Learner Experience Committee

Agenda

Meeting reference: Learner Experience 2024-25/04
Date: Wednesday 23 April 2025 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 19 February 2025		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	**Strategy**			
6.1	Tertiary Quality Enhancement Review	QAA, CDN & SFC	Clerk	Paper 2
6.2	Artificial Intelligence	Director of TLQE	Director of TLQE	Paper 3
6.3	UHI Transition	UHI	Chair	Paper 4
6.4	QAA Institutional Liaison Update	Depute Principal (Academic)	Depute Principal (Academic)	Paper 5
7	**Student Experience**			
7.1	HISA Perth Update	HISA Perth	HISA Perth President	Paper 6

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7.2	SFC Benchmark Report on KPIs - update		Director of Student Experience	Verbal
8	**Curriculum**			
8.1	Student Recruitment	Director of Student Experience	Director of Student Experience	Paper 7
8.2	Student Destinations		Director of Student Experience	Verbal
9	**Committee Reports**			
	No Committee Reports to review			
10	Date and time of next meeting: • tbc		Clerk	
11	Review of Meeting (to include check against Terms of Reference)		Chair	Paper 8

Learner Experience Committee

DRAFT Minutes

Meeting reference: Learner Experience 2024-25/03
Date: Wednesday 19 February 2024
Location: Boardroom (Brahan Room 019)

Members present: Lorenz Cairns, Depute Principal (Academic)
Chris Lusk, Board Member
Chris Whatley, Board Member
Alistair Wylie, Board Member
Xander McDade, Student Board Member
Andi Garrity, Student Board Member
Patrick O'Donnell, Staff Board Member (from Item 7.4)
David Paterson, Teaching Staff Member on the Committee
Christiana Margiotti, Director of Curriculum
Deborah Lally, Director of Student Experience
David Gourley, Director of Learning Teaching & Quality Enhancement

In attendance: Ian McCartney, Clerk to the Board of Management

Apologies: Margaret Cook, Principal
Ronnie Dewar, Staff Board Member
Nicky Inglis, Director of Curriculum
Rosalind Bryce, Chair of Scholarship & Research Committee

Chair: **Lorenz Cairns**
Minute Taker: Ian McCartney
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, in particular new members Chris Whatley and David Paterson, 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 20 November 2024** The minutes were approved as being an accurate record of the meeting.	
5.	**Matters Arising from Previous Minutes** <u>Item 10 – Review of Meeting</u> Clerk confirmed detail around Vice Chair of the Committee.	
6.1	**Self-Evaluation & Action Plans (SEAP)** Director of Learning Teaching & Quality Enhancement presented Paper 2 and highlighted some key areas before open a discussion on the Plan. Board Member noted that it would have been useful to see more reference to areas of outstanding academic excellence as well as in provision of support to students to enable use as a marketing tool, as those academic institutions doing best ae those that are showing their excellence. Depute Principle noted that, while there was benchmarking of courses against a national average, there perhaps isn't amplification of these within the college's marketing to take advantage of this. Board Member queried what references to alternative exam arrangements mean in terms of delivery. Director of Learning Teaching & Quality Enhancement advised that awarding bodies are pushing to make assessment procedures easier to implement and be more sensible about how colleges can assess, as well as looking at accessible assessment within the classroom rather than provision of alternative times, etc.	

	Depute Principal (Academic) noted that the most recent Education Scotland visit had been very positive, however there was reflection on the challenges being faced around assessments during the visit, and it had been noted that these challenges were being experienced elsewhere too. Director of Curriculum advised that single-room assessment requests were coming in very late to there needs to be a strategy to deal with this. Student Board Member noted that 40% of schools were seeking similar arrangements and this is therefore going to land in colleges and universities in the near future. Board Member noted potential impacts on attainment of excellence as referred to earlier. Director of Learning Teaching & Quality Enhancement advised that some assessments were being redesigned to be more progressive and closer in design to what students aspire. Depute Principal (Academic) noted that the focus needs to remain on getting students to the next level. Director of Learning Teaching & Quality Enhancement concluded that there is a need to focus on the tools and techniques to reduce additional requirements in order to progress through college and beyond, to empower students to be prepared for the world of work. Paper 2 was **NOTED**.	
6.2	**Tertiary Quality Enhancement Framework** Clerk presented Paper 3 for information only, noting that a Tertiary Quality Enhancement Review briefing note for Boards was expected to follow shortly. Committee **NOTED** Paper 3.	
7.1	**HISA Perth Update** Student Board Member summarised Paper 4, highlighting the positive levels of engagement with Student Voice Reps (SVRs) and the refresh of the OBI Awards. Board Member queried what was being raised by SVRs as the main issues affecting students. Student Board Member advised that Estates and IT resources were being highlighted as key issues, and it had been helpful for SVRs to have members of PLG attend meetings to provide answers or take issues away for response. Committee discussed issues around certain Travel Cards not being	

