

Learner Experience Committee

Agenda

Meeting reference: Learner Experience 2024-25/03

Date: Wednesday 19 February 2025 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 20 November 2024		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Strategy			
6.1	Self-Evaluation and Action Plans (SEAP)	Director of Teaching, Learning & QE	Director of Teaching, Learning & QE	Paper 2
6.2	Tertiary Quality Enhancement Framework Summary	Scottish Funding Council	Clerk	Paper 3
7	Student Experience			
7.1	HISA Perth Strategic Update	HISA Perth	HISA Perth President	Paper 4
7.2	Induction & Early Student Experience (ESES) Survey	Director of Teaching, Learning & QE	Director of Teaching, Learning & QE	Paper 5
7.3	SFC Benchmark Report on KPIs		Director of Student Experience	Verbal

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7.4	Annual Corporate Parenting Impact Report	Director of Student Experience	Director of Student Experience	Paper 6
8	Curriculum			
8.1	Student Recruitment update	Director of Student Experience	Director of Student Experience	Paper 7
9	Committee Reports			
	No committee reports tabled			
10	Date and time of next meeting: <ul style="list-style-type: none"> Wednesday 23 April 2025 		Clerk	
11	Review of Meeting (to include check against Terms of Reference)		Chair	Paper 8

Learner Experience Committee

DRAFT Minutes

Meeting reference: Learner Experience 2024-25/02

Date: Wednesday 20 September 2024

Location: Boardroom (Braham Room 019)

Members present: Lorenz Cairns, Depute Principal (Academic)
Margaret Cook, Principal
Chris Lusk, Board Member
Xander McDade, Student Board Member
Andi Garrity, Student Board Member
Deborah Lally, Director of Student Experience
David Gourley, Director of Learning Teaching & Quality Enhancement
Patrick O'Donnell, Staff Board Member
Ronnie Dewar, Staff Board Member
Nicky Inglis, Director of Curriculum

In attendance: Isobel Syme, PA to Principal

Apologies: Christiana Margiotti, Director of Curriculum
Rosalind Bryce, Chair of Scholarship & Research Committee

Chair: **Lorenz Cairns**

Minute Taker: Isobel Syme

Quorum: 7

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Minutes:

Item		Action
1.	Welcome and Apologies Depute Principal, Chairing the meeting on behalf of Principal welcomed everyone to the meeting, and noted apologies.	
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 11 September 2024 The minutes were approved as being an accurate record of the meeting.	
5.	Matters Arising from Previous Minutes Student President updated the group on current progress regarding a potential RAG week and the increase in membership of clubs and societies. Depute Principal Academic noted the random act of kindness initiative currently being undertaken by Brit Challenge. HISA and the Student Engagement team have engaged in a similar engagement event. School College Partnership – it was noted that this needs to have two-way engagement. Discussions are ongoing. Director of Curriculum provided more information and context around the School/College Partnership in relation to the ongoing engagement. Principal noted the double funding issue that we need to be careful of before we make any decisions re development of this area. Further discussion took place around this including timetabling, resources and staffing.	
6.1	HISA Perth Strategic Update Student President presented Paper 2 and highlighted some key areas. There are 183 registered SVRs currently and HISA are working on areas that are not represented at the moment. First meeting was very well attended with a wide range of issues discussed. Thanks given to HISA for the work done on this. Depute Principal Academic noted that responses will be given to all issues raised.	

	Paper 2 was NOTED .	
6.2	<p>National Student Survey Report</p> <p>Director of Teaching, Learning and Quality Enhancement talked to some highlights within the report.</p> <p>UHI Perth has had a reduction of 5% over a 3 year period for overall student satisfaction. Some of this may be due to industrial action, ASOS and the restructuring that has taken place within academic areas.</p> <p>Some areas are high including Audio Engineering (100%) and FNTE (94%) while some course overall levels need to be significantly enhanced (Visual Communication and Design) which is sitting at 40%.</p> <p>Overall UHI ranking: 2023 – 81%, 2024 – 81%</p> <p>Board Member queried the number of students on some of these courses and the impact of student numbers with regard to percentages. Also queried next steps.</p> <p>Staff Board Members advised that they will drill down and undertake analysis with various people. Need to ensure that we are sharing best practice and response times are strong.</p> <p>Depute Principal Academic noted that UHI have a response team who will look at specific courses. Very important that we understand these numbers.</p> <p>Director of Student Experience highlighted the increase in how well the student union represent the student body.</p> <p>Board Member queried how this survey is done and was informed that an email goes out to all relevant students.</p> <p>Discussion took place regarding how to incentivise students to take part in this survey and other actions that can help to increase satisfaction.</p> <p>Committee NOTED Paper 3.</p>	
6.3	<p>Postgraduate Taught Experience Survey</p> <p>Director of Teaching, Learning and Quality Enhancement talked to the paper highlighting key areas.</p>	

	<p>UHI achieved the highest overall satisfaction rate of any Scottish institution for the third consecutive year.</p> <p>The overall satisfaction rate for the university was 88% which is lower than last year when our rate was 92%</p> <p>Committee NOTED Paper 4</p>	
7.1	<p>Student Completion & Progression - Update</p> <p>Director of Student Experience presented Paper 4, which provided information around completion and progression.</p> <p>College and Universities are measured differently:</p> <p>Colleges are held to account on Early Withdrawal, Further Withdrawal, Partial Success and Successful Outcome</p> <p>Universities are held to account on non-continuation rates</p> <p>Every FE student now has an outcome at the end of the academic year.</p> <p>This data is available at course level and has been circulated to all teams and will be used as preparation for target setting.</p> <p>Student President noted the year 4 numbers and queried the withdrawal/transfer or fail category.</p> <p>It was explained that some students can carry over from year 3 into year 4 and other various circumstances outlined as to why this category is needed. Discussion then took place regarding some of the reasons for this and potential solutions.</p> <p>Discussion also took place regarding HN students and where they might be going if not progressing with us, progression routes, articulation agreements and networked courses across UHI.</p> <p>Committee NOTED Paper 4.</p>	
7.2	<p>Student Recruitment Update</p> <p>Director of Student Experience provided the latest update regarding student numbers, predicting a shortfall of approx. 200 full-time HE, 39% of this shortfall is by way of new recruitment and 61% is progressing/continuing students. Clawback could happen due to shortfall. FE on track to meet the credit target.</p>	

8	Committee Minutes There were no Committee Minutes supplied for information	
9	Date of Next meeting <ul style="list-style-type: none"> Wednesday 19 February 2025 	
10	Review of Meeting Committee confirmed the business of the meeting had been consistent with the Terms of Reference. Student President asked if there should be a named Deputy Chair in the Terms of Reference and suggested that this should be the Depute Principal Academic. To be checked.	Clerk to the Board

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	Self Evaluation and Action Plan
Date of Committee meeting	19/02/2025
Author	David Gourley
Date paper prepared	12/02/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	This report contains the Self-Evaluation and Action plan which the college is required to submit annually as part of the new Tertiary Quality Enhancement Framework.
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="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)

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.</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>Click or tap here to enter text.</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>Yes/ 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>Yes/ 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>Yes/ 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>Yes/ 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)	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: Paper to be withheld until SEAP has been approved and published through SFC's processes
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Freedom of Information

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

Please select a justification from the list, below:

Its disclosure would substantially prejudice a programme of research	<input type="checkbox"/>	Its disclosure would substantially prejudice the effective conduct of public affairs	<input checked="" type="checkbox"/>
Its disclosure would substantially prejudice the commercial interests of any person or organisation		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](http://www.itspublicknowledge.info/web/FILES/Public%20Interest%20Test.pdf)

UHI | PERTH

Self Evaluation and Action Plan

November 2024



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1. Institute details

1.1 Name of Institute

UHI Perth

1.2 Author(s)

Editing authors

David Gourley
Lorenz Cairns

Deborah Lally

Contributing authors

Gerald McLaughlin
Xander McDade
Aimee Cuthbert
Gavin Whigham
Katy Lees

1.3 Date of submission

Friday 29 December 2024

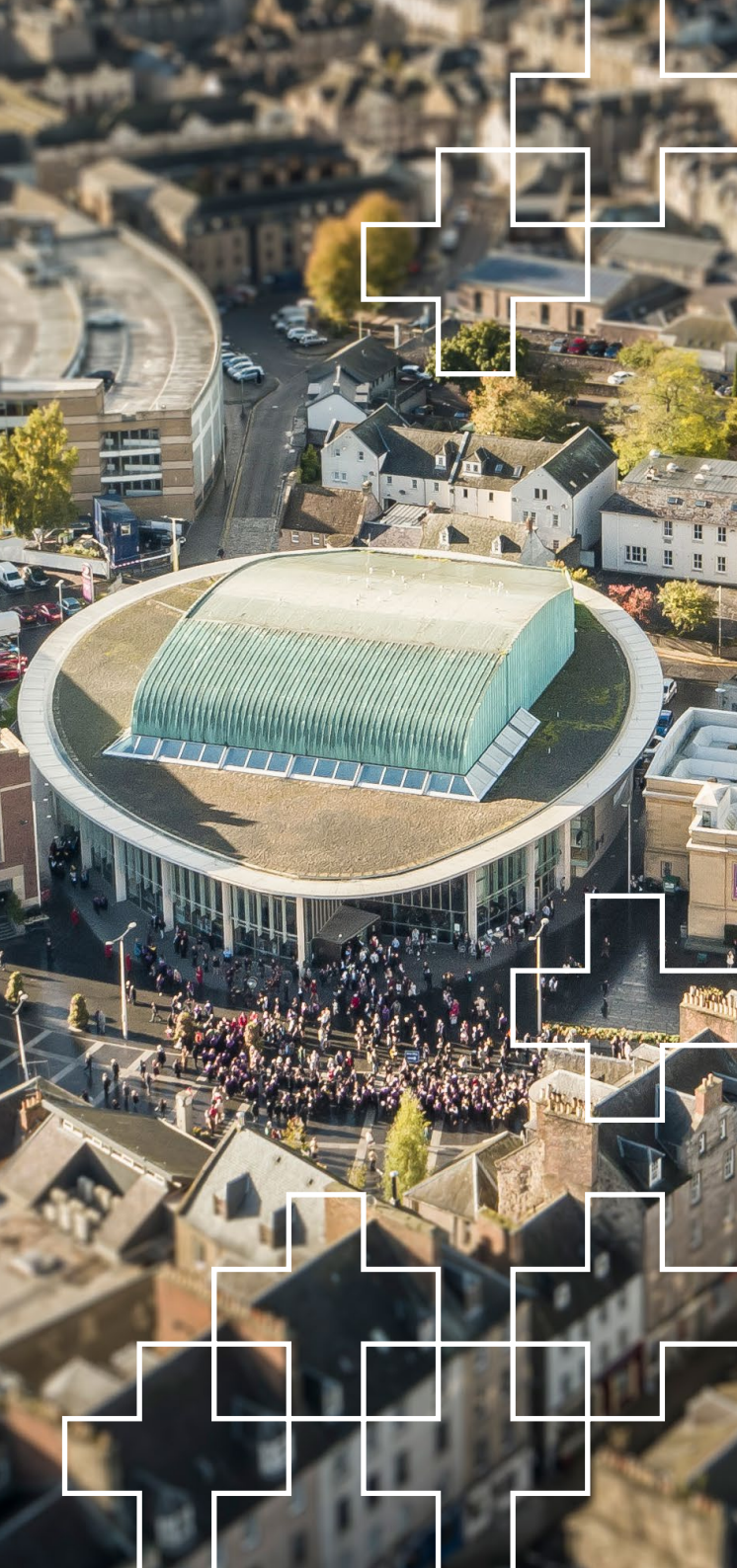
1.4 Statement of assurance

As the Accountable Officer for UHI Perth, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2023/24, including the scope and impact of these. I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision. I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.

