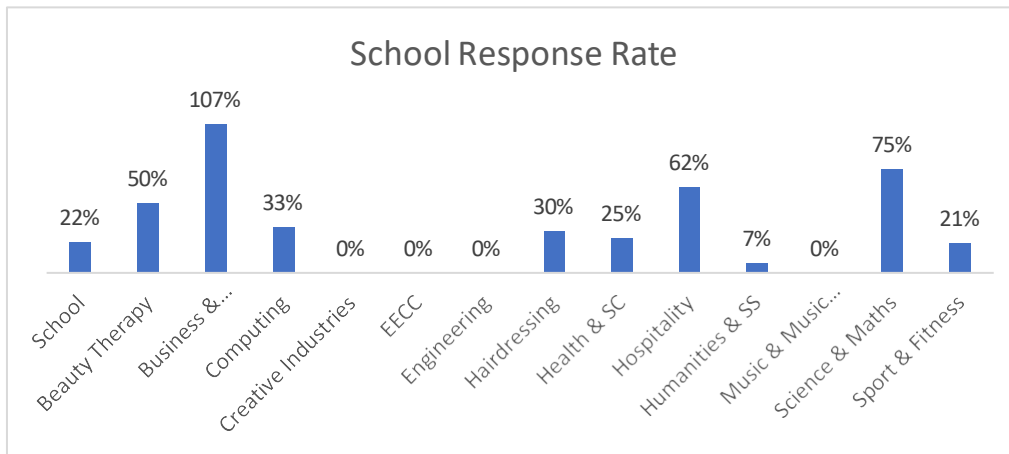| L7/8 Degree	2023 Response
ALS	7%
BMCL	55%
CCI	12%
STEM	0%
Total	25%

Degree L7 & L8
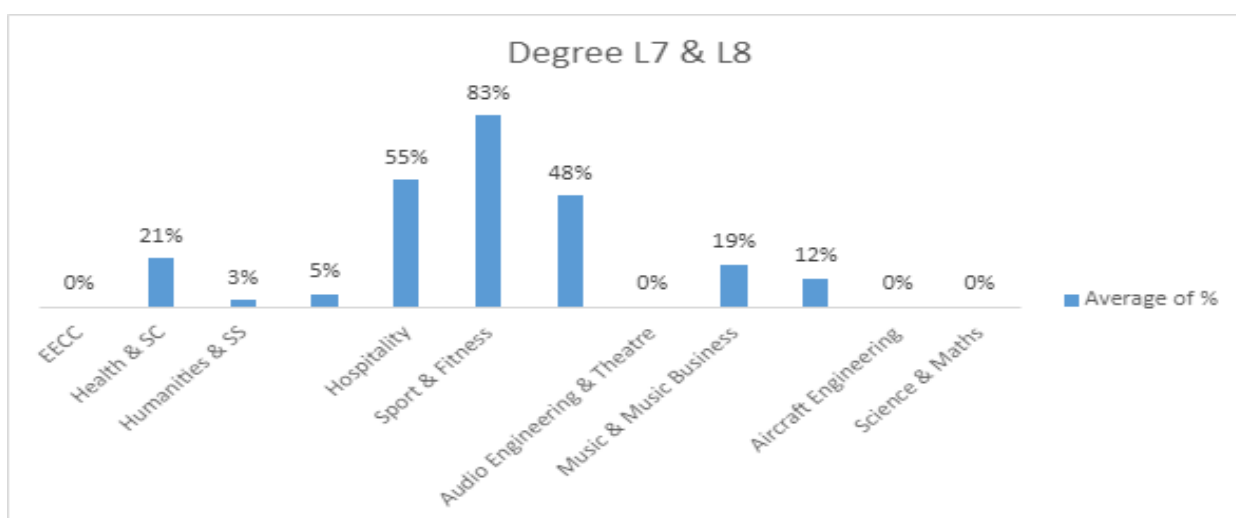
2.2.4 School Response Rates

Overall, the school groups response rate was 22%. There is an issue with conducting an electronic survey in school, rather than on campus, due to the firewall restrictions. Some PATs were proactive in providing their classes with paper copies but this was the minority of classes. Therefore, the results are largely from course conducted on college campus. There is no comparison data for last year but the breakdown per curriculum area for this year is

School	2023 Response
ALS	17%
BMCL	54%
CCI	0%
STEM	7% *
Total	48%

*STEM had 2 sector areas with schools groups. Engineering had 38 students with a nil return, and Science and Maths had 4 students with 3 return (75%), this gave a 7% overall response rate.

School Response Rate

Category	Value
School	22%
Beauty Therapy	50%
Business &...	107%
Computing	33%
Creative Industries	0%
EECC	0%
Engineering	0%
Hairdressing	30%
Health & SC	25%
Hospitality	62%
Humanities & SS	7%
Music & Music...	0%
Science & Maths	75%
Sport & Fitness	21%

3 Student Satisfaction

The overall satisfaction rate has improved by 11% from 2022 at 96% overall. This % is taken from the rating on the statement 'Overall, I am satisfied with my college experience' and is on par with pre COVID satisfaction rates. This is a positive indication that UHI Perth students continue to be satisfied with their college experience as a whole.

	L7 & L8	HN	FE	Schools
ALS	75%	93	95	100
BMCL	97%	94	96	100
CCI	100%	91	94	0*
STEM	0%	97	99	100
Total	95%	94%	96%	100%**

*the school groups for CCI were unable to complete the electronic survey due to firewall restrictions. these groups will be given paper version next year.

** please note that the 0% for schools in CCI was not included in the formula for this % as it felt it unfairly skewed the overall satisfaction rate.

Some other key indicator questions are shown below:

The Course is well organised and running smoothly. The college overall was 86%

	L7 & L8	HN	FE
ALS	75%	76%	82%
BMCL	79%	85%	85%
CCI	>10%	81%	38%
STEM	0%	94%	96%
Total			

Staff Regularly discuss my progress with me. The college overall was 91%

	L7 & L8	HN	FE
ALS	>10%	92%	90%
BMCL	97%	89%	89%
CCI	83%	78%	93%
STEM	0%	94%	96%
Total			

I am aware of the role of HISA. The college overall was 82%

	L7 & L8	HN	FE
ALS	75%	85%	85%
BMCL	91%	72%	89%
CCI	<10%	81%	69%
STEM	0%	79%	80%
Total			

Having a student voice rep system in place allowed my views to be presented. The college overall was 78%.

