Learner Experience Committee

Agenda

Meeting reference:	Learner Experience 2023-24/04
Date:	Wednesday 24 April 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 February 2024		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	**Strategy**			
*6.1	Education Scotland Progress Report	Education Scotland	Principal	Paper 2
7	**Learner Experience**			
*7.1	Your Student Association (Perth) - Strategic Update (includes outline statistics re HISA Elections 2024)	YSA Perth	YSA Perth	Paper 3
*7.2	Student Destinations	Head of Student Experience	Head of Student Experience	Paper 4

We will act with integrity in everything we do

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

	Agenda Items	Author	Led by	Paper
8	**Curriculum**			
8.1	Student Recruitment	Head of Student Experience	Head of Student Experience	Paper 5
8.2	Artificial intelligence	Head of Learning and Teaching Enhancement	Head of Learning and Teaching Enhancement	Paper 6
9	**Committee Minutes** (for noting)			
9.1	Scholarship & Research Committee • 09 February 2024			Paper 7 (to follow)
10	**Date and time of next meeting** • Wednesday 04 September (tbc)		Clerk	
*11	**Review of Meeting** (to include check against Terms of Reference)		Chair	Paper 8

Learner Experience Committee

DRAFT Minutes

Meeting reference: Learner Experience 2023-24/03
Date: Wednesday 21 February 2024
Location: Boardroom (Brahan Room 019)

Members present: Margaret Cook, Principal
Jenny Hamilton, Board Member
Alistair Wylie, Board Member
Fiona Smith, Student Board Member
Catherine Etri, Vice Principal (Academic) (from Item 7.1)
Deborah Lally, Head of Student Experience
David Gourley, Head of Learning & Teaching Enhancement
Robert Boyd, Teaching Staff Member on the Committee (from Item 6.1)

In attendance: Rachel Burn, HISA Chief Executive
Ian McCartney, Clerk to the Board

Apologies: Elaine Piggot, Board Member
Patrick O'Donnell, Staff Board Member
Lorenz Cairns, Depute Principal
Veronica Lynch, Vice Principal (External)
Rosalind Bryce, Chair of Scholarship & Research Committee

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

Minutes:

Item		Action
1.	**Welcome and Apologies** Chair welcomed everyone to the meeting, and noted apologies. Chair introduced Rachel Burn, new Chief Executive of HISA, to the meeting.	
2.	**Additions To The Agenda** A brief summary of the recent HMI visit to UHI Perth was added to the Agenda under Item 11.	
3.	**Declaration of Conflict of Interest in any Agenda Item** No conflicts of interest were declared.	
4.	**Minutes of Meeting held on 15 November 2023** The minutes were approved as being an accurate record of the meeting.	
5.	**Matters Arising from Previous Minutes** There were no Matters Arising.	
6	**HISA Student Partnership Agreement 2023/24** Student Board Member presented Paper 2 for information, noting the Agreement had been signed off with UHI in December 2023. HISA Chief Executive noted that future versions of the Student Partnership Agreement may be reviewed to bring closer in line with the HISA Strategy, and acknowledged there is a timing issue with the signing and publication of the Agreement which needs to be addressed for the benefit of the Academic Partners. Board Member queried who Your Students' Association (YSA) were as opposed to HISA. Student Board Member advised that the students' association was in transition from HISA to YSA. Although the legal name would remain HISA, YSA was to be used for branding in both physical and digital environments. Board Member sought clarification on where Part C of the Agreement was an update or a historic position. Student Board Member advised that Part C was historic information but some of the themes were still in development. HISA Chief Executive further advised that this section	

	was effectively a progress report on previous Agreements. Head of Student Experience also added some historic context around the move from local to regional Student Partnership Agreement. Committee **NOTED** and **ENDORSED** Paper 2. Committee requested that Clerk amend future Agendas and papers to reflect the branding change from HISA to YSA.	Clerk
7	**Learner Experience**	
7.1	**HISA Perth Strategic Update** Student Board Member presented Paper 3, highlighting that 209 Student Voice Reps had now been recruited, with 97 fully trained, other training is to be organised. Board Member noted that it was quite difficult within the paper to differentiate between local Perth activity against UHI-based activity, and suggested this might be worth considering for future papers. Board Member sought clarification on whether the new posts referred to in the revised structure were now filled. Student Board Member explained difference between elected roles, for which the nomination process was now open, and the student intern role, which had now been filled. Board Member queried current levels of library usage among students. Student Board Member clarified that work was being undertaken to identify the mode of usage (ie in person or digital) for different types of student profile. Head of Student Experience advised that the college was collecting student profile data. Committee **NOTED** Paper 3.	
7.2	**HISA Update** HISA Chief Executive presented Paper 4, highlighting the focus on the new Strategy in 2024, work being carried out on stability within the staff base, and the launch of a first all-student online newsletter, with engagement levels monitored by clink-through rates (17% initial engagement recorded). HISA Chief Executive briefed Committee on national issues such as impacts of strike action, voter ID, HE & Fe funding, and mental health support campaigns. HISA Chief Executive advised that the new Director of Student	