| | accepted by Stagecoach and therefore having an effect around student finance/attendance. Committee were advised that HISA Perth has raised the matter with both Stagecoach and Perth & Kinross Council to look at solutions.

Paper 4 was **NOTED**. | |
|---|---|---|
| **7.2** | **Induction & Early Student Experience (ESES) Survey**

Director of Learning Teaching & Quality Enhancement presented Paper 5, noting that the report summarised results from the Early Student Experience Survey conducted at Perth College in October November 2024.

Director of Learning Teaching & Quality Enhancement further noted that the ESES was targeted at all students up to Postgraduate level, however response rates were 12% lower than in the previous year. Overall satisfaction rates were down by 15, but still very high (FE = 98%; HE = 94%).

Committee were advised that the key drop was around students with physical impairments and mobility issues, however this is likely to be mainly linked to the ongoing Brahan lift issue.

Board Member noted that the satisfaction rates are the kind of positive results that need to be promoted.

Board Member queried why there was such a large drop in response rates around degree students. Director of Learning Teaching & Quality Enhancement advised that the survey had been conducted in the same way as the previous year, which had seen a record response rate, however responses will be examined at a granular level to help understand this.

Director of Curriculum highlighted that the reduction in staffing is likely to have had an impact, particularly around PATs, as the focus group/survey double up last year appear to have helped to drive up response rates.

Depute Principal (Academic) noted that the NSS Survey was currently open, and this will be reported back to a future LEC. Director or Curriculum advised that a number of degree students focused on NSS rather than other surveys.

Student Board Member noted there were significant differences in terms of inductions received by FE and HE students, and suggested that a level of standardisation needs to be delivered following the loss of staff. Depute Principal agreed, noting that the focus should be on | |

	achieving the right balance between core and bespoke inductions.	
	Board Member queried current tensions around how to deal with AI, and whether this requires more in-house or observed assessments. Director of Learning Teaching & Quality Enhancement noted that AI being passed of as original work was definitely an issue and there is a need to look at authentic assessment methods to address.	
	Committee **NOTED** Paper 5.	
7.3	**SFC Benchmark Report on KPIs** Director of Student Experience noted that SFC have not yet released the benchmarks, therefore there no update has been provided to Committee. No timescale for when these would be produced (normally published in December or January each year). Delay has been linked to industrial action impacting on statutory returns.	
7.4	**Annual Corporate Parenting Impact Report** Director of Student Experience presented Paper 6 for information, noting that the Paper provides a summary of responsibilities, that the Strategy Plan to address has been published on the website, and that the Report provides a snapshot of activities, including some beyond the definition of "looked after children". Director of Student Experience also noted that data around drop-in success rates had been captured and was being examined by a Special Interest Group on the subject. Board Member queried whether any information had been generated from Exit Interviews. Director of Student Experience advised that reasons for leaving are recorded and disclosed to the relevant PAT and investigated. This data had not yet been fully analysed in granular detail, but mental health appears to be the main issue for all students. Committee **NOTED** Paper 6	
8.1	**Student Recruitment Update** Director of Student Experience provided the latest update regarding student numbers for 2024/45, predicting a shortfall of approx. 200 full-time HE, with FE still on track to meet the credit target. Director of Student Experience noted that Semester 2 recruitment was slightly ahead of expectations and numbers will be crunched to arrive at a final figure.	

