

Learner Experience Committee

DRAFT Agenda

Meeting reference: Learner Experience 2025-26/03

Date: Wednesday 04 March 2026 at 3:00pm

Location: Online

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 November 2025		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Strategy			
6.1	Self-Evaluation & Action Plans (SEAP) – Progress Update	Director of Quality & Resources	Director of Quality & Resources	Paper 2
7	Student Experience			
7.1	HISA Perth Update	HISA Perth	HISA Perth President	Paper 3
7.2	Induction & Early Student Experience Survey (ESES)	Quality Officer	Director of Quality & Resources	Paper 4
7	Curriculum			
7.1	Student Recruitment - 2025/26 Report	Director of Student Experience	Director of Student Experience	Paper 5
7.2	Student Recruitment - 2026/27 Targets	Director of Student Experience	Director of Student Experience	Paper 6

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8	Committee Reports			
	No committee reports tabled			
9	Date and time of next meeting: Wednesday 06 May 2026		Clerk	
10	Review of Meeting Amendments to Committee Terms of Reference	Clerk	Clerk	Paper 7

Learner Experience Committee

DRAFT Minutes

Meeting reference: Learner Experience 2025-06/02

Date: Wednesday 19 November 2025

Location: Online

Members present: Chris Lusk, Board Member (Chair)
Sarah Cordwell, Board Member
Mary Fraser, Board Member
Chris Whatley, Board Member (from Item 6.1)
Catherine Etri, Interim Principal
Millie Foster, Student Board Member
Andi Garrity, Student Board Member
Ronnie Dewar, Trade Union Board Member
David Paterson, Teaching Staff Member on the Committee (to Item 6.1)
Nicky Inglis, Director of Curriculum
Christiana Margiotti, Director of Curriculum (from Item 6.3)
Deborah Lally, Director of Student Experience
David Gourley, Director of Learning Strategies, Enhancement & Resources

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

Apologies: Patrick O'Donnell, Staff Board Member

Chair: **Chris Lusk**

Minute Taker: Ian McCartney

Quorum: 7

Minutes:

Item		Action
1.	Welcome and Apologies Chair welcomed everyone to meeting and noted apologies.	
2.	Additions To The Agenda Chair requested updates on the status of the Brahan lift, and on local employer engagement. Interim Principal advised that the lift had been operational but has broken down again, with engineers on hand to finishing fixing A keypad access system will be implemented to avoid future over-use by those who do not require to use the lift. Committee discussed current engagement with local employers in order to allow identification of gaps to address. Identified initiatives/partnerships include: • Modern Apprenticeships • Graduate Apprenticeships • Short courses with SSE • Tay Cities Partnership • PKC local employability partnership • Audio engineering interconnected with microbusinesses and gaming industry • Employability modules in social sciences, including work experience options • Embedded governing body awards in sports programmes • Embedded PT awards for indoor coaches Committee were informed that more needed to be done to raise awareness among employers as to the facilities and options on offer. Board Member suggested creating an overall list of current established engagement for marketing purposes for distribution to local employers, which would be taken forward for discussion at an operational level.	
3.	Declaration of Conflict of Interest in any Agenda Item No conflicts of interest were declared.	
4.	Minutes of Meeting held on 10 September 2025 Student Board Member noted that Matters Arising re previous Item 7.1 in the Draft Minutes did not refer to some students being prevented from accessing the LapSafes on campus if their phone screen is cracked, as this results in the barcode on their digital ID card becoming	

	distorted. This would be another benefit of physical IDs. Clerk to amend Draft Minutes accordingly. The minutes were otherwise approved as being an accurate record of the meeting.	Clerk
5.	Matters Arising from Previous Minutes <u>UHI Transformation</u> Interim Principal provided Committee with a brief update on the current status of UHI Transformation, noting that 2 operating models were being focused on and financial and economic information was being fed into these. The Full Business Case was scheduled to be available from mid-December and then submitted to SFC. SFC representatives had been invited to attend the Board meeting with UHI scheduled for January 2026. <u>Item 8.6 – Any Other Business</u> Director LSER advised that the Repeated Absences function had been removed from MyDay due to lack of capacity.	
6.1	HISA Perth Update Student Board Member presented Paper 2, an update on recent HISA activity and events. Committee noted that there was no comparison against previous years for some of the key statistics provided, eg training numbers, and requested that future reports include comparative analysis of key statistics. Committee briefly discussed operational issues around car parking and vaping shelters that had been raised at Student Representative Council and agreed that, given financial restraints and public health concerns, neither required alteration from current arrangements for the near future as a priority. Committee NOTED Paper 2.	HISA Perth
6.2	Student ID Cards Director of Student Experience presented Paper 3 on Student ID Cards following previous discussions on the matter, and advised Committee of potential data security risks associated with, and the lack of persuasive data around student demand in support of, such a scheme. Committee discussed the potential benefits of an ID card, particularly around the building of bonds between students and the College, before determining that the initial costs and ongoing resources required to process physical ID cards on an annual basis effectively ruled out the proposal being taken forward at this stage.	

	Committee AGREED that Director LSER and HISA Perth look at how best to ensure students are aware of options currently available, and that Director of Student Experience should continue to engage with Stagecoach to attempt resolutions around the specific issue of rejection of some student ID formats. Committee NOTED Paper 6.	
6.3	Corporate Parenting Impact Report Director of Student Experience presented Paper 4, which formed a broadly positive annual report around on Corporate Parenting, and noted the strengthening relations in this area between the College and PKC. The Report showed that completion rates were moving in the right direction, and a Development Plan was looking at next stages. Director LSER note the opportunity to include some of the key merits of the Report as a specific action within the SEAP, as this was an area being discussed with SFC. Interim Principal advised there was a need to reflect on what the College was doing to be 6% ahead of the sector norm in this area. Director of Student Experience suggested that SEAP needs to focus on all student protected groups, not just care experienced students. Interim Principal and Director LSER to take forward discussions around SEAP. Committee NOTED Paper 4.	Interim Principal/ Director LSER
7.1	Student Recruitment Director of Student Experience presented Paper 5, which presented the latest update around student recruitment numbers. Director of Student Experience advised that HE numbers had exceeded the approved target for 2025-26, and were 10 short of the additional of the additional 50 FTEs included in the FRP. FE credit numbers have been exceeded, and this position is likely to remain the case by year-end. Committee NOTED Paper 3. Chairperson expressed thanks to all staff involved in the recruitment process for their exceptional efforts in achieving these results.	

10	Date of Next meeting Wednesday 04 March 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

Paper No.2

Name of Committee	Learner Experience Committee
Subject	Self Evaluation & Action Plan – Progress Update
Date of Committee meeting	04/03/2026
Author	David Gourley, Director of Quality & Resources
Date paper prepared	24/01/2026
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	UHI Perth Self Evaluation and Action Plan – November 2025 Executive Summary The SEAP 2025 provides assurance to the Scottish Funding Council that UHI Perth continues to maintain academic standards and enhance the quality of the student learning experience, while acknowledging areas requiring focused development. 1 - Institutional Context & Change Since the previous SEAP, UHI Perth has undergone significant transition: • Major Senior Leadership restructuring, including appointment of an Interim Principal. • Implementation of a Financial Recovery Plan. • Closure of Air Service Training (AST), which disrupted aircraft engineering provision. • Rapid partnership established with Resource Group (CAA accredited) to protect student progression and maintain regulatory compliance. This period has tested resilience but also demonstrated strong responsiveness and student-centred decision-making.

Committee Cover Sheet

	2 - Excellence in Learning, Teaching & Assessment Performance & Standards • Full-time FE success rate increased to 74.68%. • Part-time FE improved to 81.64%. • HE completion rate increased to 77%. • NSS satisfaction rose to 88% (+8% increase). • Four programmes achieved 100% satisfaction. • External verification and examiner reports confirm strong academic standards. Strengths include: • Active learning and inclusive assessment. • Industry-aligned curricula. • Innovative assessment design. • Technology-enhanced learning, including ethical AI integration. 3 - Areas for Development • Some subject areas remain below 60% achievement. • Modern Apprenticeship completion (58.7%) below national benchmark. • Inconsistent assessment turnaround times. • Variability in learning environments and outdated facilities in some areas. • Need for stronger digital infrastructure integration. A verbal update will be given on how we will monitor progress to achieving the goals of the action plan.
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Committee Cover Sheet

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

Committee Cover Sheet

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.

