Learner Experience Committee

Agenda

Meeting reference: Learner Experience 2024-25/02
Date: Wednesday 20 November 2024 at 3:00pm
Location: Boardroom (Brahan 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 11 September 2024		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	**Student Experience**			
6.1	HISA Perth Strategic Update	HISA Perth	HISA Perth President	Paper 2
*6.2	National Student Survey Report	Director of Teaching, Learning & QE	Director of Teaching, Learning & QE	Paper 3
*6.3	Postgraduate Taught Experience Survey	Director of Teaching, Learning & QE	Director of Teaching, Learning & QE	Paper 4

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7	**Curriculum**			
7.1	Student Completion & Progression - update		Director of Student Experience	Paper 5
7.2	Student Recruitment update		Director of Student Experience	Paper 6
8	**Committee Reports**			
	No committee reports tabled			
9	Date and time of next meeting: • Wednesday 19 February 2025		Clerk	
10	Review of Meeting (to include check against Terms of Reference)		Chair	Paper 7

Learner Experience Committee

DRAFT Minutes

Meeting reference: Learner Experience 2024-25/01
Date: Wednesday 11 September 2024
Location: Boardroom (Brahan Room 019)

Members present: Lorenz Cairns, Depute Principal (Academic)
Chris Lusk, Board Member
Alistair Wylie, Board Member (from Item 6.2)
Xander McDade, Student Board Member
Andi Garrity, Student Board Member
Deborah Lally, Director of Student Experience
David Gourley, Director of Learning Teaching & Quality Enhancement
Christiana Margiotti, Director of Curriculum (AME)

In attendance: Ian McCartney, Clerk to the Board

Apologies: Margaret Cook, Principal
Patrick O'Donnell, Staff Board Member
Rosalind Bryce, Chair of Scholarship & Research Committee

Chair: **Lorenz Cairns**
Minute Taker: Ian McCartney
Quorum: 7

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 24 April 2024** The minutes were approved as being an accurate record of the meeting.	
5.	**Matters Arising from Previous Minutes** There were no Matters Arising. Chair noted with regard to the recent Education Scotland report previously reviewed by this Committee, that current issues being experience by SIMD10/20 students had been identified. Director of Student Experience reported that work had been undertaken in order to address this area and this would be reported to Education Scotland.	
6.1	**HISA Perth Strategic Update** Student Board Member presented Paper 2, and provided additional updates relating to recent work. Student Board Member highlighted recent Freshers Week activities and advised that HISA Perth had been discussing lessons learned from these activities. Student Board Member updated Committee on student induction sessions and issues being raised around student isolation/belonging. Board Member noted research into student belonging had identified the importance of clubs and societies in tackling such issues. Student Board Member advised that discussions were already in place and arrangements made to liaise with Director of Student Experience around potential local departmental fundraising opportunities, eg a RAG-type Society. Progress would be reported at next meeting. Paper 2 was **NOTED**.	Student Board Member & Director of Student Experience

6.2	**Student Satisfaction & Experience Survey** Director of Teaching, Learning and Quality Enhancement presented Paper 3, providing information and analysis from the SSES survey conducted in April 2024. Director of Teaching, Learning and Quality Enhancement advised that data will be analysed and triangulated with other sources of feedback to provide input into quality enhancement and improvement, which will be of particular relevance as part of the self-evaluation elements of the new QAA Quality Framework. Chair queried where actions arising from the Survey would be captured and where oversight was provided. Director of Curriculum advised that actions are retained across a number of different documents, however Perth Leadership Group retains a strategic overview. Board Member queried whether it would be possible to receive a glossary of acronyms and additional numerical information for greater understanding. Director of Teaching, Learning and Quality Enhancement agreed that these would be provided in future versions Committee **NOTED** Paper 3.	Director of Teaching, Learning & QE
6.3	**Student Funding Update** Director of Student Experience provided latest information around student funding processing, which was on track with 322 out of 562 applications processed; the remainder required additional information which is being chased up. Director of Student Experience Discussion advised that students who have not yet applied but may be eligible are also being contacted. Student Board Member queried emergency support arrangements for students coming off Universal Credit. Director of Student Experience advised that where possible students are directed to Hardship Funds but there are strict eligibility criteria under Scottish Government rules. Director of Student Experience further advised that SAAS have increased the level of Student Loan support fund available.	
7.1	**Student Completion & Progression - Update** Director of Student Experience presented Paper 4, which provided information (previously presented to Staff Conference) around completion and progression following publication of most recent SFC data.	

	Board Member queried the current partnership provision with local schools. Director of Curriculum advised that the College was looking to develop its partnership co-delivery with schools, however there have been some cuts in terms of schools provision offered via the Schools & College Partnership (SCP) of late so some rebuilding will be required. Student Board Member expressed concern that uptake in this important initiative is affected as this may affect future student numbers. Director of Curriculum agreed to take discussion around SCP forward via appropriate channels. Committee **NOTED** Paper 4.	Director of Curriculum
7.2	**Student Recruitment Update** Director of Student Experience provided the latest update regarding student numbers, predicting a shortfall of approx. 230 full-time HE. This prompted a discussion around what levers can be pulled to address this issue going forward: • Director of Teaching, Learning and Quality Enhancement noted that the College has failed to meet its HE target every year over the past few years, demonstrating that something different needs to be done, such as reverse articulation or summer schools which have been discussed but not actioned; • Chair noted that a review of curriculum and teaching & learning is about to get under way, and due for completion by the end of October; • Director of Curriculum note that, although our Marketing Team have tried a number of different local initiatives, more work needs done with UHI as numbers of students being recruited via Clearing remain low. Director of Student Experience completed update by noting that FE numbers were healthier, and targets for funded places were on likely to be met.	
8	**Committee Minutes** There were no Committee Minutes supplied for information	

9	**Date of Next meeting**	
	• Wednesday 20 November 2024	
10	**Review of Meeting**	
	Committee confirmed the business of the meeting had been consistent with the Terms of Reference.	