Signature:

Accountable Officer (Name): Dr Margaret Cook

Date: Friday 29 December 2024



2. Institutional Context

2.1 Overview of UHI

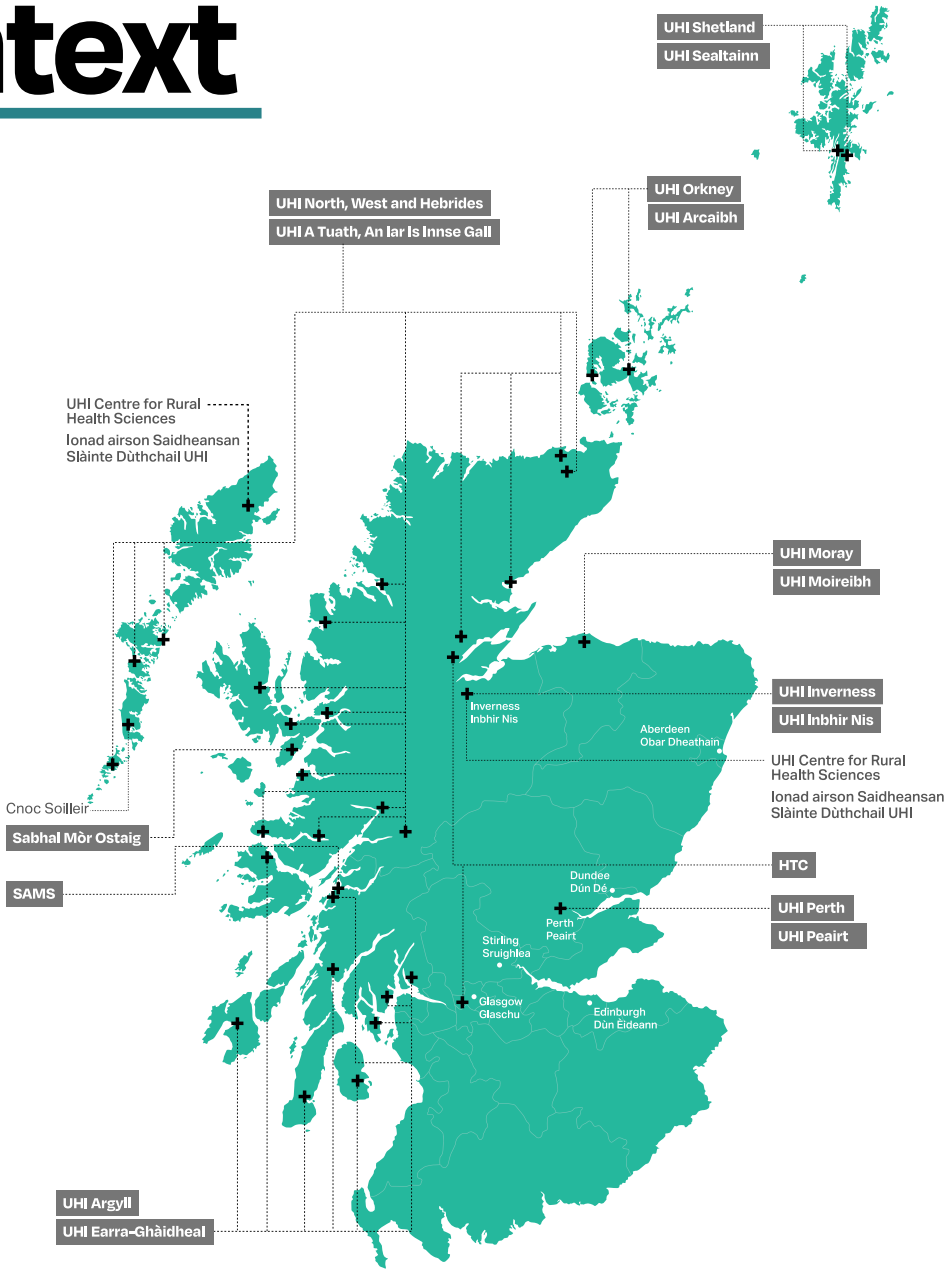
UHI is a regional university partnership comprised of 11 Academic Partners (Colleges, specialist institutes, and the central UHI Executive Office) located across Scotland.

Figure 1. Map of UHI including Academic Partners (APs) and main campus locations

Locally based, regional in structure with national and also international reach
UHI is a fully tertiary institution delivering Higher Education (HE) and Further Education (FE) using flexible and innovative approaches that encompass campus-based and site-specific courses and curricula and networked undergraduate and postgraduate courses which can be undertaken via any of our thirteen main campuses and seventy regional study centres.

For 2023/24 UHI had approximately 36,000 learners, of which approaching 11,000 were HE learners and circa 25,000 were FE learners. Around ninety percent of our learners were from our immediate catchment area (the Highlands and Islands) or the rest of Scotland. Mature learners over 21 comprise the majority of HE learners (seventy percent) and FE learners (circa sixty percent). Around half of our HE learners were enrolled full-time, and half part-time. Over three quarters of our FE learners were enrolled part-time.

UHI (through the central Executive Office) has overall responsibility for HE provision, including taught undergraduate and postgraduate and postgraduate research, with delivery largely undertaken by the Academic Partners (APs) except for specific programmes delivered centrally by UHI in the areas of history, nursing and healthcare. The AP colleges have direct responsibility for their own FE provision, including but not limited to skills certifications, Scottish Vocational Qualification qualifications, Highers, Foundation and Modern Apprenticeships, National Certificates, and Higher National Certificates and Higher National Diplomas.



2.2 Introduction to Academic Partner

UHI Perth stands as one of the largest academic partners within the University of the Highlands and Islands (UHI) network. Committed to addressing the educational and skills needs of Tayside and the wider UHI region, UHI Perth collaborates closely with local and regional stakeholders to deliver high-quality, impactful provision.

Our diverse curriculum spans the Scottish Credit and Qualifications Framework (SCQF) levels 2 to 12 organized across two Academic Directorates:

+ Arts, Humanities and Education

+ Business, Science, Technology and Wellbeing

In addition to this comprehensive curriculum, UHI Perth provides a range of Modern Apprenticeship programs supported by Skills Development Scotland (SDS) and offers commercial Vocational Qualifications (VQs) to meet industry demand. UHI Perth also works collaboratively with the local authority and secondary schools to deliver Foundation Apprenticeships and other vocational courses supporting school-aged learners to build their skills and career readiness.

In the 2023/24 academic year, UHI Perth delivered 23,586 Further Education Credits (17,681 for full-time learners and 5,905 for part-time learners) and delivered 1 584 01 FTEs in Higher Education

UHI Perth is deeply committed to making a transformational impact on the lives of its learners and the communities it serves. UHI Perth prides itself on fostering inclusivity, offering robust support systems, and nurturing an environment where learners can thrive. This learner-centred ethos is underpinned by the innovation, dedication, and professionalism of our staff, whose collaborative efforts between academic and professional services play a crucial role in enabling learner success.

Our aims and ambitions for the next five years are clear.

- + We will continue our journey to excellence in all aspects of supporting and enhancing the learner experience and student wellbeing
- + We will continue to adapt, innovate, and enhance our learning and teaching
- + We will prioritise the empowerment of our staff, and actively promote their wellbeing
- + We will aim to address our challenges surrounding sustainability; social, economic, environmental, and financial, through rigorous planning and targeted actions
- + We will position UHI Perth to respond to local and national priorities, themes, and aspirations
- + We will continue to play a pivotal role within UHI and work with our partners to further develop educational innovation and delivery
- + We will continue to collaborate within UHI and with other external stakeholders to further develop research and scholarship opportunities for our students and the wider community
- + We will strengthen and improve our systems and processes to meet the evolving needs of all our stakeholders, to ensure our UHI Perth is agile, effective and efficient, and add significant value to the learner experience
- + We will encourage diversity, inclusion and social equality, and challenge bias and inappropriate behaviours



3. Headline principles

3.1 Excellence in learning, teaching and assessment

Academic standards and awarding FE KPI Analysis

The rate of successful completion indicates our learners are receiving a highly effective educational experience. Learners who study on full-time FE programmes have consistently performed above the sector average for the last seven years. UHI Perth-derived data indicates that, for AY 2023-24, the full-time FE successful completion rate has slightly increased by 0.2pp to 67.5% The chart opposite illustrates our position as published to date by The Scottish Funding Council:

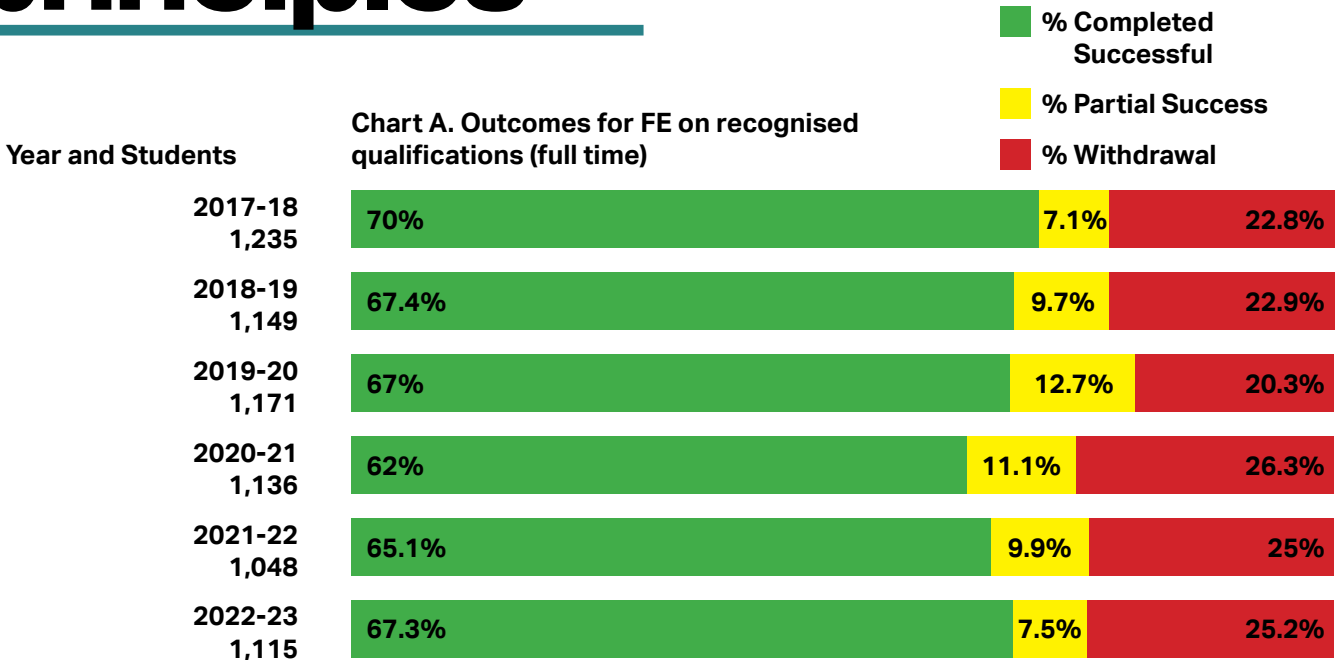


Table 1 below illustrates the sector position and provides sector and how we have performed against this, to date.

Year	Sector Completed Successfully
2016-17	65.3% (+2.9pp)
2017-18	66.1% (+3.9pp)
2018-19	65.2% (+2.2pp)
2019-20	66.0% (+1.0pp)
2020-21	60.9% (+1.7pp)
2021-22	59.0% (+6.1pp)
2022-23	63.6% (+3.7pp)

For those under 18, a factor of those who are not completing successfully is those studying part-time who are undertaking Highers and/or National 5's. Some undertake these qualifications to gain entry to full-time education, and once an offer has been made, they may decide to drop some subjects, choosing to focus on a few instead. Others may drop studying Highers and/or National 5s if what they were intending to do changes. We will continue to investigate attainment levels for our young learners as part of our UHI Perth review process and the range of learning and teaching approaches for young learners reviewed and enhanced to enable greater attainment.

Some Subject areas in UHI Perth like business and management, construction, engineering, education and training, and Special Programmes have very good successful completion rates indicating that these learners are receiving an excellent educational experience.

However, in some areas of UHI Perth like Care, Computing and ICT, Horticulture, Media, Science and Social Subjects the successful completion rate is less than 60%. As part of the internal quality review process discussion will take place to explore and understand the reasons for these poor KPIs and actions will be identified, agreed, implemented and monitored.

HE KPI Analysis

Overall, for degree programmes delivered by UHI Perth there has been a 3pp increase in learner success in their honour's year from the previous academic year, from 66% to 69% This improvement reflects UHI Perth's commitment to fostering an environment that supports academic achievement and continuous enhancement of education quality.

In some degrees, levels of continuation from one year to the next have declined, we need to investigate more fully the reasons for this and implement interventions to ensure the success for all our learners.

In comparison between AY 2022-23 and AY 2023-24, successful completion of HNCs and HNDs have increase, 48% to 53% and 68% to 69% respectfully. However, we need to develop interventions and actions to improve these figures further.



Student Satisfaction and Experience Survey

Student Satisfaction and Experience Survey results in 23/24 where we had an overall response rate of 56% stated that the 96% of learners were satisfied with their experience at UHI Perth which is higher than the sector average of 93%. 95% of learners believed that the way they were taught helped them learn with is a 6% increase from the previous year and a 15% increase over a three-year period. 95% of believed "My time at UHI Perth has helped me develop knowledge and skills for the workplace?" which is an 10% increase over a three-year period. These statistics indicate that UHI Perth is committed meeting the learning needs of its learners however we need to implement actions so more learners engage with the survey.

Postgraduate Taught Experience Survey

In the Postgraduate Taught Experience Survey learners UHI Perth reported a 94% overall satisfaction level from learners, this was a 6% increase from the previous year. This is also 6% Higher than the overall UHI figure. This and other information from the survey suggests that the learners find the teaching methods effective, engaging, and supportive of their learning needs.

National Student Survey

In the National Student Survey (NSS), the overall learner satisfaction has decreased over a three-year period by 5% for UHI Perth. This is partly because of a prolonged period of industrial action, which has now ended, and partly due to the uncertainty and changes caused by the restructuring of academic departments and the loss of key staff in certain areas. The loss of key staff was through voluntary severance and as part of a restructuring programme which was necessary because of the college's financial position. However, for some courses overall satisfaction levels are high (Audio Engineering BSc 100%, Food, Nutrition and Textiles BA 94%) whereas in some courses overall satisfaction levels need to be significantly enhanced (Visual Communication and Design 40%) and actions are being developed to achieve this.

On analysis of the National Student Survey Results reveal that, for most learners, UHI Perth has a positive learning and teaching environment. Learners appear to be satisfied with the quality of teaching, the support provided, and the opportunities for learning and development with learners reporting high levels of satisfaction with the support provided by teaching staff. That teaching staff are effective in making subjects engaging and intellectually stimulating. Also, learners feel valued and have opportunities to provide feedback.