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

UHI | PERTH

Self Evaluation and Action Plan

November 2025



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1. Institute details

1.1 Name of Institute

UHI Perth

1.2 Author(s)

Catherine Etri

David Gourley

Deborah Lally

Heidi Hope

David Watt

Christiana Margiotti

Nicky Inglis

Gerald McLaughlin

Ben Myles

Katriona Lawson

Millie Foster (HISA Perth)

Andi Garrity (HISA Perth)

Aimee Cuthbert (HISA Perth)

1.3 Date of submission

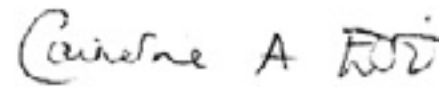
Friday 28 November 2025

1.4 Statement of assurance

As the Accountable Officer for UHI Perth, I confirm that I have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 24/25, including the scope and impact of these. I further confirm that I am satisfied that the institution has adequate and effective arrangements to maintain standards and to assure and enhance the quality of its provision. I can therefore provide assurance to the Scottish Funding Council (SFC) that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by SFC.

Signature:

Accountable Officer: Catherine Etri



Date: Friday 28 November 2025



2. Institutional Context

2.1 Overview of key areas of Development and Change since last SEAP

Since April 2025, UHI Perth has undergone extensive leadership restructuring, with all members of the Senior Leadership Team and several wider leadership roles changing. This period of transition has included the appointment of an Interim Principal and an Interim Finance Director. Catherine Etri was appointed Interim Principal and Chief Executive on 29 May 2025 for an initial six-month term, which has since been extended to July 2026. She brings over 30 years of experience in further and higher education and previously served as Vice Principal Curriculum at UHI Perth.

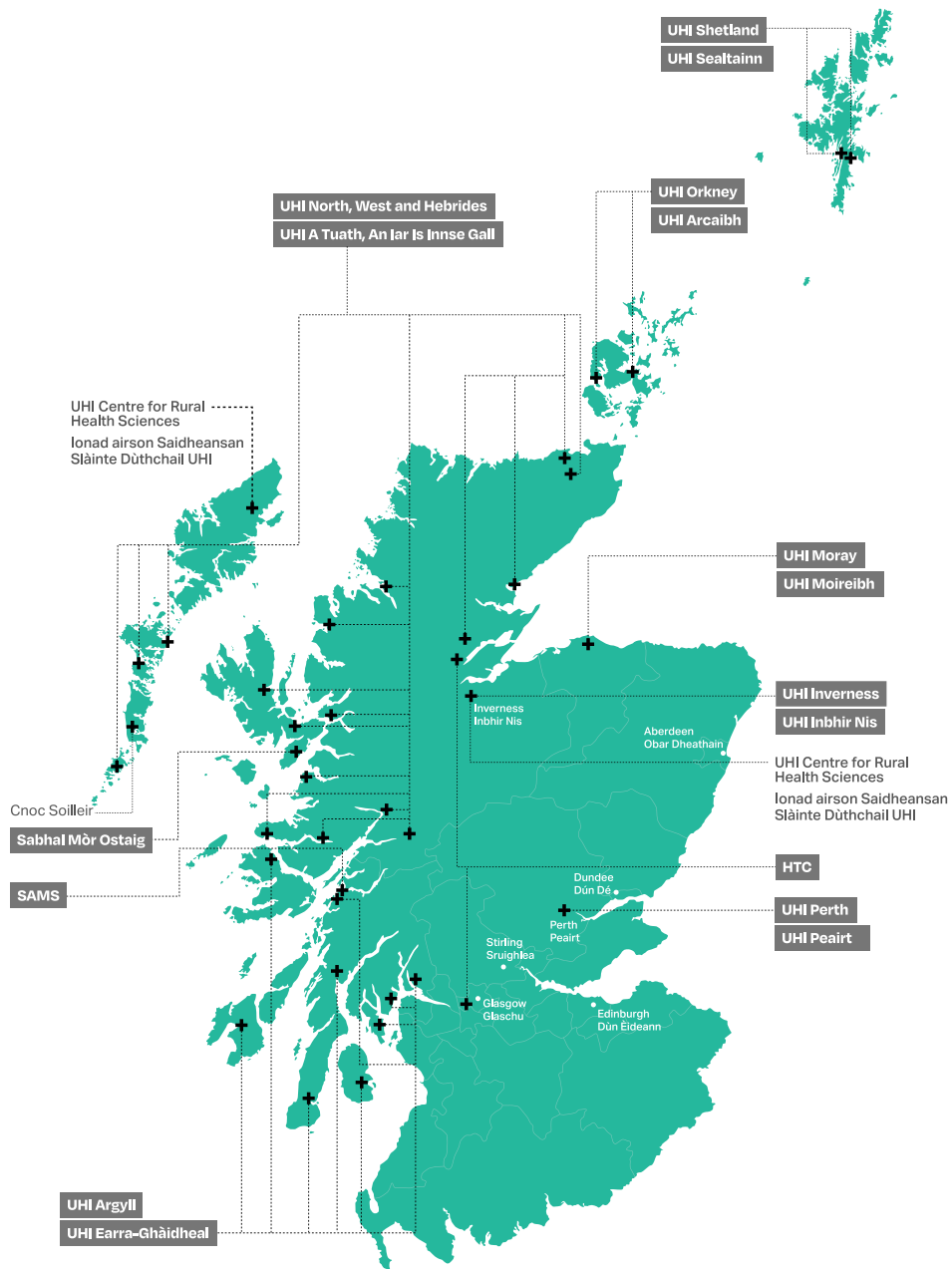
In response to the financial challenges identified in the college's financial forecast, substantial work has taken place since June 2025 to strengthen financial management. The college is currently in the process of implementing a comprehensive Financial Recovery Plan, which has been approved by the Board of Management and submitted to both the Regional Strategic Body and the Scottish Funding Council.

The unexpected closure of Air Service Training (AST) in April 2025 had a significant and immediate impact on the delivery of aircraft engineering qualifications at UHI Perth. AST had been the primary provider of specialist teaching, assessment, and facilities required for EASA-aligned aircraft engineering awards, and its closure created uncertainty regarding progression, qualification completion, and access to regulated training and licensing pathways.

For UHI Perth students studying on the B.Sc (Hons) Aircraft Maintenance Engineering and Management, the closure threatened disruption to students who were mid-programme, presenting risks to achievement, continuity of learning, and employer confidence. Without intervention, students were at risk of being unable to complete essential elements of their training and assessment, resulting in potential withdrawal and reputational damage for the institution.

In response, UHI Perth acted quickly to establish a partnership with Resource Group, a Civil Aviation Authority (CAA) accredited training organisation. This collaboration enabled the continuation of specialist delivery, assessment, and certification required for students to progress, and ensured alignment with compliance and industry standards. Through this partnership, UHI Perth was able to maintain access to qualified assessors, technical resources, and regulated delivery environments, preserving learner pathways and enabling students to meet required training and licensing standards.

Current students have already seen the benefits of this partnership as all the Part 666 learning and teaching materials are contained on an iPad, given to students as part of their course, and the move from paper based to digital and interactive materials has seen a significant shift in the level of engagement and enjoyment. Initial student feedback on the new delivery model is positive and will be continually evaluated throughout the year.



3. Headline principles

3.1 Excellence in learning, teaching and assessment

Academic standards and awarding

Improving achievement rates demonstrate that students continue to benefit from a highly effective educational experience at UHI Perth. Full-time FE programmes have consistently performed above the national sector average for the past three years, reflecting the strength of teaching practice, targeted interventions and curriculum alignment to learner needs. Internal performance data shows that the full-time FE successful outcome rate increased again in AY 2024/25, rising from 72.47% to 74.68%. Part-time FE provision also shows positive improvement, with successful outcomes increasing from 79.82% to 81.64% over the same period. These upward trends provide clear evidence that enhancement activity and learner support strategies are having a measurable impact on student success and progression.