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

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

Status of Minutes – Open ☑

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

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

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

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

Committee Cover Sheet

Paper No. 2

Name of Committee	Learner Experience Committee
Subject	HISA Perth Update
Date of Committee meeting	20/11/2024
Author	HISA Perth
Date paper prepared	15/11/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	This paper provides an update on HISA Perth activities
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	n/a
Action requested	☒ For information ☐ For discussion ☐ For endorsement ☐ For approval ☐ Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership. If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	n/a In line with HISA strategy

Committee Cover Sheet

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

Committee Cover Sheet

Freedom of Information

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

Please select a justification from the list, below:

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

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

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

and

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

Highlands and Islands Students' Association Update October 2024

Executive Committee Updates

"Feel Fab February" - this month will include in person and online events to promote good mental health and wellbeing being organised by HISA officers. There will also be a targeted campaign to the government as well to ensure that students are getting effective support, and there is appropriate funding put into mental health services for students.

HISA Executive, led by VP Education has been taking part in the NUS Scotland Housing Campaign where we are advocating for the Scottish Government to safeguard housing rights for students.

HISA Executive, led by the HISA President are taking part in the Save our Scottish Universities campaign that has been relaunched by St Andrews University Student Union. This will include the HISA President signing the open letter that will be set to the First Minister, Finance Secretary and Minister of Further and Higher Education demanding that the sector is appropriately funded. William has made representations at the campaign to ask that the campaign is more tertiary focused as UHI is a tertiary partnership.

On the student officer front, HISA has now filled 15 of the 16 officer roles across the Partnership and is making plans to induct the very newest set of officers into their roles.

Student Voice Representation Update

As of 13.11.24 there are 183 registered SVRs at Perth, 58 of which have been trained. HISA ran 3 weeks of online training over October and November for all UHI SVRs to attend Mop up training is being organised in person and online to increase these numbers.
We are now working on gap analysis of subjects without student representation to offer proactive support to subject areas and identify consistent areas of challenges in SVR recruitment. This has been done in partnership with curriculum and quality teams.

At our first Student Representative Council (SRC) meeting in November we have 54 attending our hybrid meeting. A summary of the feedback received is as follows:
- o There was a disproportionate number of issues relating to estates and learning resources. We are currently in the process of organising a separate meeting to address these. For example:
  - Several courses commented that the physical resources were no longer effective and needed replacing or additional resources purchasing.
  - Several courses mentioned problems with heating in Goodlyburn and the ASW.
  - Many mentions of the price of food across campus, in the shop and the canteens.
  - Several mentions of issues with parking and electrical car charging on campus.
- o The meeting also asked for direct feedback regarding the library and study areas, as this had already been raised by several students.
- o Need for more PSAs and a recognition they are currently overworked.
- o Students are finding online classes are too long (some several hours), and it is difficult to manage these and concentrate for this length of time.
- o Campus accessibility especially due to Brahan lift issues

We plan for nominations to open for our annual elections prior to Christmas, with voting in March. Extensive publicity will take place to promote these opportunities for our 2025-26 Executive.

A democracy review is taking place, examining HISA's articles and schedules to address small issues of consistency. This will then inform wider forthcoming changes that can, among other things, reflect UHI's transformation.

Clubs and Societies Updates

At the end of October, we wrapped up our first term grant for clubs and societies. As clubs and societies continue to grow, and affiliation fees to BUCS and SSS increase, finance continues to be a significant barrier to the success and growth of clubs and societies. We continue to encourage groups to fundraise, charge membership fees, apply for external grants, seek sponsors, and apply for any UHI funds available, and we have support for all of this on offer.

We have been working closely with several clubs on a variety of issues like conduct management, duty-of-care, legal obligations, and facility/estates regulations. We continue to monitor and support our online club platforms.

Our UHI Women's Shinty Team won the Scottish Student Shinty Tournament at Strathclyde University last month, also welcoming students brand new to the sport. Our Perth Basketball Team and Football Team have been competing in the Scottish Student Sport League and our sports clubs across the partnership have welcomed lots of new student members. We are also looking ahead to next year's UHI Varsity, with a date set of 1st April in Inverness. We are hoping to make it bigger and better than last year!

Board of Management Updates

We will be commencing evaluation of the Board of Management Project with key stakeholders within boards and academic partners. Planning for this will be done with our elected student officers and Governance Professionals across UHI and will cover how successful support for student board members is within our organisations and further developments needed.

Other Key Updates

Since the last report to the Board, HISA has published its Impact Report for 2023-24 and its new 2024-2027 strategy and related KPIs to Principals and Board Chairs. HISA is now working through developing an annual reporting process to Boards against its strategy and KPIs. HISA management are also currently working with the UHI Transformation team on a student consultation process on the new operating model and continue to work on a range of improvement projects as HISA develops as an organisation – from developing social media guidelines, to developing a freedom of speech policy, to significantly revising its risk register to developing management training for staff. HISA has also finalised its Student Mental Health Agreement with EO and we are making joint plans to launch that document before Christmas.

Quality activities
Our pilot Subject Intern approach, developed and funded in partnership with LTA, is underway in the Business, Leisure and Creative Economy (BLCE) Cognate Subject Group.This pilot brings a student subject expertise to BLCE, including a seat on the BLCE CSG Committee and broadening the pool of students for UHI's internal quality review activity. Intern reflections will form part of a wider plan of evaluation that will inform conversations about a continuation or expansion of the pilot to other subject areas.
HISA has remained heavily involved in activities relating to the Tertiary Quality Enhancement Framework (TQEF), not least through regular engagements with colleagues across UHI, and key contacts in QAA and sparqs. Sparqs will be visiting UHI Perth on 22nd November and meeting with curriculum, quality and student engagement staff as well as HISA.