	L7 & L8	HN	FE
ALS	78%	74%	74%
BMCL	91%	72%	79%
CCI	>10%	81%	77%
STEM	O%	87%	77%
Total			

Free Text Comments

Students were also given the opportunity to provide examples of the experiences or things they liked while studying at the college. A selection of those comments are provided below:

"I have enjoyed everything about this course it's opened up so many opportunities for me", NQ Beauty Therapy

The lecturers have adapted lessons to fit the classes needs and try to make the process fun while learning.", NQ Sport and Fitness

"Very helpful and supportive lecturer with plenty additional information on progression", HNC Construction Management

"The assistance from the instructors was something I particularly appreciated because they were not only compassionate and understanding but provided helpful advice and support. More so, the services, organizations, and student community are welcoming and open, and the student email makes this information readily available", HNC Music

4. Satisfaction by Protected Characteristics

Tables below provide an overview of satisfaction ratings across the demographic questions asked within the survey. All results indicate that each student who as responded under each category are highly satisfied with their experience. The lowest rating, of 60%, highlights that the Gypsy/Traveller (Table 3, Satisfaction by Ethnicity) community are least satisfied with their college experience. Further analysis is required here to understand the reason for this and how the college can improve student experience for this particular group.

Table 1, Satisfaction by Age range

Age	Satisfaction %
Under 16	100%
16 – 17	97%
18 – 19	93%
20 – 24	97%
25 and over	97%

Table 2, Satisfaction by Gender

Gender	Satisfaction %
Female including Trans Woman	95%
Male including Trans Man	97%
I describe myself in another way	95%
Prefer not to say	97%

Table 3, Satisfaction by Ethnicity

Ehtnicity	Satisfaction %
African	100%
Arab	100%
British	100%
Caribbean	100%
Chinese	100%
English	100%
Gypsy/ Traveller	60%
Indian	100%
Northern Irish	100%
Pakistani	88%
Polish	100%
Polish	97%
Scottish	95%
Welsh	100%
Any other Background	95%
Other Black Background	100%
Other Asian Background	100%
Other White Background	98%
Not disclosed	83%

Table 4, Satisfaction by Disability

I describe myself as having:	Satisfaction %
I have a disability, impairment, or medical condition	95%
I have a disability, impairment, or medical condition; I have a specific learning difficulty such as dyslexia	97%
I have a disability, impairment, or medical condition; I have a specific learning difficulty such as dyslexia; I have a physical impairment or mobility issue	100%
I have a physical impairment or mobility issue	100%
I have a specific learning difficulty such as dyslexia	94%
I have a specific learning difficulty such as dyslexia; I have a physical impairment or mobility issue	100%
I have a disability, impairment or medical condition. I have a physical impairment or mobility issue	100%
I have a disability, impairment or medical condition; I have a specific learning difficulty such as dyselxia	100%
I have no disability	96%
Not disclosed	88%

Table 5, Satisfaction by Care Experienced Students

Care Experienced	Satisfaction %
Yes	94%
No	96%

Table 6, Satisfaction by students with Caring Responsibilities

Caring Responsibilities	Satisfaction %
Yes	95%
No	96%

5 National Student Survey Results

NSS Results are analysed by UHI and an overview report is issued to all partner colleges. The data below gives data for UHI Perth and benchmark performance against other UHI partners.

- UHI Perth achieved a 59% response rate, which is 16% lower than the response rate achieved in 2022. UHI overall, returned a response rate of 81%. UHI Perth are among five other partners to have a response rate lower than 60%. (See Table 1 below)
- UHI Perth achieved an overall Satisfaction rate of 81% which is a 4% decrease from 2022 results however, this is on par with UHI's overall satisfaction response rate of 81%. UHI Perth is also joint sixth place with UHI Inverness regarding satisfaction rates this year and UHI Perth have stayed at a steady rate between 77% and 85% since 2021. (See Table 2 below)

Table 1: An overview of NSS response rates by UHI partners

Academic Partner	no. of responses	NSS Sample	Response rate
UHI Shetland	14	15	**93%**
Executive Office	110	124	**89%**
Highland Theological College UHI	23	27	**85%**
UHI Orkney	15	20	**75%**
Scottish Association for Marine Science UHI	16	23	**70%**
UHI Inverness	128	190	**68%**
UHI Moray	69	102	**68%**
UHI Outer Hebrides	23	36	**63%**
UHI West Highland	22	37	**59%**
UHI Perth	181	308	59%
UHI North Highland	38	65	**58%**
Sabhal Mòr Ostaig UHI	10	18	**56%**
UHI Argyll	16	29	**55%**

Table 2: NSS Satisfaction Rates by Academic Partner

Academic Partner	2023	2022	2021
Sabhal Mòr Ostaig UHI	100%	92%	N/A
Highland Theological College UHI	100%	82%	93%
UHI Argyll	94%	83%	N/A
UHI Outer Hebrides	91%	100%	96%
UHI Orkney	87%	84%	N/A
UHI Perth	81%	85%	77%
UHI Inverness	81%	80%	79%
UHI Moray	75%	78%	74%
UHI West Highland	73%	67%	73%
UHI North Highland	71%	85%	70%
Scottish Association for Marine Science UHI	69%	100%	100%
UHI Shetland	64%	86%	76%

Committee Cover Sheet

Name of Committee	Learning Enhancement Committee
Subject	Student Satisfaction - PTES
Date of Committee meeting	21/02/2024
Author	David Gourley HLTE
Date paper prepared	08/02/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	You are presented with report produced by Advance HE, rather than UHI as it provides an easier visual. The overall satisfaction rate for the university was 92%. This is lower than last year when our rate was 95%, but still higher than 2021 (87%). UHI achieved the highest overall satisfaction rate of any Scottish institution for the second consecutive year. UHI was ranked 3rd in the UK for overall satisfaction. In 2022 we were ranked 4th.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	n/a
Action requested	☒ For information ☐ For discussion ☐ For endorsement ☐ For approval ☐ Recommended with guidance (please provide further information, below)

Committee Cover Sheet

Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	Student experience and satisfaction
Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	No
Risk implications Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk? If yes, please provide details.	No Click or tap here to enter text.
Equality & Diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	Yes/ No
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please provide details.	No Click or tap here to enter text.
Island communities Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	No If yes, please give details: Click or tap here to enter text.

UHI | PERTH

Committee Cover Sheet

Status (ie confidential or non-confidential)	Non-Confidential
	If a paper needs to remain confidential for a prescribed period of time before being made 'open', please advise how long must the paper be withheld:
	Click or tap here to enter text.

Freedom of Information

Please note that **ALL** papers will be included within 'open' business unless a justifiable reason can be provided.