There is strong evidence of excellence in learning, teaching and assessment across several FE subject areas at UHI Perth. Several curriculum areas including Business, Audio Engineering, ESOL, Special Programmes and Sport consistently achieve successful outcome rates above 70%, demonstrating high-quality delivery, effective assessment practice and strong student engagement.

However, in some areas of the college like Beauty Therapy, Computing, Horticulture, Science and Engineering the successful outcome rate is less than 60 %, (although for science this remains in line with the national average). As part of the college planning

and evaluation process, areas for change and development have been identified at a curriculum level through analysis of the key performance indicators, including factors contributing to partial success, and changes implemented to provide greater opportunities for student achievement.

The achievement rate of successful completion for HE indicates our students are receiving a highly effective educational experience as students on full-time programmes. College-derived data indicates that the full-time HE successful completion rate again increased for AY 2024/25 to 77.0 % from 75.30 %.

Our review of student feedback through the 2025 Student Satisfaction and Engagement Survey (SSES) demonstrates that students across FE, HN and Degree provision continue to experience high-quality learning, teaching and assessment. The majority of comments reaffirm that teaching standards are high, assessment criteria are clearly communicated, that marking is fair, and that feedback supports future learning. Where variation exists, it relates primarily to timeliness and consistency of feedback, or to communication around assessment changes. The data provide a robust evidence base to assure the integrity of our awarding processes and to identify enhancement priorities.

The increase in overall student satisfaction to 88% in the 2025 National Student Survey, an 8% rise on the previous year provides strong evidence of the college's ongoing commitment to delivering an excellent student experience. Four of UHI's courses - BSc (Hons) Audio Engineering, BA (Hons)

Criminology, BA (Hons) Food, Nutrition and Textiles Education and BA (Hons) Theatre Industry Practice - received a 100% satisfaction rate.

Staff across the college have worked collaboratively to embed active learning approaches, technology-enhanced delivery, and inclusive assessment practices, creating dynamic learning environments that promote curiosity and confidence. The results indicate that students recognise and value these improvements, particularly the focus on interactive learning, accessible resources, and strong academic support.

For further education and higher national qualifications almost all external verification activities received high confidence ratings which indicates an excellent level of compliance to academic standards and awarding. Two verification activities received only a reasonable confidence rating a much lower number than last year which indicates that academic teams are more proficient at understanding and implementing academic standards.

External Examiner reports confirm security of academic standards across courses and partners, with strong confidence in process and procedures. This evidences that the assessment and feedback practices, exemplify a high standard of academic and professional integrity, with feedback consistently recognised by external examiners as detailed, developmental, and student-centred. In music, music business, theatre and audio programmes, examiners have praised constructive feedback and feed forward which values a student's future identity and creative process.

They also confirm curricula and assessment strategies are current, inclusive, and professionally relevant, supporting students to achieve programme learning outcomes and develop transferable, employability-focused skills. Examiners noted innovative assessment design and industry-aligned content across disciplines, affirming that academic awards reflect up-to-date knowledge and skills valued by employers and professional bodies.

The Business Team continues to demonstrate strong collaborative practice with curriculum areas and local employers to address regional skills needs and support workforce development through Modern Apprenticeships and other funded initiatives. While completion rates for UHI Perth apprenticeships have improved across multiple sectors, they remain below the SDS national benchmark of approximately 75.0% with an average achievement rate of 58.7 %. This performance gap highlights areas where operational processes need strengthening to achieve more consistent and timely outcomes. Changes to Modern Apprentice frameworks, including those in engineering, have also provided the opportunity for a review of the curriculum and learning experiences to ensure a relevant and coherent learner journey aligned to industry needs and the national occupational standards. Engagement with external Modern Apprenticeship reviews by HMIE have also provided staff with an understanding of the broader modern apprenticeship landscape which in turn informs our delivery.

Outcomes for FE on recognised qualifications (full time)



Curriculum Planning, Design, and Delivery

Curriculum planning at UHI Perth is increasingly strategic, dynamic, evidence led and aligned to the College's Strategy of commitment to delivering integrated, place-based tertiary education that prepares students for life, learning, and work. Partnership working is a clear strength, with curriculum teams collaborating effectively with industry, regional employers, community organisations, and national bodies to ensure provision is future-focused and economically relevant. Upcoming changes to the FE Engineering curriculum are being made in response to the needs of local employers who support industry placements for our students and incorporate greater flexibility into the learner pathway for those studying at SCQF 5 and 6 before transitioning to HE studies or employment. This has strengthened the relevance and sustainability of the curriculum offer and enhanced employer confidence. A partnership with Scottish Music Industry Association has created industry placements and led to direct employment for students on Music Business BA(Hons).

Curriculum teams respond flexibly and proactively to emerging needs within the Tay Cities Region and Highlands and Islands tertiary environment, developing new pathways, flexible delivery models, and targeted provision. An example of this is the introduction of the Access to health and life science, an online SWAP course which provides accessibility to HE study for students from a diverse range of backgrounds across a wide geographical area. This has been designed in conjunction with SWAP and other HEI's.

Learning Environment, Resources, and Technologies

Learning environments and resources vary significantly across the College. In several curriculum areas, facilities are modern, well-equipped, and fully aligned with industry standards, enabling students to benefit from high-quality, contemporary learning experiences supported by current technologies. These spaces clearly enhance learner engagement and prepare students effectively for progression into employment or further study.

However, other areas of the College continue to operate within outdated teaching spaces, with insufficient or ageing equipment and technology. These environments are no longer fit for purpose and limit the ability of staff to deliver high-quality, innovative learning and teaching. As a result, students in these areas experience a sub-optimal learning environment that does not consistently reflect industry expectations or support the development of essential digital and technical skills. The college needs to develop an infrastructure strategy to ensure physical and digital resources are deployed effectively to maximise their impact and enable a consistently high student experience.

Across the College, there is increasing adoption of innovative technologies to enhance learning. This includes the appropriate, ethical, and responsible integration of Generative AI, virtual reality, electronic portfolios, hybrid delivery models, and interactive formative assessment tools. These approaches have contributed to more engaging, flexible, and interactive learning experiences, enabling students to develop digital confidence and supporting diverse learning needs.



Innovation in Learning, Teaching, and Assessment

UHI Perth continues to demonstrate strong practice in pedagogical innovation, with staff actively designing learning experiences that are creative, applied and aligned to real-world expectations. Examples of innovative practice include the adoption of flipped learning approaches, research journal clubs, student-led clinical environments, entrepreneurial projects, peer-supported learning roles, and event-based assessment strategies. These approaches support deeper engagement with discipline knowledge, encourage independent learning and collaboration, and provide meaningful opportunities for students to apply theory within authentic professional contexts. The integration of meta-skills assessment, scenario-based learning, and cross-department delivery models further enhances employability and student resilience by strengthening adaptability, communication and professional behaviours. Staff are increasingly making appropriate use of AI tools to improve accessibility and personalisation of learning, supporting inclusive practice and enabling students to engage more confidently with digital tools that reflect modern workplace expectations.

Evidence from curriculum teams indicates that this innovation is having a positive impact on students, contributing to increased levels of engagement, stronger application of theory to practice, and improved readiness for employment and progression. Students report a greater sense of belonging and increased visibility of their own achievement through opportunities to showcase work publicly and engage with external audiences.

To build on this progress, the college recognises the need to continue enhancing its digital infrastructure and the integration of learning platforms to reduce duplication and improve the student experience. Strengthening assessment turnaround times and verification processes will protect achievement outcomes and reinforce student confidence. Increased consistency in the strategic use of Brightspace, alongside enhanced teaching observation and pedagogical development opportunities, will support high-quality and consistent delivery across all teams.