Advice Service
The Advice Service continually receives a diverse range of student enquiries, which include issues related to housing, support for formal complaints, and various other concerns. To enhance its outreach efforts, the service is actively planning a series of events aimed at directly engaging students on campus.

Cross Campus Events and Events on Campus
As part of their summer training, our Executive Committee created a list of events they would want to run in partnership this academic year to share resources and have event parity across the partnership. This included a successful MacMillan Coffee Morning run across various academic partners.

Regarding in-person events at UHI Perth, here is a summary of events that have happened and are due to take place:

- o End Sept: 2 SVR welcome events with 35+ students in total
- o Macmillan coffee morning - total raised just under £400
- o Music Bingo in October - (approx. 15-20 students)
- o Halloween treasure hunt across campus
- o World Kindness Day (Engaged with several hundred students all over campus – handing out sweet treats, water, stress balls and affirmation cards, and paying for small items from the canteen)
- o Therapets as part of world kindness day on 13th November
- o Music bingo (21st Nov)

After the launch of HISA's EDI Committee, we are currently working on campaigns, articles, and activities for Islamophobia Awareness Month, Trans Awareness Week and Remembrance Day, and 16 Days of Activism to end GBV and Human Rights Day. Some of our clubs and societies are getting involved and doing special activities to promote inclusivity and awareness.

Committee Cover Sheet

Paper No. 3

Name of Committee	Learning Enhancement Committee
Subject	National Student Survey 2024
Date of Committee meeting	20/11/2024
Author	Dr David G Gourley DTLQE
Date paper prepared	11/11/24
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Purpose: • The National Student Survey (NSS) is a UK-wide survey of final year undergraduate students For UHI Perth • In the National student survey the overall student satisfaction has decreased over a three-year period by 5 %. • This is due in part to an extend period of industrial action which is now over and also due to uncertainty and flux due to restructuring of academic departments and loss of key staff in certain areas. • 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 %). On analysis of the National Student Survey Results UHI Perth has generally positive learning and teaching environment. Students seem to be satisfied with the quality of teaching, the support provided, and the opportunities for learning and development. Key Strengths: • Strong Student Support: Students report high levels of satisfaction with the support provided by teaching staff. • Engaging Teaching: Teaching staff are effective in

Committee Cover Sheet

	making subjects engaging and intellectually stimulating.
	• Relevant Assessment: Assessments are perceived as fair and effective in demonstrating learning.
	• Positive Student Experience: Students feel valued and have opportunities to provide feedback.
	Areas for Improvement:
	• Independent Learning: While students are satisfied with the balance of directed and independent study, there may be room for improvement in developing students' independent learning skills.
	• Feedback Timeliness: While students are generally satisfied with the quality of feedback, there may be opportunities to improve the timeliness of feedback delivery.
	• Resource Accessibility: Ensuring consistent and easy access to subject-specific resources could further enhance the student experience.
	• Enhance Independent Learning Skills: Incorporate more opportunities for students to engage in independent research and problem-solving activities.
	• Improve Feedback Timeliness: Implement strategies to ensure timely delivery of feedback, such as setting clear deadlines and using technology to streamline the process.
	• Optimize Resource Access: Conduct regular reviews of resource availability and accessibility to identify and address any issues.
	• Strengthen the Impact of Student Feedback: Implement mechanisms to track and analyse student feedback to inform continuous improvements
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 has not been to another committee.

Committee Cover Sheet

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

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

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

and

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

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

University of the Highlands and Islands

National Student Survey Results 2024 - Summary

1 About the survey

The National Student Survey (NSS) is a UK-wide survey of final year undergraduate students, conducted annually by Ipsos MORI. The core survey consists of 27 multiple-choice items covering nine themes on appropriate scales covering positive to negative feeling plus an open text question. Each university has the opportunity to select additional questions from a number of optional banks. Responses to these are not compulsory and results are not published externally. The survey questions and response scales remain the same as NSS 2023.

2 Headlines

- This is a **very positive set of results** relative to both the sector and our benchmarks.
- **Overall satisfaction** for UHI was **81.2%** (+0.36%). This is above our benchmark of 80.7% for this question and above the Scottish sector average of 78.1%.
- This again places us **6th in the ranking for overall satisfaction** in Scotland and still well above our historic ranking.
- We are **above or significantly above our benchmarks** in all but 2 questions (*libraries* and *the balance of direct and independent study*).
- We **improved our NSS 2023 results** in all question themes apart from *Organisation and Management*, which was only 0.01% down. Notable improvements include the *Students' Association* (+9%), *Academic Support* (+1.6%) and *Teaching on my Course* (+1.05%).
- We performed **above the Scottish sector** in all question themes, bar *Learning Resources* where we were only 0.7% below.
- Two programmes and two Academic Partners **received 100% overall satisfaction**, with strong performances by several others.
- The 64% **response rate was lower** than 2023 (67%) and is lower than the Scottish response rate of 73%.

3 Scottish Ranking

Institution	2024	2023	2022	2021
University of St Andrews	88	90	89	93
University of Aberdeen	85	85	86	85
University of Strathclyde	84	82	82	85
University of Dundee	82	74	77	79
Abertay University	81	84	81	79
University of the Highlands and Islands	**81**	**81**	**82**	**78**
Robert Gordon University	81	82	83	84
Glasgow Caledonian University	79	77	79	78
Scottish HEI average	**78**	**77**	**79**	80
Edinburgh Napier University	78	79	80	81
University of West of Scotland	77	75	74	74
University of Stirling	77	71	80	81
University of Glasgow	76	78	80	84
SRUC	76	77	72	76
Heriot-Watt University	75	68	70	79
Royal Conservatoire of Scotland	75	73	63	79
Queen Margaret University	73	74	76	79
University of Edinburgh	70	71	73	71
Glasgow School of Art	58	73	65	53

Table 1: NSS 2024 results by Scottish Higher Education Institution: % agree for question 28: overall satisfaction.