	Board Member queried what conversion rates were being achieved, and what factors were affecting applications. Director of Student Experience advised that conversion rates differed for different courses and depends on the level of the course, and further advised that analysis was being conducted to better understand the increase in applications in comparison with previous years and this would be brought back to committee at a future point. Depute Principal (Academic) noted there were different approaches around unconditional acceptances around the sector, however the final arbiter for student numbers is enrolment rather than applications or acceptances, and a more cautious approach has been adopted this year around targeting. Director of Student Experience advised that 2025/26 targets had been made based on greater intelligence than previously utilised, therefore targets were more realistic. Director of Student Experience confirmed that that following targets for 2025/26 had been submitted to UHI: 22,050 FE credits 1,528 HE FTE Director of Student Experience advised that work will be conducted with Sector area to determine conditionality levels, or where there was a need for tests/performances within the process, and the Admissions Team will always try to schedule and interview as soon as possible in the process. When interviews have taken place, follow-ups to determine decisions take place and are then uploaded to the system, with weekly reporting to senior managers to monitor progress against targets.	Director of Student Experience
9	**Committee Minutes** There were no Committee Minutes supplied for information	
10	**Date of Next meeting** Wednesday 23 April 2025	
11	**Review of Meeting** Committee confirmed the business of the meeting had been consistent with the Terms of Reference.	

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

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

Status of Minutes – Open ☑

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

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

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

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

Committee Cover Sheet

Name of Committee	Learner Experience Committee
Subject	TQER – Briefing for Board Members
Date of Committee meeting	23/04/2025
Author	Ian McCartney, Clerk to the Board
Date paper prepared	16/04/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Paper comprises a Briefing Note for College Board Members around the Tertiary Quality Enhancement Review (TQER), as jointly produced by QAA Scotland, the College Development Network and the Scottish Funding Council. The paper outlines Board's responsibilities and provides detail on the TQER.
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.	n/a

Committee Cover Sheet

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

Committee Cover Sheet

Freedom of Information

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

Please select a justification from the list, below:

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

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and

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

Briefing Note for College Boards:
Tertiary Quality Enhancement Review (TQER)

Overview

TQER is the new **quality assurance and enhancement** methodology for all Scottish Funding Council (SFC) fundable further and higher education provision in colleges and universities across Scotland. It is designed to give assurance on academic standards and the quality of the student learning experience. By bringing together the whole **tertiary sector**, the TQER will support institutions in providing equitable, consistent, and high-quality educational programmes and identify ways that they can become even better.

Tertiary	**Quality**	**Enhancement**	**Review**
Scotland's colleges and universities further and higfher education provision	assurance that expectations and standards are bing met	getting better through a ficussed, targetted and measuable vision	external peer review teams examine institutions effectivess

The Board's Responsibilities

The Code of Good Governance for Scotland's Colleges includes a clear statement of the core responsibility of college boards to 'secure coherent provision for students' and to work with regional and national partners to achieve this.

The Code further clarifies the specific responsibility of the board for quality monitoring and oversight, stating in Section B8:

> The board must ensure appropriate mechanisms are in place for the **effective oversight of the quality and inclusivity of the learning experience** in the college or region. The board must ensure that the college works in partnership with sector quality agencies and other appropriate bodies to support and promote quality enhancement and high-quality services for students.

Detailed scrutiny of quality assurance arrangements is usually developed to the board's Learning and Teaching Committee (or equivalent) but is important to emphasise that oversight of quality assurance at strategic level is the responsibility of the whole board. This briefing note provides the key information on the new TQER arrangements for board members.

Assurance and Enhancement

Quality assurance is the systematic monitoring and evaluation of learning and teaching, and the processes that support them.

Quality enhancement is using evidence to plan, implement and evaluate deliberate steps intended to improve the learning experience in our colleges and universities. It is expected that every institution will have a clear strategic vision and leadership for enhancement and

the changes it seeks to achieve. Enhancement activity should be focussed, targeted and measurable, and involve intention and evaluation.

In an enhancement-led approach, institutions identify ways in which learning and teaching and the student experience may be improved, even when baseline expectations have been met. The enhancement culture in Scotland places an emphasis on engaging well beyond the baseline, thus inspiring **excellence**.

The TQER Process

TQER looks at the strategic management of learning and teaching, the management of academic standards and the quality of the learning experience for all credit-bearing provision, including collaborative provision with partners. This takes place on a seven-year cycle and every institution will be reviewed once within that cycle with follow-up activity that includes reporting and liaison with QAA as the quality agency for the tertiary sector and SFC as the funding body.

External peer review teams made up of staff and students from other colleges and universities, will look at an institution's effectiveness in meeting the four key principles of the Tertiary Quality Enhancement Framework, with data and externality as underpinning principles.