	Engagement & Representation would be happy to come back to a future Committee to explore proposed changes to Student Voice Rep processes. Committee **NOTED** Paper 4.	
7.3	**Student Satisfaction & Experience Survey** Head of Learning & Teaching Enhancement presented Paper 5, noting this was an historic paper which should have been tabled for Committee at a previous meeting. Head of Learning & Teaching Enhancement highlighted the relatively low uptake of 39%, while recognising the high levels of satisfaction reported, although there were some concerns around satisfaction rates reported from key ethnic groups. Board Member identified that it would be useful to provide numbers as well as percentages around protected characteristics to increase meaningfulness. Committee **NOTED** Paper 5.	
7.4	**Postgraduate Taught Experience Survey** Head of Learning & Teaching Enhancement presented Paper 6, highlighting that feedback appears very positive across the institution. Committee **NOTED** Paper 6.	
7.5	**Induction & Early Student Experience Survey** Head of Learning & Teaching Enhancement presented Paper 6, noting this was the most recent survey conducted, which was completed before Xmas. Head of Learning & Teaching Enhancement noted the response rate of 81%, which was up 21% on the previous year's survey, and that satisfaction rates were positive across the board. Head of Learning & Teaching Enhancement advised that the same participation methodologies were to be adopted for the 2024 Student Satisfaction & Experience Survey, however this survey may be impacted by ongoing industrial action. Committee **NOTED** Paper 4.	
8	**Curriculum**	

8.1	**Student Recruitment - Update**	
	Head of Student Experience provided an update on current Student Recruitment numbers, noting that UHI Perth was currently ahead of FE targets, but likely to fall short of HE numbers by 27 FTEs this year.	
	Head of Student Experience advised that, with regard to 2024/35 projections, the Sector appears to be entering a recovery period as there has been an increase in application numbers for bot colleges and universities. UHI Perth is around 200 applications up on the same time as 2023/24, however much of this may be earlier than expected non-UCAS applications and these numbers require to be monitored if funding numbers are to be reduced as there is no funding for additional delivery beyond FE targets.	
	Principal noted that HE may well hit targets, but this will still not bring UHI Perth back in line with pre-COVID levels. In addition, there may be some bounce-back in terms of Higher National recruitment as extra student numbers allocated to other HE institutions are given back.	
8.2	**HMI Inspection – Update**	
	Principal reported that HMI had attended UHI Perth for its annual inspection this week. The verbal feedback was extremely positive, albeit with some minor points to be taken forward as actions.	
	Vice Principal (Academic) added that learner feedback had also been very positive, with particular reference to initiatives being rapidly implemented upon identification of an issue, so those that raised the issue benefitted from changes being made.	
	Principal noted that the full report will be issued to the nearest available Board or Learner Experience Committee meeting, depending on timings of publication, and HMI will be invited to attend to present.	
9	**UHI Perth Safeguarding Annual Review**	
	Head of Student Experience presented Paper 8, and summarised the key aspects of the Paper.	
	Board Member expressed surprise at the sheer variety and degree of work required within this area, before querying what college would do with information around criminal convictions. Head of Student Experience noted that much of Safeguarding was around trust, and in this aspect the agreement between parties is about support and appropriate routes rather than labelling. Police may provide some limitations around, eg, IT usage due to licensing restrictions around certain convictions.	

	Teaching Staff Member queried dispensations around Residences due to close proximity of living arrangements. Head of Student Experience advised that this hadn't happened as yet, but again would depend on the type of convictions and the limitations imposed. Committee **NOTED** Paper 8.	
10	**Committee Minutes** No Committee Minutes were presented for noting.	
11	**Date of Next meeting** • Wednesday 24 April 2024 @ 2:00pm	
12	**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

Paper No. 2

Name of Committee	Learner Experience Committee
Subject	HM Inspectors letter & report from Annual Engagement Visit
Date of Committee meeting	24/04/2024
Author	Joe Mulholland, HM Inspector
Date paper prepared	16/04/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Paper includes summary letter and full Visit Report from HM Inspectors. Annual Engagement Visit, February 2024
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 – HM Inspector will present Report to Board of Management, June 2024
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.	Click or tap here to enter text.

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

23 April 2024

Dr Margaret Cook
Principal and Chief Executive
UHI Perth
Dear Dr Cook,

A team of HM Inspectors from Education Scotland visited UHI Perth in February 2024 to undertake an Annual Engagement Visit. During our visit, we talked to learners, staff and stakeholders, and worked closely with the senior managers.