Please select a justification from the list, below:

Its disclosure would substantially prejudice a programme of research	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Click or tap here to enter text.	☐

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

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

and

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

University of the Highlands and Islands Postgraduate Taught Experience Survey 2023

Brief report

Advance HE have stated "Any of your institutional results, including ranking position, may be communicated internally or published externally at any time. We ask you not to make external reference to any sector benchmark results until after the publication of the Advance HE sector reports in the Autumn".
The results that should not be shared externally are marked in red and with '*' in this report. **Please contact <u>Kevin.Sinclair@uhi.ac.uk</u> if you have any questions regarding this.**

Full results will be made available in the Autumn.

Table of Contents

1. Introduction

1.1 The Postgraduate Taught Experience Survey (PTES) is a national survey, co-ordinated by Advance HE, and run by Student Services using 'Online Surveys' software.

1.2 The survey ran from 18/04/23 and closed on 02/06/23.

1.3 It is the opportunity for taught postgraduates to feedback their experiences on teaching and learning, and the most significant survey of taught postgraduates in the UK.

1.4 The survey is confidential, and results are anonymised so that no individual can be identified.

2. Executive summary

2.1 The **overall satisfaction rate for the university was 92%.** This is lower than last year when our rate was 95%, but still higher than 2021 (87%).

2.2 UHI achieved **the highest overall satisfaction rate of any Scottish institution for the second consecutive year.**

2.3 UHI was **ranked 3rd in the UK for overall satisfaction**. In 2022 we were ranked 4th.

2.4 The University also achieved the **highest satisfaction rate in Scotland in three of the nine areas of student experience**.

2.5 The University had only one area of poor performance, which was **student community**, where we had the **lowest score of Scottish institutions (51%).**

2.6 We also ranked highly for **Assessment (6th in UK) and Teaching (8th in UK).**

2.7 Our overall satisfaction rate is **13 percentage points above the Scottish mean (79%) *, and 9 percentage points** above the sector / UK mean (83%) *.

2.8 The university achieved a healthy **response rate of 28%,** down from 33% last year.

2.9 The Scottish response rate was 15% and the sector / UK response rate was 21%.

2.10 **In three question sets were UHI was ranked in the top 25%** - Assessment, Teaching and Organisation. In a further two we were ranked in the next 25% - Engagement and Support.

2.11 **In two question sets we were in the bottom 25%** - Resources and Community.

2.12 The low ranking for 'resources' is likely due to a large proportion of students choosing 'not applicable' for on campus library and I.T. facilities, presumably because they study online.

3.   Summary of results by area and benchmarking

3.1   The University received the highest overall satisfaction level of all Scottish institutions participating, and additionally the highest satisfaction ranking in three areas of experience measured by the survey.

The graph below shows the position of UHI in relation to institutions in the Scottish benchmark. With a score of 92%, overall satisfaction for UHI was in the highest quarter. Across the different aspects measured by PTES, UHI was mostly in the highest quarter.
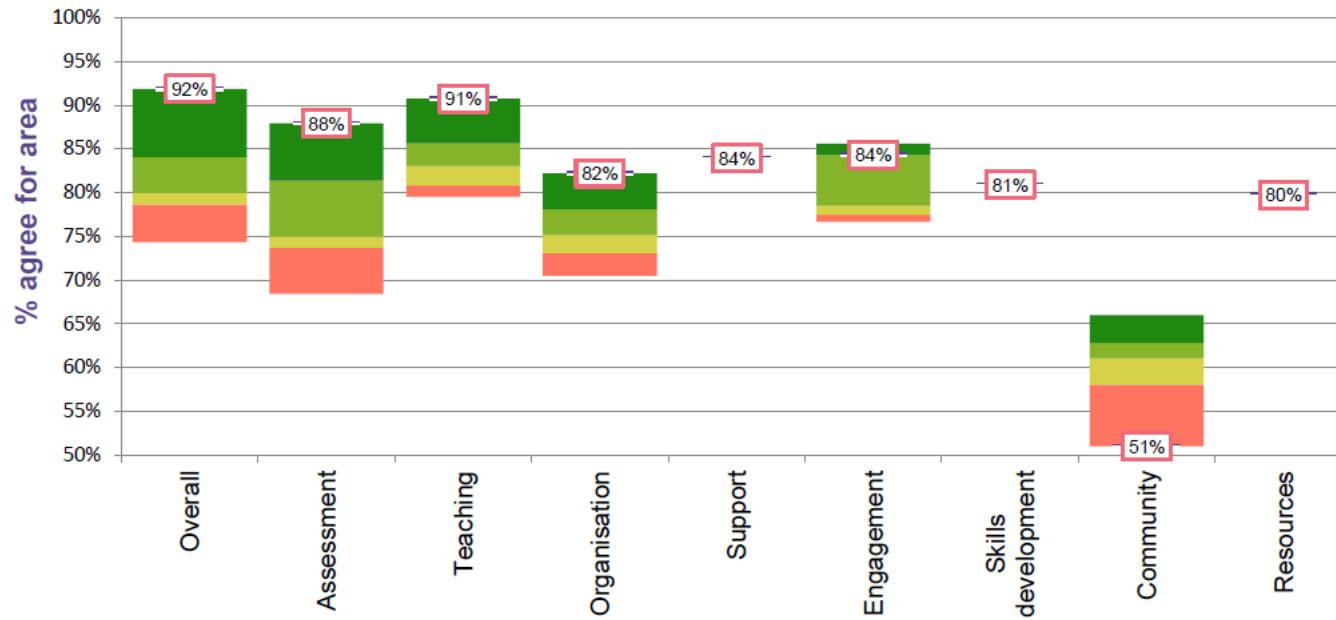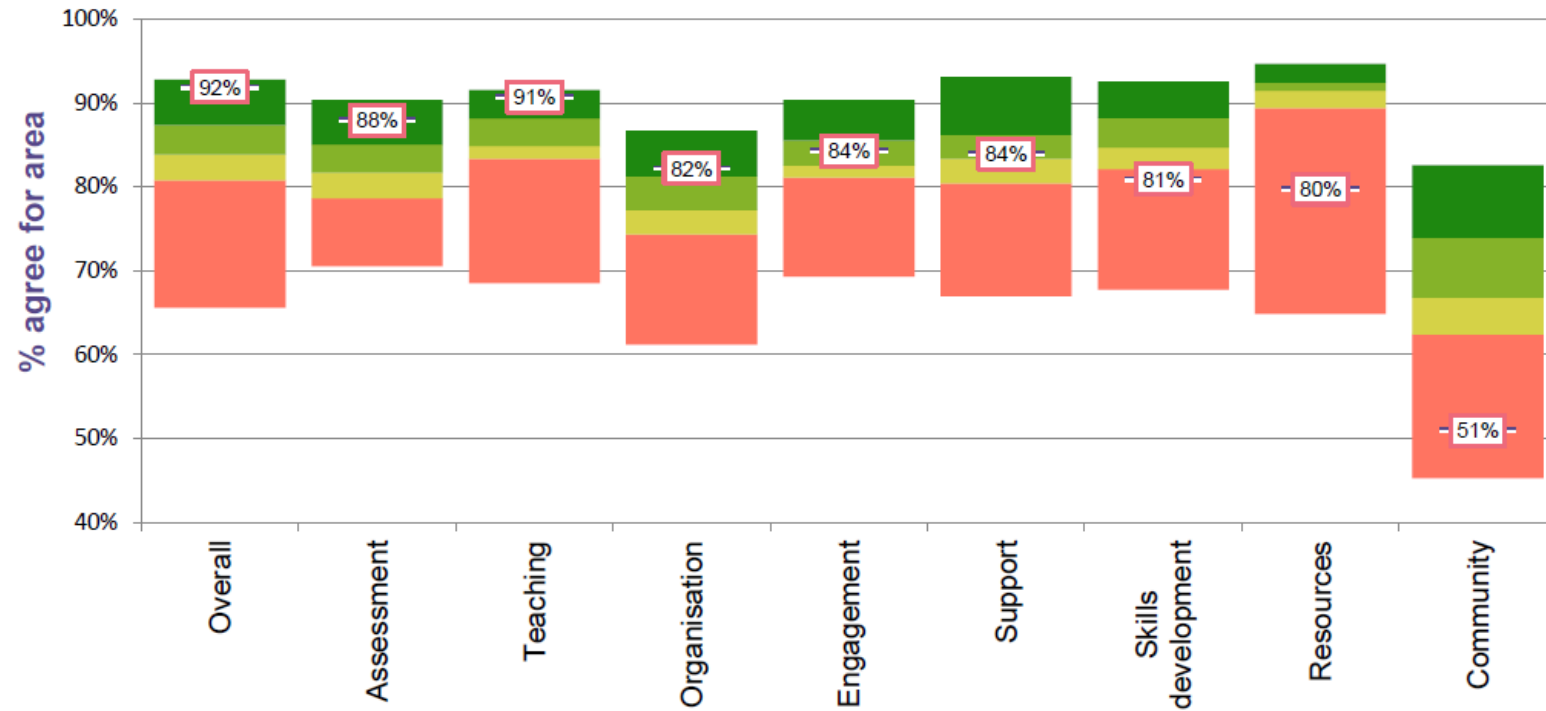