TQER will be comprised of several stages:

As part of identifying its strategic approach to enhancement and evaluating its current policy and practice, the institution is expected to make use of a range of external reference points that are relevant to their strategic vision, context, and student population.

The review process will take eight to ten months to complete with a series of activities scheduled in association with the appointed QAA Review Manager.

TQER provides a set of outcomes for individual institutions, that includes:

- a **clear judgement** on whether the institution has effective arrangements in managing academic standards, enhancing the quality of the learning experience and enabling student success,
- **findings, recommendations and good practice** for each institution on its approach to managing academic standards and enhancing the quality of the learning experience and enabling student success,
- an **action plan** subsequently developed by the institution outlining how the institution will make progress on review outcomes.

The review team will make a judgement on whether the institution meets sector expectations, which will be expressed as the institution being **effective**, **partially effective,** or **not effective** in managing academic standards, enhancing the quality of the learning experience, and enabling student success. If a judgement of partially effective is recorded the TQEF principles against which the institution is effective / not effective will be noted.

The **board will require to gain assurance** that the college has engaged fully and effectively

with these processes and has a clear plan for enhancement actions arising from the review.

Further Information

The College Development Network (CDN), through the National Governance Development Programme, will be providing further briefings for boards on both the TQER and the wider Tertiary Quality Enhancement Framework during the course of 2024-25. Board members will be able to access these through CDN's [Governance Hub](#) as they become available.

Committee Cover Sheet

Paper No.3

Name of Committee	Learner Experience Committee
Subject	AI report
Date of Committee meeting	23/04/2025
Author	David Gourley, Director of TLQE
Date paper prepared	15/04/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	In response to escalating financial challenges and the evolving educational landscape, UHI Perth is exploring the strategic adoption of Artificial Intelligence (AI) to enhance institutional sustainability, operational efficiency, and the overall educational experience. This report outlines key initiatives, policies, and considerations concerning the implementation of AI technologies at UHI Perth, with a focus on responsible and ethical integration.
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)

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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.	Not at this stage
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.

Data Protection	Yes/ <mark>No</mark>
Does this activity/proposal require a Data Protection Impact Assessment? If yes, please provide details.	Click or tap here to enter text.
Island communities	Yes/ <mark>No</mark>
Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	If yes, please give details: Click or tap here to enter text.
Status (ie confidential or non-confidential)	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: Indefinitely

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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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AI Adoption at UHI Perth

Introduction

In the face of significant financial challenges, UHI Perth must explore innovative solutions to ensure its long-term sustainability and success. One such solution is the adoption of artificial intelligence (AI). Integrating AI into various aspects of the institution can provide transformative benefits that address both immediate financial pressures and future growth opportunities.

Policy and Guidance on the use of AI

Generative Artificial Intelligence (GAI) has the potential to enhance the user experience for students and staff, create new opportunities for learning and improve the overall efficiency of our operations. It is recognised, however, there is a need for caution and control to ensure safe and ethical implementation. GAI is subject to bias and discrimination, and there are serious concerns about the potential for unauthorised access to sensitive data. As such, it is essential that we implement AI in a responsible and ethical manner, guided by the principles of transparency, accountability, and privacy.

To ensure that the use of GAI at UHI is performed safely, securely, and in compliance with all applicable laws and regulations, the UHI has developed [Principles on the use of Generative AI tools](#).

The principles must be applied in conjunction with UHI's [Generative Artificial Intelligence (GAI) policy](#), [staff guidance](#) and [student guidance](#).

AI-Powered Content Development

AI can streamline academic class preparation, significantly reducing the time required for lesson planning. Lecturer can use generative AI to create engaging and interactive educational materials, such as quizzes, exercises, simulations, and case studies. Currently we have 90 members of academic staff using the TeacherMatic Suite of AI generators. TeacherMatic is an AI-driven platform specifically designed for educators. It offers a comprehensive suite of over 50 innovative tools that streamline the creation of educational content. These tools assist in generating various teaching materials, such as lesson plans, quizzes, schemes of work, and multiple-choice questions, without requiring expertise in prompt engineering. Lecturers can simply provide straightforward instructions to create or modify existing resources, including presentations, Word documents, and PDFs. The primary aim of TeacherMatic is to boost teaching efficiency

and reduce educators' workloads, giving teachers more time to engage with students and less time on repetitive tasks.

