

Learner Experience Committee

Agenda

Meeting reference: Learner Experience 2024-25/01

Date: Wednesday 11 September 2024 at 3:00pm

Location: Boardroom (Braham Building 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 Interest in any Agenda Item		Chair	
4	Minutes of the meeting held on 24 April 2024		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Student Experience			
6.1	HISA Perth Strategic Update	HISA Perth	HISA Perth President	Paper 2
6.2	Student Satisfaction and Experience Survey	Director of Teaching, Learning & Quality Enhancement	Director of Teaching, Learning & Quality Enhancement	Paper 3
6.3	Student Funding Update		Director of Student Experience	Verbal
7	Curriculum			
7.1	Student Completion & Progression - update		Director of Student Experience	Paper 4

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7.2	Student Recruitment update		Director of Student Experience	Verbal
8	Committee Minutes (for noting)			
8.1	<ul style="list-style-type: none"> No minutes supplied 			
9	Date and time of next meeting: <ul style="list-style-type: none"> Wed 20 November 2024 		Clerk	
10	Review of Meeting (to include check against Terms of Reference)		Chair	Paper 5

Learner Experience Committee

DRAFT Minutes

Meeting reference: Learner Experience 2023-24/04

Date: Wednesday 24 April 2024

Location: Boardroom (Braham Room 019)

Members present: Margaret Cook, Principal
Chris Lusk, Board Member
Elaine Piggot, Board Member
Alistair Wylie, Board Member (until Item 7.1)
Patrick O'Donnell, Staff Board Member
Lorenz Cairns, Depute Principal
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: Ian McCartney, Clerk to the Board

Apologies: Fiona Smith, Student Board Member
Catherine Etri, Vice Principal (Academic)
Veronica Lynch, Vice Principal (External)
Rosalind Bryce, Chair of Scholarship & Research Committee

Chair: **Lorenz Cairns**

Minute Taker: Ian McCartney

Quorum: 7

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Minutes:

Item		Action
1.	<p>Welcome and Apologies</p> <p>Depute Principal, Chairing the meeting on behalf of Principal welcomed everyone to the meeting, and noted apologies.</p> <p>To allow the meeting to achieve full quoracy, item 8.2 was heard prior to substantive items.</p> <p>Principal noted absence of Student Board Members and expressed concern at lack of recent student perspectives being provide at Board level. Principal advised that it was hoped that a meeting would be arranged soon to address this issue. Board Member agreed that such intervention was required to ensure student voices were heard on matters directly affecting them.</p>	
8.2	<p>Artificial Intelligence</p> <p>Head of Learning & Teaching Enhancement presented Paper 6, which outlined some of the challenges and opportunities presented to UHI Perth around Artificial Intelligence, in particular around the production of learning materials and how AI could focus on some of the repetitive tasks which would allow more time to be dedicated to supporting students, however this needed to be weighed against challenges to academic integrity.</p> <p>Head of Learning & Teaching Enhancement noted the need to invest in training for both students and staff in this quickly-developing area, and the need to change the accepted pedagogy as the workplace doesn't need people to write essays but does value those who can interpret sources of information to produce reports. In addition, there may need to be a move towards a viva-based assessment methodology to ensure learning has been captured.</p> <p>Board Member suggested that consideration needs to be given to timelines around introduction of AI to allow for impacts and strategies for adjustment in methodologies to be considered, and advised that UHI Perth should consider setting up a taskforce/working group to ensure a focused outlook on this area of development. Staff Board Member agreed, and suggested that the college consider using AI "champions" or "first adapters" to help others who may be behind the curve in this area.</p> <p>Committee NOTED Paper 6.</p>	

2.	Additions To The Agenda There were no additions to the Agenda.	
3.	Declaration of Conflict of Interest in any Agenda Item No conflicts of interest were declared.	
4.	Minutes of Meeting held on 21 February 2024 The minutes were approved as being an accurate record of the meeting.	
5.	Matters Arising from Previous Minutes There were no Matters Arising. Board Member noted ongoing confusion around branding for the Students' Association and queried whether this was impacting on student engagement.	
8.2	Artificial Intelligence Head of Learning & Teaching Enhancement presented Paper 6, which outlined some of the challenges and opportunities presented to UHI Perth around Artificial Intelligence, in particular around the production of learning materials and how AI could focus on some of the repetitive tasks which would allow more time to be dedicated to supporting students, however this needed to be weighed against challenges to academic integrity. Head of Learning & Teaching Enhancement noted the need to invest in training for both students and staff in this quickly-developing area, and the need to change the accepted pedagogy as the workplace doesn't need people to write essays but does value those who can interpret sources of information to produce reports. In addition, there may need to be a move towards a viva-based assessment methodology to ensure learning has been captured. Board Member suggested that consideration needs to be given to timelines around introduction of AI to allow for impacts and strategies for adjustment in methodologies to be considered, and advised that UHI Perth should consider setting up a taskforce/working group to ensure a focused outlook on this area of development. Staff Board Member agreed, and suggested that the college consider using AI "champions" or "first adapters" to help others who may be behind the curve in this area. Committee NOTED Paper 6.	

6.	<p>Education Scotland Progress Report</p> <p>Principal presented Paper 2, which summarised a positive visit from Education Scotland. A representative of Education Scotland would be attending the June Board meeting to formally present the Report.</p> <p>Board Member recorded how good it was to see such a strong report despite the amount of money being cut from the Sector and thanked all involved. Report gives a strong impetus moving forward in challenging times.</p> <p>Board Member echoed these statements, however sought clarification over the recording of drop-outs of students from more deprived backgrounds and wondered whether there were any plans in place to address this issue. Depute Principal advised that the levels of student support provided have been invaluable in terms of articulation and retention but there have also been budgetary constraints imposed, eg money withdrawn for Counselling services. Head of Student Experience added that UHI Perth is lucky to have Transition Officers working with PKC schools and initiatives such as Gateway To College programmes, while of a high cost due to limited numbers, are focused SIMD10 and SIMD20 areas. There are, however, challenges around student carers who have increasingly been forced to prioritise family over education.</p> <p>Staff Board Member noted that it was encouraging that such challenges were being recognised. Head of Student Experience further noted that the Student Engagement Officer was looking to work with schools to improve potential students' understanding of College life prior to choices being made.</p> <p>Depute Principal offered to work with appropriate staff to look at preparatory interventions ahead of transitions into College. This offer was AGREED.</p>	Depute Principal
7	Learner Experience	
7.1	<p>Your Students' Association (Perth) Strategic Update</p> <p>Paper 3 was NOTED in absence of the Student Board Member.</p>	
7.2	<p>Student Destinations</p> <p>Head of Student Experience presented Paper 4, noting that the figures provided are derived from the statutory return from 2021/22 as this is the most recent "clean" set of data and relates to full-time FE students.</p> <p>Head of Student Experience highlighted key data around age group</p>	