3.2 Supporting student success

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

UHI Perth's most recent Equality Mainstreaming Report was published in April 2025, outlining progress against its 2021 outcomes and sharing its approach to the new National Equality Outcomes (NEOs). All the NEOs will be reviewed to ensure a focus on the ones that are most relevant within UHI Perth and we have also been embedding wider equality initiatives, like providing bystander intervention workshops for students and staff, and improving the equality monitoring processes to allow better tracking where targeted support is needed.

The college encourages students to disclose any disability or additional support need from application through to enrolment, enabling early identification of needs and the removal of potential barriers to success. Professional support teams reach out proactively to students once a disclosure is made, ensuring tailored support (e.g. DSA needs assessments, dyslexia diagnosis) is in place without delay. This approach, underpinned by highly trained staff, accelerates effective interventions for individual students.

A dedicated Wellbeing and Support Service provides free, confidential mental health support to students via face-to-face, telephone, or online appointments. The service empowers students to take responsibility for their mental health through workshops on resilience and self-care, reinforcing positive wellbeing's impact on academic success. This preventative, non-judgemental approach helps avert deterioration in mental health during the year.

The Additional Support Service delivers Personal Learning Support Plans (PLSPs) to 14.0 % of our students and facilitates needs assessments for Disabled Students Allowance, among other services. The team works closely with other support services and academic staff to implement adjustments promptly and resolve issues in a timely manner, minimizing barriers for students. End-of-year feedback from students who accessed support is actively collected and reviewed, driving continuous improvements to service delivery.

The college actively targets support for vulnerable groups and while robust supports are in place, the college recognises gaps in awareness and uptake for some students. Many care-experienced learners are not fully aware of the benefits and support available to them, which is adversely affecting their retention and success. This highlighted area for development is informing efforts to better promote support services and engage care-experienced learners, to ensure no student misses out on assistance that could improve their outcomes. Our Student Support Worker (SSW) contacts all care experienced learners to offer support and guidance, as well as providing time throughout the summer to help assist our care experienced learners with applying for their care experienced Bursary. Throughout the year, our SSW will also contact care experienced learners through email reminding them of the support available to them and how this can be accessed.



Context and community – meeting the needs of learners

Every student is assigned a Personal Academic Tutor (PAT) from pre-entry through post-exit, providing a consistent point of contact for academic guidance and pastoral support. PATs play a pivotal role in student attainment and progression by answering queries, monitoring progress, and signposting students to additional services as needed.

Professional Support Teams equip PATs with detailed information on any alternative arrangements or adjustments required for their students. This collaboration enables teaching staff to implement interventions and inclusive approaches quickly. Study Support staff engage both in one-on-one support and in classrooms to address diverse learning needs, and Support Teams meet regularly with students to review and update support plans. These structured, collaborative practices ensure that support is not one-off but adapts to students' evolving circumstances throughout their college journey.

Feedback indicates that the college fosters an environment where all students feel valued. Student Satisfaction and Engagement Survey (SSES) results show high satisfaction rates among students from ethnic minority backgrounds, reflecting a culturally competent support system and a campus ethos of respect for diversity. Similarly, students who disclose a disability report high satisfaction with their experience, however this was slightly lower than students that did not disclose a disability, this may be a result of the lift in one of the main teaching buildings being out of action for almost the entire academic year, this situation has now been remedied.

Care-experienced learners and those with caring responsibilities also express high satisfaction in the SSES. This suggests that institutional policies and practices promote inclusivity and equal opportunity, regardless of personal circumstances. It is a strength that these often-underrepresented groups feel supported; the college will continue to build on this positive feedback to ensure that satisfaction translates into improved retention and achievement for these students.



Effective and successful transitions

Our Transitions Officers work closely with local schools and post-16 agencies to identify students who may benefit from enhanced support when moving into college. All applicants are offered a course-specific interview with academic staff, providing early information about the programme and proactively initiating any required support arrangements before the course begins. For continuing students, support is seamless – personal learning support plans (PLSPs) carry over year to year to maintain continuity.

The Director of Student Experience coordinates with external agencies (e.g. social services and the local authority's 16+ Operations Group) to put robust support in place for vulnerable individuals during their transition to college. For example, joint planning with Perth and Kinross Council is shaping a 16+ transitions framework, creating a clear timeline and pathway that embed college transition processes into wider support structures. These partnerships ensure safeguarding and support needs are addressed holistically as students enter the college community.

The college's growing connections with feeder schools and community organizations are yielding tangible benefits. Referrals to the Transitions Officers have increased significantly from the top three referring schools, indicating greater awareness and trust in the process. Internally, more academic staff across departments are collaborating with the Transitions Officers, flagging prospective students at interview who might need extra support, ensuring at-risk students are on the radar early and supported through their college entry.

Support for employability, skills development and lifelong learning

Nearly all FE courses are designed to develop students' core skills (literacy, numeracy, ICT, etc.) and meta-skills (self-management, social intelligence, innovation) through contextualised learning activities. By integrating these transferable skills into coursework, the college enhances students' employability and readiness for further study. This approach ensures that upon completion of their programmes, students have not only subject-specific knowledge but also the broader skillset demanded by employers and essential for lifelong learning.



Achieving positive outcomes for every learner

PATs and staff closely track attendance and performance via a traffic-light system (BRAG), which flags students at risk of withdrawing or underachieving. Whenever a concern is identified, professional services teams step in to offer tailored support. This systematic, data-informed approach has been instrumental in addressing issues promptly and preventing students from “falling through the cracks,” thereby improving retention and completion rates.

The college has a strong record of recruiting learners from disadvantaged and underrepresented backgrounds (including those from the 10% most deprived areas, care-experienced young people, minority ethnic groups, and learners with disabilities). However, there remains a clear attainment gap – these students, on average, achieve successful outcomes at a lower rate than their peers. Acknowledging this challenge, the institution has made closing this gap a priority. Actions are being developed to better support these groups through their learner journey, ensuring equity in achievement is improved moving forward.

Focused support initiatives are underway to improve outcomes for specific learner groups. For instance, care-experienced learners benefit from measures like funding application drop-in sessions, dedicated scholarships, proactive welcome communications, and regular progress check-ins. These have led to more learners disclosing their care-experience status and engaging with support. Encouragingly, care-experienced learners report very high satisfaction with the support received (95% in the

SSES). Despite this, their completion rates remain significantly below the college average, highlighting that further work is needed to translate support into outcomes. While these efforts (along with strong satisfaction feedback) indicate progress in creating a supportive learning environment, the college continues to refine its strategies to ensure that every student, regardless of background or personal barrier, can achieve positive outcomes.

Responsiveness to concerns

UHI Perth fosters a culture where student concerns whether academic, personal or health-related are addressed promptly and effectively. The daily drop-in crisis support, and the vigilant PAT monitoring system ensure that no urgent student issue goes unseen. Students in distress can access immediate help, and at-risk students are quickly identified for follow-up, reflecting an agile support system that puts student wellbeing and success first.

The college demonstrates a willingness to listen to difficult feedback and act on it. Analyses of student complaints and concerns have led to reforms such as updated policies (e.g. a refreshed Student Code of Conduct with zero tolerance for discrimination) and mandatory staff training on topics like gender-based violence and race equality. Senior leadership also engages directly with students to hear their concerns, by openly confronting areas requiring improvement and involving students in these conversations, the college ensures that concerns are not only acknowledged but translated into concrete actions, closing the feedback loop and strengthening the support culture.



3.3 Enhancement and Quality Culture

Institution-wide culture of assurance, improvement and enhancement

UHI Perth continues to demonstrate a strong, embedded culture of enhancement grounded in reflective practice, partnership, and evidence-led decision making. Quality is understood as a shared responsibility: academic teams, professional services, and the student association collaboratively contribute to evaluation and improvement. The SEAP process is now well established across the college and underpinned by systematic use of data from SSES/ESES, performance indicators, external verification, external examiners reports, and student engagement mechanisms, enabling informed evaluation and targeted enhancement.

Student officers have ownership over evaluative and enhancement processes. They have confidence that institutional publications, such as the SEAP, accurately reflect student experience and priorities.