Automated Assessment and Feedback

AI-driven grading tools streamline assessment processes, providing accurate and efficient feedback to students. AI-generated feedback can guide students in improving their writing, problem-solving, and analytical skills. Currently we are experimenting with using these AI-driven grading tools to find out their effectiveness, but current UHI policy forbids us using real student work in these trials.

AI and Assessment

Increased Risk of Academic Misconduct

- AI-powered tools, such as ChatGPT, can enable students to generate essays, reports, and code, raising concerns about originality and integrity.
- Automated content creation makes it harder to detect plagiarism and ghostwriting, requiring more sophisticated detection methods.

Increasingly we are seeing more and more cases of suspected academic misconduct using AI. Dealing with suspected academic misconduct involving AI tools requires a balanced approach that ensures fairness, maintains academic integrity, and educates students on ethical practices. This involves implementing our AI Policy and Guidelines that clearly defines academic misconduct and what students are allowed to use AI for and what they are not. If staff suspect GAI has been used, they can ask students to produce their draft work. They can also interview them and ask them critical questions such as

- what resources they used?
- what search terms did they use to search the library and the web?
- What references did they read but did not use?
- Why did they exclude those references?
- What did they learn while writing the assessment?
- What thoughts did they have after submitting the assignment – was there anything they think they should have included?
- And ask them if they used GAI to help them or not?

To help determine whether academic misconduct has taken place.

Moving forward we are looking to more Authentic Assessment arrangements

AI enables a shift towards real-world, skills-based tasks through simulations, project-based learning, and portfolios. This aligns with current pedagogical priorities such as

promoting deeper learning, creativity, and critical thinking. These assessments better reflect workplace demands and provide meaningful learning experiences.

Conclusion

Adopting AI at UHI Perth is not just a technological upgrade; it is a strategic imperative. By leveraging AI, the institution can enhance operational efficiency, provide personalized learning experiences, future-proof education, and support financial sustainability. These benefits are crucial for UHI Perth to thrive in an era of financial uncertainty and to continue fulfilling its mission of providing quality education to its community.

Committee Cover Sheet

Name of Committee	Learner Experience Committee
Subject	UHI Transition
Date of Committee meeting	23/04/2025
Author	Margaret Cook, Principal
Date paper prepared	16/04/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Paper summaries progress around the curriculum and academic strand of the UHI Transition Project
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.	n/a

Committee Cover Sheet

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

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Committee Cover Sheet

Update to Learner Experience Committee

UHI Transition – Curriculum & Academic

An outline document prepared by UHI outlining suggested priorities for a partner-wide curriculum was produced by the Deputy Principal Academic & Research of UHI, which was then presented for discussion at Partnership Council in March 2025.

Subsequent to this, work has begun on a number of Pathfinder Projects within the Transition Project, with Curriculum being an identified Pathfinder Project to take this discussion forward.

As yet, no outline proposals have been issued to Academic Partners in a publishable form for discussion at local Board and Committee level.

Margaret Cook, April 2025

Committee Cover Sheet

Name of Committee	Learner Experience Committee
Subject	QAA Institutional Liaison Update
Date of Committee meeting	23/04/2025
Author	Lorenz Cairns, Depute Principal (Academic)
Date paper prepared	16/04/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	Paper provides a comprehensive summary of the discussions and outcomes from a recent meeting with the Quality Assurance Agency (QAA), as part of the scheduled Institutional Liaison Meetings (ILMs) under the Tertiary Quality Enhancement Framework (TQEF), and outlines implications for the College.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	n/a
Action requested	☒ For information ☐ For discussion ☐ For endorsement ☐ For approval ☐ Recommended with guidance (please provide further information, below)

Committee Cover Sheet

Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership. If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	n/a
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.

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)	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:

Freedom of Information

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Please select a justification from the list, below:

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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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and

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

Board of Management Report
Subject: Summary of Institutional Liaison Meeting with QAA
Date of Meeting: 14 April 2025
Prepared by: Lorenz Cairns
Date: 15 April 2025

1. Introduction

On 14 April 2025, a meeting was held with Dr. Demelza Curnow, Institutional Liaison at the Quality Assurance Agency (QAA), as part of the scheduled Institutional Liaison Meetings (ILMs) under the Tertiary Quality Enhancement Framework (TQEF). This report provides a comprehensive summary of the discussions and outcomes from the meeting and outlines implications for the College.