	<p>breakdowns and noted that 89.8% of students who progress onto further study chose to stay at UHI Perth, and 24% of these go on to study at HE level, which is expected to recover due to the proportion of students who would have been repeating studies post-COVID.</p> <p>Committee NOTED Paper 4.</p>	
8	Curriculum	
8.1	<p>Student Recruitment - Update</p> <p>Head of Student Experience presented Paper 5 which provided an update on current and next academic year recruitment data.</p> <p>Head of Student Experience noted that UHI Perth had met or exceeded the FE target for the current year and is close to the FTE HE target. Head of Student Experience further noted that 2024/25 targets data looks healthy, however there may be a demand for courses with limited capacity so further analysis will be required to clarify figures.</p> <p>Teaching Staff Member queried whether UHI Perth's bounce-back figures were favourable against other UHI Academic Partners. Head of Student Experience advised that other APs appear to be behind UHI Perth, possibly due to geography and/or UHI Perth running courses with specific selling points. Principal further advised that UHI numbers as a whole may shrink despite UHI Perth growth, which is not mirroring the pattern across the Scottish HE sector.</p> <p>Committee NOTED Paper 5.</p>	
9	<p>Committee Minutes</p> <p>Committee NOTED draft minutes from Scholarship & Research Committee, 09 February 2024.</p>	
10	<p>Date of Next meeting</p> <ul style="list-style-type: none"> Wednesday 04 September 2024 (tbc) 	
11	<p>Review of Meeting</p> <p>Committee confirmed the business of the meeting had been consistent with the Terms of Reference.</p>	

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	HISA Perth Update
Date of Committee meeting	11/09/2024
Author	HISA Perth
Date paper prepared	05/09/2024
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 on HISA Perth activities
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	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For approval <input type="checkbox"/> 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
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	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input type="checkbox"/>
Its disclosure would substantially prejudice the commercial interests of any person or organisation	<input type="checkbox"/>	Its disclosure would constitute a breach of confidence actionable in court	<input type="checkbox"/>
Its disclosure would constitute a breach of the Data Protection Act	<input type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>

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

August 2024

Executive Committee Updates

All but four of our elected officer posts are now filled and clear plans are in place to co-opt students to the remaining places in early September to ensure AP Boards have representation from as early in the academic year as possible. Those officers already in post have received and continue to receive a revised training package covering Boards of Management, governance, PR, comms, events and campaigns, amongst many other things. In addition, officers are being supported this year to create goals and SMART objectives which will help them, and HISA track their delivery and enable clear reporting to Boards. It will also help the officers to articulate their impact for future career and CV purposes.

The Executive team has been proactive in responding to current events and planning future campaigns. They released a statement, in coordination with other Students' Associations and Unions across the UK and the National Union of Students, condemning the right-wing riots occurring throughout the country with a list of actions and calls to the government to protect vulnerable minority groups. Looking ahead, the Executive has begun to strategically plan cross-campus campaigns for the academic year, including a wellbeing and mental health campaign. Additionally, Inverness Depute President Holly, with the support of the Executive has been working on the Network Student Project, which aims to improve engagement with students who are not based on campus or whose courses are delivered entirely online.

Student Voice Rep Updates

Significant improvements to the SVR (Student Voice Rep) system has been undertaken over the summer, including work with staff to better promote the role within APs, development of our data policy around SVRs, and work with EO and others, including through the UHI Student Voice Rep Group which includes relevant Academic Partner staff, to develop approaches to training and engagement of SVRs throughout the year.

In particular, the use of sparqs' [SLE model Reflective Questions](#) will be critical to meaningful conversations between SVRs and staff and will be rooted in the training. Our priority this year is to ensure a richer impact at programme and Academic Partner level so students can truly be partners in shaping their learning. Our ability to gather information by campus, AP, subject area and regionally means we can build clear pictures of students' ideas and suggestions for enhancement.

Clubs and Societies Updates

We are delighted to report that the AY 23/24 saw a large increase of student groups and membership, with membership sitting around the 800 mark. This growth, alongside our dedicated efforts to support transition processes, means we are beginning the AY 24/25 with more active student groups than ever before. We are beginning the year with 19 societies, 23 sports clubs, and 7 networks. We estimate that we have about 700 returning members for this year. These numbers will continue to grow, as we engage in new approaches to supporting students to start groups and promoting what we already have. In addition to our work on expanding engagement, we are also launching a directory of opportunities for students to volunteer and/or find recreation out in their local communities.

Board of Management Updates

Work has continued to develop resources related to the organisation's Board of Management Project. Officers have received extensive internal training and will attend College Development Network's Student Board Member Induction training in September. Work is also underway to create resources for Boards to explain HISA as an organisation to provide better insight and understanding into our work and the work of our elected student officers.

Other Key Updates

Advice Service

The Advice Service returns for another year in anticipation to support more UHI students, especially that Housing has been added to the key areas of support. The service's caseworker has achieved a housing qualification offered by Shelter Scotland, Housing Law Advice – Casework, and can now support students with their housing problems and aid them in realising their rights. Further guidance will be freely available to students via the student association's website in the first instance and specialist support if required.