The team found the following major strengths in the college's work:

Learner progress and outcomes

The rate of successful completion for learners on full-time further education (FE) programmes has been consistently above sector average for the last five years. The majority of curriculum areas have successful learner completion rates above the sector norm for full-time FE programmes. The successful completion rate for learners on part-time FE programmes has declined significantly in the past year and is lower than the sector average. However, college-derived data indicates that successful completion has increased for AY 2022/23. Successful completion rates for learners who declare a disability, or are care experienced, are above sector averages. Managers lead self-evaluation arrangements well and engage staff effectively in analysing learner progress and outcomes to identify areas requiring improvement. College transitions officers work well with local secondary schools to ensure school-age learners transitioning to college programmes receive information about the range of support services available to them. Teaching staff contextualise activities to ensure learners are developing skills for the workplace. Personal academic tutors (PATs) engage well with learners to monitor progress and signpost access to support services when required.

Approaches to assuring and enhancing the quality of learning and teaching including professional updating

Most teaching staff use regular team meetings with managers to review learners' progress and to tailor learning and teaching to meet their individual needs. The majority of teaching staff hold the Teaching Qualification in Further Education (TQFE) or equivalent, and all staff undertake an annual professional review to identify their professional learning requirements. Learner student voice representatives (SVRs) meet regularly with curriculum managers to contribute their views about their learning experience. They value opportunities to discuss suggestions for improvement and feel that managers take good account of their feedback. The majority of curriculum managers involve staff, learners and stakeholders in activities to enhance learning and teaching across the college. All teaching staff use the college's self-evaluation arrangements to reflect on learning, teaching, and assessment approaches; and identify areas for improvement. Teaching and support staff provide a range of flexible support facilities to help learners overcome challenges and ease anxiety. These facilities help learners to build confidence to participate more fully in their programme.

Learner Engagement

The Highlands and Islands Student Association (HISA) take care to ensure that training for SVRs meets the needs of learners with ASN and learners whose first language is not English. HISA use 'You said, we did' to publicise improvements to the learner experience as a result of learner feedback. HISA works closely with local businesses to gather donations for the Big Project and provides cost-of-living support by distributing food and toiletries to all learners who require it. College managers collate reports well to contribute to planning for college-wide enhancement activities. Support staff engage effectively in evaluating the services they provide for learners. All PATs monitor learner attendance and engagement continuously and effectively. Most curriculum teams engage effectively with employers to promote, contextualise, and enhance programmes. They draw constructively on this collaboration to support teaching staff to keep up to date with current and emerging industry needs.

The following areas for improvement were identified and discussed with the senior managers:

- Successful completion rates for learners from the most deprived backgrounds, or from an ethnic minority background, are below sector average.

- Arrangements for monitoring and tracking learner outcomes are not applied consistently by staff across all curriculum areas.

- Some teaching staff are not provided with sufficient opportunity to engage in activities to enhance their approach to learning and teaching.

- A significant increase in the number of learners requesting alternative assessment arrangements has impacted the college's capacity to meet demand. Teaching staff should improve planning arrangements to timeously meet specific learner support needs.

- A significant number of SVRs have not engaged with training to help them undertake their role.

Main points for action

- None identified

What happens next?

We are confident that the college has made satisfactory progress and has the capacity to continue to improve. We will continue to monitor progress with regular contact through the link HM Inspector.

Joe Mulholland
HM Inspector

Annual Engagement Visit Report

UHI Perth

16 April 2024

College Principal	Dr Margaret Cook
Annual Engagement Visit Date	20 February 2024
College Nominee	Catherine Etri
Lead HMI	Joe Mulholland

1. Background

Annual Engagement Visits (AEVs) are planned collaboratively between the college, HM Inspectors and the Scottish Funding Council (SFC). During the AEV, the team focussed on the progress made on improvement priorities and the outcomes of previous engagement with HM Inspectors. HM Inspectors met with staff, learners and other stakeholders. This report outlines the findings from the visit and includes aspects of positive practice, aspects for improvement and any associated main points for action. The report will be shared with the college Principal, college Board of Management and/or Regional Strategic Body. An accompanying short report will be published on Education Scotland's website.

During the AEV the team explored the following overarching themes: learner progress and outcomes, approaches to assuring and enhancing the quality of learning and teaching, including professional updating and learner engagement.

The team also reviewed progress against actions identified during our engagement in AY 2022-23.

2. The college and its context

UHI Perth is an academic partner within the University of the Highlands and Islands (UHI). The college works in partnership with local and regional stakeholders to deliver provision to meet the skills needs of Tayside and the wider UHI region.

The college offers a broad curriculum from levels 2 to 12 on the Scottish Credit and Qualifications Framework (SCQF) across four faculties: Science, Technology, Engineering and Maths (STEM); Applied Life Studies; Business Management, Computing and Leisure; and Creative and Cultural Industries.

Further education (FE) level provision also includes delivery of Modern Apprenticeship (MA) programmes. The college works with the local authority and secondary schools to deliver Foundation Apprenticeships in Business, Creative and Digital Media, Early Years, Engineering and Health Care to school-age learners.

3. Summary of findings

3.1 Learner progress and outcomes

Summary of key performance indicator information

- The rate of successful completion for learners on full-time FE programmes has been consistently above sector average for the last five years. College-derived data indicates that the full-time FE successful completion rate has increased for AY 2022/23.