The survey results tell us while learners are satisfied with the balance of directed and independent study, there may be room for improvement in developing learners' independent learning skills. We need to incorporate more opportunities for learners to engage in independent research and problem-solving activities. Also, while learners are generally satisfied with the quality of feedback, there may be opportunities to improve the timeliness of feedback delivery.



External Verification Activity

For further education and higher national qualifications most external verification activities received high confidence ratings which indicates an excellent level of compliance to academic standards and awarding. However, a few activities received only a reasonable confidence rating which indicated that these teams need targeted support in understanding and implementing academic standards and this is being implemented.

External Examiner Feedback

For Degree programme external examiner reports illustrate that the design, structure and marking of assessments reflect the required level of rigor, ensuring that the academic standards meet the outlined expectations. Programmes are consistent with the subject benchmark statements and the SCQF framework. Internal moderation is robust with first and second marking aligning well and there being in most cases very detailed commentary as evidence of this. However, it has been highlighted in some reports this is not always done consistently, and, in some areas, this needs to be improved.

Lecturers employ a broad range of diverse assessment methods, which provide support for different learning styles. These methods improve learner understanding and performance. The use of the rubrics as part of the marking process enables a more standardized approach among the different markers. The use of rubrics also ties feedback to assessment criteria and helps learners understand how to improve.

A few external examiner reports state that in some subject areas feedback and feedforward needs to be more comprehensive and timelier to be more effective in supporting their learners in the learning teaching and assessment process.

SDS Contract and Achievement Rates

The Business Engagement Team working closely with the relevant curriculum teams supporting local employers well with upskilling staff thorough modern apprenticeships. Successful completion rates for modern apprentices are very good in Hairdressing (100%), Engineering (80.5%), Social Care (80%). However achievement rates in Automotive (25%), Admin (50%) and Hospitality (50%) are well below the achievement rate of apprentices required by SDS which is 75%. This has been down to difficulties in recruiting staff, employers not being able to offer the full scope of competencies required to cover the qualification and apprentices leaving employment. To improve these achievement rates, we are looking at our recruitment strategies for assessors, reviewing the qualifications offered and investigating ways at better retention support for our work-based apprentices.



Strategic Leadership of Learning and Teaching

The external Board Effectiveness Review (governance; October 2024), noted a clear commitment to good governance and highlighted a considerable range of strengths, this was in line with good governance identified in the Code of Good Governance for Scotland's, which recommends an effectiveness review every three years.

UHI Perth board of management learner experience committee provides effective strategic leadership in learning and teaching. By maintaining a comprehensive overview of academic quality assurance and outcomes. The committee ensures that the highest standards are consistently met. In does this by reviewing reports from learners' surveys, learner recruitment, retention, achievement and progression data, external review and visits and other sources. This highlights UHI Perth's commitment to continuous improvement. By considering the implications from various reports and updates the committee ensures that the learning and teaching remain relevant and current. This forward-thinking approach is crucial in adapting to the ever-evolving educational landscape. Regular reports from Senior Leadership and HISA Perth on learner engagement further underscore the committee's focus on active learner participation in UHI Perth operations.

The annual operational planning process is aligned to UHI Perth's strategic vision and is informed by quality review processes, consultation meetings, team evaluations and engagement with learners and the Student's Association (HISA) to ensure UHI Perth identifies and implements appropriate actions to ensure enhancements in learning and teaching are delivered.

UHI and its academic partners have collectively developed a Learning and Teaching Enhancement Strategy that has been designed to guide further innovation and good practice in learning and teaching across the university partnership. The strategy is helping us realise the 'Where Learning Means More' ethos and the tertiary education ambitions of the UHI Strategic Plan in the learning experience of all our learners. The strategy was developed and co-designed in direct consultation with staff and learners across UHI, through activities including focus groups, webinars, workshops and meetings with faculties, subject networks and professional services.

At the heart of the strategy are a set of ten Learning and Teaching Enhancement Values to be embedded in learning and teaching and experienced by all our learners in their time at UHI, whatever they might be studying, however they are studying, and where they are studying. Work needs to be done to ensure these ten Learning and Teaching Enhancement values are implemented in all of our teaching.

Curriculum Planning, Design, and Delivery

In most areas partnership working is effective leading to improved learner outcomes. UHI Perth has productive links with a wide range of employers and voluntary organisations. Curriculum review meetings and proposed curriculum changes are evidence based, and Labour market intelligence is fully utilised to ensure curriculum and commercial portfolios are relevant and fit for 21st century external stakeholders' needs and requirements. Information from Nation priorities, Skills investments plans, Regional Skills Assessment Plans and other relevant government publications are used in curriculum planning to make sure the curriculum meets national, regional and local skill needs. Curriculum teams respond effectively to local employment priorities to meet changing labour market requirements.

Learning Environment, Resources, and Technologies

At UHI Perth, some areas offer modern, up-to-date learning environments with industry-standard technology and resources, providing an excellent learning experience. However, other areas have outdated equipment and teaching spaces, resulting in a suboptimal experience for learners. The college is working to improve these environments, but like many others, it faces significant financial challenges due to funding cuts from the Scottish Government (Audit Scotland Publication: Scotland's Colleges 2024).

Better development in the VLE (Brightspace) area has helped to provide a varied teaching environment and allowed for learners to catch up if they have attendance struggles. Brightspace analytics has capture learner progress and early identification of learners who are struggling and increased achievement and engagement.

By the Integration of Artificial Intelligence (AI) Tools in Learning and Teaching such as Teachermatic has enabled us to produce AI-driven learning plans to meet diverse learner needs. Even though it is early in the uptake of these tools evidence so far has indicated that they are enabling personalised learning experiences, allowing learners to progress at their own pace. It is hoped that this will increase engagement, improve retention rates, and enhance academic performance, especially for learners requiring additional support.

Professional Development

Staff conference days take place four times a year and support a shared understanding of changing operating context themes important to all areas, as well as giving insights to shared practice between support and academic teams leading to well informed and improved planning and development. However, the professional development at these events needs to have a greater focus on enhancing learning and teaching approaches. There were on average 5.4 days of CPD per FTE, which when considering the academic staff only this increased to 5.8 days of CPD per FTE. This CPD ranges from mandatory training, specific trainings on teaching and learning through to general professional updates.

Our induction to learning and teaching programme for new staff Creative and Engaging Learning and Teaching is a comprehensive professional development initiative designed to enhance their skills and knowledge. One of the key strengths of this programme is its reflective approach, encouraging participants to analyse both positive and negative teaching experiences from their past. This reflective practice helps lecturers identify effective teaching strategies and avoid common pitfalls. By comparing active and passive learning, and emphasising reasoning tasks, the programme emphasises the importance of deep learning and critical thinking among learners



Currency of Learning and Teaching

Most teams benefit from continuing professional development opportunities because of the close links they have forged with employers where these relationships provide valuable experience in the use and management of emerging technologies and their application to develop the learners’ experience. However not all teams have not engaged continuously with changes in workplace knowledge and practices and do not fully equip their learners to perform in an evolving workplace. We need to ensure that all curriculum teams engage in professional updating to deliver the best possible experience for their learners.

Innovation in Learning, Teaching, and Assessment

By implementing Blended and Hybrid Learning Models that combine online and face-to-face learning approaches in some parts of the curriculum, this has enabled UHI Perth to provide more flexible learning opportunities for some learners. This has led to some learners reporting greater satisfaction with the accessibility and flexibility of their courses, particularly those balancing work or family commitments. Additionally, hybrid models have encouraged the development of greater self-directed learning skills.

Using Collaborative and Peer-Led Learning Approaches like group projects, peer teaching, and interdisciplinary collaboration among learners have fostered critical thinking, teamwork, and communication skills. Learners have shown increased confidence in their ability to apply theoretical knowledge to real-world problems.

Introducing Gamification and Interactive Learning Activities such as quizzes, leaderboards, and interactive case studies into curricula has significantly improved learner motivation and engagement, particularly in modules traditionally perceived as less stimulating.

By using Real-World Scenarios in areas such as the music industry (artist management, record label operations, and live event promotion) have been used to create comprehensive case studies and assessment opportunities. These means learners gained practical, hands-on experience, enhancing critical thinking, problem-solving, collaboration, and communication skills. These methods have bridged the gap between theoretical learning and industry-relevant practice, improving employability.

In some areas learning has been made more effective using collaborative and Peer-Led Learning. The use of peer mentoring (e.g., FNTE learners supporting first-year learners), shared projects, and learner conferences have fostered collaboration. These initiatives have built a supportive learning community, encouraged cross-year mentorship, and facilitated knowledge-sharing, improving retention and fostering a sense of belonging.

Use of Adaptive and Inclusive Teaching Practices and helped us better meet the individual learning needs of more of our learners. Trauma-informed and neurodiverse teaching approaches have been introduced alongside flexible, personalised PDP activities. These strategies have created inclusive environments that accommodate diverse learning needs, boosting learner confidence, engagement, and academic success.



3.2 Supporting student success

Supporting Student Success

Enabling – student success – wellbeing, inclusion, equality, student support

Our Student Services Team is made up of:

- + Additional Support
- + Counsellors
- + Health and Wellbeing
- + Learning Mentors
- + Student Engagement
- + Student Transitions

Learners are encouraged and supported to disclose their protected characteristics from their initial application to enrolment and their ongoing learning journey. Information can be disclosed via online methods or sharing the information with a member of the professional support teams. Learners, as soon as they disclose certain protected characteristics are proactively contacted by a member of the Additional Support Service, where staff are trained and qualified to carryout various assessments and diagnostic testing, ensuring support, if required and relevant, is in place promptly.

The Additional Support Service work closely with other support services on campus to make referrals where appropriate, as well as working closely with academic staff to ensure that learners are supported effectively, and any issues are resolved in a timely manner.

At the end of each academic year, the Additional Support Service seeks feedback via a short survey, from the learners who have accessed support. Feedback received from learners allows the shaping and delivery of the services that they access, allowing the Service to see what can be improved each year for future learners.

Our Health and Wellbeing Officers and our Student Support Worker offer mental wellbeing support to all learners. This free, confidential service includes Face to Face, Telephone, or Teams appointments for support including the implementation of Personal Learning Support Plans (PLSPs) should a learner need any reasonable adjustments throughout their learning journey.

Our Health and Wellbeing Service actively encourages learners to take responsibility for their own mental health. The team deliver and support a variety of workshops and groups designed to enhance mental wellbeing, resilience, and academic success among the student body. By emphasizing the importance of positive mental health, the service aims to positively impact learners’ experiences at UHI Perth. The service strives to prevent the deterioration of learners’ mental health during the academic year through an open, non-judgemental approach to self-care in a mental health context.

Learners who engage with our Counselling Service are offered a minimum of 6 sessions; under exceptional circumstances this can be increased. Feedback from learners include:

“Taking the first step was hard as I always thought I could battle the feelings I had myself. By stepping into counselling, I felt safe and was able to be open about the situations I was struggling in”.

“I’m so grateful for this experience as It’s gave me so much hope for the future, but not only that, it’s given me the tools needed that If I ever experience any difficult situations in the future, I can look at them differently and be able to tackle them without slipping back into a dark depressive state of mind”.

“Nobody ever asked me the kinds of questions about my past, how it made me feel, and how to change that for the better for myself and my future. Having someone approachable and conversational was great for be being able to speak my mind without worry or fear or judgement”.

“While I still face many daunting tasks that I need to just knuckle down and do, the counselling sessions made me feel listened to and respected in ways that I haven’t felt for years”.

“Counselling has helped me build up a kit of resources I can use to help me when I am struggling to regulate my emotions. Having validation of how I am feeling has helped me to understand why I feel the way I do about certain things”

Our Student Engagement service connects with all learners and works in partnership with all sector areas delivering a range of awareness sessions pertinent to the learner of today, preparing them for the world of work (and life in general). Awareness sessions cover topics such as Bullying, e-Safety, Sextortion.

Our Student Engagement Service ensures that all learners are aware of our complimentary breakfast offer and that all learners have access to the 'Big Project' where a variety of foods and toiletries are freely available every day at UHI Perth.

Context and community – meeting the needs of students

All learners are assigned a Personal Academic Tutor (PAT) who will provide an informed response to academic studies and queries at all points from pre-entry to post-exit, signposting to other support services as necessary. The PAT plays a key role in the successful attainment, achievement and progression of learners.

Learners in crisis are supported effectively by a daily crisis support service operated by our Student Services Team.

The Student Services Team provide PATs and the Examinations Team with relevant information about alternative arrangements that need to be in place to support learners, offering support and guidance on making appropriate adjustments and approaches to use.

For those learners who have Personal Learning Support Plans (PLSPs), the Student Services team will meet with them regularly to ensure the arrangements and support that is in place is still effective, updating the plan accordingly and communicating any updates to the PAT and other relevant staff members (e.g. Examinations).

In the SSES survey student satisfaction rates are high for most ethnic minority groups which indicates that we are creating an inclusive environment inclusive and supportive environment where learners from diverse backgrounds feel valued and respected. This also indicates our academic and learner facing support staff are culturally competent, understanding and addressing the unique challenges and needs of ethnic minority learners.

In the SSES survey student satisfaction rates are high for learners declaring a disability which illustrates that we provide accessible facilities and resources, ensuring that learners with disabilities can fully participate in academic and social activities. It also confirms our support services for disabled learners are effective and properly placed to assist learners in their studies. It also indicates that there is a strong culture of inclusion and respect, where learners with disabilities feel valued and supported by UHI Perth staff.

In the SSES survey student satisfaction rates are high for both for care experienced learners and learners with caring responsibilities which reflect our policies and practices that promote inclusivity and provide equal opportunities for all learners, regardless of their background or personal circumstances.