Students contribute to identifying enhancement themes and co-developing actions with staff, ensuring that improvement activity remains relevant, inclusive, and evidence based.

Staff report that continuous improvement is a normalised expectation and that enhancement activity is increasingly proactive rather than reactive. Improvement planning is aligned to the college strategy and national sector priorities, with clear lines of accountability. The culture has been strengthened through increased visibility of student voice, cross-college collaboration, and more open discussion of performance challenges. Areas for further development include strengthening the consistency of data analysis skills, enhancing staff capacity for evaluative writing, and improving the clarity of measurable impact statements in action plans.



Institution-led review / activity and action planning

Institution-led review processes are currently undergoing significant redevelopment to ensure they remain fit for purpose within a rapidly evolving tertiary landscape and acknowledging resource pressures faced by the college. While existing programme review cycles and curriculum self-evaluation processes are structured, reflective and evidence-based, evaluation highlights the need for a more robust and strategically aligned ILQR model that supports deeper analysis of performance, impact and enhancement over time.

Looking ahead, UHI Perth is committed to evolving its Institution-Led Quality Review (ILQR) to better align with the requirements of the Tertiary Quality Enhancement Framework, shifting towards a periodic deep-dive review model that enables comprehensive evaluation of subject areas and support services across a longer timeframe. This revised approach will create space for more meaningful reflection, improved analysis of longitudinal impact, and more effective planning for sustainable improvement. The planned inclusion

of an external reviewer within ILQR panels will strengthen objectivity, introduce wider-sector perspectives and support the adoption of innovative practice. This development represents a key enhancement opportunity that will increase the rigour, consistency and strategic value of internal review activity, ensuring that improvement planning is evidence-led and continues to drive positive student outcomes.

Curriculum review and academic planning draw on a wide range of external intelligence including Labour Market Insight, Regional Skills Assessments, Skills Investment Plans and employer consultation, with demonstrable impact seen in curriculum redesign, portfolio consolidation, and the introduction of new courses aligned to regional economic priorities. There is a clear shift toward risk-based quality processes, allowing resource to be targeted where need is greatest. The continued development of a cross-college planning cycle will further enhance strategic coherence.



External institutional peer review

Engagement with external peer review remains a key strength. External verification reports confirm confidence in academic standards and results have informed improvements in assessment strategy, internal verification practice, and moderation consistency. UHI Perth actively participates in partnership peer-review activity within UHI and the wider Scottish college sector, supporting a culture of constructive challenge and shared accountability.

Participation in cross-college validation and moderation events has strengthened alignment of standards and provided opportunities for staff professional development. The college welcomes external scrutiny and uses feedback to shape enhancement planning. Moving forward, there is potential to expand sector and industry peer engagement to support programme innovation and career-focused curriculum design.

Sector enhancement activity

UHI Perth is fully engaged with national enhancement priorities under the Tertiary Quality Framework. Staff and students participate in regional networks, national working groups, and enhancement projects related to student mental health, digital learning, assessment innovation, equality and inclusion, and sustainability.

UHI Perth is strongly engaged in national enhancement activity, with several staff contributing as Associate Assessors for Education Scotland, External Verifiers, examination markers, and

members of national advisory and practitioner groups, as well as newly recruited and trained QAA reviewers. This high level of external professional involvement provides valuable insight into national expectations, sector trends, and emerging good practice. Staff report that this activity enhances confidence in professional judgement, strengthens understanding of external standards, and informs curriculum and pedagogic enhancement within the college. The regular sharing of sector practice within and across teams ensures that learning gained from external engagement is disseminated effectively, supporting continuous improvement and innovation. Evidence indicates that this activity directly contributes to maintaining the relevance, quality, and credibility of learning, teaching and assessment at UHI Perth, positively impacting student experience and outcomes.

UHI Perth's participation in STEP underscores its proactive stance in sector-led enhancement and its commitment to innovation in tertiary education. Through involvement in the programme's cycles of Discovery, Implementation and Reflection, aligned with the priority theme of Supporting Diverse Learner Journeys, the college has positioned itself within a national collaborative framework that brings together colleges, universities, staff and students. The outward-looking mode of engagement ensures the college remains current with evolving quality expectations and innovation trends, and the knowledge gained is being translated into local curriculum, support and teaching practices. As a result, UHI Perth's engagement with STEP contributes not only to internal improvement but also to the college's role as an active partner in the wider Scottish tertiary landscape.



Impact of collaboration

Partnership and collaboration are central to the college's quality culture. Internal collaboration across academic and support services has enhanced consistency, improved student support pathways, and enabled more cohesive planning across the learner journey. Close working with HISA ensures meaningful partnership in quality processes, and the student voice is now embedded across committees, review activity, and action planning.

External collaboration with employers, regional partners, training providers, and community agencies ensures responsiveness to regional needs and improves outcomes for students. Collaborative working with Perth & Kinross Council, SDS and the Tay Cities region has strengthened progression pathways and workforce alignment. Continued strengthening of these partnerships will support innovation and resilience in curriculum design and delivery.

External outlook – globally responsive

The college demonstrates a forward-facing outlook that is responsive to global challenges and opportunities. Engagement with international partners and sectoral bodies is supporting the development of global competency, internationalised curriculum content and enhanced student awareness of global issues such as sustainability, digital transformation and workforce mobility.

Curriculum development increasingly reflects global industry trends and employer expectations in high-growth sectors including engineering, renewable energy, health, and digital technologies. The college recognises the importance of maintaining international relevance and is exploring opportunities for transnational collaboration, staff exchange, and development of global learning models. Strengthening international benchmarking and external networks will be key to positioning UHI Perth in a competitive tertiary environment.

Collaboration with international partners has created opportunities for staff and student development. Knowledge exchange and research opportunities for staff working with international colleagues enhance subject knowledge, curriculum design and the learning and teaching environment. Student exchange programmes, such as the Engineering and Aircraft HN trip to Hunan Mechanical and Electrical Polytechnic have afforded students the opportunities to experience a different culture and educational setting and form global connections.



3.4 Student engagement and partnership

Students as partners in their learning experience

Students Officers have had a leading role in the co-creation of this SEAP particularly this section on student engagement and partnerships.

HISA representatives continue to play a key and influential role in UHI Perth's governance and enhancement activity. Student Officers sit on the Board of Management and on strategic committees related to student experience, this has been recently expanded to see an increase in student representatives on sub-committees, ensuring that the student perspective comprehensively informs institutional planning. Student Officers continue to play a full and active role in decision-making, supported by mentoring and training that build confidence and capacity. Student Officers had input into the selection of the new senior leadership team towards the end of academic year 24/25, illustrating HISAs remit and opportunity to influence the shaping of the student experience at every level.

UHI Perth's approach to student engagement is underpinned by a clear strategic partnership with HISA Perth through the UHI-HISA Student Partnership Agreement (SPA). Renewed annually, the SPA defines shared priorities for engagement, representation, and enhancement, ensuring that partnership activity is strategically planned, resourced, evaluated, and continuously improved across all levels of the institution. The SPA provides a framework that integrates student partnership directly into college planning, review,

and enhancement cycles. This alignment ensures student voice is not peripheral but embedded in institutional strategy and decision-making.

Across UHI Perth, curriculum teams continue to gather student feedback through a range of channels, both formal and informal, including class discussions, surveys, and anonymous feedback tools. These mechanisms encourage open, honest, and constructive student input. Staff are using this feedback to make meaningful adjustments to teaching, assessment, and learning resources. This ensures the feedback loops are closed and that the students felt listen to.

Over the past academic year, student engagement has been strengthened through the support of the Highlands and Islands Students' Association (HISA). Student Officers have worked collaboratively with academic and support staff to ensure students are active partners in shaping their educational experience. The introduction of SMART objectives for HISA officers has improved accountability and alignment between student-led initiatives and institutional enhancement priorities.

The launch of the refreshed Student Mental Health Agreement (2025) exemplifies partnership working between UHI and HISA. The accompanying "Feel Fab February" campaign featured in-person wellbeing activities at UHI Perth, and advocacy work calling for improved national mental health funding. These activities highlight the commitment of both staff and students to developing a positive, inclusive, and wellbeing-focused learning environment.