- The majority of curriculum areas have successful learner completion rates above the sector norm for full-time FE programmes.

- The successful completion rate for learners on part-time FE programmes has declined significantly in the past year and is lower than the sector average. However, college-derived data indicates that successful completion has increased for AY 2022/23.

- Successful completion rates for learners who declare a disability, or are care experienced, are above sector averages.

- Withdrawal rates for full-time FE learners are significantly lower than sector average. College-derived data for AY 2022/23 indicates rates of learner withdrawal from full-time FE programmes remain steady.

- Withdrawal rates for part-time FE learners are significantly higher than the sector average However, college-derived data for AY 2022/23 suggests that this has improved.

Evaluative commentary

Equity, attainment, and achievement for all learners (QI 3.2)

Areas of positive practice

- Managers lead self-evaluation arrangements well and engage staff effectively in analysing learner progress and outcomes to identify areas requiring improvement. Teams work well together to take forward actions from meetings, including making changes to the curriculum portfolio. This has resulted in examples of different subject areas working together to create new programmes and remove or replace outdated programmes.

- College transitions officers work well with local secondary schools to ensure school-age learners transitioning to college programmes receive information about the range of support services available to them. They collaborate well with college support staff to provide new learners with a smooth transition into college programmes.

- Teaching staff contextualise activities to ensure learners are developing skills for the workplace. Curriculum teams provide learners with good opportunities to develop meta skills through project work, volunteering in the workplace and collaborating with industry partners to influence future planning of programme content.

- Mental health support staff facilitate regular drop-in sessions for learners with additional support needs or specific barriers to learning. They host regular informal meetings to support learners to build confidence in engaging with staff and peers and remain on their programme.

- Data sharing arrangements between the college and the local authority, and its schools, is enabling college support staff to plan effectively the needs of school-age learners. As a result, college staff are able to coordinate arrangements to ensure learners have access to support from the start of their programme.

- Personal academic tutors (PATs) support learners well. They engage with learners to monitor progress and signpost access to support services when required. Learners value one-to-one engagements with PATs and feel that they support them well to succeed.

Areas for development

- Successful completion rates for learners from the most deprived backgrounds, or from an ethnic minority background, are below sector average.

- Arrangements for monitoring and tracking learner outcomes are not applied consistently by staff across all curriculum areas.

3.2   Approaches to assuring and enhancing the quality of learning and teaching including professional updating

Leadership for improvement of learning and teaching (QI 1.2)

Areas of positive progress

- Most teaching staff use regular team meetings with managers to review productively learners' progress and to tailor learning and teaching to meet their individual needs. Staff comment that these arrangements enable interventions to be put in place quickly to support retention.

- The majority of teaching staff hold the Teaching Qualification in Further Education (TQFE) or equivalent and all staff undertake an annual professional review to identify their professional learning requirements. Staff are supported well to identify pedagogical skills needs through these arrangements.

- Learner student voice representatives (SVRs) meet regularly with curriculum managers to contribute their views about their learning experience. They value opportunities to discuss suggestions for improvement and feel that managers take good account of their feedback.

- The majority of curriculum managers involve staff, learners and stakeholders in activities to enhance learning and teaching across the college. This includes raising staff awareness of new programmes and awarding bodies, coordinating guest lectures by employers and hosting events that extend and enhance the knowledge and skills of teaching staff.

Areas for development

- Some teaching staff are not provided with sufficient opportunity to engage in activities to enhance their approach to learning and teaching.

Learning, teaching, and assessment (QI 2.3)

Areas of positive progress

- Throughout the academic year staff use a variety of effective approaches to capture the views of learners. These include student satisfaction surveys, analysis of end-of-semester evaluations and drawing on feedback from student forums and information from PATs. There are many examples of curriculum staff adjusting and enhancing programmes as a direct result of learner feedback.

- All teaching staff use the college's self-evaluation arrangements to reflect on learning, teaching and assessment approaches; and identify areas for improvement. They feel their managers listen and that they are enabled to make suggestions.

- Teaching and support staff provide a range of flexible support facilities to help learners overcome challenges and ease anxiety. These facilities help learners to build confidence to participate more fully in their programme.

Areas for development

- A significant increase in the number of learners requesting alternative assessment arrangements has impacted the college's capacity to meet demand. Teaching staff should improve planning arrangements to timeously meet specific learner support needs.

3.3   Learner Engagement

Learners leading learning (QI 1.2)

Areas of positive progress

- The Highlands and Islands Student Association (HISA) take care to ensure that training for SVRs meets the needs of learners with ASN and learners whose first language is not English. This includes simplifying language, making use of infographics and adjusting the pace of delivery. This is helping to ensure a more inclusive and diverse student voice.

- HISA use 'You said, we did' to publicise improvements to the learner experience as a result of learner feedback. Examples include: instalment of microwaves on all campus buildings to allow learners to prepare their own meals; identifying and resolving clashes in assessment schedules; and adjustments to programmes to ease stress for learners.