Effective and successful transitions

Our Transitions Officer works closely with schools and post-16 agencies to identify learners who may need enhanced transitions into UHI Perth. All learners applying to UHI Perth are invited for interview by staff from that area of expertise, providing key information about the course and where relevant proactively taking forward any support arrangements that need to be in place. Learners who are continuing their studies with us from one year to another have a seamless transition with their Personal Learning Support Plan (PLSP).

Connections with Perth and Kinross Council (PKC) are developing as well, with the Transitions Officer being in contact with the 16+ Operations group and starting to design a timeline that will run alongside the 16+ framework to allow the transitions process to be embedded within it and give a clear pathway for school staff to follow.

Relationships with external agencies are also strong with the Transitions Officer continuing to engage in the monthly Rural Partnership meetings so keeping connections with the Walled Garden, PKAVS, Logos and Kythe. Within UHI Perth, the Transitions Officer continues to make links with more academic staff from more departments and has seen an uptake in academic staff reaching out to seek support for prospective learners that lecturers have identified at interview as benefitting from transition support as well as those transitioning within courses.

Safeguarding @ Perth

We have a Safeguarding Group at Perth, which is led by the Director of Student Experience. Information may be disclosed to us from potential learners or other external agencies where either safety plans or risk assessments are put in place, ensuring that all our learners have equal access to education.

Support for employability, skills development and lifelong learning

Most FE courses provide learners with the opportunity to advance their core skills profile through contextualised learning. Essential and Meta skills are embedded within courses to support employability and progression to further learning

Achieving positive outcomes for every learner

PATs keep track of learners' attendance and performance throughout the year using our tracking system (BRAG) that will alert them to learners who may be at risk of leaving and/or not achieving their qualification. Use of BRAG promotes early intervention, improves retention and achievement. Support is available from our professional services teams to also support those learners who are presenting as a risk.

The KPIs show there is a clear attainment gap between disadvantaged groups and mainstream learners, learners residing in the 10% most deprived postcode (SIMD 10) zones as well as care experienced young people, learners from a minority ethnic group and learners with a disability, tend to be less successful than mainstream learners. Actions need to be developed and implemented to close and eliminate this attainment gap.



Meeting National Equalities Outcomes

Equality Outcome 1

"More learners than before are disclosing they are Care Experienced (CE). These learners tend to have additional barriers which negatively impact attainment scores compared to their peers. We will work with the learners and other agencies to deliver interventions and support to narrow the attainment gap."

In order that we meet this equality outcome we have implemented several Key Initiatives for Care-Experienced Learners.

Support Initiatives such as:

- + Summer Funding Application Drop-ins, these sessions help care-experienced learners complete their funding applications, ensuring timely financial support.
- + Welcome Emails and Regular Support Reminders, Care-experienced learners receive welcome emails and periodic reminders about available support, encouraging them to seek help when needed.
- + UHI Perth actively promotes job opportunities and internships for care-experienced learners, providing valuable work experience.

The Admissions team shares regular updates on care-experienced learners, helping to track their progress and support. More learners are disclosing their care-experienced status, allowing UHI Perth to provide targeted support. Care-experienced learners report high levels of satisfaction with the support they receive, with a 97% satisfaction rate in the Early Student Experience Survey however successful completion rates for care experienced learners is significantly lower than that UHI Perth average and a lot of work remains needing done to close this gap.

Equality Outcome 2

"There is an increase in learners disclosing mental ill health. These learners tend to have additional barriers impacting their attainment score compared to their peers. We will work with learners and other agencies to deliver interventions and support to narrow the attainment gap."

There has been a 9% increase in learners disclosing mental health conditions from 2018-19 to 2022-23 and mental health conditions accounted for 21% of all Personal Learning Support Plans (PLSPs) in the 2021-22 academic year.

UHI Perth offers a range of mental health workshops and awareness events, such as Decider Skills and Mental Wealth workshops, providing both face-to-face and online counselling sessions, with initiatives like "Our Counsellors Recommend" to increase accessibility and familiarity with the counselling service.

Staff have access to Scotland's Mental Health First Aid training, increasing their awareness and confidence in supporting learners with mental health issues. The introduction of mandatory training on topics like Gender-Based Violence and Race in the Workplace also supports a broader understanding of mental health and wellbeing.

UHI Perth collaborates with external agencies like Andy's Man Club and Mindspace to provide additional support and resources for learners. Events like National University Mental Health Day and Time to Talk Day are used to promote mental health awareness and support. UHI Perth regularly monitors and reports on the effectiveness of their mental health support systems, using feedback from learners to shape and improve services.



Equality Outcome 3

"We recognise that there are gender imbalances across some areas of our curriculum, we will take active steps to promote accessibility of these programmes and challenge gender stereotyping."

These steps are:

UHI Perth has developed specific action plans to address gender imbalances in different curriculum areas. These plans include promoting accessibility and challenging gender stereotypes. UHI Perth uses inclusive language and imagery in recruitment materials to avoid gender bias. They also showcase learners in non-traditional gender roles through blogs, social media, and national equality campaigns.

UHI Perth runs initiatives like "Girls into STEM" events and summer schools to encourage female learners to pursue STEM subjects. They are also working on re-establishing a STEM Women's Network and recruiting an Equate Student Champion. Efforts are being made to attract more male learners into traditionally female-dominated fields such as Hair and Beauty, Early Years, and Childcare. This includes using male bloggers, showcasing male industry representatives, and running specific courses like "Men in Childcare." UHI Perth is addressing the decline in female enrolment in Sport and Fitness courses, particularly coaching qualifications, by conducting research and organising events like International Women's Day sessions with female speakers from the sports industry.

Equality Outcome 4

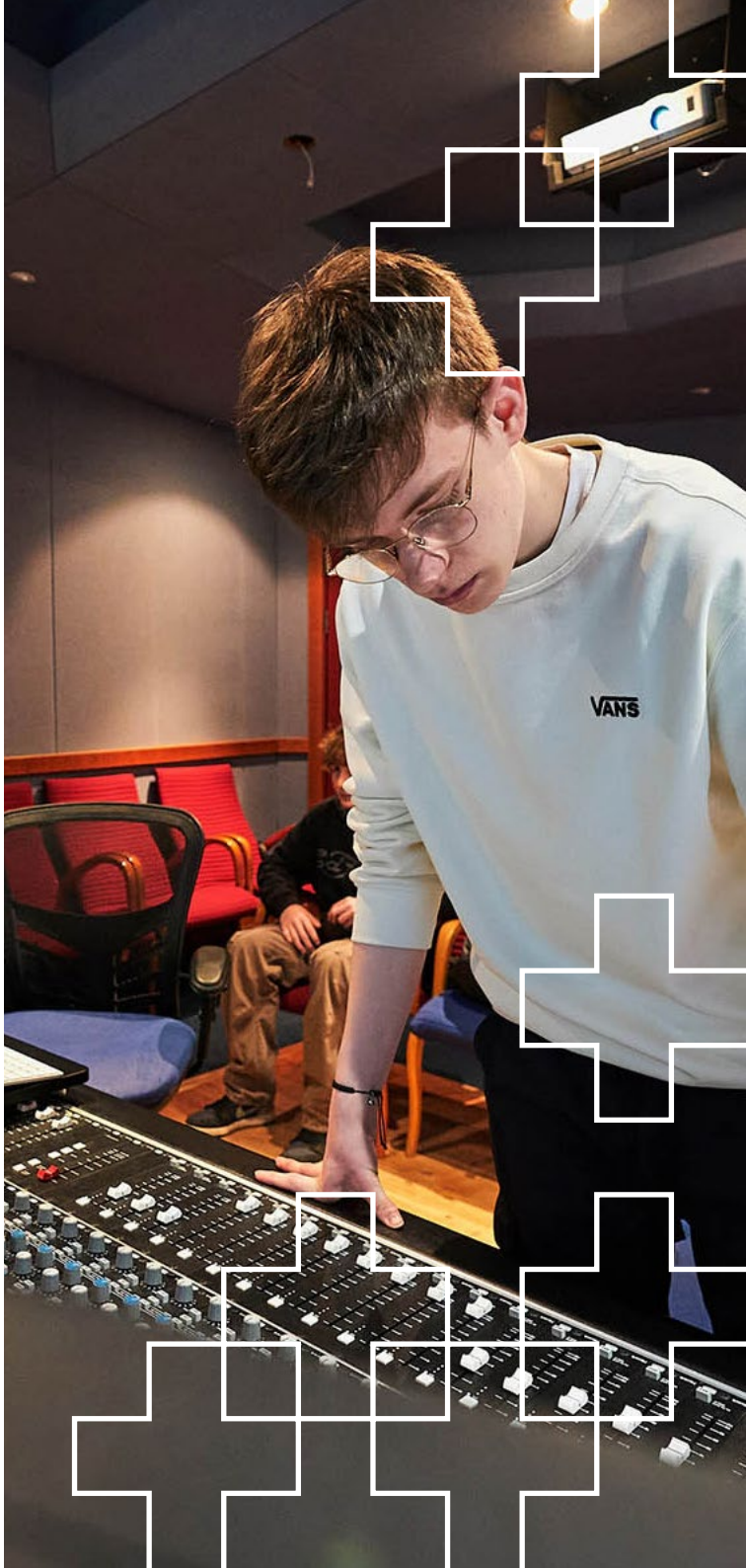
"We are committed to being an anti-racist organisation and will seek to eliminate racism in all its forms throughout all parts of UHI Perth."

UHI Perth has introduced mandatory training for staff, such as the "Let's Talk About Race in the Workplace" e-learning package, which covers systemic racial biases, unconscious bias, white privilege, racial microaggressions, and tokenism. Anti-racism workshops and visual campaigns, including Black Lives Matter promotions, are conducted to raise awareness among learners and staff. UHI Perth is reviewing and amending learner and staff policies to ensure zero tolerance towards race discrimination. This includes updating the Student Code of Conduct and assessing past complaints to identify race-related issues.

The Principal and Senior Leadership Team meets annually with groups of black and/or ethnic minority learners to discuss their experiences and identify barriers.

Efforts are being made to decolonise the curriculum by training staff on creating inclusive course content and teaching methods. Curriculum pilots are designed to prompt further actions to create culturally inclusive courses. Positive actions are being taken to increase applications from black and/or ethnic minority individuals for both learner admissions and staff recruitment, including using specialist recruitment organisations.

The institution is committed to ensuring that black and/or ethnic minority learners and staff feel safe and respected, with mechanisms in place to address any incidents of racial harassment.



3.3 Enhancement and Quality Culture

Institution-led review / activity and action planning

In academic year 2023/24 UHI Perth Institution-Led Quality Review (ILQR) was integrated into the project workstream for the academic reorganisation and curriculum review. This involved an evidence-based approach to inform and deliver an effective and efficient Tertiary curriculum portfolio and structure that will meet both learner and employer needs.

UHI Perth has introduced new streamlined approaches to annual monitoring and self-evaluation to achieve our goal of excellence in learning and the learner experience. This is part of our journey to achieving a quality culture where every member of the organisation is committed to delivering an excellent learner experience that puts the learners at the centre of everything we. This will encompass a proactive approach to quality management, where everyone take responsibility for the quality of their work and strives for excellence.

Managers at UHI Perth demonstrate strong leadership in the self-evaluation process, effectively engaging staff to analyse learner progress and outcomes. This collaborative approach helps to identify areas requiring improvement. Teams work cohesively to implement actions identified through meetings, which often include refining the curriculum portfolio. As a result, there are several examples of subject areas collaborating to develop new programmes and to phase out or replace outdated ones.

Most teaching staff actively participate in regular team meetings with managers, focusing on reviewing learner progress. These discussions are used productively to tailor learning and teaching strategies to better meet individual learner needs. Staff note that these arrangements facilitate prompt interventions, which are instrumental in supporting learner retention.

Personal Academic Tutors (PATs) play a key role in continuously and effectively monitoring learner attendance and engagement. Senior managers utilise an online system to regularly review data on enrolment, retention, and progression. This system enables senior managers to take swift action and initiate interventions where necessary, further supporting positive learner outcomes and overall institutional performance.

Moving forward UHI Perth will evolve its Institution-Led Quality (ILQR) review to better align it with the New Tertiary Quality Enhancement Framework. We will use the ILQR to take a deeper review on a Periodic bases of subject areas or support services over a longer timeframe. The inclusion of in the review team of a member external to UHI Perth will enhance objectivity, broaden perspectives, and foster the adoption of best practices.



External institutional peer review

Annual Engagement Visit by Education Scotland.

In February 2024, UHI Perth underwent an Annual Engagement Visit by Education Scotland. Their formal review report highlighted many strengths in terms of UHI Perth's effectiveness in assuring and enhancing the quality of learning and teaching.

The report stated UHI Perth has demonstrated strong leadership, collaboration, and learner-centred support, significantly enhancing learner outcomes. Managers lead robust self-evaluation processes, involving staff in analysing learner progress and implementing curriculum updates. This collaborative approach has enabled departments to introduce relevant programmes and retire outdated ones.

It also reflected how our transition officers and support staff work closely with local schools to ensure school-age learners' transition smoothly into UHI Perth, with clear guidance on available support. Teaching staff contextualise learning to develop workplace-relevant skills, using projects and industry partnerships to prepare learners for future employment. Additionally, comprehensive mental health services provide essential support through drop-in sessions, helping learners overcome barriers and engage more fully.