Key:
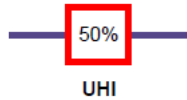
| 50% | UHI |

■ Highest quarter: In the top 25% of institutions for this area
■ Second quarter: Above average, but below the top 25%
■ Third quarter: Below average, but above the bottom 25%
■ Lowest quarter: In the bottom 25% of institutions for this area

(only institutions receiving 23 responses or over were included in the calculation of quarters)

Note: For 3 areas there were not sufficient institutions to give quarter information.

3.2   The University received a very positive overall satisfaction rate and in several question categories among Post-92 institutions throughout the UK.

The graph below shows the position of UHI in relation to institutions in the Post-92 benchmark. With a score of 92%, overall satisfaction for UHI was in the highest quarter. Across the different aspects measured by PTES, UHI was placed across a range of quarters.

Key: [50%] UHI
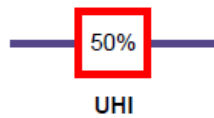
Highest quarter: In the top 25% of institutions for this area
Second quarter: Above average, but below the top 25%
Third quarter: Below average, but above the bottom 25%
Lowest quarter: In the bottom 25% of institutions for this area

(only institutions receiving 23 responses or over were included in the calculation of quarters)

3.3   Within the sector / UK, UHI was close to the highest level of overall satisfaction and ranked in the top quarter for many areas of experience.

The graph below shows the position of UHI in relation to institutions in the Sector benchmark. With a score of 92%, overall satisfaction for UHI was in the highest quarter. Across the different aspects measured by PTES, UHI was placed across a range of quarters.
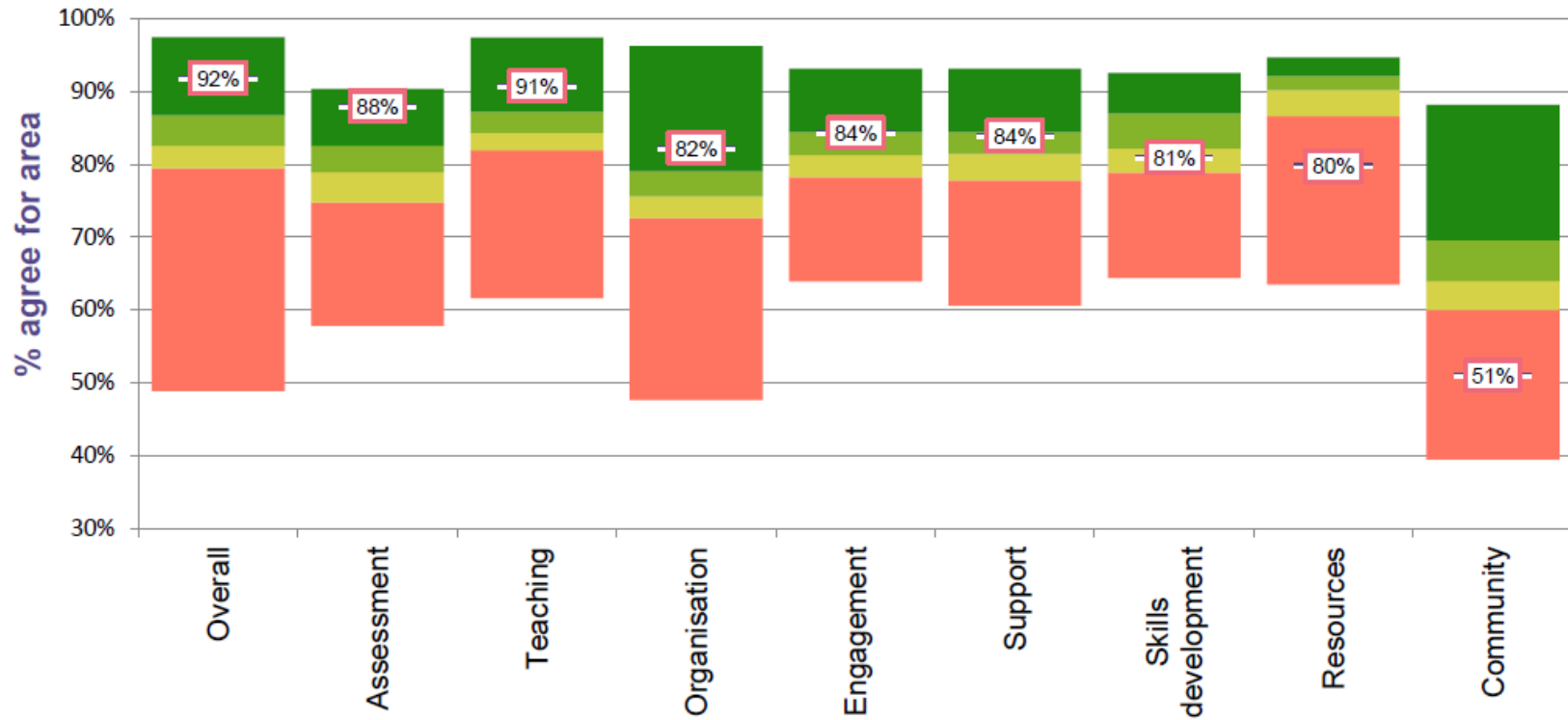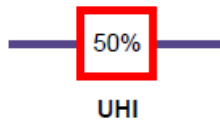