4   Results for Overall Satisfaction

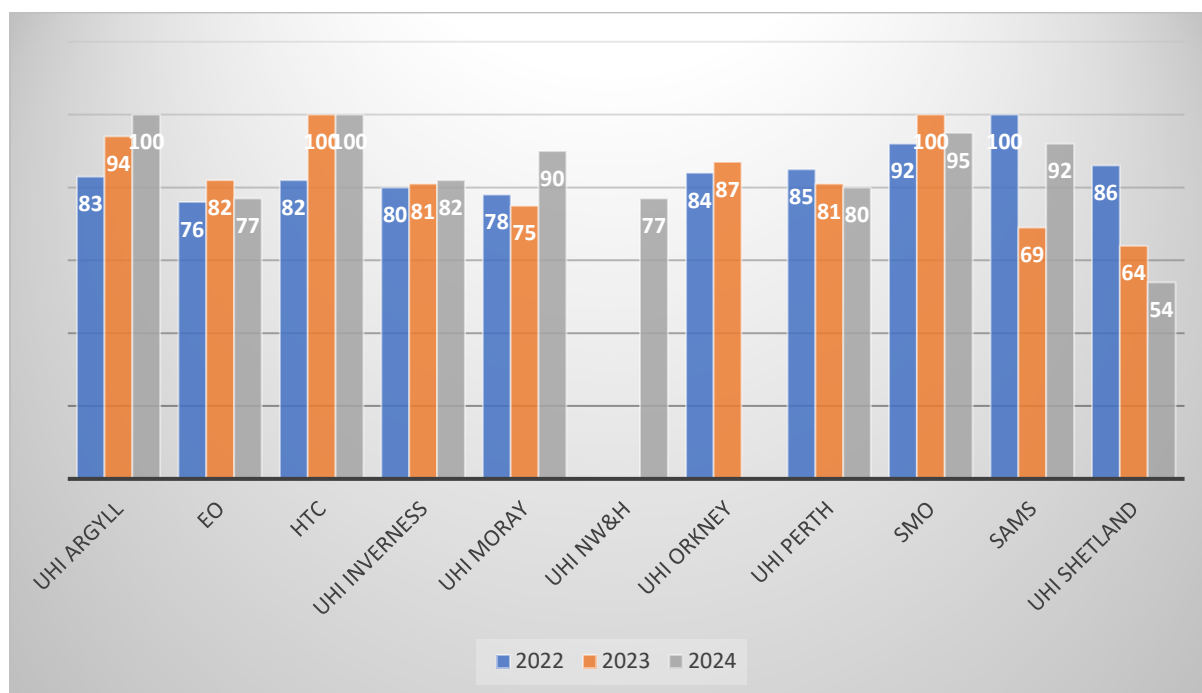## 4   By academic partner - Q.28 Overall Satisfaction

Figure 1: NSS 2024 results by academic partner: % agree for question 28: overall satisfaction. Data only available for partners meeting the reporting threshold (10).

4   By cognate subject area - Q.28 Overall Satisfaction

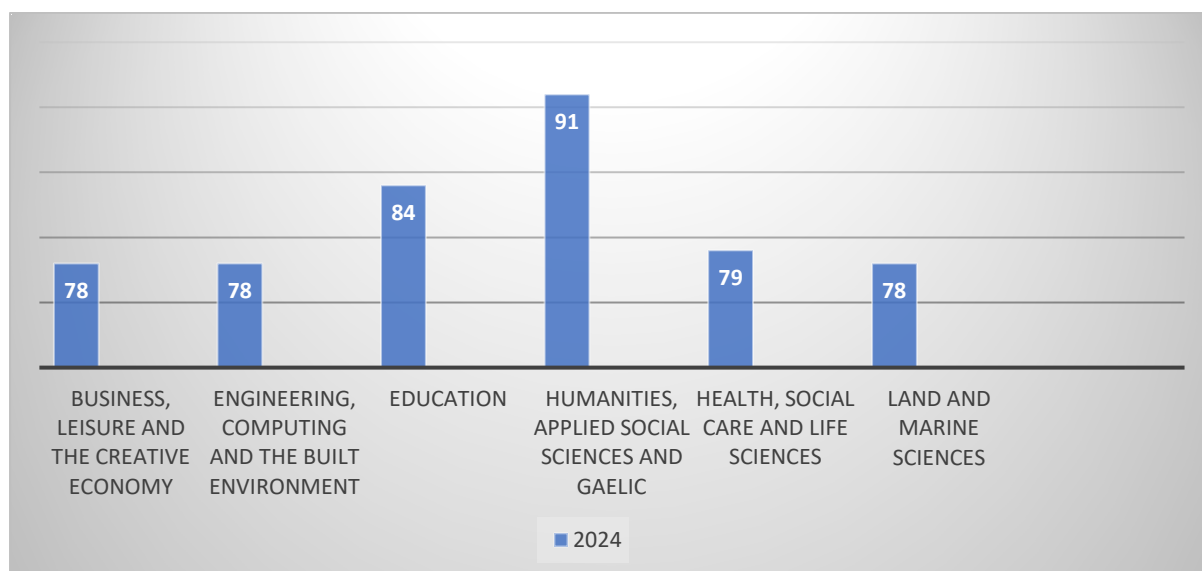Please note that due to the change to cognate subject areas, data for previous years is not available.

Figure 2: NSS 2024 results by cognate subject area: % agree for question 28: overall satisfaction.