The service is also working in partnership with Strathclyde Union, particularly their Advice Hub, to offer coverage of leave when needed so UHI students are not at a disadvantage and can still access support from a knowledge and leading source of support. In return, the service will offer support on their caseloads which will give our advisor further knowledge and experience of student matters.

Strategic Plan

The new HISA strategy and set of KPIs are currently with HISA's new Executive for comment before further steps can be taken for formal approval by the HISA Trustee Board. As part of this work, we will begin a slow return to the name 'HISA' and a cost-effective brand refresh, both subject to student approval.

Organisational Update

In addition to the officers, HISA and UHI have now appointed a Subject Intern as part of a pilot approach within UHI's Cognate Subject Groups, thanks to part funding from UHI LTA's Scholarship Fund. This post will bring student expertise to subject area discussion in academic committees and various panels such as approvals, validations and internal quality processes. We will work with LTA and others to evaluate this pilot prior to considering an expansion in 25/26 and in the context of UHI's continuing developments. HISA has also appointed Paul Stalker as its new Insight and Democracy Officer who, among other responsibilities, will conduct a thorough review of our democratic and election processes, our articles and ordinances, and bring a fresh view to our election processes with the aim of significantly increasing our election turn out for the spring 2025 election round, as well as providing support to student officers through policy research.

The first draft of our HISA Impact Report for 23/24 has been written for scrutiny and approval by the HISA Trustee Board in late September. HISA has also approved a new Gaelic plan which it will work through with the support of UHI over the next few years and is also currently working on a revised Student Mental Health Agreement for hopeful approval and launch this autumn. And finally, HISA is working with EO on agreeing how HISA and the wider student body will be involved in the UHI Transformation programme as 24/25 progresses.

External engagement

Complementing our work across UHI on strengthening student engagement in quality and governance, we are also engaging nationally in several forums to shape the learning experience. We are currently engaging in the Scottish Government's consultation on Post-School Education and Skills Reform and the QAA's consultation on the methodology for the Tertiary Quality Enhancement Review, drawing on HISA's unique perspective as a tertiary students' association in a federal institution with a diverse curriculum and student profile.

HISA at UHI Perth

The new Perth team Xander McDade (President) and Andi Garrity (Depute President) began their terms on 1st August and have had a suite of training and introductory meetings. They are now planning their objectives for the year to increase events and activities on campus alongside minimising the impact of restructuring to Perth students.

The team presented at Welcome to Academic Year 24/25 to outline the work the team had done and ways in which the students association can work in partnership with UHI Perth.

Freshers at UHI Perth took place from Sunday 25th – Friday 30th August with events like Freshers Fair, Sporting Give it a Go sessions, a welcome BBQ for students in halls of residence and a beach party.

The next few weeks will involve increased events and activities, induction talks and SVR recruitment.

Committee Cover Sheet

Paper No.3

Name of Committee	Learner Experience Committee
Subject	Student Satisfaction and Experience Survey
Date of Committee meeting	11/09/2024
Author	Dr David G Gourley Director of Teaching, Learning and Quality Enhancement
Date paper prepared	08/05/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	<p>Purpose: The survey aims to gauge student satisfaction with their overall college experience at UHI Perth. It includes mandatory SFC questions and localized questions on student support, wellbeing, digital technologies, and library usage.</p> <p>Impact:</p> <ul style="list-style-type: none">• Response Rates: The overall response rate increased to 56%, up from 39% in 2023. However, it decreased by 23% compared to the Early Student Survey in December 2023.• Student Satisfaction: Overall satisfaction remained high at 96%, consistent with pre-COVID levels.• Response by Levels:<ul style="list-style-type: none">○ FE courses saw improvements in response rates across most areas.○ HN courses had increased response rates in all curriculum areas.○ Degree L7/8 courses had the lowest response rates, affecting the overall college response rate.• Key Indicators:<ul style="list-style-type: none">○ 87% of students felt their course was well-organized.

Committee Cover Sheet

	<ul style="list-style-type: none"> ○ 93% reported regular progress discussions with staff. ○ Awareness of HISA dropped to 72%. ○ Satisfaction with the student voice rep system decreased to 63%. <p>Satisfaction by Protected Characteristics:</p> <ul style="list-style-type: none"> • High satisfaction across most demographics, with the lowest being 83% for those who describe their gender in another way. • Notable increases in satisfaction among care-experienced students (100%) and those with caring responsibilities (98%). <p>Recommended Future Actions:</p> <ul style="list-style-type: none"> • Engagement: Continue efforts to increase engagement, particularly among Degree L7/8 students. • Awareness: Improve awareness of HISA and the student voice rep system. • Analysis: Further analyze satisfaction by protected characteristics to address areas needing improvement.
<p>Committee Consultation</p> <p>Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.</p>	<p>Click or tap here to enter text.</p>
<p>Action requested</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> For information <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)

Committee Cover Sheet

<p>Strategic Impact</p> <p>Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf</p> <p>If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.</p>	<p>Student Satisfaction is key on realising our vision “To empower our learners to achieve their full potential through a transformational student experience”</p> <p>Information learned from this survey can feed into the actions to achieve our vision.</p>
<p>Resource implications</p> <p>Does this activity/proposal require the use of College resources to implement?</p> <p>If yes, please provide details.</p>	<p>No</p>
<p>Risk implications</p> <p>Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Equality & Diversity</p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>No</p>
<p>Data Protection</p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>No</p> <p>Click or tap here to enter text.</p>
<p>Island communities</p> <p>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)?</p>	<p>No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>

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.
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Its disclosure would constitute a breach of the Data Protection Act	<input type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>

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Student Satisfaction and Experience Survey Overview Report 2024

Contents

1. Student Survey Overview	2
2 Response Rates Overview	3
3 Student Satisfaction.....	5
4. Satisfaction by Protected Characteristics	7

1. Student Survey Overview

This is the 11th year of conducting a college survey to ascertain student satisfaction of their overall college experience, utilising JISC online survey tool and methodology to gather results, which is operated elsewhere across the UHI partnership.