Key:

50%

UHI

- Highest quarter: In the top 25% of institutions for this area
- Second quarter: Above average, but below the top 25%
- Third quarter: Below average, but above the bottom 25%
- Lowest quarter: In the bottom 25% of institutions for this area

(only institutions receiving 23 responses or over were included in the calculation of quarters)

3.4 An overall comparison with the sector shows UHI 16 percentage points above the Scottish mean for overall satisfaction, and 13 percentage points above the sector (UK) mean for overall satisfaction *.

Overall

The taught postgraduate experience at UHI

The overall satisfaction of taught postgraduates with their studies was 92%, based on 88 responses. Aspects of best practice (with most agreement relative to the benchmark), were the fairness of assessment and the promptness of feedback. The in-person subject resources and the in-person library resources were areas for improvement.
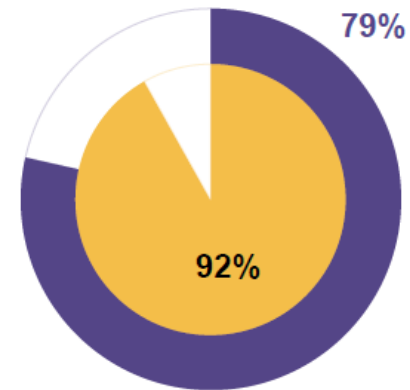
UHI
Scottish benchmark

79%

92%

Figure 1: Overall satisfaction

Overall

The taught postgraduate experience at UHI

The overall satisfaction of taught postgraduates with their studies was 92%, based on 88 responses. Aspects of best practice (with most agreement relative to the benchmark), were timetabling and the fairness of assessment. The in-person library resources and the in-person subject resources were areas for improvement.

UHI
Sector

83%

92%
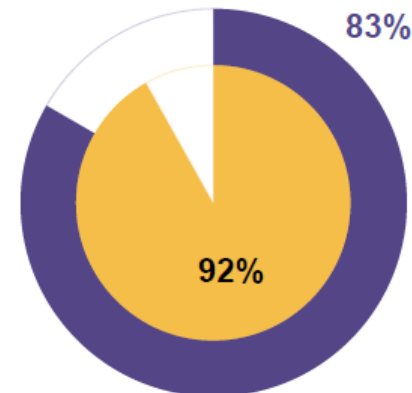
Figure 1: Overall satisfaction

3.5   The university is in third place overall in the UK sector out of 101 institutions that took part.

PTES 2023 sector ranking for UHI

3rd out of 101	**Overall**
8th out of 101	**Teaching**
29th out of 101	**Engagement**
88th out of 101	**Community**
6th out of 101	**Assessment**
13th out of 101	**Organisation**
77th out of 84	**Resources**
26th out of 85	**Support**
53rd out of 85	**Skills development**

4 Table of all responses by category and question

4.5 **All but one question set have a better score than our results in 2022**.

4.6 Detailed results for all questions are available on Sharepoint.

	UHI 2023	UHI 2022	Sector / UK average 2023	Scottish sector average 2023
Overall Satisfaction	92%	95%	83%	79%
Teaching	91%	87%	85%	81%
Engagement	84%	85%	82%	79%
Community (new for 2023)	51%	-	67%	59%
Assessment	88%	88%	79%	73%
Organisation	82%	81%	77%	73%
Resources	80%	79%	90%	89%
Support	84%	83%	82%	78%
Skills Development	81%	79%	83%	79%

Committee Cover Sheet

Paper No. 7

Name of Committee	Learning Enhancement Committee
Subject	Early Student Engagement Survey
Date of Committee meeting	21/02/2024
Author	David Gourley HLTE
Date paper prepared	08/02/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	The survey was issued to 2678 students, 79% of students responded. This is a 20% increase from 59% last year (ESES 2022). The response rate for FE was 81%, which is a 21% increase from last year. For students studying on Higher National courses last session, the response rate was 57%, which has increased to 80% this year. The overall satisfaction rate of 97% was identical to last year's figure.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	n/a
Action requested	☒ For information ☐ For discussion ☐ For endorsement ☐ For approval ☐ Recommended with guidance (please provide further information, below)

Committee Cover Sheet

Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	Student experience and satisfaction
Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	No
Risk implications Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk? If yes, please provide details.	No Click or tap here to enter text.
Equality & Diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	Yes/ No
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please provide details.	No Click or tap here to enter text.
Island communities Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	No If yes, please give details: Click or tap here to enter text.

Committee Cover Sheet

Status (ie confidential or non-confidential)	Non-Confidential
	If a paper needs to remain confidential for a prescribed period of time before being made 'open', please advise how long must the paper be withheld:
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Freedom of Information

Please note that **ALL** papers will be included within 'open' business unless a justifiable reason can be provided.

Please select a justification from the list, below:

Its disclosure would substantially prejudice a programme of research	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Click or tap here to enter text.	☐

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

and

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

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2023 Early Student Experience Survey (ESES)

Overview Report

Contents

1   Executive Summary

1.1   General Overview

This report summarises the top-level Perth College results from the early student experience survey that was circulated to students during October and November 2023.

This is the 11th year of conducting a survey to ascertain student satisfaction of their early experience. The process this year used the JISC online open survey tool, in partnership with other Academic Partner colleges across UHI. The survey was accessed via a generic link, and not an individual log in as used in previous years. The link was also circulated with PATs and promoted on posters and through social media marketing.