- HISA works closely with local businesses to gather donations for the Big Project and provides cost-of-living support by distributing food and toiletries to all learners who require it. All learners are encouraged to utilise this facility.

Areas for development

- None identified

Evaluation leading to improvement (QI 1.4)

Areas of positive progress

- College managers participate productively in evaluation arrangements. Reports are collated well by senior managers and used effectively to contribute to planning for college-wide enhancement activities.

- Support staff engage effectively in evaluating the services they provide for learners. Support teams draw on findings from an early student experience survey to assess the impact of learner application, enrolment and induction arrangements. They use learner feedback well in self-evaluation activities to plan actions for improvement.

- All PATs monitor learner attendance and engagement continuously and effectively. Senior managers access an online system regularly to review enrolment, retention and progression data and take action to initiate interventions where required.

Areas for development

- None identified

Learning teaching and assessment (QI 2.3)

Areas of positive progress

- Most curriculum teams engage effectively with employers to promote, contextualise and enhance programmes. They draw constructively on this collaboration to support teaching staff to keep up to date with current and emerging industry needs.

- Almost all learners speak highly of the academic and pastoral support they receive from PATs. During programmes, PATs schedule individual meetings with learners to provide guidance upon work placements and employment and progression opportunities. Their positive engagement with learners is fostering supportive staff-learner relationships.

- All learners are provided with the opportunity to become a mental health ambassador. Student Services deliver training that includes input from charitable bodies to provide insight into the range of specialist external support agencies. Some learners value this training to complement their vocational qualifications.

Areas for development

- A significant number of SVRs have not engaged with training to help them undertake their role.

3.4   Update on previous Education Scotland evaluative activities AY 2022-23

The college has made appropriate progress since our last visit. Staff have acted upon the areas for development identified in relation to supporting new learners to access digital devices. Induction activities have been revised to make activities appropriate for new and returning learners and the number of emails learners receive has been reduced to address the high volume they were receiving from staff.

The amount of full-time FE learners entering a positive destination has increased and is now above the sector average. The withdrawal rate for part-time FE learners is significantly higher than the sector average. However, college derived data for AY 2022/23 suggests that this has improved.

4.   Main Points for Action

None identified.

5.   What happens next?

We are confident that the college has made satisfactory progress and has the capacity to continue to improve. We will continue to monitor progress through ongoing engagement with the link HM Inspector.

Joe Mulholland
HM Inspector

Annexe 1   Evaluative Terms

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Annexe 2 **Full-time FE**

College			
	Withdrawal	**Partial Success**	**Completed successfully**
2018-19	22.90%	9.70%	67.40%
2019-20	20.30%	12.70%	67.00%
2020-21	26.30%	11.10%	62.60%
2021-22	25.00%	9.90%	65.10%
National sector performance			
	Withdrawal	**Partial Success**	**Completed successfully**
2018-19	24.70%	10.10%	65.20%
2019-20	20.80%	13.20%	66.00%
2020-21	27.30%	11.70%	60.90%
2021-22	29.30%	11.70%	59.00%

Part-time FE

College			
	Withdrawal	**Partial Success**	**Completed successfully**
2018-19	11.70%	15.40%	72.90%
2019-20	9.60%	9.80%	80.60%
2020-21	11.70%	12.60%	75.60%
2021-22	15.10%	13.20%	71.80%
National sector performance			
	Withdrawal	**Partial Success**	**Completed successfully**
2018-19	9.30%	11.00%	79.70%
2019-20	9.50%	12.50%	78.00%
2020-21	10.20%	13.50%	76.20%
2021-22	10.70%	13.00%	76.30%

Outcomes on courses lasting 160 hours or more

UHI Perth	2021 -2022			
	Enrolled	**% Completed Successful**	**% Partial Success**	**% Withdrawal**
10% Most deprived postcode areas	92	57.6%	10.9%	31.5%
20% Most deprived postcode areas	227	60.4%	12.8%	26.9%
Care Experienced	124	61.3%	12.9%	25.8%
Disability	752	65.2%	12.4%	22.5%
Ethnic minority	93	64.5%	12.9%	22.6%
FE Females	824	60.1%	12.9%	27.1%
FE Males	891	71.7%	10.4%	17.8%

Scotland	2021 -2022			
	Enrolled	% Completed Successful	% Partial Success	% Withdrawal
10% Most deprived postcode areas	21,327	60.1%	13.7%	26.3%
20% Most deprived postcode areas	39,849	60.8%	13.5%	25.6%
Care Experienced	7,887	52.5%	17.8%	29.6%
Disability	30,671	61.6%	14.4%	24.0%
Ethnic minority	12,999	68.9%	13.7%	17.5%
FE Females	47,435	61.9%	13.6%	24.5%
FE Males	46,808	68.5%	13.1%	18.4%
HE Females	19,528	67.0%	10.7%	22.3%
HE Males	16,537	63.1%	16.2%	20.7%

Committee Cover Sheet

Name of Committee	Learner Experience Committee
Subject	Students' Association Update
Date of Committee meeting	24/04/2024
Author	Your Students' Association
Date paper prepared	17/04/2024
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.