Students as core of review and enhancement activity

HISA representatives continue to play a key and influential role in UHI Perth's governance and enhancement activity. Student Officers sit on the Board of Management and on strategic committees related to student experience, ensuring that the student perspective informs decision-making and institutional planning. This illustrates how student representation is now systematically integrated into key decision-making structures, resulting in clearer accountability and stronger student influence on institutional priorities. Updates on student activities are a standing element of Board of Management business, ensuring that student perspectives inform corporate governance.

Through the Board of Management Project, officers receive dedicated governance training, supported by College Development Network and UHI's governance professionals, helping them act as confident, effective contributors to institutional review processes. In 2025, an evaluation of this project is underway to measure its impact and identify further development needs across the UHI Partnership and at UHI Perth.

Students also play a central role in national quality work, with HISA contributing to consultations on the Tertiary Quality Enhancement Framework (TQEF), Scotland's Tertiary Enhancement Project (STEP) and maintaining active links with QAA and SPARQS to ensure UHI Perth's approach remains sector-leading.



Student Voice – every student, every place, every level

HISA continues to prioritise accessibility and inclusion in student voice activity. Training for Student Voice Representatives (SVRs) is now available both online and in person, with simplified materials, visual aids, and flexible delivery designed to support students with additional support needs or for whom English is not a first language.

UHI Perth and HISA Perth maintain a strong, collaborative partnership built on mutual respect, transparency, and inclusion. The partnership actively values the diversity of student voices, recognising that lived experience, background, and identity all shape the student experience. Engagement opportunities are designed to ensure that every student, regardless of circumstance, can participate meaningfully in shaping college life and decision-making.

The partnership explicitly commits to ensuring that all students who wish to engage in decision-making can do so at a level that suits them. Mechanisms exist for students to contribute through surveys, focus groups, project teams, and formal representative roles.

Engagement activities are designed to be accessible in terms of timing, cost, location, and delivery mode. This flexibility enables students with caring responsibilities, disabilities, or limited time on campus to participate fully through online and hybrid opportunities.

Partnership activities have contributed directly to enhanced inclusion, stronger sense of belonging, and more responsive policy design — particularly around accessibility, digital inclusion, and equality outcomes.

SVR meetings remain a cornerstone of student engagement. The SVR meetings have seen sustained high participation. These meetings create opportunities for genuine dialogue and illustrate a solution focused relationship between the institution, the students' association and students, which values equally the contribution each brings. These meetings are made more effective by the attendance of key decision makers from the college including the principal and other senior managers. Discussions have addressed practical campus issues such as heating, library access, food pricing, and accessibility, leading to productive partnership work with the Perth Leadership Group to implement solutions.



Effective and robust student representation

Responding to earlier recommendations, UHI Perth has continued to improve and strengthen SVR recruitment, retention, and training. Through joint efforts by HISA and curriculum staff, recruitment is now proactive and data-driven, supported by direct class visits and targeted communication. This has resulted in 205 class reps being recruited covering 42 % of programs.

The HISA Perth Officer Team and wider HISA colleagues demonstrated an exceptional standard of advocacy and student representation during the period of uncertainty surrounding the closure of Air Service Training (AST). Recognizing the significant impact on affected students' education and wellbeing, the officers provided proactive, personalised support and maintained consistent communication between students, college management, and external stakeholders. Their approach was both compassionate and strategic — ensuring that students' voices were central to institutional decision-making, that students received accurate information promptly, and that suitable pathways for continuation of study were explored. The College ensured that the HISA Perth Officer Team would be available for key decision-making meetings at both committee & board levels to ensure that student views were being taken into account, offering to reschedule should they be unable to send a representative. The officers' professionalism and commitment underlined HISA Perth's role as a trusted partner and effective advocate, exemplifying the SPARQS principle of solution-focused partnership and demonstrating best practice in student-centred representation during organisational change. Students were also supported by HISA's Advice Service during this time.

Responsiveness to student feedback

UHI Perth and HISA Perth demonstrate a strong, transparent approach to partnership by ensuring that student feedback leads to visible action and that these outcomes are clearly communicated across the college community. This two-way communication builds confidence that student views are not only heard but directly shape institutional decisions at both local and strategic levels.

Students can consistently identify tangible actions that have resulted from their input, both within their courses and at college-wide level. This visibility reinforces the authenticity of engagement and enhances trust in partnership processes.

UHI Perth and HISA continue to demonstrate a strong commitment to acting on student feedback and communicating results through the "You Said, We Did" approach during SVR meetings. This transparent cycle reinforces student confidence and accountability.

Recent examples of responsiveness include:

- + Enhanced mental health and wellbeing initiatives, including Feel Fab February and new advocacy work on student mental health funding.
- + Improvements to physical campus resources, such as addressing heating and accessibility issues and enhancing library and study spaces.
- + Cost-of-living support through food and essentials distribution, and expanded volunteering opportunities for community engagement.

These initiatives demonstrate an increasingly responsive, inclusive, and action-oriented partnership that places students at the centre of institutional improvement.

Overall, UHI Perth's student engagement and partnership approach in 2024–25 reflects strong progress toward a whole-institution culture of collaboration, empowerment, and shared responsibility. Students are not only providing feedback but are also co-creating solutions, influencing policy, and shaping the learning experience across all levels of

4. Action plan

Principle and Area for enhancement or development	Action(s) and planned impact/outcomes	Milestone (s/ target date(s), continuing/ carried forward (c/f)	Responsible/ Lead
Excellence in learning, teaching and assessment	Embed a structured peer review process and pedagogical development model to strengthen consistency in learning, teaching and assessment across curriculum teams, including shared planning, mentoring and cross-department observation.	July 2026	Director of Learning Strategy, Enhancement and Resources. Directors of Curriculum
	Develop and implement a targeted digital pedagogy and emerging technologies development programme, aligned with existing resources and co-created with staff, that builds capacity in AI-enhanced teaching, accessibility, and assessment integrity.	July 2026	Director of Learning Strategy, Enhancement and Resources. Directors of Curriculum Sector Managers
	Develop and implement a College-wide Infrastructure and Learning Environment Improvement Strategy to ensure that physical and digital resources are deployed equitably and aligned to curriculum priorities, industry standards, and student need. This strategy will review the condition, suitability and technology capacity of all teaching spaces, identify areas requiring urgent investment, and establish a clear prioritisation and funding plan. Actions will include enhancing access to specialist equipment, improving digital connectivity and resources, and modernising outdated learning environments to enable innovative teaching practice and ensure parity of experience across provision. Impact will be measured through improvements in student satisfaction, teaching quality evaluation, digital readiness and learner outcomes.	August 2026	Director of Learning Strategy, Enhancement and Resources. Directors of Curriculum Estates Manager

Principle and Area for enhancement or development	Action(s) and planned impact/outcomes	Milestone (s/ target date(s), continuing/ carried forward (c/f)	Responsible/ Lead
Supporting Student Success	Review cross-institutional approaches to embedding meta-skills, employability and progression planning, and design and implement a standardised tracking system and process that enables consistent capture, sharing and evaluation of effective practice. This system will support clearer pathways for learners and contribute to increased sustained positive destinations.	August 2026	Directors of Curriculum Sector Managers
	Review and redesign the Personal Learning Support Plan process, including the use of alternative assessment arrangements, to ensure it is fully inclusive and accessible.	August 2026	Director of Student Experience Sector Managers
	Improve achievement rates on Modern Apprenticeship Programmes by reviewing our recruitment strategies for assessors, the qualifications offered and looking at better retention support for our work-based apprentices.	August 2027	National Training, Programme and Employability Manager Sector Managers Directors of Curriculum
	Develop and implement a targeted strategy to close the attainment gap for disadvantaged and underrepresented students, including SIMD10, care-experienced students, minority ethnic students and those with disabilities. This will involve strengthened early-identification processes, enhanced academic and wellbeing support pathways, improved transition and progression planning, and increased use of data to track performance and engagement. Dedicated interventions and monitoring will be introduced at programme and institutional level to remove barriers and ensure equity of experience, with clear measures to evaluate impact on retention, attainment and positive destinations.	August 2027	Depute Principal Director of Student Experience Directors of Curriculum Director of Learning Strategy, Enhancement and Resources.