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.

Combining the response rates of the differing students groups the college received an overall response rate of **56%**. This is an increase of 17% from the SSES in 2023 (39% overall response rate) as well as a 23% decrease on the response for the Early Student Survey carried out using the same methodology in December 2023.

As outlined and agreed during 2022/23 SSES feedback, PAT Coordinators took responsibility to encourage engagement from PATs and students to drive results in an upward trajectory and ensure the college received viable results that can feed into forward planning. The use of student forums to deliver the survey was applied, in addition, students were also issued a link to the survey to engage with it.

Overall Student Satisfaction is identical to that of 2023 at 96%, which mirrors pre COVID levels.

2 Response Rates Overview

2.1 FE, HN and L7/8 Degree Survey

The Survey was issued to 1748 students at the above levels and a total of 987 students took part in completing the questionnaire. The overall response rate for this area was 56% and is a 17% increase from the SSES issued in Spring 2023. The overall satisfaction remains reasonably high at 96% and is identical to the previous year.

2.2 Response Rates Overview by Level

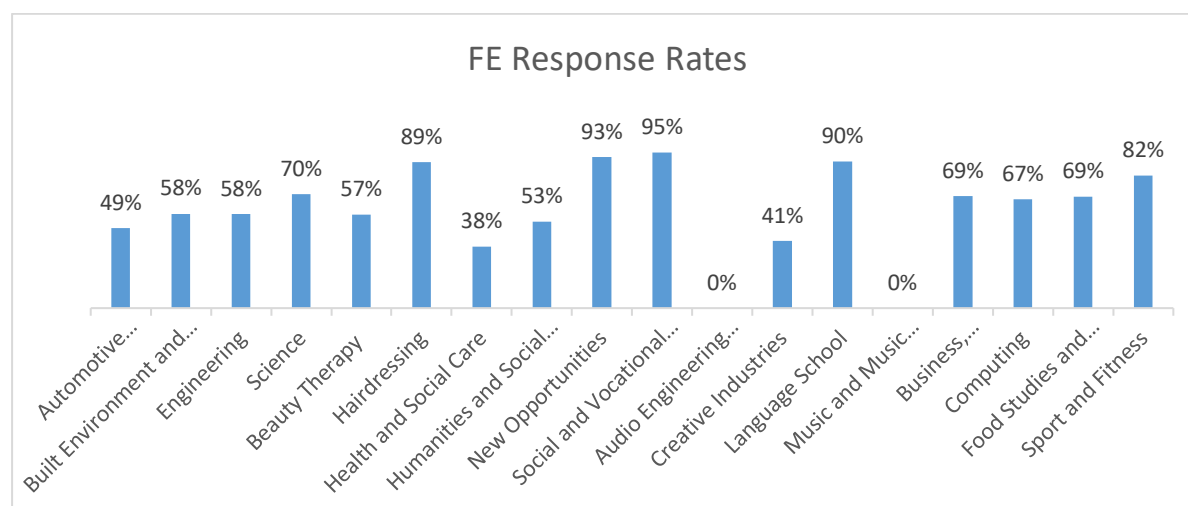
The charts below provide an overview of Response Rates per Level (FE, HN, Degree L7/8) by Sector Area:

2.2.1 FE Response Rates

Improvements on FE course response rates can be seen across ALS, BMCL and CCI with a 1% decrease for STEM.

	2024 Response Rate %	2023 Response Rate %	2022 Response Rate %
ALS	73%	56%	49%
BMCL	72%	58%	69%
CCI	59%	31%	71%
STEM	57%	58%	68%
Total	63%	53%	60%

The breakdown per sector area can be seen below.

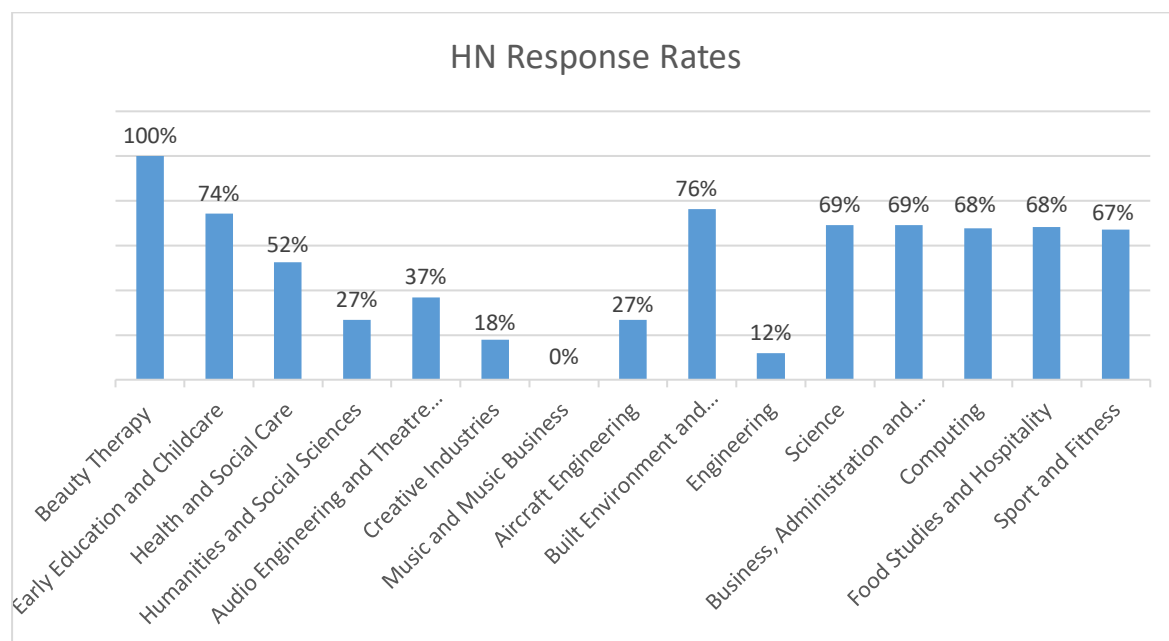


2.2.2 HN Response Rates

All curriculum areas response rates were increased for HN responses this year in comparison to last year

HN	2024 Response Rate %	2023 Response Rate %	2022 Response Rate %
ALS	56%	38%	40%
BMCL	68%	54%	71%
CCI	22%	19%	54%
STEM	49%	43%	49%
Total	49%	48%	57%

The breakdown per sector area can be seen below.