UHI | PERTH

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, April 2024

Organisational Update

The Students Association will begin consulting with key stakeholders on our new strategic plan in the coming weeks and months, including board members as well as our student members. More information will be shared in due course, including relevant updates on the new strategic plan.

Since the last SA report, Diane Weldon has left the Perth team after 8.5 years as the Perth Administrative Assistant. Plans for her replacement will be dependent on block grant conversations over the coming months.

Student Voice Reps

As of 16.4.24 Perth has 209 Student Voice Reps with 97 being trained though online, in person and self-directed training.

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	42 in person, 11 online
2	20th and 21st December	15 in person, 9 online
3	31st January and 1st February	13 in person, 11 online
4	28th and 29th February	5 in person, 10 online
5	27th and 28th March	11 in person, 5 online
6	24th and 25th April	tbc

The Students Association plan to run an exit survey in Semester 2 23/24 and are preparing for the 24/25 academic year with the UHI Student Voice Rep Group (SVRG) regarding recording of reps, training and support.

Campaigns and Events

We held another Good Vibes on the 14th of March in collaboration with UHI staff for University Mental Health Day.

Our cross-campus officers are working on the following campaigns:

- Getting fairer pricing of public transport by writing to MSP's and the transport minister – due to the portfolio for transport being moved around, it has been slow to get responses or active engagement.
- Working with students across the partnership, including those at UHI Moray, about potential cuts that they may be affected by.
- Doing work on the Student Mental Health Agreement with Rachel, Liz, UHI Mental Health and Counselling team, and NUS Think Positive to get the Agreement underway.
- Actively shaping policies and guidance related to AI at the university, including the development of student guidance for best practices in AI.
- Attending the NUS Scotland Conference in Stirling provided him with valuable insights into the international student experience, enriching his understanding of student perspectives and informing his advocacy for inclusive policies within the university community.

Our Executive Committee are working on the following campaigns:

- ASOS and Strikes - The Executive Committee has written a statement on ASOS and Strikes which has been drafted in coordination with student views from the All-Student Meeting. We can use this to inform our standpoint and point of view in meetings.

- Gender Neutral Toilets - This one is tricky as the number of campuses, learning centres, and buildings under UHI and some APs are finding it tricky to plan how they could incorporate it into their campus or learning centre. We are looking at how we can engage to make this possible.
- Networked students - Holly Pearce (Inverness Depute President Education) alongside other local officers have started to look at support that network students currently get, the engagement we have with them and how we can improve on it. She has released a questionnaire in our newsletter 'Hi!' for networked students to fill in – from there, she will work with the Executive to compile some key targets for us to work towards.

Our Spring Elections took place between 11-14th March and we had a 3% turnout. Xander McDade and Andi Garrity were elected to the 24/25 Perth officer team. A full report on elections will be shared in due course.

Our next All Student Meeting will be themed around 'community' and how we can improve community within UHI through our sports clubs, societies, and networks. This will take place on Wednesday the 24th of April between 1:00 PM and 2:30 PM.

The OBI Awards are now open for nominations until 26th April. This is a chance to recognise UHI Perth's Outstanding, Best and Inspiring staff and students. The awards ceremony will take place during Celebration Week on Wednesday 5th June where the winners will then be announced.

Our Students Association Awards and Sporting Blues are also open and accepting nominations.

Community Engagement
- The Student Networks promotion has continued, with focussed activity during LGBT+ History month.
- Our Cycling officer is working on a range of Active Travel events and activities at Moray, Inverness and Perth Campus. On 17th April, they held the second Dr. Bike session at UHI Perth.
- UHI were able to compete in the St John's shinty competition in St Andrews with our men's team taking first place and our women's taking third – an impressive feat for their first competitive game.
- We are now working with sports clubs and societies to run Annual General Meetings before the end of the year to support the sustainability of these student-led groups.

Board of Management
The Students Association met with Governance Practitioners across UHI to discuss progress on this project and next steps.
The Action Plan for UHI Perth will be discussed at this meeting.

Committee Cover Sheet

Paper No. 4

Name of Committee	Learner Experience Committee
Subject	Student Experience – Student Destinations
Date of Committee meeting	24/04/2024
Author	Deborah Lally – Head of Student Experience
Date paper prepared	17/04/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	This paper provides information relating to College Leavers Destinations for AY 2021-22. The number of students qualifying to be part of this destination data was 635, our response rate including data sharing between agencies was 88.2%. The national response rate was 88.6%
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 Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	Yes/ ~~No~~ SFC initially source and have data shared with them from other government agencies to identify destinations of students. Those where it is unknown is then shared with the College sector, to then initiate an exercise to capture these unknown destinations as best as they can. At UHI Perth, we utilise our Customer Services Assistants, co-ordinated by our Student Records Manager to undertake this exercise.
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
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 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

Committee Cover Sheet

Measuring against the rest of the college sector:

Category	UHI Perth	National
Overall Position		
Positive destination	84.3%	83.3%
Unavailable for work	2.2%	2.0%
Unemployed	1.7%	3.3%
Unconfirmed	11.8%	11.4%
Gender - Female		
Positive destination	83.5%	82.7%
Unavailable for work	3.0%	2.5%
Unemployed	1.7%	3.0%
Unconfirmed	11.9%	11.7%
Gender – Male		
Positive destination	85.1%	83.8%
Unavailable for work	1.5%	1.4%
Unemployed	1.9%	3.7%
Unconfirmed	11.5%	11.1%
Age 16-24		
Positive destination	87.0%	85.8%
Unavailable for work	2.0%	1.8%
Unemployed	2.2%	3.2%
Unconfirmed	8.9%	9.2%
Age 25+		
Positive destination	77.0%	77.8%
Unavailable for work	2.9%	2.6%
Unemployed	0.6%	3.4%
Unconfirmed	19.5%	16.2%

UHI PERTH

Committee Cover Sheet

Paper No. 5

Name of Committee	Learner Experience Committee
Subject	Student Experience – Student Recruitment
Date of Committee meeting	24/04/2024
Author	Deborah Lally – Head of Student Experience
Date paper prepared	17/04/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	This paper provides an update for both the current year with regards to recruitment as well as our position to date with regards to recruitment for next academic year.
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.	
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 If we do not meet our funded target numbers, depending upon the % leeway, we may face clawback of funds.
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 Click or tap here to enter text.

Freedom of Information

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

Committee Cover Sheet

Academic Year 2023-24
- We have met and exceeded our credit target with regards to FE recruitment.
- It is optimistic that we will meet our FTE target of 1599 with regards to HE recruitment.

Academic Year 2024-25
- For both FE and HE full-time, we are seeing very healthy recruitment.
  - For FE we are seeing a 28.8% increase in admissions (1079 up to 1379)
  - For HE we are seeing a 5.3% increase in admissions (1540 up to 1621)
- We believe this to be the 'fuller' recovery from COVID, where we are seeing more students progressing through the levels, continuing with their studies.
- Although FE funding is restrained and there is no growth, we have agreed with UHI that we are able to grow our HE and will do this via our new entrants and continuing/progressing students.

UHI | PERTH

Committee Cover Sheet

Name of Committee	Learner Experience Committee
Subject	Artificial Intelligence
Date of Committee meeting	24/04/2024
Author	David Gourley, Head of Learning and Teaching Enhancement
Date paper prepared	16/04/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Paper explores the opportunities and challenges presented by Artificial Intelligence in Learning, Teaching and Assessment at UHI 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.	Click or tap here to enter text.

Committee Cover Sheet

Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	~~Yes/~~ No Not at this stage, but will have implications at a future date
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 Not at this stage, but will have implications at a future date
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

Artificial Intelligence and Learning, Teaching and Assessment

Contents

Introduction:

Artificial intelligence (AI) is rapidly changing the world of work, from customer service to manufacturing, it is being used to automate tasks and improve efficiency in many job roles and fields of work. This is having a disruptive effect on many industries, with some jobs being lost while others are being created.

UHI Perth needs to embrace Artificial Intelligence now in order to overcome some of its challenges and maximise the benefits and opportunities created by this technology, but we also need to maintain academic standards and prevent students from using generative AI to write essays and reports that are not their own work and thus can lead to academic misconduct.

We need to:

- Harness AI to make us more competitive and deliver a much better educational experience.
- Prepare our students with the skills to use AI in the workplace.

- Ensure that quality and academic standards are maintained in assessing students

In these challenging times for the college, we need to be looking at innovative solutions to enhancing the effectiveness, efficiency, and productivity of the way we work and maximise the impact of our staff and resources. One such solution would be the integration of AI-powered tools like ChatGPT, Bing Copilot and Teachermatic into our everyday work.

Harness AI to make us more competitive and deliver a much better educational experience

AI can assist Academic staff by:

- Generating schemes of work, lesson plans, teaching material and assessment in minutes based on a few key prompts.
- Summarizing lengthy articles or texts and allowing learners to quickly grasp main ideas.
- Generating examples or explanations for complex concepts and making it easier for learners to understand new material.
- Personalize learning by analysing individual learners' knowledge and understanding then using this information to tailor instruction and materials to meet each learner's individual needs.
- Engaging learners by providing them with interactive experiences and immediate feedback to learners, helping them jump-start the creative process and improve learning outcomes.
- Analysing data efficiently to assist educators in delivering actionable insights from data from several sources.
- Improving accessibility by building more equitable learning environments with tools like read aloud, dictation, translation, and captioning.

Prepare our students with the skills to use AI in the workplace.

AI is a rapidly evolving technology that has the potential to transform various sectors of the economy, including the job market. The current generation of students will face new challenges and opportunities in their careers, as AI will not only improve existing tasks but also create new ones and change the nature of work. Therefore, it is imperative that we prepare our students for using AI in the world of work by equipping them with the relevant skills and competencies that will be in high demand.