5.1 By Programme – Q.32 Overall Satisfaction

	2024	2023	2022	2021
Audio Engineering BSH	**100**	81	86	67
History BAH	**100**	n/a	n/a	n/a
Food, Nutrition and Textiles BAH	**94**	62	85	n/a
Integrative Healthcare BSH	**93**	73	n/a	n/a
Sport and Fitness BSH	**93**	67	85	95
Marine Science BSH	**92**	69	100	100
Psychology BSH	**91**	100	80	82
Childhood Practice BAH	**91**	88	85	91
Architectural Technology BSH	**90**	n/a	n/a	n/a
Gaelic and Related Studies BAH	**90**	n/a	n/a	n/a
Business and Management BAH	**87**	100	72	88
Mental Health Nursing BSH	**85**	68	31	57
Adventure Education BAH	**80**	n/a	n/a	n/a
Popular Music BAH	**78**	90	77	80
Adult Nursing BSH	**75**	85	85	72
Child and Youth Studies BAH	**74**	76	78	69
Fine Art BAH	**69**	64	93	80
Forestry HND	**55**	45	73	70
Visual Communication and Design BAH	**40**	n/a	n/a	n/a

Table 2: NSS 2024 results by programme: % agree for question 28: overall satisfaction. Results are only available for programmes with > 10 respondents.

6 Results for all items

6.1 Results for all questions

NSS Item	UHI 2024	Scotland 2024	UK 2024
The teaching on my course	**90.0**	**86.2**	**85.4**
1. How good are staff at explaining things?	93.3	91.8	91.1
2. How often do teaching staff make the subject engaging?	87.7	81.5	80.9
3. How often is the course intellectually stimulating?	88.8	86.0	84.6
4. How often does your course challenge you to achieve your best work?	90.1	85.5	85.2
Learning opportunities	**84.6**	**81.3**	**82.4**
5. To what extent have you had the chance to explore ideas and concepts in depth?	86.7	83.8	83.5
6. How well does your course introduce subjects and skills in a way that builds on what you have already learned?	86.9	83.2	84.7
7. To what extent have you had the chance to bring together information and ideas from different topics?	87.4	83.7	83.6
8. To what extent does your course have the right balance of directed and independent study?	76.2	75.1	77.4
9. How well has your course developed your knowledge and skills that you think you will need for your future?	85.8	81.0	82.9
Assessment and Feedback	**84.3**	**74.3**	**78.3**
10. How clear were the marking criteria used to assess your work?	81.7	73.5	76.0
11. How fair has the marking and assessment been on your course?	85.4	80.0	81.2
12. How well have assessments allowed you to demonstrate what you have learned?	86.5	79.4	81.8
13. How often have you received assessment feedback on time?	86.5	71.3	79.9
14. How often does feedback help you to improve your work?	81.2	67.1	72.7
Academic support	**87.9**	**85.8**	**85.5**
15. How easy was it to contact teaching staff when you needed to?	88.0	86.4	85.5
16. How well have teaching staff supported your learning?	87.9	85.3	85.7
Organisation and management	**74.4**	**72.7**	**75.3**
17. How well organised is your course?	73.3	71.0	74.2
18. How well were any changes to teaching on your course communicated?	75.7	74.5	76.4
Learning resources	**86.8**	**87.5**	**86.9**
19. How well have the IT resources and facilities supported your learning?	87.9	85.3	84.8
20. How well have the library resources (e.g. books, online services and learning spaces) supported your learning?	87.1	90.7	89.8
21. How easy is it to access subject specific resources (e.g. equipment, facilities, software) when you need them?	85.6	86.8	86.3
Student voice	**76.9**	**72.9**	**74.0**
22. To what extent do you get the right opportunities to give feedback on your course?	83.9	84.7	82.3
23. To what extent are students' opinions about the course valued by staff?	81.4	75.3	76.5
24. How clear is it that students' feedback on the course is acted on?	65.1	58.5	63.3
25. How well does the students' union (association or guild) represent students' academic interests?	75.9	69.6	72.9
Mental wellbeing services	**82.1**	**75.0**	**78.6**
26. How well communicated was information about your university/college's mental wellbeing support services?	82.1	75.0	78.6
Overall satisfaction	**81.2**	**78.1**	**n/a**
28. Overall, I am satisfied with the quality of the course.	81.2	78.1	n/a

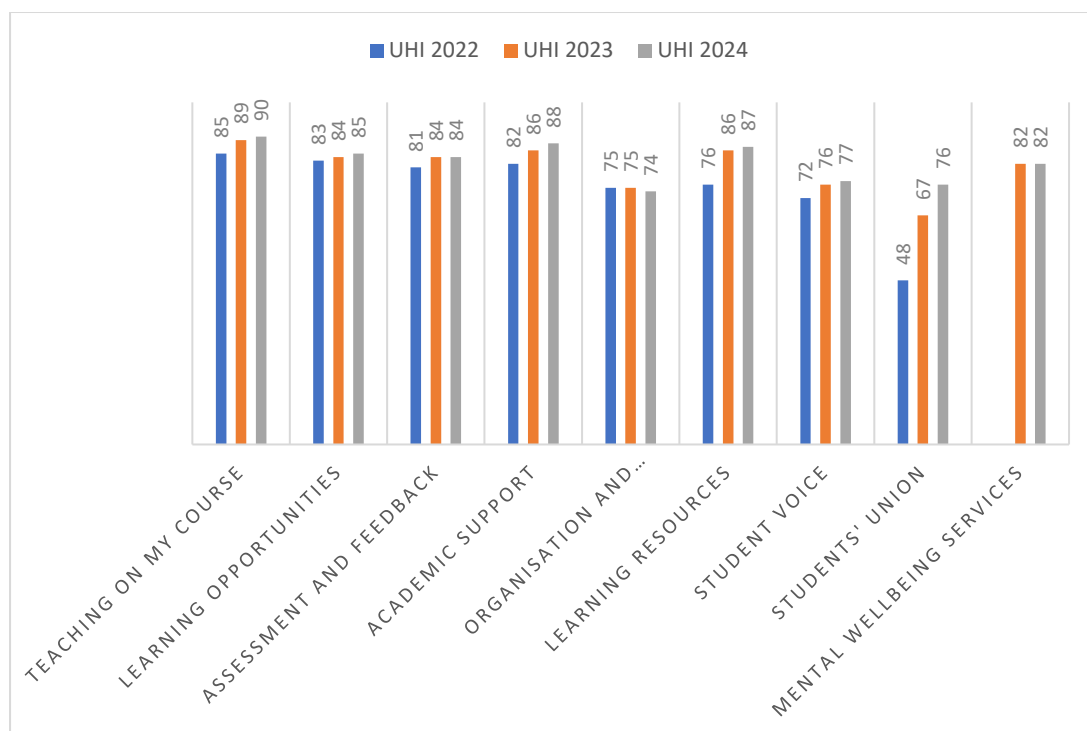Table 3: NSS 2024 results. % agree by individual item