The ESES was launched to all full time and part time Further, Higher National and Undergraduate degree students. Exceptions included all students studying SCQF Level 11 and 12, work-based learning (i.e., MA students), distance learning and those enrolled on courses of less than 160 hours duration.

The Quality team produced a real time overview of key indicators in the form of a dashboard, which allowed academic managers to monitor student engagement with the survey tool on a weekly basis.

All questions were mapped where appropriate to NSS / ESES questions to enable benchmarking. See Section 4 below. The survey contained 19 core multiple choice questions covering the following topics:

- Overall experience

- Application and enrolment

- Induction

- Student support

- My course

In addition, 2 additional questions related to likes and dislikes about courses and the college.

1.2   Response Rates Overview

The survey was issued to 2678 students, 79% of students responded. This is a 20% increase from 59% last year (ESES 2022).   The response rate for FE was 81%, which is a 21% increase from last year. For students studying on Higher National courses last session, the response rate was 57%, which has increased to 80% this year.

The response rate for students studying on degree courses was 61%. ESES data was not presented separately for HN and degree for session 21/22, so a direct comparison with previous years is not possible.

1.3   Satisfaction Rates Overview

The overall satisfaction rate of 97% was identical to last year's figure. The tables below provide an overview of the response rates for FE, HN & degree (Table 1), Curriculum Areas (Table 2), and Sector Areas (Table 2). Please note, the satisfaction figures are based on Question 1 – Overall, I'm satisfied with my student experience so far.

Other key satisfaction questions show that 92% of students felt that it was easy to enrol on to

their course, whilst 94% found induction helpful. In addition, 99% of students felt they were treated equally and fairly by staff and 94% were happy with the way the course was taught.

Students provided the following examples of initial positive views of both course choice and the college:

- "Good support from lecturers and peers. I like how practical the course is, it is also a good balance between practical and theory. " HNC Beauty Therapy *(HN)*

- "I am starting to feel more confident about myself. I like the way that the course has been laid out. " Return to Learn, Next Steps 2 Learning *(FE)*

- "Having been out of education for such a long time, I'm enjoying the learning, everyone treated as an individual. I like that the course is a good balance of challenging and interesting" NQ Access to Health and Life Sciences (SWAP) *(FE)*

- "I love how welcoming and wholesome the atmosphere of the staff and students is. It has been a massive confidence boost. I like Perth college as a whole too, the environment, the staff, the classrooms, everything essentially. " BAH Popular Music (*Degree*)

- "I like the freedom you get, and the independence skills you get to build during this course, I find all the stuff so far to be really fun and interesting and I'm passionate about engineering. It's a good mix of practical creativity and useful skill development" .FA Engineering *(FE)*

- "Fantastic, brilliant staff, like that classes are recorded, and reasonable allowances are made. I like the course as a whole. The staff are very helpful in terms of feedback given and support provided overall". HND Administration and IT *(HN)*

It is important to note that satisfaction for both FE and HN students has further increased by 1% to 98% and 97% respectively. In addition, student satisfaction in the under 16 age band has further improved by 2% to 100% and 18-19 by 1% to 98%. All other age groups remain static at 96% (20-24) or dropped by 1% (16-17, 25 and over). Students with a disability and/or a specific learning disability are 3% less satisfied with their college experience this year to 95% and 96% respectively.

Overall, there has been a significant increase in engagement and a stability of satisfaction rates, we are continuing to strive towards increasing the number of students who actively engage in the Learner Voice representative role, our Student Forums and Student Feedback.

2. Satisfaction Results

2.1 Response by FE/HE/degree to Question 1:
Overall, I am satisfied with my student experience so far.

Table 1: Final Response & Satisfaction Rates by FE / HN / degree

FE / HN / degree	2023		2022		2021		2020	
	Response Rate	Satisfaction %	Response Rate	Satisfaction %	Response Rate	Satisfaction %	Response Rate	Satisfaction %
FE	81%	98%	60%	97%	48%	96%	31%	87%
HN	80%	96%	57%	95%	36%	91%	69%	81%
degree	61%*	95%*	N/A	N/A	N/A	N/A	N/A	N/A

*Not recorded separately in previous years

2.2 Satisfaction by Curriculum Area

Table 2: Final Response & Satisfaction Rates by Curriculum Area

Curriculum Area	2023		2022		2021		2020	
	Response Rate	Satisfaction %	Response Rate	Satisfaction %	Response Rate	Satisfaction %	Response Rate	Satisfaction %
ALS	89%	96%	49%	98%	28%	92%	41%	85%
BMCL	84%	97%	70%	93%	50%	96%	58%	83%
CCI	68%	96%	63%	98%	36%	90%	36%	80%
STEM	75%	98%	65%	99%	31%	94%	29%	80%

2.3 Satisfaction by Sector Area

Table 3: Final Response & Satisfaction Rates by Sector Area

Sector Area	2023		2022		2021		2020	
	Response Rate	Satisfaction %	Response Rate	Satisfaction %	Response Rate	Satisfaction %	Response Rate	Satisfaction %
Accounting	95%	100%	22%	100%	59%	100%	53%	87%
Administration*	97%	100%	94%	93%				
Aircraft Engineering	39%	96%	60%	100%	22%	77%	32%	86%
Audio Engineering	65%	98%	51%	100%	41%	96%	47%	82%
Beauty Therapy	98%	97%	71%	98%	63%	91%	54%	75%
Built Environment, Electrical & Horticulture	89%	99%	68%	98%	30%	97%	21%	92%
Business*	70%	100%	94%	93%				
Business & Administration	76%	100%	70%	100%	58%	96%	58%	85%
Business, Administration & Accounting*	89%	100%						
Computing	74%	99%	68%	92%	40%	89%	52%	85%
Creative Industries	77%	88%		98%	37%	87%	35%	79%
Early Education & Childcare	99%	96%	64%	98%	44%	96%	42%	91%

Engineering	56%	96%	42%	100%	29%	87%	42%	69%
Hairdressing	80%	100%	38%	96%	66%	90%	50%	90%
Health & Social Care	83%	93%	25%	98%	23%	80%	34%	87%
Food Studies & Hospitality	81%	96%	52%	100%	37%	98%	58%	92%
Humanities & Social Sciences	86%	96%	30%	100%	33%	89%	40%	79%
Language School	100%	98%	73%	98%	84%	96%	42%	92%
Motor Vehicle	65%	98%	87%	100%	48%	96%	25%	86%
Music & Music Business	53%	100%	64%	93%	20%	82%	25%	70%
New Opportunities	86%	98%	64%	100%	49%	100%	33%	60%
Science & Maths	77%	93%	69%	100%	27%	100%	28%	74%
Sport & Fitness	86%	95%	85%	93%	55%	97%	62%	76%

*Reported separately since 2022. 2023 enables separate and group reporting.