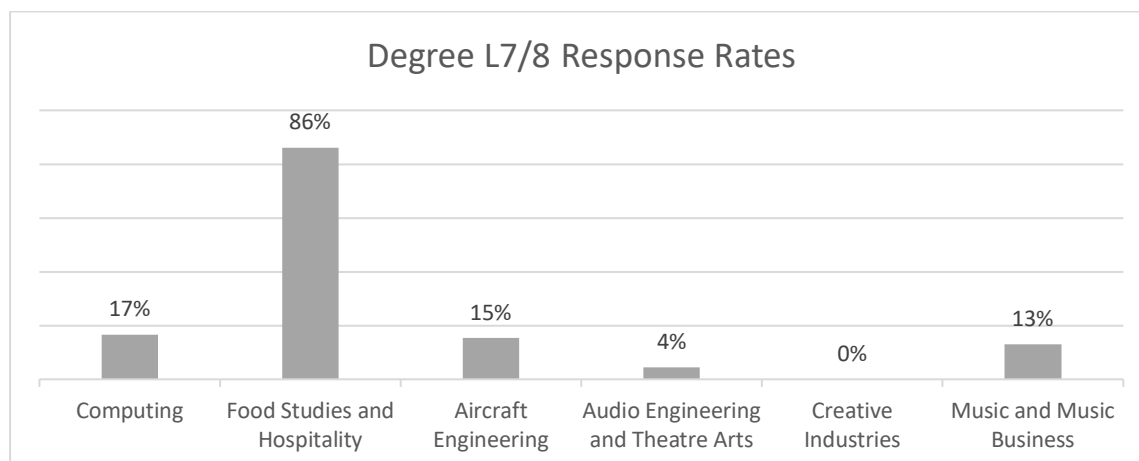


2.2.3 Degree L7 & L8 Response Rates

The L7 & L8 degree response rates were the lowest overall and brought the overall college response rate down. There is only comparison response data for one previous year.

L7/8 Degree	2024 Response Rate %	2023 Response Rate %
ALS	N/A	7%
BMCL	76%	55%
CCI	7%	12%
STEM	15%	0%
Total	33%	25%

The breakdown per sector area can be seen below.



3 Student Satisfaction

The overall satisfaction rate has remained consistent with 2023 figures 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.

	Degree L7 & L8	HN	FE
ALS	N/A	98%	96%
BMCL	100%	92%	100%
CCI	80%	91%	100%
STEM	100%	98%	98%
Total	95%	94%	96%

Some other key indicator questions are shown below:

Q: The Course is well organised and running smoothly. The college overall was 87%, an increase of 1% from 2023 (86%).

	L7 & L8	HN	FE
ALS	N/A	83%	85%
BMCL	100%	82%	96%
CCI	60%	77%	94%
STEM	75%	100%	96%
Total	88%	82%	92%

Q. Staff Regularly discuss my progress with me. The college overall was 93%, an increase of 2% from 2023 (91%).

	L7 & L8	HN	FE
ALS	N/A	92%	93%
BMCL	100%	86%	98%
CCI	100%	88%	100%
STEM	50%	94%	96%
Total			

Q. I am aware of the role of HISA. The college overall was 72%, which is a decrease in 10% from 2023 (82%).

	L7 & L8	HN	FE
ALS	N/A	65%	85%
BMCL	81%	71%	70%
CCI	20%	65%	85%
STEM	50%	76%	62%
Total	51%	67%	76%

Q. Having a student voice rep system in place allowed my views to be presented. The college overall was 63%, a 15% decrease from 2023 (78%).

	L7 & L8	HN	FE
ALS	N/A	62%	70%
BMCL	91%	60%	65%
CCI	40%	44%	80%
STEM	0%	58%	53%
Total	44%	56%	67%

Free Text Comments

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

“I have enjoyed my time at UHI Perth, and have felt grateful to have mentors who appear to be caring towards creating future practitioners”, HNC Childhood Practice

“College has helped me be more confident and was very welcoming”, Next Steps 2 Learning

“The teaching staff have been excellent and their expectations of us have been communicated well. We are encouraged to take responsibility for our own learning”, HNC Accounting

“The college promotes diverse integration into society”, English as a Foreign Language (ESOL)

“My lecturers are brilliant and teach me in a way that I’m able to understand and improve on my learning”, Diploma in Vehicle Body Repair

4. Satisfaction by Protected Characteristics

Tables below provide an overview of satisfaction ratings across the demographic questions asked within the survey. All results indicate all students who responded under each category are highly satisfied with their experience. The lowest rating, of 83%, highlights that the those who describe themselves in another way (Table 2, Satisfaction by Gender) are least satisfied with their college experience. This figure has also decreased by 12% since 2023 (95%). In addition, increases are shown in care experienced students (Table 5), increasing to 100% satisfaction rate, from 94% in 2023.

Further analysis is required here to understand the reason for these adjustments and how the college can improve student experience where required.