Participants

Dr Demelza Curnow Quality Assurance Manager and QAA institutional liaison officer

for UHI Perth (Chair)

Lorenz Cairns Depute Principal

Dr David Gourley Director of Teaching, Learning and Quality Enhancement

Xander McDade Perth President (HISA), Student Representative

Aimee Cuthbert Development Manager – Perth and Moray, HISA, supporting the

Student Representative

2. Background and Context

Dr. Curnow opened the meeting by clarifying that QAA has been working in coordination with the Scottish Funding Council (SFC) to ensure that the scheduling and purpose of Annual Quality Engagements and QAA's ILMs are aligned. The aim is to avoid duplication and enable a complementary quality assurance process.

Dr. Curnow confirmed that while SFC is holding meetings with institutions throughout March and April, they are engaging only with the University of the Highlands and Islands (UHI) as the Regional Strategic Body. They are **not** meeting directly with UHI Academic Partner colleges. As such, QAA is independently initiating contact with individual colleges to conduct their Institutional Liaison Meetings.

3. Purpose of the ILM

Dr. Curnow explained that this year's ILM is primarily introductory in nature, aiming to:

- Establish relationships with key college contacts.
- Gain a better understanding of the institutional context.

- Review key strategic documents, particularly the Self-Evaluation and Action Plan (SEAP).

- Outline how ILMs will function in future years under the TQEF.

She emphasised the value of tailoring the meeting's participants to reflect institutional context, suggesting inclusion of:

- Head of Quality (or equivalent)

- Deputy/Assistant Principal with responsibility for Learning & Teaching

- Students' Association President or Vice-President (academic focus)

However, she noted that these roles are not prescriptive and can be adapted to the institution's structure.

4. Meeting Agenda and Discussion Summary

The agenda items were fully discussed as outlined below:

a. Overview of ILM and TQEF

Dr. Curnow provided a clear overview of the ILM's place within the broader TQEF structure and its forward-looking role in continuous enhancement.

b. Institutional Context

- Strategic priorities from both the institution and the Students' Association were presented.

- Current challenges and opportunities were candidly discussed.

- The institution's position on AST and its potential impact on students was addressed confidentially.

c. Institutional Approach to Enhancement

- The strategic enhancement approach was outlined, with supporting reference to the SEAP.

- The institution's SEAP was shared and discussed; however, **no specific feedback** was offered during the meeting.

- It was noted that **SFC has not provided feedback on this year's SEAP** to any college within the sector.

d. Student Partnership

- The College's strong and embedded student partnership culture was highlighted.

- Dr. Curnow praised the **effective working relationship between students, staff, management, and the Students' Association**, identifying it as a strength.

e. Sector-wide Enhancement Topic (STEP)

- An update was provided on current engagement with the **Scotland's Tertiary Enhancement Programme (STEP)**.

- Dr. Curnow was given an overview of institutional initiatives and ongoing activity aligned with STEP themes including the two main projects the college was working on:

    1. Language Accessibility Promise
    2. Assessment for the learner

5. Next Steps

Dr. Curnow advised that she now prepare a formal report based on the meeting. This report will contribute to the annual institutional quality engagement cycle and inform ongoing discussions and sector-wide reporting by QAA.

6. Key Observations and Reflections

- The meeting was constructive and provided a platform to share institutional progress and context.

- While feedback on the SEAP was limited due to the sector-wide delay from SFC, the discussion helped reinforce our strategic direction.

- The positive commentary on our internal partnerships and the strength of our collaborative working culture with the Students' Association is encouraging and aligns with our values.

- Continued engagement with STEP and alignment with sector priorities were demonstrated clearly.

Committee Cover Sheet

Name of Committee	Learner Experience Committee
Subject	HISA Update – April 2025
Date of Committee meeting	24/04/2025
Author	Highlands and Islands Students Association (HISA)
Date paper prepared	15/04/2025
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	☒ 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.	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

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Highlands and Islands Students' Association Update April 2025

Executive Committee Updates

The Executive Committee have been responding to work around UHI Transformation, encouraging students to participate in the consultation exercise.

Our local officers are wrapping up their current term in office having seen success in their manifesto points throughout the year. These successes include successful events such as our Burns Ceilidh and Feel Fab Festival, supporting promotion on student-led businesses on campus, gathering feedback on the food and beverage provision on campus and other issues affecting students.