3. Satisfaction Results by Protected Characteristics

3.1 Age Band

Age Categories	ESES 2023/24 Satisfaction %	SF1 2021/22 Satisfaction %	ESES 2020/21 Satisfaction %	ESES 2020 Satisfaction %
16-17	97%	98%	97%	86%
18-19	98%	97%	94%	81%
20-24	96%	96%	93%	79%
25 and over	96%	97%	93%	86%
Under 16	100%	98%	91%	100%

3.2 Gender

Gender Categories	ESES 2023/24 Satisfaction %	SF1 2022 Satisfaction	ESES 2020/21 Satisfaction %	ESES 2019/20 Satisfaction %
Female including Trans Woman	97%	98%	93%	95%
In another Way	92%	98%	89%	83%
Male including Trans Man	97%	97%	94%	94%
Prefer not to say	97%	99%	87%	88%

3.3 Disability

Categories	ESES 2023/24 Satisfaction %	SF1 2022 Satisfaction %	ESES 2020/21 Satisfaction %	ESES 2019/20 Satisfaction %
I have a disability, impairment, or medical condition	95%	98%	92%	93%
I have a physical impairment or mobility issue	97%	100%	100%	91%
I have a specific learning difficulty such as dyslexia	96%	99%	93%	94%
No disability	97%	97%	94%	95%
Not disclosed	97%	96%	No data	No data

3.4 Care Experienced

(Q Have you been or are you currently in care or from a looked after background at any time in your life?)

Categories	ESES 2023/24 Satisfaction %	SF1 2022 Satisfaction %	ESES 2020/21 Satisfaction %	ESES 2019/20 Satisfaction %
No	97%	98%	94%	95%
Yes	96%	97%	94%	91%

3.5 Caring Responsibilities
(Q Do you have unpaid caring responsibilities for a family member or friend who is ill, frail, disabled or has a mental health or addiction problems?)

Categories	ESES 2023/24 Satisfaction %	SF1 2022 Satisfaction %	ESES 2020/21 Satisfaction %	ESES 2020/21* Satisfaction %
No	97%	98%	93%	83%
Yes	97%	97%	94%	85%

4. College Overall, FE and HN Satisfaction Ratings per Question

NB: Responses are based on those who answered to Strongly Agree, Agree or Yes. N/A: No response	College Overall	FE	HN	Degree
Student Satisfaction				
Overall, I'm satisfied with my student experience so far	97%	98%	96%	95%
Application and Enrolment				
It was easy to enrol on to my course	92%	91%	93%	95%
Induction				
The information I received before the start of the academic year, helped me prepare for my studies	93%	95%	91%	92%
I found induction helpful	95%	91%	93%	95%
During your induction were you told about the following:				
Your course, its content and structure	91%	90%	92%	90%
Information on guidance and support available to you	91%	92%	91%	90%
Information on how and when your assessments will take place and the opportunities for re-assessment	80%	78%	83%	81%
How you will receive feedback on your assessments	76%	74%	78%	79%
The college's complaints process	65%	67%	65%	59%
Plagiarism	78%	68%	86%	90%
The Student Code of Conduct	84%	84%	84%	84%
Absence reporting	84%	87%	84%	74%
Your course handbook	80%	77%	81%	84%
Student Voice Representative and Your Students' Association (formerly HISA)	81%	77%	85%	83%
What to do if you are unable to attend an exam or meet an assessment date due to circumstances out of your control	73%	73%	75%	71%
How to provide feedback to improve learning and teaching and college services	76%	77%	77%	73%
Support and My Course				
I know who my academic support contact (PDA, PAT, LDW, Guidance Tutor) is and how to contact them?	96%	95%	97%	97%
I'm treated equally and fairly by staff	99%	98%	98%	99%
I feel I'm on the right course	98%	97%	98%	99%
I'm happy with the way my course is taught	94%	96%	92%	98%

The final 2 survey questions encouraged students to provide qualitative data on their individual experiences (see a snapshot of data in Section 1.3) and this has been shared with Sector Development Directors and Sector Managers. Suggestions for quality enhancement will be implemented where possible in semester 2 as part of our action planning and sharing effective practice. The questions used to illicit more about the student experience were:

- Tell us what you like about your course and the college.
- Tell us what you don't like about your course and the college.

Committee Cover Sheet

Paper No. 8

Name of Committee	Learner Experience Committee
Subject	Student Experience - Safeguarding
Date of Committee meeting	21/02/2024
Author	Deborah Lally – Head of Student Experience
Date paper prepared	13/02/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	This paper provides a high level summary of Safeguarding at Perth
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	N/A
Action requested	☒ For information ☐ For discussion ☐ For endorsement ☐ For approval ☐ Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	Strategic Aim 1: Excellence in the Learning and Learner Experience – The Learner Experience

Committee Cover Sheet

Resource implications	Yes/ ~~No~~
Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	Safeguarding issues can arise at any time, we therefore need to be prepared accordingly. The role of Safeguarding Lead is subsumed into the more substantial role of Head of Student Experience. There are also two Depute Safeguarding Leads and a wider group with representatives from across the College including the academic areas.
Risk implications	Yes/ ~~No~~
Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk? If yes, please provide details.	With the formation of the Safeguarding Group, there is always someone available to deal with any immediate safeguarding concerns. There is also a UHI Safeguarding Group and a CDN Safeguarding Group where support can be sought.
Equality & Diversity	~~Yes~~/ No
Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	
Data Protection	~~Yes~~/ No
Does this activity/proposal require a Data Protection Impact Assessment? If yes, please provide details.	Click or tap here to enter text.
Island communities	~~Yes~~/ No
Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	If yes, please give details: Click or tap here to enter text.
Status (ie confidential or non-confidential)	Non-Confidential Click or tap here to enter text.

Freedom of Information

UHI PERTH

Committee Cover Sheet

Please note that **ALL** papers will be included within 'open' business unless a justifiable reason can be provided.