Data-sharing with local authorities allows support staff to proactively plan for learners' needs, ensuring support from the start. Personal Academic Tutors (PATs) engage closely with learners, providing one-on-one guidance that is highly valued, while regular team meetings allow quick interventions for those needing additional support. Most teaching staff hold professional qualifications and undergo annual reviews to ensure high teaching standards.

Student voice representatives (SVRs) and regular feedback channels help managers incorporate learner insights into programme improvements. Curriculum managers involve staff and stakeholders in initiatives that expand educational opportunities, including new programmes and guest lectures, keeping teaching current with industry trends. Learner feedback gathered through surveys and forums is systematically reviewed, resulting in timely programme adjustments.

UHI Perth supports reflective practices, enabling teaching staff to continuously improve their approaches to learning and assessment. Flexible support facilities also help learners overcome challenges and build confidence. Management actively engages in evaluation processes to guide UHI Perth-wide improvements, while support staff assess and refine student services based on early feedback to streamline enrolment and induction.

PATs consistently monitor attendance and engagement, allowing for prompt interventions when necessary. Additionally, strong partnerships with employers help curriculum teams align programmes with industry needs, benefiting learners. PATs are particularly commended for their pastoral support, guiding learners on placements, employment, and career progression. Finally, Student Services offer learners the chance to train as Mental Health Ambassadors, which enhances their qualifications and awareness of support networks.



It also highlighted the following areas for development:

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

A focused effort of targeted interventions is required to close this gap and enable success for all learners.

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

This is a work in progress, however there are examples of robust tracking particularly where there is integrated delivery across units and modules, but it is not yet consistent across all curriculum areas.

UHI Perth is currently developing communities of practice to allow for sharing of best practice and to enable supported improvements so this can be facilitated. This has started to happen within specific areas of cross UHI Perth delivery for example essential skills where a project-led approach is underway to standardise the embedding of meta skills and the tracking of that across all curriculum areas. Upon completion this may provide a model for embedding a standardised tracking of all learning outcomes.

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

This is a work in progress with opportunities to engage with CPD however the uptake is inconsistent. UHI Perth is reintroducing peer reviews and developing communities of practice to facilitate the sharing of best practice and to allow teaching staff to have and develop and enhance their approach to learning and teaching.

UHI Perth has also expanded the membership of the strategic committee for curriculum and renamed it to the Learning, Teaching and Assessment Group to place the emphasis upon learning and teaching enhancement.

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

There have been new processes put in place last year to ease the pressure of these requests and to ensure time to plan.

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

Changes have been made to the delivery of the SVRs training and this has led to the number of SVRs engaging with training increasing significantly.

SQA Systems Verification

In October 2023 UHI Perth underwent a systems verification visit by SQA. They reported high confidence in all areas of the system that support the maintenance of SQA standards within UHI Perth including Management of the centre, Resources, Candidate Support, Internal Assessment and Verification, External assessment and Data management. These findings demonstrate UHI Perth's strong commitment to maintaining high academic standards and how our systems and processes contribute significantly to the overall quality and reliability of our academic standards.



3.4 Student engagement and partnership

Students as partners in their learning experience

Most curriculum teams gather feedback from learners on an ongoing basis using a variety of anonymous methodologies, to encourage honest and informative feedback. This information is used to make positive changes to teaching, based on learner opinions and suggestions for improvements. UHI Perth recognises that not all staff systematically engage with learners to gather opinion about learning and teaching experiences. We will implement actions to ensure that all academic staff engage with learners' opinions and suggestions for enhancement to the learner experience.

Class representatives actively participate with most course teams by providing informative feedback during learner focus groups and course committee meetings, ensuring representation of the whole group views. Most curriculum teams use this critical feedback from learners to effect positive changes to the learning experience.

Students as core of review and enhancement activity

The Highlands and Islands Student Association (HISA) representatives sit on the board of management and the Strategic Development and learner experience committees providing regular feedback to cross UHI Perth team members, to influence and facilitate improvements to the learning experience.

Student Voice – every student, every place, every level

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 learner voice.

A comprehensive approach to learner surveys was implemented to ensure the learner voice fed into the self-evaluation process. The learner voice also fed into this enhancement process via course curriculum team meetings and the course rep system to identify specific issues and potential improvements to the learner experience and to enable the development and implementation of prompt action where required. The qualitative feedback from our learners provides vital evidence for team evaluation and future planning.



Effective and robust student representation

The need to improve Student Voice Representative (SVR) engagement at UHI Perth has been identified through previous Education Scotland visits. This year HISA Perth has made a concerted effort to improve the SVR situation through several actions:

Increasing SVR Recruitment

Certain departments have historically been very poor in recruiting reps, so with the support of colleagues in curriculum, HISA Perth undertook over 60 class visits and spoke to over 1000 learners in the first few weeks of term to promote the work of the students’ association, and particularly the importance of the SVR role. Learners particularly saw the importance of the role in the context of UHI Perth’s on-going financial savings process and the need for a strong learner voice. To aid the recruitment process a single form was introduced to collate all new rep nominations with regular gap analysis updates provided to colleagues in UHI Perth about the recruitment situation. This led to UHI Perth leading the UHI SVR recruitment numbers throughout all of September including at points making up over 60% of the UHI SVR numbers. UHI Perth has now got 180 reps recruited for 2024-25.

SVR Retention

However, recruitment has only been part of the challenge and on-going retention of reps who have been recruited has also proved to be a challenge with only 12 SVR attending the final SVR meeting of the 2023-24 academic year. To keep newly elected reps engaged in the role while the recruitment and training process continued, we held two SVR welcome events towards the end of September which allowed new reps to be eased into the role by being told a bit more about what to expect and to meet other reps as well as student officer team and student engagement staff.

SVR Training Uptake

The final previous challenge has been poor uptake of SVR training by reps. To address this issue HISA Perth started training nearly a month earlier than other UHI partners within person training before the October break and online training falling in with the rest of UHI after the break. This has led to 51 new reps being trained this year so far – mostly through in person training - with sustained work being done to undertake mop up sessions to ensure reps have the skills they need to undertake the role.

Impact

This new approach has led to a very successful first SVR meeting with over 50 reps in attendance and engaging in a wide range of issues. The first meeting was well supported by the Director of Teaching, Learning and Quality Enhancement, the Directors of Curriculum and Student Engagement Team which reinforced to the new reps the fact that their concerns would be heard, and action taken to resolve issues.

Responsiveness to student feedback

HISA use ‘You said, we did’ to publicise improvements to the learner experience because 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.



4. Action plan

Principle and Area for enhancement or development	Action(s) and planned impact/outcomes	Milestone (s/ target date(s), continuing/ carried forward (c/f)	Responsible/ Lead
Excellence in learning, teaching and assessment	Increase retention, attainment, achievement, to sector leading levels.	For 24/25 Increase learner retention FE by 3% HE by 3% Increase learner progression Increase FE to HE progression by 5% Increase Learner Achievement FE by 3% HE by 2%	DoC, SMs and DTLQE
Excellence in learning, teaching and assessment	Increase learner satisfaction to sector leading levels.	For 24/25 Satisfaction Early Learner Experience Survey: FE by 2% HE by 4% Student End of Year Survey: a) FE by 3% b) HE by 4% NSS For Visual Communication and Design increase by 20%	DoC, SMs and DTLQE
Excellence in learning, teaching and assessment	Investigate reason for decline in part time FE successful completion rates and implement actions to counteract this.	For 24/25 Increase part time Successful completion rates by 2%	DoC, SMs and DTLQE
Excellence in learning, teaching and assessment	Attainment levels for young learner will be investigated as part of UHI Perth review process and the range of learning and teaching approaches for young learners reviewed and enhanced.	For 24/25 Increase attainment levels for young learner by 3%	DoC, SMs and DTLQE
Excellence in learning, teaching and assessment	For subjects: Care, Computing and ICT, Horticulture, Media, Science and Social Subjects explore and understand the reasons for these poor KPIs and actions will be identified, agreed, implemented and monitored.	For 24/25 Increase attainment levels by 5%	DoC, SMs and DTLQE

Principle and Area for enhancement or development	Action(s) and planned impact/outcomes	Milestone (s/ target date(s), continuing/ carried forward (c/f)	Responsible/ Lead
Excellence in learning, teaching and assessment	For NTP programmes: To improve achievement rates, review our recruitment strategies for assessors, the qualifications offered and looking at better retention support for our work-based apprentices.	Increase attainment level in Hospitality and Automotive by 5%	DoC, SMs and DTLQE
Excellence in learning, teaching and assessment	Ensure for degree programme there is detailed commentary on the alignment of first and second marking.	For all modules ensure there is detailed commentary on moderation of first and second marking	DoC, SMs and DTLQE
Excellence in learning, teaching and assessment	Feedback and feedforward need to be more comprehensive and timelier in order to be more effective in supporting their learners in the learning teaching and assessment process.	Ensure on all modules there is effective feedback and feedforward	DoC, SMs and DTLQE
Excellence in learning, teaching and assessment	In some degrees levels of continuation from one year to the next have declined, for these programmes the reasons for this should be investigated and reviewed and actioned implemented to improve this.	Increase HE continuation by 5%	DoC, SMs and DTLQE
Excellence in learning, teaching and assessment	For FE and HN some teams need targeted support in understanding and implementing academic standards.	Implement Enhancement Plan for Assessment Quality Assurance by March 25	DoC, SMs and DTLQE
Excellence in learning, teaching and assessment	The teaching spaces, resources and technology are inadequate with old equipment and learning spaces that are not fit for purpose leading to a sub optimal learner experience actions need to be implemented to improve this.	Implement improvement plan for inadequate resource and accommodation by Aug 26	DoC, SMs and DTLQE
Excellence in learning, teaching and assessment	Ensure the ten learning and teaching Enhancement values are implemented in all our teaching.	Implement professional development for staff on ten Teaching Enhancement Values	DTLQE

Principle and Area for enhancement or development	Action(s) and planned impact/outcomes	Milestone (s/ target date(s), continuing/ carried forward (c/f)	Responsible/ Lead
Supporting Student Success	KPIs show there is a clear attainment gap between disadvantaged groups and mainstream learners, learners residing in the 10% most deprived postcode (SIMD 10) zones as well as care experienced young people, learners from a minority ethnic group and learners with a disability, tend to be less successful than mainstream learners. Actions need to be developed and implemented in order to close and eliminate this attainment gap.	Conduct a detailed analysis of learner performance data for disadvantaged groups to identify specific barriers to success. Develop tailored interventions informed by data insights by Jun 25	DoSE
		Provide training for all teaching staff on inclusive teaching strategies, cultural competence, and differentiation to address the needs of diverse learners by Jun 25	DoHROD DTLQE
		Review and redesign assessments to ensure inclusivity and accessibility by Jun 25	Academic Staff
		Establish peer mentoring and staff mentorship programs, prioritizing disadvantaged learners by Jun 25	DoC, DTLQE
		Provide specialized training for mentors to support care-experienced learners and those with disabilities by Jun 25	DoHROD DTLQE

Principle and Area for enhancement or development	Action(s) and planned impact/outcomes	Milestone (s/ target date(s), continuing/ carried forward (c/f)	Responsible/ Lead
Supporting Student Success	Increase the use of Innovation in Learning, Teaching, and Assessment.	Support staff through training and sharing best practice to introducing more innovation in learning and teaching by Jun 25	DTLQE
Supporting Student Success	Incorporating more opportunities for learners to engage in independent research and problem-solving activities.	Look at increasing research project work and problem-solving activities by 20% by June 26	DoC SMs
Enhancement and Quality Culture	Enhance and evolve the Institution-Led Annual Monitoring Process.	Implement new process by Nov 25	DTLQE
Enhancement and Quality Culture	Redesign and deliver Enhanced Institution-Led Quality Reviews to it better meets the needs of the TQEF framework.	Deliver pilot of ILQR by Jun 25	DTLQE
Enhancement and Quality Culture	Develop communities of practice to facilitate the sharing of best practice.	Implement 3 communities of practice by Jun 25	DTLQE DoC
Student engagement and partnership	UHI Perth need to ensure that all academic staff engage with learners to ensure that the any changes are made effectively.	Implement training programmes on Learner Voice engagement by Jun 25	DTLQE



UHI | PERTH
Goodlyburn Building

No Entry

Committee Cover Sheet

Paper No. 3

Name of Committee	Learner Experience Committee
Subject	Tertiary Quality Enhancement Framework
Date of Committee meeting	19/02/205
Author	Scottish Funding Council
Date paper prepared	12/02/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Paper provides a summary of the respective roles and responsibilities of the College Development Network (CDN), Education Scotland (ES) HM Inspectors, the Quality Assurance Agency (QAA) and sparqs (Student Partnerships in Quality Scotland) in implementing key aspects of Scotland's Tertiary Quality Enhancement Framework (TQEF).
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: 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.	n/a

Committee Cover Sheet

<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>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>
<p>Status</p> <p>(ie confidential or non-confidential)</p>	<p>Non-Confidential</p> <p>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:</p> <p>Click or tap here to enter text.</p>

Committee Cover Sheet

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SCOTLAND'S TERTIARY QUALITY ENHANCEMENT FRAMEWORK (TQEF): ROLES AND RESPONSIBILITIES OF SFC DELIVERY PARTNER AGENCIES

OVERVIEW

Outlined below is a summary of the respective roles and responsibilities of the College Development Network (CDN), Education Scotland (ES) HM Inspectors, the Quality Assurance Agency (QAA) and sparqs (Student Partnerships in Quality Scotland) in implementing key aspects of Scotland's Tertiary Quality Enhancement Framework (TQEF). This summary is supplementary to SFC's [Guidance on Quality](#) for colleges and universities for AY 2024-25.