Table 1, Satisfaction by Age range

Age	Satisfaction %
Under 16	N/A
16 – 17	97%
18 – 19	98%
20 – 24	92%
25 and over	97%
Not disclosed	97%

Table 2, Satisfaction by Gender

Gender	Satisfaction %
Female including Trans Woman	97%
Male including Trans Man	96%
I describe myself in another way	83%
Prefer not to say	98%

Table 3, Satisfaction by Ethnicity

Ehtnicity	Satisfaction %
African	92%
Arab	100%
Bangladeshi	100%
British	95%
Chinese	100%
English	90%
Gypsy/ Traveller	100%
Indian	100%
Irish	100%
Northern Irish	100%
Pakistani	100%
Polish	98%

Scottish	96%
Welsh	100%
Any other Background	100%
Other Black Background	100%
Other Asian Background	100%
Other White Background	100%
Not disclosed	100%

Table 4, Satisfaction by Disability

Disability:	Satisfaction %
A specific learning difficulty such as dyslexia, dyspraxia or ADHD.	97%
A social/communication impairment, e.g. Asperger's	95%
A specific learning disability such as Down's Syndrome	100%
A longstanding illness or health condition such as cancer, diabetes, epilepsy, asthma.	100%
Blind or visual impairment uncorrected by glasses	100%
D/deaf or hearing impairment	100%
Mental health condition such as depression, schizophrenia, or anxiety	92%
Full or partial loss of voice or difficulty speaking (A condition that requires you to use equipment to speak) (STUA UDF)	N/A
I have one or more of the disabilities listed above	94%
Not disclosed	92%

Table 5, Satisfaction by Care Experienced Students

Care Experienced	Satisfaction %
Yes	100%
No	94%

Table 6, Satisfaction by students with Caring Responsibilities

Caring Responsibilities	Satisfaction %
Yes	98%
No	96%

Committee Cover Sheet

Paper No.4

Name of Committee	Learner Experience Committee
Subject	Student Progression & Attainment Report
Date of Committee meeting	11/09/2024
Author	Deborah Lalley Director of Student Experience
Date paper prepared	05/09/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Paper provides trend analysis of FE student progression and attainment, including comparison versus the sector. Paper includes most recent data available from Scottish Funding Council.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	Originally presented at Staff Conference, 13 August 2024
Action requested	<input checked="" type="checkbox"/> For information <input checked="" type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For approval <input type="checkbox"/> 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.	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.	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.
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	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input type="checkbox"/>
Its disclosure would substantially prejudice the commercial interests of any person or organisation	<input type="checkbox"/>	Its disclosure would constitute a breach of confidence actionable in court	<input type="checkbox"/>
Its disclosure would constitute a breach of the Data Protection Act	<input type="checkbox"/>	Other [please give further details] Click or tap here to enter text.	<input type="checkbox"/>

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

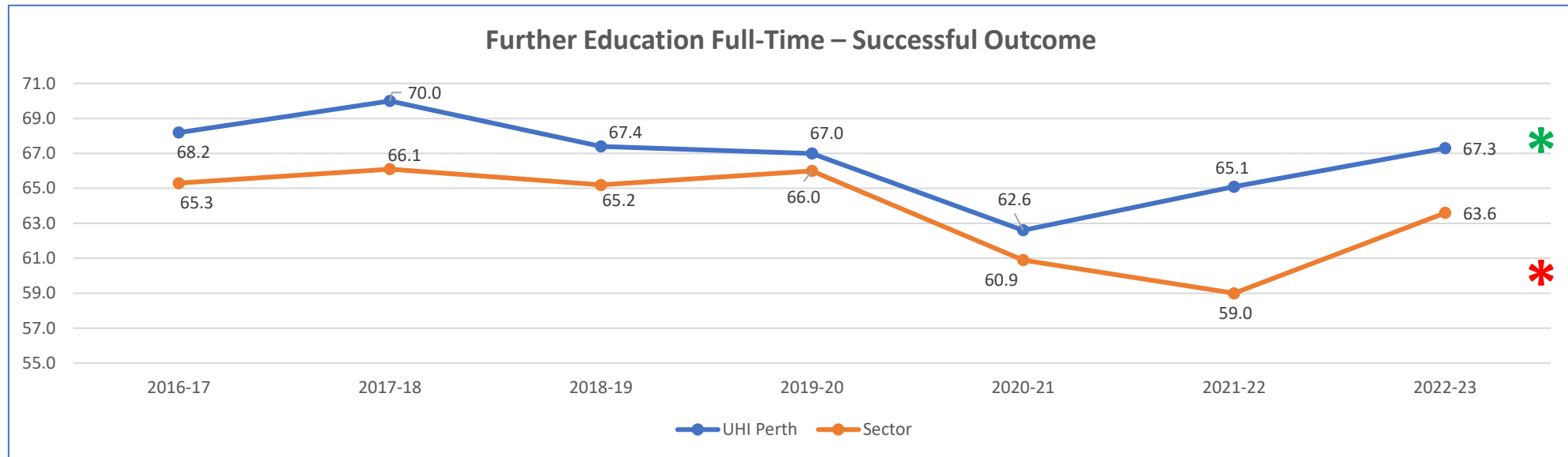
Academic Year 2022-23

Scottish Funding Council
Recently published FE KPIs
(incl Sector Comparisons)

UHI | PERTH

FE Full-Time

We continue to perform better than the sector, having done so for the last 7 years at least.