Please select a justification from the list, below:

Its disclosure would substantially prejudice a programme of research	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐
Its disclosure would substantially prejudice the commercial interests of any person or organisation	☐	Its disclosure would constitute a breach of confidence actionable in court	☐
Its disclosure would constitute a breach of the Data Protection Act	☐	Other [please give further details] Click or tap here to enter text.	☐

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

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

UHI Perth Safeguarding Group Membership:

- Head of Student Experience (and Safeguarding Lead) - Chair
- Student Services Manager (Depute)
- Examinations Officer (Depute)
- Head of Human Resources and Organisational Development
- Head of Estates
- SDD – Applied Life Studies
- SDD – Business Management Computing and Leisure
- SDD – Creative and Cultural Industries
- SDD – Science, Technology, Engineering and Maths
- Sector Manager – Language School
- Sector Manager – Sport and Fitness (in the capacity of School Co-ordinator)
- Health and Wellbeing Officer

Representation on External Groups incl UHI:

- Child Protection Committee (Perth and Kinross Council)
- Adult Protection Committee (Perth and Kinross Council)
- Tayside CONTEST Board
- College Development Network (CDN) - Safeguarding
- UHI Safeguarding Group

External Factors

- Martyn's Law (Prevent)

Committee Cover Sheet

UHI Perth Update

<u>Prevent</u>

The Head of Student Experience recently completed the UK Government Prevent Awareness module. The next step is for the Safeguarding Group members to also complete before making this a mandatory module for all staff members to complete. The module takes approx. 60 minutes to complete and upon completion of the course staff will:

- Know what Prevent is.
- Understand why Prevent is important.
- Understand how Prevent applies to your role.
- Identify emotions and behaviours that might make someone susceptible to radicalisation.
- Understand how to apply the notice, check, share procedure.

<u>Security Minded Communications</u>

Back in July 2023, the Head of Student Experience, the Head of HR and OD, and the Planning Officer attended a Police Scotland Mindful Communications awareness session. The learning objectives of this session included:

- Ability to view communications through the eyes of a hostile;
- Understanding of the SMC (Security Minded Communications) process and practical applications;
- Knowledge of how to promote protective security measures.

We have shared this awareness raising with the Perth Leadership Group, Student Engagement Group; and Safeguarding Group to ensure we can audit what we currently do, adapt how we do it and amplify accordingly.

<u>Student Criminal Convictions</u>

Before GDPR came into force, many Colleges and Universities, including UHI Perth did ask students at application stage and enrolment stage, to share with us any criminal convictions they had. Upon the introduction of GDPR it was not deemed lawful to continue to do this.

In the last year there has been media coverage with regards to people studying in education institutions who have criminal convictions, including alleged. FOI requests were subsequently made from the Scottish Government to Colleges and Universities which has prompted the sectors to revisit accordingly.

Universities Scotland have gone through the legal process and have concluded that we do have a lawful right to ask for this information. Colleges Scotland were awaiting to hear the outcome of the work that Universities Scotland has undertaken and will likely 'piggyback'.

For now, it is a case of watching this space for further developments on if, how and when we may reintroduce criminal convictions.

Meantime, we continue to have a page on our website 'Keeping You Safe' which includes our duty of care responsibilities as well as encouraging students to share with us any criminal convictions that may impact on their ability to complete key aspects of their course. [Policies, regulations and guidelines - Keeping You Safe (uhi.ac.uk)](uhi.ac.uk)

Committee Cover Sheet

Safeguarding

In general, there are two sides to safeguarding:

- Risk assessing – when someone has a criminal conviction who may be at risk to others.
- Safety plans – when someone is at risk of harm from others.

Over the years, up until this year, we have predominantly been involved in risk assessing. However, this last year this has flipped into the implementation of safety plans and more so for our young people.

From discussions with staff, disclosures from students and others; and investigations, we strongly believe the main factor with regards to safety plans is the fallout of COVID, where young people through isolation have not necessarily matured at a rate of their equivalent pre-pandemic.

Another possible factor is an increase in winter leavers studying with us on our full-time further education programmes. Winter leavers are young people who are not yet, due to their age, able to officially leave school, however once they turn 16 in the winter months, they are then able to officially leave school. We have 66 students who can be categorised as winter leavers, who may have prior to coming to College, may have disengaged from school and were non-attenders.

We have found that young people, during and post pandemic have struggled with structure and forming healthy relationships with others. This is resulting with higher instances than before of bullying and inappropriate behaviour towards others.

Our curriculum offering has always included personal development planning, and through our Personal Academic Tutors, we continue this pastoral support to all our students. In addition to this, our Student Engagement Officer delivers many awareness sessions to class groups including but not limited to content such as e-safety; bullying; exploitation; sexual abuse; drug abuse and spiking.

We are not alone facing these challenges where mostly all other colleges have seen a different student profile due to maturity levels. We continue to work collaboratively and support each other to work proactively where we can, monitoring and planning effectively how we move forward positvely.

PVG (Disclosure Scotland)

All staff employed by UHI Perth cannot normally commence their role until their PVG application has been processed by Disclosure Scotland and it has come back to UHI Perth to take forward accordingly. The same applies to some of our students who are participating in courses involving work placements such as hospitals, care homes, schools, nurseries, sport centres etc.,

Disclosure Scotland have been working with a range of stakeholders to look at the timeline of when PVG applications should be submitted, including students. Unfortunately, this excluded the college sector and only recently have now engaged with the sector.

It is planned that any student who needs to submit a PVG application must .do so before the start date of their course. To summarise, if this change is implemented, this will result in more applications being submitted and costs will therefore increase.

Our Head of HR and OD is part of these discussions and will be keeping us informed of progress.

End of Report.

UHI Perth is a registered Scottish charity, number SC021209

Board of Management - Learner Experience Committee
Terms of Reference

Membership

- Principal (who shall act as Chair)
- No fewer than 2 Representatives of the Board of Management (one of whom to act as Vice-Chair of the Committee)
- 2 Academic Staff Representatives (Board Teaching Staff Member plus one other nominated teaching staff representative)
- 2 Student Representatives (to be nominated by HISA Perth)
- Depute Principal
- Vice Principal (Academic)
- Vice Principal (External Engagement)
- Chair of Scholarship and Research Committee
- Head of Student Experience
- Head of Learning and Teaching Enhancement

By invitation:
Student Services Manager, Student Records Manager, Quality Manager

Quorum
The quorum shall be 7 including the Chair or Vice Chair, and must include one Independent Member of the Board of Management

Frequency of Meetings
At least 3 times per academic session, and as required.

Terms of Reference

1. To maintain an overview of academic quality assurance and outcomes by reviewing reports from the Quality Assessment Committee and other relevant internal and external sources including feedback and evaluation from student and stakeholder surveys.

2. To consider the implications of reports and updates from other relevant College and UHI Committees and, where appropriate, act to ensure the relevance and currency of the academic offer.

3. To review and approve College's policies and strategies that relate directly to the student experience.

4. To receive regular reports from Management and HISA Perth on progress with student engagement in the operation of the College.

We will act with integrity in everything we do

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