6.2 Results by question scale

Figure 3: NSS 2024 results by question set: % agree for question set.

7 Response Rates

Academic Partner	no. of response	NSS sample	Response rate
Executive Office	121	138	**88%**
Highland Theological College UHI	10	13	**77%**
Sabhal Mòr Ostaig UHI	20	26	**77%**
Scottish Association for Marine Science UHI	13	17	**76%**
UHI Argyll	15	26	**58%**
UHI Inverness	126	192	**66%**
UHI Moray	52	91	**57%**
UHI North, West and Hebrides	91	160	**57%**
UHI Orkney	9	13	**69%**
UHI Perth	192	332	**58%**
UHI Shetland	13	21	**62%**
Total	**662**	**1029**	**64%**

Table 4: NSS 2024 response rates by Academic Partner.

Committee Cover Sheet

Paper No. 4

Name of Committee	Learning Enhancement Committee
Subject	Postgraduate Taught Experience Survey 2024
Date of Committee meeting	20/11/2024
Author	Dr David Gourley, Director of Teaching, Learning & Quality Enhancement
Date paper prepared	11/11/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Purpose: • The Postgraduate Taught Experience Survey (PTES) is a national survey that allows taught postgraduate students to provide feedback on their experiences. • The survey was conducted by the University of the Highlands and Islands (UHI) between April and May 2024. Key Findings: • In the Postgraduate Taught Experience Survey students UHI Perth reported a 94% overall satisfaction level from students, 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 students find the teaching methods effective, engaging, and supportive of their learning needs. • UHI achieved the highest overall satisfaction rate of any Scottish institution for the third consecutive year, at 88%. • However, this was a 4 percentage point decrease from the previous year's result of 92%. • UHI was ranked 15th in the UK for overall satisfaction out of 107 participating institutions (down from 3rd the previous year). • UHI had the highest satisfaction rates in Scotland for Teaching (88%) and Assessment (87%).

Committee Cover Sheet

<table>
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- UHI's lowest satisfaction rate was in the "Community" area at 44%, the lowest of all Scottish institutions.

Recommendations:

- Investigate the drop in overall satisfaction and focus on improving the "Community" area, which was the university's poorest performing metric.

- Continue to build on UHI's strong performance in Teaching and Assessment to maintain its position as a leader in Scotland.

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Committee Consultation

Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.

</td>
<td>This paper has not been to another committee.</td>
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<td>**Action requested**</td>
<td>

☒ For information

☐ For discussion

☐ For endorsement

☐ For approval

☐ Recommended with guidance (please provide further information, below)

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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.

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Resource implications

Does this activity/proposal require the use of College resources to implement?

If yes, please provide details.

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<td>Yes/ No</td>
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Committee Cover Sheet

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

Freedom of Information

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

Please select a justification from the list, below:

Its disclosure would substantially prejudice a programme of research	☐	Its disclosure would substantially prejudice the effective conduct of public affairs	☐

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Committee Cover Sheet

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

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

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

and

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

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

University of the Highlands and Islands Postgraduate Taught Experience Survey 2024

Brief report

Full results will be made available in the Autumn.

Table of Contents

1.   Introduction

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

1.2   The survey ran from 15/04/24 and closed on 31/05/24.

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

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

2.   Summary of results

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

2.2   The **overall satisfaction rate for the university was 88%.** This is lower than last year when our rate was 92%.

2.3   UHI was **ranked 15th in the UK for overall satisfaction out of 107 participating institutions**. In 2023 we were ranked 3rd.

2.4   The University also achieved the **highest satisfaction rate in Scotland** in two of the five areas of student experience: Teaching (88%) and Assessment (87%).

2.5   The University had only one area of poor performance, which was student **community**, where we had the **lowest score of Scottish institutions (44%)**.

2.6   In the UK, out of 107 HEIs we ranked **5th for Assessment, 20th for Teaching, 38th for Engagement, 42nd for Organisation and 104th for Community**.

2.7   In four question sets were UHI was ranked in the top 25% - Assessment, Teaching, Engagement and Organisation.

2.8   In one question set we were in the bottom 25% - Community.

2.9   The university achieved a **response rate of 25%,** down from 28% last year. The Scottish response rate was 18% and the UK response rate was 24%.

2.10   Our overall satisfaction rate is 7 percentage points above the Scottish mean (81%) and 4 percentage points above the UK mean (84%) (not for external dissemination at this time).

3. Overall Satisfaction

3.1 In the sector-weighted report, UHI scored **88%,** which is seven percentage points above the Scottish sector, but a drop of four points from last year. It is also four percentage points above the UK sector (84%) in terms of overall satisfaction.