- **Tertiary Quality Enhancement Review (TQER):** QAA will manage the external review process, supporting the peer review teams who will develop lines of enquiry, undertake reviews and identify outcomes.
- **TQER reviewer pool recruitment and training:** QAA will lead on the recruitment and allocation of reviewers to the TQER reviewer pool. Training will be delivered by QAA, with ES HM Inspectors, CDN, and sparqs providing additional input and insight as required.
- **Scotland's Tertiary Enhancement Programme (STEP):** STEP is sector owned and will be delivered by QAA in partnership with CDN, with input from Education Scotland.
- **Annual Quality Engagements (AQE):** QAA will hold annual Institution Liaison Meetings (ILMs) with institutions to follow up on the outcomes of reviews, and to prepare for forthcoming reviews as well as provide advice and guidance on matters of quality. SFC will hold separate annual discussions as part of the Outcomes Framework and Assurance Model.
- **Self-Evaluation and Action Plans (SEAP) review:** SEAPs will be submitted to SFC to provide assurance on the quality of provision delivered by institutions. SFC will share the college SEAPs with ES HM Inspectors and college and university SEAPs with QAA. Both agencies will undertake a desk-based review that will support SFC to triangulate and inform its own analysis of the returns. Analysis from the SEAPs will be shared with CDN to inform work with partners to develop interventions to improve practice.
- **Sector capacity building and shared learning:** CDN and QAA, with the support of ES HM Inspectors, will develop a coordinated programme of support to enhance the capacity of colleges and universities to fully participate in the TQEF.



- **Student partnership and engagement:** sparqs will develop and maintain resources to embed the Student Learning Experience (SLE) model and promote the use of Scotland's Ambition for Student Partnership in all aspects of the TQEF.

AGENCY SUMMARY

COLLEGE DEVELOPMENT NETWORK (CDN)

CDN is the national enhancement and improvement agency for the college sector in Scotland and will play an important role in supporting colleges to fully participate in the TQEF.

CDN will work in partnership with QAA to support the delivery of the new national enhancement programme (STEP) for all our colleges and universities. And while the STEP is sector owned, CDN will work with QAA to develop the structures and processes that allow staff and students from institutions to focus on the delivery of projects and activities.

CDN and QAA, with the support of ES HM Inspectors, will develop a coordinated programme of support to enhance the capacity of colleges to fully participate in the TQEF. CDN will do so through the development of leadership, governance and staff development resources and training which support the sector as they implement new quality assurance processes to align with SFC guidance. The type and mode of delivery of this support will be determined by CDN, QAA and ES HM Inspectors in response to the needs of the sector.

EDUCATION SCOTLAND (ES)

Over many years ES HM Inspectors has developed a profound understanding of how colleges deliver high-quality learning provision. This insight will be deployed in a number of important ways to support the implementation of the new Framework.

Working with the QAA and CDN, ES will support the development of a coherent programme of activity to enhance colleges' capacity to fully participate in the TQEF. The type and mode of delivery of this support will be determined by ES HM Inspectors, QAA and partner agencies in response to the needs of the sector, but the programme may include content relating to effective self-evaluation and action planning or the use of data to better understand performance and support enhancement.

While training for the TQER reviewer pool will be delivered by the QAA, they will be supported in this by ES HM Inspectors who will help ensure the issues and actions identified by ES HM Inspectors in previous review cycles are incorporated, as appropriate, in the new approach.



ES HM Inspectors will also support SFC in its review of colleges' annual SEAP submissions, advising SFC on how effectively and accurately they reflect their own understanding of colleges' performance.

HM Inspectors will no longer undertake a programme of annual engagement or link visits with colleges in taking forward the activities outlined above, they will, however, continue to support capacity building to deliver the TQEF in colleges.

QUALITY ASSURANCE AGENCY (QAA)

QAA are an independent expert quality body that operates across the UK and internationally, with over twenty years' experience in delivering key aspects of Scotland's quality assurance arrangements in the university sector, including external peer-review and national enhancement activity.

QAA was commissioned by SFC to lead on the development and implementation of a multi-year external peer review method for colleges and universities, the TQER. QAA will manage the TQER, including recruiting and training a pool of peer and student reviewers, (with the support of CDN and ES HM Inspectors as required). It will administer the external peer review cycle and follow-up engagements and maintain the TQER review methodology guide.

QAA will lead the delivery, in partnership with CDN, of a new national enhancement programme for all our colleges and universities. While STEP is sector-owned, QAA will be responsible for the supporting structures and processes that allow staff and students from institutions to focus on the delivery of projects and activities. QAA will continue to oversee and manage university sector enhancement activity.

QAA will also support SFC in its review of annual SEAP submissions, providing SFC with analysis and evaluation of submissions. Additionally, QAA will advise SFC on how effectively and accurately they reflect their own understanding of institutions' performance, as well as producing a statement of assurance

SPARQS (STUDENT PARTNERSHIPS IN QUALITY SCOTLAND)

sparqs is funded by the SFC to support student partnership in the quality of the learning experience across Scotland's colleges and universities.

sparqs' ongoing role in the TQEF will be to support student engagement and partnership across the delivery mechanisms and outputs of the Framework. This will include developing and maintaining resources to support institutions and students' associations to use the Student Learning Experience (SLE) model and Scotland's Ambition for Student Partnership, and continuing to enhance and facilitate institutions' and students' capacity to engage in,



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and be partners in, the delivery of the Framework. sparqs will also work with SFC and the sector agency partners to support the wider development and implementation of the TQEF.

sparqs will publish guidance and resources to support institutions and students' associations in their use of the SLE model and Partnership Ambition over the course of AY2024-25 including for the [SEAP](#), TQER (by July 2025), and STEP (by July 2025).

sparqs will also provide targeted support to those institutions currently preparing for external review in advance of publication of its TQER guidance.

Committee Cover Sheet

Paper No 4.

Name of Committee	Learner Experience Committee
Subject	HISA Update – February 2025
Date of Committee meeting	19/02/2025
Author	Highlands and Islands Students Association (HISA)
Date paper prepared	11/02/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	A summary of activities within the students' association since last LEC.
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.	In line with HISA Strategy

Committee Cover Sheet

<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>Yes/ 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>
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and

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HISA Update – February 2025

Executive Committee Update

UHI and HISA have now agreed a refreshed Student Mental Health Agreement which can be found at: [Student Mental Health Agreement](#). Along with this the HISA Executive Committee will be leading on the Mental Health and Wellbeing Campaign 'Feel Fab Feb' throughout the month of February. The campaign will include On-Campus Events like wellbeing workshops, mindfulness sessions, fayres where students can engage with local charities, and therapists. Online activities where there will be mental health talks, interactive sessions with experts, and online trivia. Advocacy and lobbying where HISA will push for stronger mental health support across the nation, ensuring student wellbeing funding is a top priority for decision-makers.

Student Voice Update

As of 11.2.25 there are 194 registered SVRs at Perth with 66 trained, which includes 8 from our newly launched self-directed training. We have had only 4 resignations from Perth SVRs. Gap analysis for courses without representation is still underway to help identify areas in SVR recruitment in partnership with curriculum and Quality teams and increasing SVRs trained through targeted emails is underway.

Our SRC meetings have seen great engagement since the first meeting, with 33 attendees in our December meeting and 51 in our February meeting. The Perth Team have been working hard to increase student voice in committee meetings at UHI Perth and tackle key issues such as the lift being out of order in the Brahan, issues with the library and food provision on campus. Members of Perth Leadership Group work with HISA to solve these issues so updates can be provided at the following meeting.

HISA staff and officers have been engaged in preparation of SEAPs reflecting on the past academic year, contributing information about activities in student engagement in quality, which also includes Xander our Perth President taking part in STEP activities throughout the year.

HISA's Student Elections are underway, with nominations open until 20th February with voting taking place Monday 10th – Thursday 13th March.

Clubs and Societies Update

We currently have 25 societies, 26 sports clubs, and 7 networks- with a total membership of around 900. Our most active online groups are the Pride Network and the Gaming Society. We have been working with faculty at various colleges to try get students interested in academic societies. We will be launching the Term 2 grant in mid-January. We are also working through new policies to reflect changes in PVG schemes. We continue to build up our directory of community opportunities.

We are currently looking for help in transporting students to sporting events, as that is our single biggest barrier to student participation. We have been looking ahead to next semester and have booked Inverness Leisure Centre for UHI Varsity, one of our biggest events on the sports calendar which will take place on 1st April. We have started preparations to defend our Shinty title at the Littlejohn Vase next March. We are also planning a UHI-wide park-run competition in January.

Equality, Diversity, Inclusion

HISA's EDI committee has launched 3 campaigns in the first term: Islamophobia Awareness Month, Transgender Awareness Week, and 16 Days of Activism to end GBV. These campaigns consist of social media and website information, as well as in-person activity at a variety of colleges and in collaboration with our different clubs and societies. We attended vigils for Trans Remembrance Day and Reclaim the Night Marches. For the 16 days, we have been collaborating with UHI to promote the new disclosure tool and EmilyTest survey, and we also have white ribbon pledges at different campuses.



Other Key Updates

Advice Service

Between October and November, the Advice Service managed 18 complex cases—6 in October and 12 in November. This represents a notable increase in demand for support, particularly in academic and financial matters.

Case Categories:

- **Academic Complaints:** 11 cases (61%)
- **Student Funding Issues:** 3 cases (17%)
- **Student Finance Issues:** 2 cases (11%)
- **Other Student Issues:** 2 cases (11%)

The high volume of academic complaints suggests potential concerns with assessment processes, feedback, or academic support structures.

With 6 cases, Perth demonstrates strong student engagement, indicating that awareness efforts are succeeding, and students feel confident seeking support. These figures point to growing student trust in the service and the effectiveness of current support structures while identifying opportunities to deepen engagement through targeted outreach, localised solutions, and strengthened collaboration with campus teams.

Board of Management Project

HISA will soon be commencing an evaluation of the Board of Management Project to measure its impact and how much it has supporting student board members being effective contributors in meetings. Working with Board Governance professionals, HISA will commence evaluative interviews with representatives of boards in the new year and discuss progress with Action Plans.

Events and Activities

Regular Bingo and Music Bingo events have been running and seeing great attendance, and our Webster Festive Glow Up saw around 20 Student Voice Representatives helping the team decorate the Union link space. The team ran a Burns Celebration Ceilidh which had around 50 students in attendance with great representation from ESOL students.

The team are planning events for Semester 2 including, Feel Fab Fest on 26th February, crafting activities during LGBTQ+ History Months, regular music bingo and the launch of the OBI Awards. We are also supporting student events such as live performances, art displays and more.

Strategic Plan

HISA is working with Board governance professionals via BGPG to develop a reporting framework and timing for HISA activities and KPIs. HISA is also working on developing new communications approaches, including changing all its social media to use the HISA name, moving away from your students' association, and increasing the options for local control and versioning of comms to suit AP needs.

Committee Cover Sheet

Paper No.5

Name of Committee	Learner Engagement Committee
Subject	Early Student Experience Survey – Summary Report
Date of Committee meeting	19 February 2025
Author	Roanna Stewart, Quality Officer
Date paper prepared	10 February 2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	<p>This report summarises the top-level results from the Early Student Experience Survey conducted at Perth College between 21 October and 29 November 2024.</p> <p>This is the 12th year of conducting a survey to ascertain student satisfaction of their early college experience. The process continues to use the JISC online open survey tool, in partnership with other Academic Partner colleges across UHI. For the second year, the survey was accessed by students using a generic link, rather than individual unique links as in previous years. The link and QR code were also shared with PATs and promoted through social media marketing.</p> <p>The ESES was launched to all full time and part time Further, Higher National and Undergraduate degree students. Exceptions included all students studying SCQF Level 11 and 12, work-based learning (i.e., MA students), distance learning and those enrolled on courses of less than 160 hours duration.</p> <p>The Quality Officer produced a real time overview of key indicators in the form of a result tracker, which allowed Sector Managers and Subject Leaders to monitor student engagement with the survey tool on a weekly basis.</p>
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	This paper was submitted to PLG (11 February 2025)

Committee Cover Sheet

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.	Click or tap here to enter text.
Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	Yes/ No
Risk implications Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk? If yes, please provide details.	Yes/ No Click or tap here to enter text.
Equality & Diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	Yes/ No

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.
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2024 Early Student Experience Survey (ESES) Overview Report

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1 Executive Summary

1.1 General Overview

This report summarises the top-level results from the Early Student Experience Survey conducted at Perth College between 21 October and 29 November 2024.

This is the 12th year of conducting a survey to ascertain student satisfaction of their early college experience. The process continues to use the JISC online open survey tool, in partnership with other Academic Partner colleges across UHI. For the second year, the survey was accessed by students using a generic link, rather than individual unique links as in previous years. The link and QR code were also shared with PATs and promoted through social media marketing.

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

The Quality team produced a real time overview of key indicators in the form of a result tracker, which allowed Sector Managers and Subject Leaders to monitor student engagement with the survey tool on a weekly basis.