According to a recent Microsoft report, 82% of leaders across several industries say their employees will need new skills to be ready for the growth of AI. Working with AI will be as common and essential as using the internet and the PC.

The most important skills for employees to learn in the AI era are:

- Analytical judgment
- Flexibility
- Emotional intelligence
- Creative evaluation
- Intellectual curiosity
- Bias detection and handling
- AI delegation (prompt engineering)

The first step to prepare our students for the future of work is to embrace and understand generative AI and its potential to enhance the world. Generative AI is a type of AI that can produce new content and information, such as text, images, music, and code, based on natural language inputs.

The second step is to adopt and incorporate AI technologies into our teaching and learning practices and expose our students to various AI tools and applications. This will help them to develop the skills and competencies mentioned above, as well as to gain confidence and familiarity with using AI in their work.

Use of AI in Student Support

Student Engagement:

- AI chatbots can help colleges improve their recruitment and admissions outcomes by increasing efficiency, reducing costs, enhancing candidate experience, and reaching a wider and more diverse pool of applicants.

Student support:

- AI chatbots can answer common questions and providing information on various topics, such as courses, grades, policies, deadlines.
- AI chatbots can connect students with relevant resources, such as tutors, mentors, advisors, and peers.
- Sending reminders and notifications to help students stay on track with their goals and deadlines.

Challenges to Consider:

Academic Integrity and Assessment Malpractice Prevention

- Protecting the integrity of our qualifications and ensure that students achieve awards fairly and on their own merit.
- Acknowledging the fact that we can't ignore AI, ban it or outrun it with detection tools.

- Integrating and adapt to AI in an informed, and responsible way and evolving our Assessment Methods accordingly.

Quality Control
- Ensuring the accuracy and relevance of AI responses requires continuous monitoring and refinement to mitigate the risk of providing incorrect or outdated information.

Data Privacy and Security
- Integrating AI into the workplace necessitates careful consideration of data privacy and security protocols to safeguard sensitive information and comply with regulations.

Employee Onboarding
- Encouraging widespread adoption of AI among employees may require overcoming resistance to change, addressing concerns about job displacement, and providing adequate training and support.

Bias and Ethics:
- Mitigating bias in AI responses and ensuring ethical use of AI technology are critical considerations to avoid perpetuating discriminatory or harmful practices.

Assessment and Academic Misconduct

There has been a lot of discussions about generative AI and assessment, with the concern that students will use generative AI to write essays or answer other assignments. These concerns are valid and can be seen a legitimate threat to academic standards. Essays produced wholly by generative AI are unlikely to get the highest marks, however their capability is improving all the time. To mitigate against this all staff should engage with generative AI and try it themselves, learning how their assessments will be impacted. Alongside this, working with UHI we need to consider our strategic approach to AI, review, and update policies, and communicate guidance to students.

The role of AI detectors

Discussions about academic integrity inevitably have include the role of AI detection software. There are several tools in available and key points to note are:

• No AI detection tool can conclusively prove that text was written by AI

• These tools will produce false positives

• The tools won't be able to differentiate between legitimate and other uses of AI writing tools

At this point in time AI detectors are just too unreliable.

Current Use of AI in UHI Perth

Currently there is a small amount of use of AI by lecturing staff who are experimenting with using ChatGTP, Bing Copilot and other Generative AI packages. Additionally, there is a pilot being undertaken using Teachermatic a proprietary Generative AI package specifically designed for creating Learning and Teaching Resources. There is very little use of Generative AI by professional service staff, with only a few individuals experimenting with its use in their day-to-day job. Several of the Perth Leadership group are using AI to various degrees in their everyday job role, assisting them in the generation of reports or other correspondence, analysing data and helping them speed up other routine tasks. Currently there has been training offered to UHI Perth Staff on use of Generative AI and how it can use effectively in the workplace.

Recommendations

- It is recommended that staff should be encouraged to engage in training in AI and to integrate its use in their work.
- It is recommended that the college should invest in AI education and training for both students and staff and provide them with the necessary resources and support to access and use AI technologies.
- It is suggested that the college should integrate AI into the curriculum and pedagogy of different subjects and disciplines and offer opportunities for interdisciplinary and project-based learning with AI.
- It is recommended that the college continues its investigation in using AI chatbots for certain areas of its business.

Actions

- Keep up to date and current on latest developments in AI
- Design and deliver AI training for Staff as part of the Tay Cities Deal Digital Skills Project
- Train up AI first adopters in academic areas and professional services
- Design introductory workshops in AI for Students and deliver them in academic year 24/25
- Consider our strategic approach to AI, review, and update policies, and communicate guidance to students.
- Hold workshops about authentic assessment, AI and academic malpractice.
- Investigate the acquisition of a suitable chat-bot for use in Student engagement and support.

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.

UHI Perth is a registered Scottish charity, number SC021209

We will act with integrity in everything we do

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