Principle and Area for enhancement or development	Action(s) and planned impact/outcomes	Milestone (s/ target date(s), continuing/ carried forward (c/f)	Responsible/ Lead
Enhancement and Quality Culture	Redesign and implement a strengthened Institution-Led Quality Review (ILQR) framework, aligned to the new Tertiary Quality Enhancement Framework, enabling deeper periodic review, greater analytical depth and stronger assurance.	April 2026	Depute Principal Director of Learning Strategy, Enhancement and Resources. Director of Student experience Directors of Curriculum Sector Managers
	Strengthen mechanisms for sharing good practice and innovation across curriculum areas, including cross-service workshops, Communities of Practice and collaborative CPD.	July 2026	Director of Learning Strategy, Enhancement and Resources. Director of Student experience Directors of Curriculum

Principle and Area for enhancement or development	Action(s) and planned impact/outcomes	Milestone (s/ target date(s), continuing/ carried forward (c/f)	Responsible/ Lead
Student Engagement and Partnership	Strengthen formal partnership working with HISA and course representatives to co-design enhancement priorities, develop student leadership skills, and increase opportunities for student engagement at course, departmental, and institutional committees.	July 2026	Depute Principal HISA Perth Officers
	Work in partnership with HISA to review, expand and diversify student voice representation models, ensuring increased participation from protected characteristics groups, apprentices, rural students, international students and those studying on networked or online provision. Establish measurable targets for representation, implement targeted engagement activities, and evaluate progress annually through feedback from underrepresented groups.	July 2026	Depute Principal HISA Perth Officers
	Implement a consistent, student voice framework, covering module surveys, SSCC, NSS/SSES/ESES feedback and 'You Said, We Did', with clear participation targets and annual evaluation of how effectively student feedback informs decision-making and leads to change.	July 2026	Director of Learning Strategy, Enhancement and Resources. Director of Student experience Directors of Curriculum



Committee Cover Sheet

Paper No.3

Name of Committee	Learner Experience Committee
Subject	HISA Update – February 2026
Date of Committee meeting	04/03/2026
Author	Highlands and Islands Students Association (HISA)
Date paper prepared	23/02/2026
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 meeting.
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 Strategic Plan 2024-2027

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



HISA Update for LEC

February 2026

Key HISA Organisational Updates

CEO Appointment

Following the sad departure of our Chief Executive Officer, Rachel Burn, on 16 January, we are pleased to announce the appointment of Colin Munro as our new CEO. Colin is currently Chief Operating Officer of a major charity and has wide experience of higher education, voluntary and private sector work. He joins us in mid-March. This is concurrent with ongoing plans for restructure at HISA led by our Trustees, which is creating pressures on our capacities. Principals have been and will continue to be updated through Partnership Council and email updates.

Student Elections

We concluded the nomination phase of our [2026 Student Elections](#) on 19 February and voting will take place from 9-12 March. Our elections webpage contains all information including key dates and candidate resources. As part of our ongoing democracy review, our Executive Committee reduces from 16 to 12 posts for the 2026-27 term of office.

- Cross Campus Officers:
 - Students' Association President (35 hours)
 - Vice President Education (35 hours)
- Local Officers:
 - Perth Depute President (35 hours)
 - Argyll Depute President (12 hours)
 - Inverness Depute President (35 hours)
 - Moray Depute President (16 hours)
 - North, West & Hebrides Depute Officer (Hebrides) (12 hours)
 - North, West & Hebrides Depute Officer (North) (12 hours)
 - North, West & Hebrides Depute Officer (West) (12 hours)
 - Orkney Depute President (12 hours)
 - Scottish Association for Marine Sciences (SAMS) Depute President (7 hours)
 - Shetland Depute President (12 hours)



SVRs and Student Feedback

As of 12/02/2026 there are 223 registered SVRs at Perth, 108 of which have been trained. Reps cover 61% of eligible course codes.

At our latest SVR meeting on 5 February 34 reps attended in person and 5 attended an online catch up the following day.

Recent SVR issues include:

- Estates issues including potholes in the road to Goodlyburn and the top carpark, and the cleaning and maintenance of toilet facilities.
- Students requesting healthy food options in the canteens and more food availability in the Goodlyburn canteen.
- Availability of laptops in the library laptop safe.

We are also working with students from the Aircraft Engineering course on concerns involving changes to terms and resits on their course.

Cross Campus SVR Update

SVR numbers remain very high at 558 across UHI. Approximately 56% of reps are trained. We have recently launched a survey as part of our evaluation of SVR training.

Academic Partner	Number of reps	Count of Training to date
Argyll	18	14
Centre for Health Science	7	4
Highland Theological College	5	2
Inverness	111	55
Moray	120	94
North, West and Hebrides	45	20
Orkney	3	1
Perth	223	108
Scottish Association for Marine Science	15	15
Shetland	11	5
Grand Total	558	318

We have a new [page of our website dedicated to SVR meetings](#), containing dates of and reports from our meetings, plus thematic reports on discussions formed around the [sparqs Student Learning Experience themes](#). This should make it easier for UHI staff, governors and others to learn about and, where possible, join meetings.



Local Officer Updates

Andi Garrity – Perth President:

- Gearing up for the Outstanding, Best, Inspiring Awards we run in partnership with UHI Perth and visiting classes to promote them. These awards are a good chance to recognise a member of staff, a student, or a club at Perth.
- Attending more Scottish Tertiary Enhancement Programme Conferences for project development days. I'm the Colleges Co-Lead for the Language Accessibility project meaning I have also been involved in the Topic Leadership Group discussions and sharing information round the project team. The Language Accessibility Promise will launch at STEP 7 in Forth Valley College 25 March. The institutions pack has been sent to Perth Leadership Group for endorsement as well as other institutions for their approval processes.
- Engaging with the local council to organise an electoral registration drive for students at UHI Perth for the Scottish Government Elections in May 2026 on the 25 and 26 February.
- Working further on the Students Demand Better Campaign for the Scottish Elections to support students' understanding of how and when to register as well as how to vote. Including consulting on the NUS Student Manifesto due to launch on the 26 February. This will help ensure accessible and inclusive participation which is vital to the health of our democratic system. Students represent a significant and influential demographic with over 0.5 million students across Scotland.
- Planning fun sessions and engaging with students wherever possible like Spin to Win sessions.

Millie Foster – Perth Depute:

- Setting up an Art competition to bring much needed vibrancy to the Goodlyburn cafeteria.
- Running a consistent event that involves mindfulness in crafts and trying out new tea! This engages students and motivates them to take a well-rested break and engage with each other and the officers.
- Currently working with HISA Comms team to help create visuals for the art competition.
- Work on creating visuals for the HISA team to use featuring our mascot.
- Aiding in presenting and contributing to the SVR meetings.



Student Communities and Inclusion

Events and Activities

This semester HISA have run several events independently and in conjunction with UHI Perth colleagues.

- Supported the library team's Burns Beyond Borders event
- Distributed 50 bags of popcorn to students across the campus for national popcorn day
- Held successful Cake and Coffee sales in the Brahan and Goodlyburn, raising over £130 for the Big Project.
- Organised weekly "Teabreak" tea tasting and craft events in the Webster, working with ESOL students and attracting over 20 students to our first event.
- Planning an art competition to put student's art onto the walls of the Goodlyburn.

OBI Awards

We are currently planning our 14th annual OBI Awards. The event is being organised collaboratively between HISA and UHI Perth, with planning well underway for the ceremony to take place on 19 May.

Staff and students are encouraged to nominate across 6 categories:

Student Awards:

- Most Inspiring Student
- Best Student Club or Society
- Outstanding Student Voice Representative

Staff Awards:

- Most Inspiring Lecturer
- Best PAT
- Outstanding Student Support

Nominations closed on 24 February, and judging will take place shortly following the Easter break.