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

- Overall experience
- Application and enrolment
- Induction
- Student support
- My course

Free text survey questions encouraged students to provide qualitative data on their individual experiences. The questions used to illicit more about the student experience were:

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

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

- “Lecturers are good, very helpful and knowledgeable at answering any questions and helping me on my journey.” HND Beauty Therapy (HN)
- “I like how it’s a my course is a mix of practical and theory which makes the course more fun and prepares me for work” NQ Hospitality Operations (FE)
- “I enjoy the structure of the course. I picked Perth as I could see more clearly what the course contained.” HN Counselling (HN)
- “I like how flexible the course is and how approachable and supportive my lecturers are in each module that I am studying. I think Perth UHI is great at signposting to support services and offering help to people in need.” HNC Computing (HN)
- “It’s a new way of learning and I’m interested in the subject. It also gives me an idea of what it will be like when I leave school.” Psychology Higher (FE Schools)
- “I really enjoy that my course isn't what I thought it would be like, it has definitely exceeded my expectations, I also feel like I am really taking in most of the information i am earning and can see it applied in many circumstances out with the course.” HNC Music Business (HN)
- “I am really enjoying the course so far, the lecturers at Perth college UHI are extremely helpful and knowledgeable, the atmosphere within the class room and studio is all around a great place to be. I feel like I’m going to learn a lot from this course and am excited to learn more in the coming years.” NC Sound Production (FE)

Two additional questions about Learning Resources were included this year to collect data on recent changes to the library and identify areas where further support could be provided

The first additional question asked:

‘We are improving your Library Learning Centre environment to ensure it is a welcoming, supportive space for all our students. What services or resources would you like to see added or removed.’

Students were able to select either add, remove or not sure from a list of additional services (Student Funding Assistance, Student Services, Counselling, Tech Support, Academic Skills Drop-in). Responses to each can be viewed in [Appendix 1](#).

The second additional question asked:

'If you have any other ideas you believe would enhance your experience and support your success during your time with us, please comment.'

An example of responses to this question have been provided below:

- "It would be nice to have more of an option for quieter spaces that aren't just in the library." NQ Social Services CYP (FE)
- "It would be nice to have more online events for group bonding" NQ Access to Humanities SWAP (FE)
- "Something that would help to aid the social side of meeting people and forming friendships with classmates and people from other courses would be, access to some kind of coffee shop or bar on campus that was open even just until 6pm. It would be brilliant as it would provide an on-campus space to connect with people but also create more of a general UHI Perth community feel as people from different courses would potentially go to hang out. That's the only thing I really feel is missing" HNC Music Business (HN)
- "An additional group class for people with learning disabilities just to run through basic need such as using word the line spaces how to use the tools how to write essays how to structure them" NQ Access to Nursing (FE)

1.2 Response Rates Overview

The survey was issued to 2911 students, of which 68% of students responded. This is an 11% decrease from 79% last year (ESES 2023).

There was a further notable decrease in overall response rates across FE, HN and Degree levels. Figures noted below:

- FE response rate was 76%, which is a 5% decrease from 2023 (ESES 2023 FE: 81%).
- HE response rate was 68%, which is a 12% decrease from 2023 (ESES 2023 HN: 80%)
- Degree response rate was 38%, which is a 23% decrease from 2023 (ESES 2023 Degree: 61%)

1.3 Satisfaction Rates Overview

The overall satisfaction rate has only dropped a percentage to 96% for 2024/25 and still indicates that students are highly satisfied with their college experience. The tables below provide an overview of the response rates for FE, HN & Degree (Table 1), Curriculum Areas (Table 2), and Sector Areas (Table 3). Please note, the satisfaction figures are based on Question 1 – Overall, I'm satisfied with my student experience so far.

Other key satisfaction questions show that 92% of students felt that it was easy to enroll on to their course, whilst 93% found induction helpful. In addition, 98% of students felt they were treated equally and fairly by staff and 94% were happy with the way the course was taught.

It is important to note that satisfaction for FE has remained at 98% while there has been a 2% decrease in satisfaction for HN students (94%) however, this is still an overall positive figure.

Additionally, student satisfaction has declined across all demographic categories. Notably, students with physical impairments or mobility issues are 5% less satisfied with their college experience.

Overall, while there has been a slight decrease in engagement, satisfaction rates have remained stable. It is crucial that we continue to increase the number of students actively participating in the SVR role, Student Forums, and other feedback platforms to ensure we collect meaningful data from the student survey.

2. Satisfaction Results

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

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

FE / HN / Degree	2024		2023		2022	
	Response Rate	Satisfaction	Response Rate	Satisfaction %	Response Rate	Satisfaction %
FE	76%	98%	81%	98%	60%	97%
HN	68%	94%	80%	96%	57%	95%
Degree	38%	91%	61%*	95%*	N/A	N/A

*Not recorded separately in previous years

2.1 Satisfaction by Curriculum Area

Table 2: Final Response & Satisfaction Rates by Curriculum Area

Curriculum Area*	2024	
	Response Rate %	Satisfaction Rate %
AHE	57%	96%
BSTW	77%	95%

*Curriculum Area changes for 2024/25. Trend analysis provided below of previous splits for information

Curriculum Area	2023		2022	
	Response Rate	Satisfaction %	Response Rate	Satisfaction %
ALS	89%	96%	49%	98%
BMCL	84%	97%	70%	93%
CCI	68%	96%	63%	98%
STEM	75%	98%	65%	99%

2.2 Satisfaction by Sector Area

Table 3: Final Response & Satisfaction Rates by Sector Area

Sector Area*	2024		2023		2022	
	Response Rate	Satisfaction %	Response Rate	Satisfaction %	Response Rate	Satisfaction %
Aircraft Engineering	57%	95%	39%	96%	60%	100%
Audio Engineering	39%	99%	65%	98%	51%	100%
Beauty Therapy	84%	95%	98%	97%	71%	98%
Built Environment & Horticulture	95%	98%	89%	99%	68%	98%
Business, Administration & Accounting	77%	96%	89%	100%	70%	100%
Computing	63%	99%	74%	99%	68%	92%
Creative Industries	68%	83%	77%	88%		98%
Early Education & Childcare	60%	99%	99%	96%	64%	98%
Engineering	59%	92%	56%	96%	42%	100%
Hairdressing	86%	100%	80%	100%	38%	96%
Health & Social Care	66%	92%	83%	93%	25%	98%
Food Studies & Hospitality	72%	97%	81%	96%	52%	100%
Humanities & Social Sciences	68%	98%	86%	96%	30%	100%
Language School	88%	98%	100%	98%	73%	98%
Automotive Engineering	82%	100%	65%	98%	87%	100%
Music & Music Business	31%	93%	53%	100%	64%	93%
New Opportunities	78%	97%	86%	98%	64%	100%
Science & Maths	58%	95%	77%	93%	69%	100%
Sport, Health & Outdoor Education	80%	91%	86%	95%	85%	93%

*There have been changes to the Sector Areas for 2024/25 however, response rating splits are still shown, where possible, to provide trend analysis between ESES 2022, 2023 and 2024

3. Satisfaction Results by Protected Characteristics

3.1 Age Band

Age Categories	ESES 2024/25 Satisfaction %	ESES 2023/24 Satisfaction %	SF1 2022Satisfaction %
16-17	96%	97%	98%
18-19	97%	98%	97%
20-24	93%	96%	96%
25 and over	95%	96%	97%
Under 16	99%	100%	98%

3.2 Gender

Gender Categories	ESES 2024/25	ESES 2023/24 Satisfaction %	SF1 2022 Satisfaction
Female including Trans Woman	96%	97%	98%
In another Way	97%	92%	98%
Male including Trans Man	96%	97%	97%
Prefer not to say	95%	97%	99%

3.3 Disability

Categories	ESES 2024/25 Satisfaction	ESES 2023/24 Satisfaction %	SF1 2022 Satisfaction %
I have a disability, impairment, or medical condition	92%	95%	98%
I have a physical impairment or mobility issue	92%	97%	100%
I have a specific learning difficulty such as dyslexia	96%	96%	99%
No disability	96%	97%	97%
Not disclosed	100%	97%	96%

3.4 Care Experienced

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

Categories	ESES 2024/25	ESES 2023/24 Satisfaction %	SF1 2022 Satisfaction %
No	96%	97%	98%
Yes	95%	96%	97%

3.5 Caring Responsibilities

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

Categories	ESES 2024/25	ESES 2023/24 Satisfaction %	SF1 2022 Satisfaction %
No	96%	97%	98%
Yes	95%	97%	97%

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

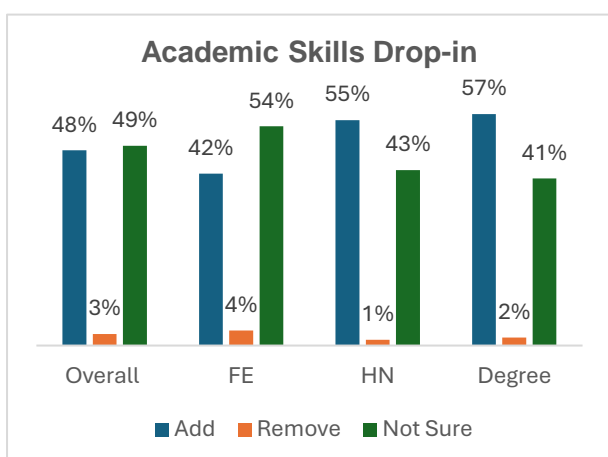
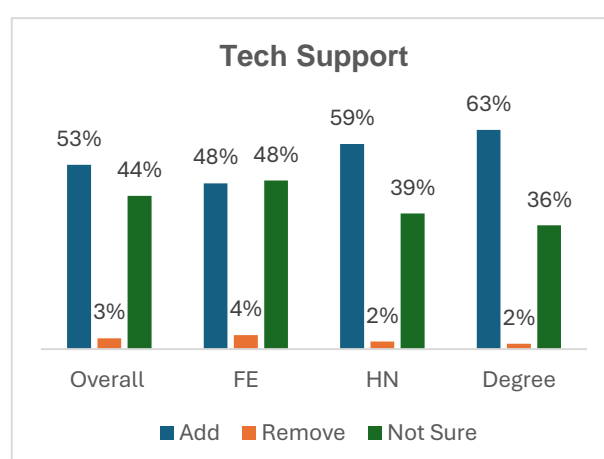
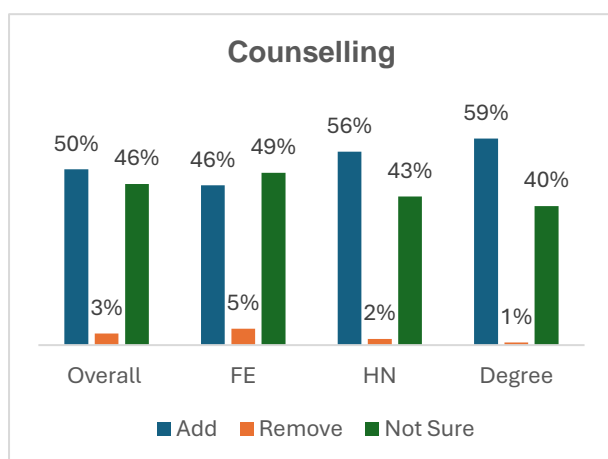
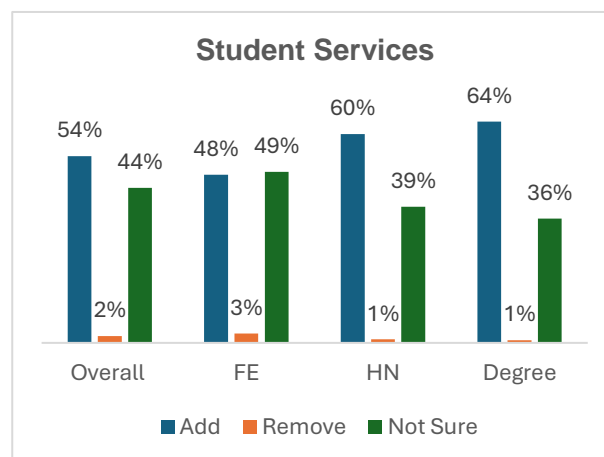
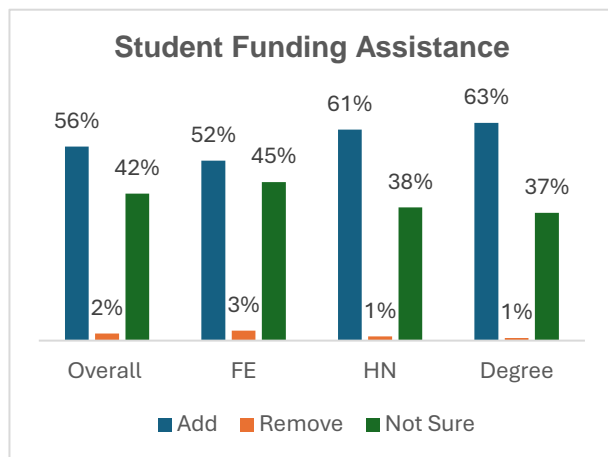
<i>NB: Responses are based on those who answered to Strongly Agree, Agree or Yes. N/A: No response</i>	College Overall	FE	HN	Degree
Student Satisfaction				
Overall, I'm satisfied with my student experience so far	96%	98%	94%	91%
Application and Enrolment				
It was easy to enrol on to my course	92%	94%	95%	95%
Induction				
The information I received before the start of the academic year, helped me prepare for my studies	90%	90%	87%	82%
I found induction helpful	93%	95%	92%	89%
During your induction were you told about the following:				
Your course, its content and structure	89%	90%	89%	89%
Information on guidance and support available to you	88%	88%	86%	87%
Information on how and when your assessments will take place and the opportunities for re-assessment	79%	78%	79%	83%
How you will receive feedback on your assessments	76%	77%	75%	75%
The college's complaints process	61%	62%	62%	57%
Plagiarism	54%	56%	51%	51%
The Student Code of Conduct	73%	63%	84%	89%
Absence reporting	81%	80%	83%	84%
Your course handbook	80%	83%	78%	72%
Student Voice Representative and Your Students' Association (formerly HISA)	72%	70%	72%	79%
What to do if you are unable to attend an exam or meet an assessment date due to circumstances out of your control	76%	71%	84%	79%