Student Voice Representation Update

As of 14.04.2025 there are 205 registered SVRs at Perth, 86 of which have been trained (Reps cover 41% of classes and 42% of reps are trained).

SVR meeting attendance:
Meeting 1 (Nov 2024): 54 SVRs
Meeting 2 (Dec 2024): 31 SVRs
Meeting 3 (Feb 2025): 51 SVRs
Meeting 4 (Mar 2025): 26 SVRs

Recent SVR issues (from meeting 4) include:
- Estates issues re. Potholes on access road to college, damp in buildings, printing services, lifts (Creative industries and Brahan lift)
- Volume of emails received by students
- Anti-social behaviour (particularly hate related) on campus – how to report and monitoring
- Provision and promotion of services to support student wellbeing and mental health

HISA's SVR exit survey has been sent to all SVRs which will close mid-May, the results of which will be used to re-evaluate our Student Voice Rep work in 2025/2026. Work is also due to commence on re-designing SVR training.

Clubs and Societies Updates

HISA are supporting clubs and societies with their handover periods and AGMs to ensure continuation of clubs beyond this academic year.
Our men and women's Shinty Teams competed in the St Johns Littlevase in St Andrews on 1st April with our teams gaining first and second place respectively for the second year in a row.

Board of Management Updates

HISA has commenced its evaluation of the above project and our cross-campus President has reached out to Principals and Board Chairs, inviting them to participate. We look to hearing who from UHI Perth will be willing and able to contribute to these discussions to help ascertain the impact of this project at a Perth and UHI-wide level.

Other Key Updates
Cross Campus Events and Events on Campus

Since the last update attentions have been focussed on Student Officer Elections and the OBI awards.

During voting week a total of 946 members voted (4.17%) casted 2,984 individual votes in our Student Officer Elections. This represents an increase in turnout by around 54.32% compared to the 2024 Officer Elections

(2024 Turnout – 613 members).Onboarding is commencing for our incoming officers who are due to commence on 1st August, with residential training for the HISA Executive Committee taking place at UHI Perth at the end of July.

A more detailed breakdown of elections statistics will be made available for June's Board meeting in our Elections Report.

We have received a record breaking 488 OBI nominations this year and the judging panel will meet week commencing 21st April. Planning for the award ceremony, to take place on 28th May 2025 is under way.

HISA is beginning preparations to sell out of use iMacs at UHI Perth, refurbished by computing students, with all proceeds going to The Big Project. The units, only available to Perth students, will be publicised in due course.

Committee Cover Sheet

Paper No.7

Name of Committee	Learner Experience Committee
Subject	Student Recruitment Update 2025-26
Date of Committee meeting	23/04/2025
Author	Deborah Lally – Director of Student Experience
Date paper prepared	15/04/2025
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 funded recruitment position for academic year 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	☒ 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

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~~ 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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UHI Perth is a registered Scottish charity, number SC021209

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Committee Cover Sheet

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Academic Year 2025-26

Recruitment/Admissions

When we last updated the Student Experience Committee in February, we reported that, overall, recruitment had been good, with 278 more applications being received in comparison to the same time the year before. We were not at that time in a position to identify whether this was (1) applicants choosing to apply earlier, or (2) a genuine increase in the number of applications being received.

To date, for FE, we continue to see a week on week increase in the number of applications being received, with an additional 170 in comparison to this time last year. To date, we have also offered up to 100 more places as well.

To date, for HE, we are now seeing a slight decrease in these numbers in comparison to this time last year, this also includes a decrease in the number of offers being made..

We continue to monitor both FE and HE through a tracking process where we apply a RAG status against each individual course, working with our Marketing colleagues to promote those courses at risk of not meeting the funded target.

In addition to the tracking process, we have also produced a report showing trends for each course that shows the conversion rate between offers to enrolment. We have incorporated this into the RAG status tracking process that will allow us to use this intellect when making decisions (e.g. Are applications/offers in excess to target? Is this because we know the conversion rate? Is the conversion rate good, and if we have capacity and resource (staff and finance), could we explore running additional cohorts, including viring?)

Haste Ye Back

It is the expectation that those currently undertaking a HND or Degree, their intention would be to continue with their qualification next academic year. Those who are currently studying a HNC or HND who can progress onto a Degree, we are in the process of engaging with them to seek their intentions. The total number of current full-time students categorised as 'Haste Ye Back' is 1099. Our target has been set at 800.

End.

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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