	UHI	Sector (UK)	Scottish sector
2024	88%	84%	81%
2023	92%	83%	79%

4. Ranking of question sets

4.1 The table below shows UHI's ranking in relation to the overall sector (all UK participating institutions).

4.2 For each question set the satisfaction rates for UHI are compared to each of those sectors in relation to each question set. The satisfaction rates are then ranked to show which quartile of results it appears in for the relevant sector.

4.3 In comparison to the overall sector, we were in the top 1st or 2nd quartile of results for all but one question set.

4.4 In comparison to the Scottish sector we were in the 1st quartile for all but Community.

4.5 In comparison to Post-92 HEIs, we had a more mixed result involving all quartiles.

PTES 2024 — Summary

Compared to	Survey sample	Teaching	Engagement	Community	Assessment	Organisation	Overall
UHI	215	88%	83%	44%	87%	78%	88%
Sector	98311	86%	83%	**68%**	**79%**	78%	84%
Sector Quarters	107 HEIs	1	2	**4**	1	2	1
Scottish	7731	83%	80%	**59%**	**75%**	75%	**81%**
Scottish Quarters	10 HEIs	1	1	**4**	1	1	**1**
Post-92	47183	87%	85%	**72%**	83%	81%	86%
Post-92 Quarters	45 HEIs	2	3	**4**	1	3	1

5. Overall Satisfaction by Academic Partner and Programme

5.1 The table below details overall satisfaction by UHI programme.

5.2 Only programmes with >5 respondents are listed.

5.3 Responses of Definitely Agree and Mostly Agree to Q23 (Overall, I am satisfied with the quality of the course), which is the Advance HE definition of 'satisfied'.

5.4 For programmes not listed, our PTES results spreadsheet provides details by subject discipline.

5.5 2023 rates are only shown where data was available.

UHI Programme Name	2024 Overall Satisfaction	2023 Overall Satisfaction
MSc Advanced Nursing Practitioner	77%	
MSc Aquaculture, Environment and Society	67%	67%
MLitt Archaeological Studies	93%	86%
MBA Business Administration	86%	
MA Contemporary Art and Archaeology	100%	100%
MA Health and Wellbeing	100%	85%
MSc Leadership and Management	100%	
MLitt History of the Highlands and Islands	100%	
MA Music and the Environment	100%	
MSc Psychology Conversion	100%	
MLitt Scottish Heritage	80%	
MSc Sustainable Energy Solutions	86%	
MSc Sustainable Mountain Development	100%	
MEd Tertiary and Higher Education	72%	100%
MLitt Viking Studies	90%	100%

5.6 The following table provides results for overall satisfaction by UHI academic partner, with the same definitions and reporting requirements.

Academic Partner	2024 Overall Satisfaction	2023 Overall Satisfaction
UHI Department of Nursing and Midwifery	79%	
UHI Centre for History	94%	100%
UHI SAMS	93%	67%
UHI Inverness	91%	100%
UHI NW&H - Stornoway	91%	
UHI NW&H - Thurso	84%	
UHI Orkney	91%	94%
UHI Perth	94%	88%

6. Satisfaction rates by question set in comparison to previous year for UHI, the UK and Scottish sector.

6.1 All but one question set have a lower score than our results in 2023.

6.2 The UK and Scottish sectors have increased satisfaction levels in all but one area.

6.3 UHI has higher or equal satisfaction levels in all but one question set (Community) in relation to the UK and Scottish sectors.

6.4 Detailed results for all questions will be made available on Sharepoint.

	UHI 2024	UHI 2023	UK 2024	UK 2023	Scottish sector 2024	Scottish sector 2023
Overall Satisfaction	88%	92%	84%	83%	81%	79%
Teaching	88%	91%	86%	85%	83%	81%
Engagement	83%	84%	83%	82%	80%	79%
Community	44%	51%	68%	67%	59%	59%
Assessment	87%	88%	79%	79%	75%	73%
Organisation	78%	82%	78%	77%	75%	73%

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Committee Cover Sheet

Name of Committee	Learner Experience Committee
Subject	Student Completion and Progression Report
Date of Committee meeting	20/11/2024
Author	Deborah Lally – Director of Student Experience
Date paper prepared	15/11/2024
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	The purpose of this paper is to inform the committee of student success at both FE and HE level, including degrees. The information available to the committee is in summary form, where Sector Areas have access to course level detail allowing them to take forward appropriate actions when self-evaluating and target setting.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	N/A
Action requested	☒ For information ☐ For discussion ☐ For endorsement ☐ For approval ☐ Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf	Strategic Aim 1: Excellence in the Learning and Learner Experience Strategic Aim 2: College Growth and Ambition Strategic Aim 4: Sustainability

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.

Please select a justification from the list, below:

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

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

To provide clarity and context to this paper, in general, Colleges and Universities have different 'key performance indicators (KPI's) that they are responsible for monitoring:

- Colleges are held account on 'Early Withdrawal', 'Further Withdrawal', 'Partial Success', and 'Successful Outcome'.
- Universities are held account on non-continuation rates.

At UHI Perth, we strongly believe that HE data should be made available and monitored as we do at FE level, providing us with more insight into our HE students, allowing us to understand more fully our HE products and success rates for all modes of attendance. Working with our UHI colleagues, we have now developed our systems that allow this to happen at HE level.