AY 2023-24

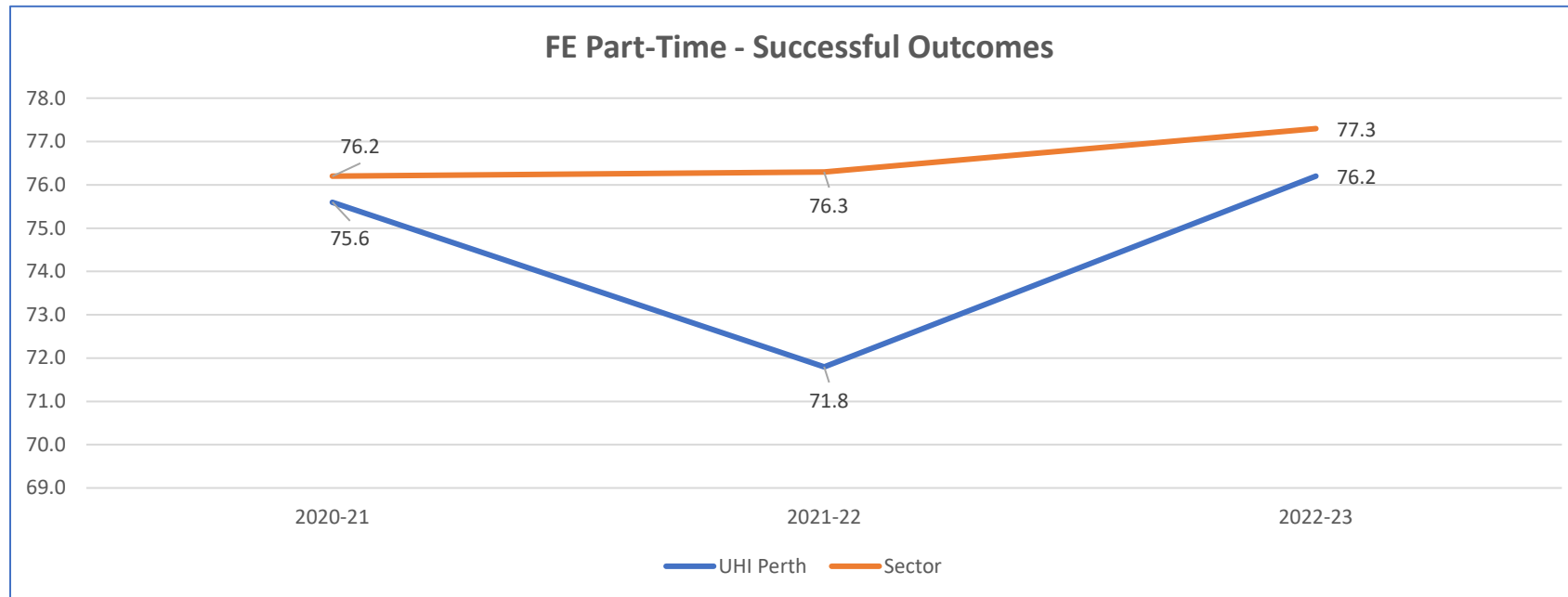
* Best case scenario = 67.4%

* Worst case scenario = 60.7%

UHI | PERTH

FE Part-Time

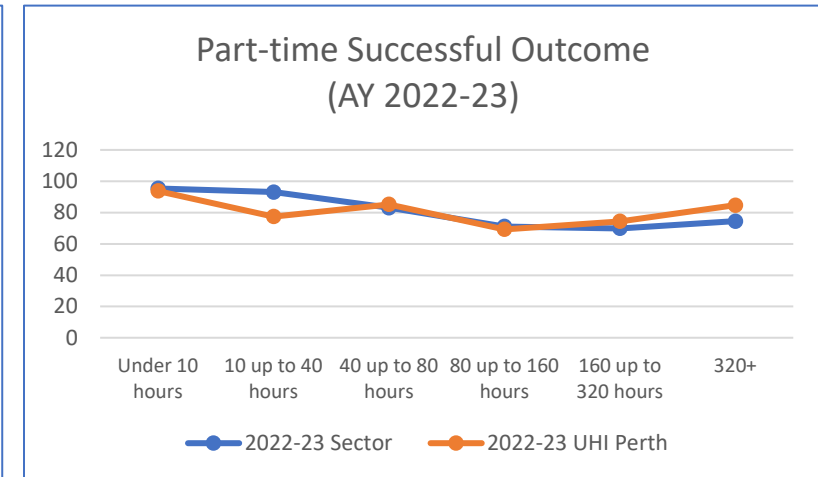
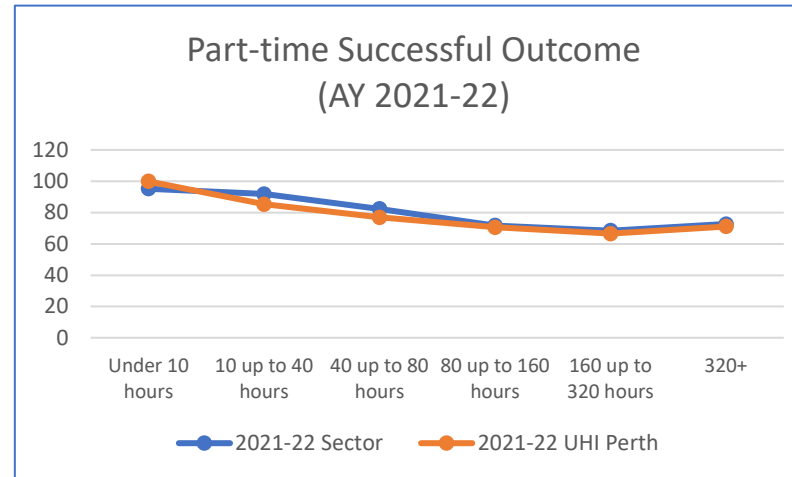
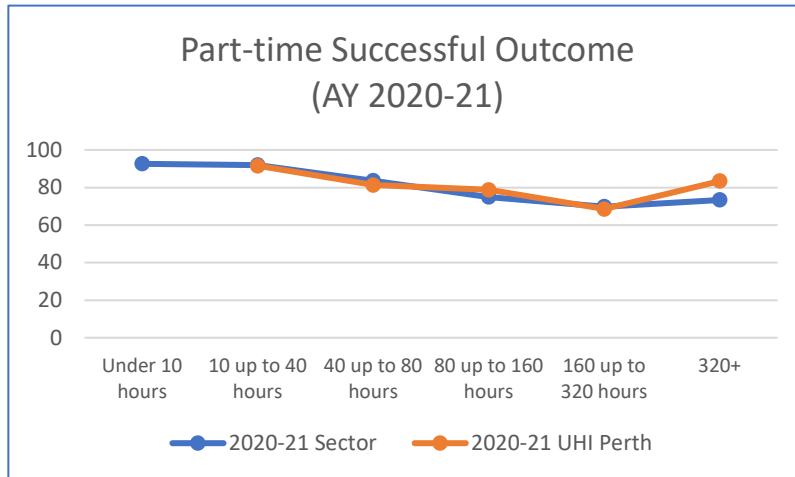
Very good success rates, higher than our full-time successful outcomes, but in comparison to the sector, we're getting there...