How to provide feedback to improve learning and teaching and college services	68%	69%	68%	68%
Support and My Course				
I know who my academic support contact (PDA, PAT, LDW, Guidance Tutor) is and how to contact them?	94%	91%	98%	98%
I'm treated equally and fairly by staff	98%	98%	97%	98%
I feel I'm on the right course	97%	97%	97%	97%
I'm happy with the way my course is taught	94%	97%	92%	86%

2024 Early Student Experience Survey (ESES) Overview Report

Appendix 1

Responses to: “We are improving your Library Learning Centre environment to ensure it is a welcoming, supportive space for all our students. What services or resources would you like to see added or removed:”



Committee Cover Sheet

Paper No.6

Name of Committee	Learner Experience Committee
Subject	Corporate Parenting Impact Report
Date of Committee meeting	19/02/2025
Author	Deborah Lally – Director of Student Experience
Date paper prepared	11/02/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	This paper is to provide the committee with an update on the impact we are making with regards to looked after children, young people and care leavers.
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: 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 Strategic Aim 2: College Growth and Ambition Strategic Aim 3: Partnerships and Collaboration Strategic Aim 4: Sustainability

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
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

Freedom of Information

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

Committee Cover Sheet

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] <small>Click or tap here to enter text.</small>	<input type="checkbox"/>

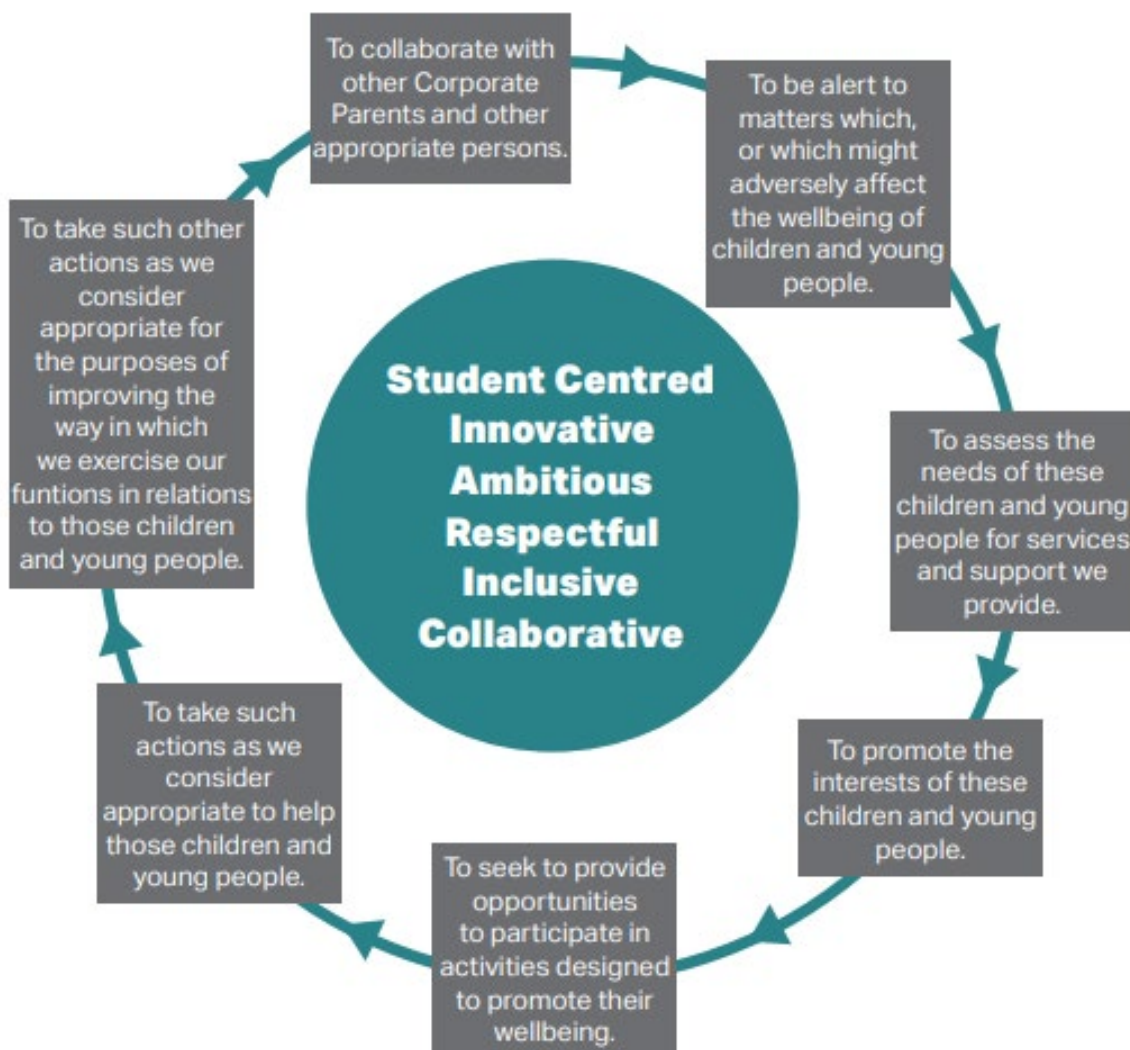
Further guidance on application of the exclusions from Freedom of Information legislation is available via: <http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp>

Committee Cover Sheet

UHI Perth Corporate Parenting Impact Report

The Children and Young People (Scotland) Act 2014 defines corporate parenting as ‘the formal and local partnerships between all services responsible for working together to meet the needs of looked after children, young people and care leavers’.

Under Section 58 the corporate parenting responsibilities that we are committed to are illustrated below:



Committee Cover Sheet

A snapshot of what we do:

- We continue to encourage applicants and students to disclose to us as early as possible if they are care experienced, a carer, or estranged. This is to ensure timely support and guidance is put in place by designated key contacts.
- Our Transitions Officer works closely with external organisations/agencies and individuals, providing that much needed support to individuals who have either previously disengaged with school or had poor attendance, ensuring they are ready and prepared to study at College.
- The Key Contact and the Transitions Officer work collaboratively to offer a 'Get Ready for College' course over the summer.
- We encourage our staff through CPD to keep up to date with training and guidance to ensure we can meet the needs of our students with regards to assessment/diagnostic testing.
- The Personal Academic Tutor (PAT) plays a crucial role, including, where using our BRAG monitoring tool, will intervene early when there are signs of disengagement, signposting (if applicable) and/or supporting students to get back on track to be successful.
- Our Student Engagement Co-ordinator manages our:
 - 'Complementary' breakfast which is available to all students;
 - The Big Project, providing accessible free foods and toiletries to all students;
 - The Big Hoose, providing alternative provision that students can access (e.g. bed sheets; crockery; cleaning products; clothing)
- Our Student Engagement Co-ordinator supports PKAVS Carer monthly drop in sessions at the College and helps to host annually, on the College premises, PKAVS Young Carers and Young Adult Carers Celebration Day.
- Our Student Engagement Co-ordinator covers a range of activities to encourage engagement throughout the academic year. They deliver workshops and class talks which can be tailored to specific classes and what is going on with them (topics) at that moment and time, these can include:
 - How to stay focussed; Public speaking; Stress and anxiety; Hate crime; E-Safety; Bullying; Stay the course; Sexual assault; Online abuse and harassment.
- Our Health and Wellbeing Team run a range of groups and workshops throughout the academic year, these include:
 - Neurodiverse Group; LGBT+ and Allies Group; Student Podcast Group; and Decider Skills
- Our Customer Services Team manages:
 - Digital loan equipment (laptops and dongles);
 - An accessible range of period products.
- We engage collaboratively with various groups such as: UHI Priority Group; PKC Corporate Parenting Sub Group; Who Cares? Scotland; Carers Trust.

Committee Cover Sheet

Statistics:

In 2016-17, care experienced students formed part of key groups and was measured and reported on for the first time in the FE sector. Initially, at UHI Perth, we had very little students disclosing this information to us (in 2017-18 we only had 55 students who disclosed). Through encouragement of disclosing, we have seen an increase that has become more steady over the last few years. The following table illustrates key performance indicators for the last 3 years at UHI Perth.

Academic Year	Successful Completion	Partial Success	Withdrawal
2023-24 (166)	53.6%	16.9%	28.9%
2022-23 (162)	59.0%	17.3%	23.5%
2021-22 (143)	61.0%	11.8%	25.9%

UHI Perth KPIs for Care Experienced Students

The following table provides information on the sector KPIs

Academic Year	Successful Completion	Partial Success	Withdrawal
2023-24	Not yet available (due to ASOS)		
2022-23	55.4%	17.0%	27.6%
2021-22	52.9%	17.8%	29.6%

Assessing our impact

When digesting the KPIs, we need to be cognisant of the impact of COVID. We are now starting to see the impact of those who were still of school age at the time who are now of an age to be studying at UHI Perth. We also need to take cognisance of the Scottish Government publication of [Education Outcomes for Looked After Children 2022/23 - gov.scot](#) on 27 August 2024.

Drilling down into our data at course level informs us that our care experienced students enrol on a wide range of courses on offer at the College and there is no one area that tends to attract more than another.

Committee Cover Sheet

For the last 3 years, more than 70% of our care experienced students have stayed on the course (AY 23-24 = 70.5%, AY 22-23 = 76.3% and AY 21-22= 72.8%) and withdrawals have fluctuated with AY 23-24 being the highest out of these comparator years.

Whilst our trajectory up until AY 2022-23 was moving in a positive position, this last year (AY 2023-24) our withdrawal rate has been higher. Therefore, we have not had as much of an impact as before.

Action being taken

The Director of Student Experience (DoSE) will be undertaking a task to understand our KPIs more thoroughly and will be looking at data, over a 3 year period, including student attendance, success at modular level, success at SCQF level, identifying any correlation between key groups (e.g. care experience 'v' SIMD). The findings from this exercise will be shared more widely with the view to forming a special interest group gleaning information from The Promise [Education : Plan 24-30](#) to establish what actions we can take to improve the success of our care experienced students.

Deborah Lally
Director of Student Experience
February 2025

Committee Cover Sheet

Paper No.7

Name of Committee	Learner Experience Committee
Subject	Student Recruitment Update 2024-25 and 2025-26
Date of Committee meeting	19/02/2025
Author	Deborah Lally – Director of Student Experience
Date paper prepared	11/02/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	This paper is to provide the committee with an update on our recruitment position with regards to funded targets for academic year 2024-25, and an update on our current recruitment position for 2025-26.
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: 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 Strategic Aim 2: College Growth and Ambition Strategic Aim 3: Partnerships and Collaboration Strategic Aim 4: Sustainability

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<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>Yes/ 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>If we do not recruit to funded targets, we may be in a position of clawback, which may have financial implications.</p>
<p>Equality & Diversity</p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>Yes/ 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>Yes/ 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>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p>Status</p> <p>(ie confidential or non-confidential)</p>	<p>Non-confidential</p>

Committee Cover Sheet

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

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Committee Cover Sheet

Student Recruitment Update 2024-25 and 2025-26

The Scottish Funding Council provide funding to Colleges and Universities using two different methods. Being a fully tertiary educational establishment, we are therefore measured on both. For FE provision, we are measured by credits; and for HE we are measure by FTEs.

Our funding is received by UHI and then distributed to the partners accordingly. The grant allocation given to Perth for AY 2024-25 is:

FE Credits	22,050
HE FTEs	1,708 (excluding controlled and other courses funded by alternative methods)

Calculations, including forecasting, inform us that:

- For FE – we have now met and slightly exceeded our credit target for the current academic year. At this stage it is good to have a cushion as data cleansing including audits may highlight anomalies that need to be managed.
- For HE – Semester 2 is now underway and for what was forecasted in way of recruitment has come to fruition, as per our end of year position, it is still likely we will fall short by approx. 200 FTEs.

Academic Year 2025-26

Members of PLG met with Sector Managers and Sector Leaders in November and December where, using trend data with regards to recruitment, achievement and progression, targets were drafted. These targets are in the process of being finalised.

To date, overall recruitment has been very good, with 278 more applicants being received in comparison to this time last year. It is however too early to determine if this is indeed additional applications or whether it is individuals choosing to apply earlier. We are looking at our data to help us understand this more and will be keeping a very close eye on this position. Like any other year, we will also be monitoring recruitment against targets at course level where we then identify those courses that need to be promoted more than others.

Deborah Lally
Director of Student Experience
February 2025

LEARNER EXPERIENCE COMMITTEE

Membership

Principal & Chief Executive (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 Member (the Teaching Staff Member of the Board of Management plus one other nominated teaching staff representative)

2 Student Board Members (to be nominated by HISA Perth)

1 Trade Union Member of the Board of Management

Depute Principal (Academic)

Chair of Scholarship and Research Committee

Director of Student Experience

Director of Learning, Teaching & Quality Enhancement

1 Director of Curriculum, to be nominated by Perth Leadership Group

In attendance

Other appropriate staff members of the College by invitation

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.

Reviewed October 2024