Each table below provides a top-level summary of our student outcomes at different levels:

Further Education

Academic Year 2022-23		Academic Year 2023-24	
2287	students enrolled on FE study	2246	students enrolled on FE study
1637	72% successful outcome	1616	72% successful outcome
243	11% partial success	264	12% partial success
407	18% withdrawal	366	16% withdrawal

Higher National Certificate

Academic Year 2022-23		Academic Year 2023-24	
636	students enrolled on HNC study	751	students enrolled on HNC study
306	48% exit at this level with a HNC	401	53% exit at this level with a HNC
85	13% continue at the same level	65	9% continue at the same level
0	0% exit at a lower level	0	0% exit at a lower level
245	39% withdraw/transfer or fail their studies	285	38% withdraw/transfer or fail their studies

Higher National Diploma

Academic Year 2022-23		Academic Year 2023-24	
133	students enrolled on HND study	175	students enrolled on HND study
91	68% exit at this level with a HND	120	69% exit at this level with a HND
6	5% continue at the same level	11	6% continue at the same level
3	2% exit at a lower level (e.g HNC)	5	3% exit at a lower level (e.g HNC)
33	25% withdraw/transfer or fail their studies	39	22% withdraw/transfer or fail their studies

Degree Year 3

Academic Year 2022-23		Academic Year 2023-24	
777	students enrolled on Year 3 degree study	783	students enrolled on Year 3 degree study
444	57% exit at this level with an ordinary degree	453	58% exit at this level with an ordinary degree
242	31% continue either at the same level, or progress to honours year	226	29% continue either at the same level, or progress to honours year
10	1% exit at a lower level (e.g CertHE, DipHE)	8	1% exit at a lower level (e.g CertHE, DipHE)
81	10% withdraw/transfer or fail their studies	96	12% withdraw/transfer or fail their studies

Degree Year 4

Academic Year 2022-23		Academic Year 2023-24	
286	students enrolled on Year 4 degree study	259	students enrolled on Year 4 degree study
190	66% exit at this level with honours degree	180	69% exit at this level with honours degree
22	8% continue at the same level	25	10% continue at the same level
38	13% exit at a lower level (e.g CertHE, DipHE, Ordinary)	28	11% exit at a lower level (e.g CertHE, DipHE, Ordinary)
36	13% withdraw/transfer or fail their studies	26	10% withdraw/transfer or fail their studies

With exception to degree level, we should now be able to benchmark ourselves against the College sector who ultimately deliver HN qualifications. The latest sector data available is for academic year 2022-23 and includes:

- For HE, 65.5% of students enrolled on full-time qualifications were successful.
- For FE, 63.6% of students enrolled on full-time qualifications were successful.

At FE level we have always been able to monitor and track our outcomes by 'protected groups' (e.g. care experienced, SIMD, disability), we can now do this at HE level.

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This data, and more, is available at course level and has been circulated to all teams. Teams will utilise these reports as part of self-evaluation as well as preparation for target setting. An example of this report is available to the committee, as follows:

HE KPI Outcomes (utilising FES Outcome Codes)

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Only available for HE Level KPIs

The total number of students who enrolled

The title of the course will show here

COURSE/MODE DETAILS		STARTERS	(Repeat / Re-take)	EARLY WITHDRAWAL		FURTHER WITHDRAWAL		PARTIAL SUCCESS*		(Exit Early)	SUCCESSFUL OUTCOME			(Continuing / Progressing)
Full-Time Year 2														
2022/23		27	1	0	0.0%	3	11.1%	9	33.3%	0	15	55.6%	🔴	15
2023/24		26	2	2	7.7%	0	0.0%	2	7.7%	0	21	80.8%	🟢	21
2024/25	To Date	33	7	2	6.1%	0	0.0%	Current Year - Not Yet Available						
Full-Time Year 3														
2022/23		37	4	0	0.0%	1	2.7%	2	5.4%	0	34	91.9%	🟢	25
2023/24		35	3	1	2.9%	1	2.9%	7	20.0%	0	26	74.3%	🟢	22
2024/25	To Date	39	1	0	0.0%	0	0.0%	Current Year - Not Yet Available						
Full-Time Year 4														
2022/23		22	4	2	9.1%	0	0.0%	3	13.6%	3	17	77.3%	🟢	0
2023/24		23	0	0	0.0%	1	4.3%	2	8.7%	2	20	87.0%	🟢	1
2024/25	To Date	22	1	0	0.0%	0	0.0%	Current Year - Not Yet Available						
Part-time Year 3														
2022/23		1	0	0	0.0%	0	0.0%	0	0.0%	0	1	100.0%	🟢	1
Part-time Year 4														
2023/24		1	0	0	0.0%	1	100.0%	0	0.0%	0	0	0.0%	🔵	0
2024/25	To Date	1	1	1	100.0%	0	0.0%	Current Year - Not Yet Available						

🟢 Success >=70%

🟡 Success 60-69%

🔴 Success 50-59%

🔵 Success <50%

It is unlikely we will receive any funding for 'repeat / retake' cohorts.

Early Withdrawal – within the first 5 weeks

Further Withdrawal – after the first 5 weeks

Partial Success – includes those who completed but not achieved all modules and may have exited with a lower award

Successful Outcome Includes those achieving 'ordinary' degree, but will also inform you of those continuing / progressing.

Committee Cover Sheet

Paper No. 6

Name of Committee	Learner Experience Committee
Subject	Student Recruitment Update 2024-25
Date of Committee meeting	20/11/2024
Author	Deborah Lally – Director of Student Experience
Date paper prepared	15/11/2024
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.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	N/A
Action requested	☒ For information ☐ For discussion ☐ For endorsement ☐ For approval ☐ Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	Strategic Aim 1: Excellence in the Learning and Learner Experience Strategic Aim 2: College Growth and Ambition Strategic Aim 3: Partnerships and Collaboration Strategic Aim 4: Sustainability

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~~ If we do not recruit to funded targets, we may be in a position of clawback, which may have financial implications.
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

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

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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 are on track to meeting our credit target.

For HE – we have not met our FT target for both new recruits and progressing/continuing students. We had already planned to deliver January courses, and conversations are taking place about what other courses we can offer in January. Based on this, it is likely we will fall short by approx. 200 FTEs.

39% of this shortall is by way of new recruitment, and 61% is by way of progressing/continuing students. We have also been able to identify subject areas where this has been more realised. Using the newly developed KPI reports, will help us to triangulate better and understand more.

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