FE Part-Time

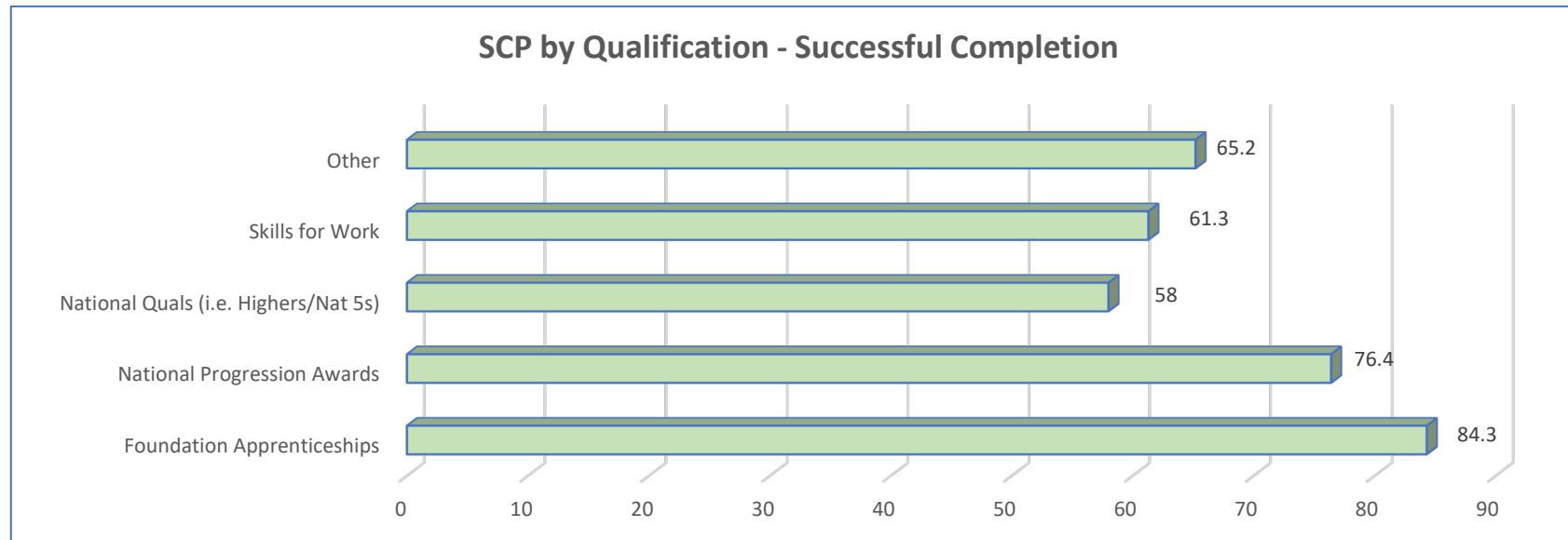
Over 40% of our part-time provision is industry/employer led where the success rate is **90.2%**

If we look by duration:

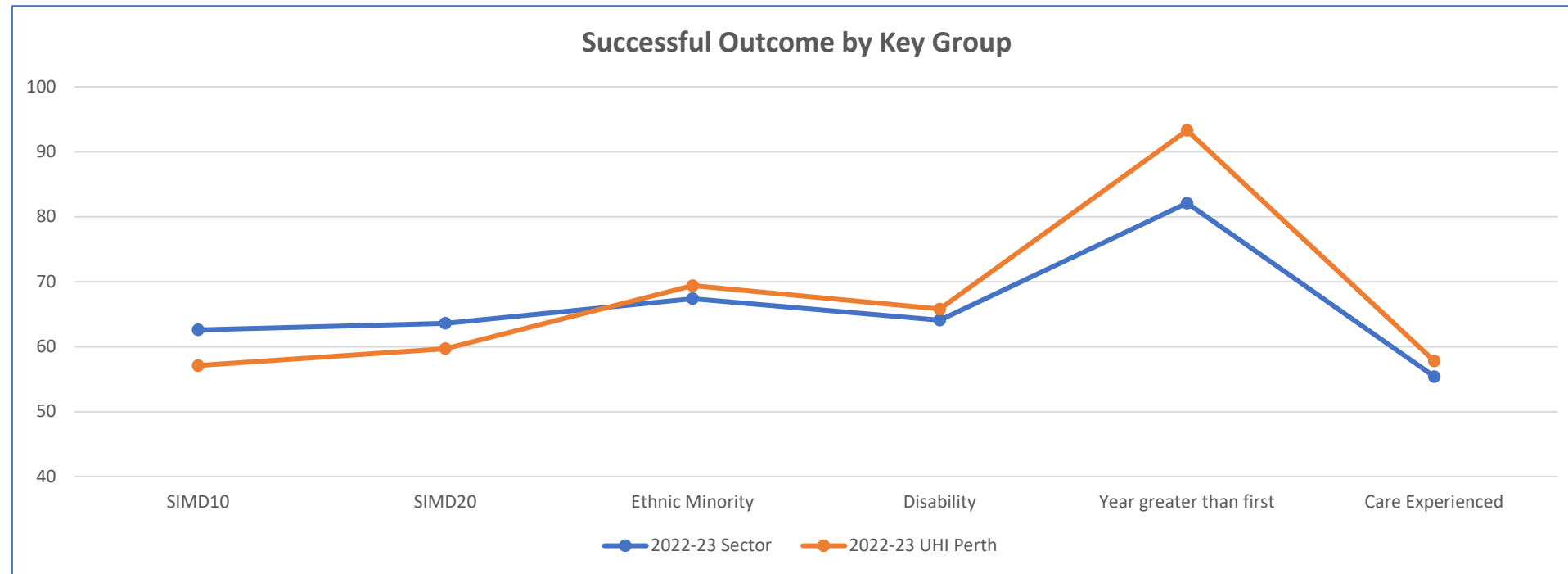


FE Part-Time

Over 40% of our part-time provision is school/college partnership activity, if we look at SCP by qualification type:



Key Groups



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