Clubs and Societies

HISA currently administer 33 societies, 16 sports clubs, and 7 networks across UHI. 16 of these are online and open to UHI students in any location. Topping around 100 members each, the UHI PGR society and the UHI D&D society are the most popular.

We have several HISA affiliated clubs and societies at UHI Perth:

- Audio and Visual Arts
- Computing Club
- Music Appreciation Society
- Tuesday Art Club
- The PGR Society recently worked with the Grad School (and HISA) to organise and host the 'PGR Day' of UHI ENGAGE 2026; a day launching the conference dedicated to showcasing postgraduate research and the wider PGR experience.
- The D&D society will be representing UHI at the National Student Gaming and Roleplaying Championship 2026 in Wales in April.



- Our UHI Scribblers Society has penned an Open Letter to the UHI Community calling on the institution to take proactive steps to support migrant and racialized students. The letter along with an accompanying art piece is available [on our website](#).
- Our Term 2 Grant for affiliated student groups was open from 19 January – 9 February, partially sponsored by donations from Enterprise.
- With sponsorship from Kishorn Port Ltd, [we are currently recruiting for two Shinty teams](#) to return to the LittleJohn Vase on 18 March.

Other HISA-wide Communities and Inclusion Activities

- HISA have been working across UHI to develop more student-led social spaces within HISA facilities. Students across UHI have noted a real desire to have dedicated, student-friendly space on campus to relax, come together, and establish a greater sense of community. We are also conscious of university priorities on community building and retention. As such we are taking forward these conversations with individual academic partners where there are opportunities and priorities in this area.
- February was LGBTQ History month, and we celebrated through a variety of local events, articles and resources [on our campaign page](#) and through social media.

Wider quality activities

HISA been involved in recent weeks in a range of key external processes, including preparation for forthcoming Institutional Liaison Meetings, early briefings and training for Tertiary Quality Enhancement Review at UHI/SAMS/HTC and UHI Inverness, and the Q1 Outcome Framework and Assurance Model with SFC.

HISA Organisational Updates

- HISA's [monthly newsletter, Hi!](#), continues to receive very high hit rates and is commended to staff across UHI as a good way of keeping up with our activities. Due to capacity constraints, we are reducing the frequency for Term 2 to two or three issues, with important messaging delivered in new formats in between (such as emails and website articles).
- [Our work on multiple dimensions of UHI Transformation](#) continues, with development of our approaches to engage students in the Full Business Case later this semester.
- HISA contributed to the recent UHI Engage Research and Knowledge Exchange Conference, including our VP Education joining a panel exploring the research student experience, and HISA staff presenting on the scholarship of student engagement and chairing various presentation sessions.
- We are working with UHI on the next iteration of our Student Partnership Agreement.
- HISA awards have moved forward this year so that announcements of winners will happen in term time. They will open on 25 February for a month, and students may nominate through the Jisc forms sent to their emails.

Committee Cover Sheet

Paper No.4

Name of Committee	Learner Experience Committee
Subject	Early Student Engagement Survey 2025
Date of Committee meeting	04/03/2026
Author	Roanna Stewart Quality Officer
Date paper prepared	24/01/2026
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	The 2025 ESES was conducted between 30 September and 14 November 2025. It targeted full-time and part-time FE, HN and Degree students (with some exclusions such as SCQF 11–12, work-based learning and short courses). This year the survey reverted to a closed link format (unique individual survey links), improving data accuracy but creating some accessibility challenges for students locating links. Response Rates • 2,088 students invited • 70% overall response rate (↑2% from 2024) By level: • FE: 72% (↓4%) • HN: 66% (↓2%) • Degree: 78% (↑40% from 38% in 2024) While engagement has slightly improved overall, response rates remain an area for continued improvement. Overall Satisfaction • 96% overall satisfaction (consistent for second year)

Committee Cover Sheet

	• FE: 96% (↓2%) • HN: 95% (↑1%) • Degree: 95% (↑4%) Key indicators: • 96% – Applying was easy • 92% – Enrolment was easy • 93% – Induction helpful • 98% – Treated equally and fairly • 95% – Happy with course delivery • 97% – Feel on the right course Satisfaction remains consistently above 90% across most areas.
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.	Student experience and satisfaction

Committee Cover Sheet

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

Committee Cover Sheet**Freedom of Information**

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

Please select a justification from the list, below:

Its disclosure would substantially prejudice a programme of research	☐	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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<http://www.itspublicknowledge.info/ScottishPublicAuthorities/ScottishPublicAuthorities.asp>

and

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

2025 Early Student Experience Survey (ESES) Overview Report

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1 Executive Summary

1.1 General Overview

This report summarises the top-level results from the Early Student Experience Survey conducted at Perth College between 30 September and 14 November 2025.

Conducting a survey to ascertain student satisfaction of their early college experience is now in its thirteenth year. The process continues to use the JISC online survey tool, in partnership with other Academic Partner colleges across UHI. This year, it was agreed to trial reverting back to the closed survey method where students are issued an individual unique link to access the survey rather than the open survey which enables access via a standard link or QR code. Sector Managers and Subject Leaders were issued with copies of their student links for distributing throughout the process in addition to automatic emails from the survey tool. There are advantages and disadvantages to both closed and open survey formats. A closed survey offers more accurate reporting as each student's link is trackable however, some students report difficulties locating their links within emails. In contrast, an open survey is more accessible, as PATs can share a single link or display QR codes in class which can boost participation however, this method can result in multiple submissions and inaccuracies when students enter their student number or selecting the correct course or sector area in which they study.

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

A real time overview of key indicators in the form of a result tracker was available throughout the survey period, which allowed Sector Managers and Subject Leaders to monitor student engagement with the survey tool on a weekly basis.

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

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

- My course

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

- Tell us what you like about your course and the college.
- Tell us what you would like us to change about the course or the college.

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

- “Everything is easy to understand and digest and in the case you’re struggling people around you as well as pats assist you with your learning and don't make you feel dumb or bad for not understanding. everyone is very respectful and have had no incidents at all since starting here. There's tones of advice and help available to everyone and over all I really enjoy coming.” NQ Art and Design.
- “I like the fact that my course is very hands on as I find that better for overall learning, throughout my course so far I have been able to receive feedback and have felt comfortable to ask questions, I also like all of the different areas that it includes as instead of studying one part of the course you learn multiple at each time.” HNC Sound Engineering.
- “I am treated equally and fairly by staff and the teachers, so I am happy and feeling comfortable studying the course.” Diploma in Light Vehicle Maintenance and Repair.
- “I really enjoy my fitness course because it helps me learn about health, exercise, and how to support others in achieving their goals. The practical sessions are great, and I like that we get to use professional gym equipment. The tutors are supportive and always ready to help, and the atmosphere at the college is friendly and motivating.” HNC Fitness, Health and Exercise.

Students provided the following examples of initial thoughts on what they would like to change at the college:

- “I would like it to be clearer how to achieve a good grade for the course. Clearly have a dashboard with all homework/assignments so its easier to know what needs to be done. The impact of engagement and homework completion on overall grade made clearer.” NQ Access to Humanities (SWAP)
- “I would like to see more interactive sessions incorporated into the course such as group projects and discussions, to foster collaboration and deeper understanding.” HNC AIT

1.2 **Response Rates Overview**

The survey was issued to 2088 students, of which 70% of students responded. This is a slight increase of 2% from 68% last year (ESES 2024).

There was a slight decrease in overall response rates across FE and HN however, a notable increase in Degree responses by 40%. HN and Degree levels. Figures noted below:

- FE response rate was 72%, which is a 4% decrease from 2024 (ESES 2024 FE: 76%).
- HE response rate was 66%, which is a 2% decrease from 2024 (ESES 2024 HN: 68%)
- Degree response rate was 78%, which is a 40% increase from 2024 (ESES 2024 Degree: 38%)

1.3 **Satisfaction Rates Overview**

The overall satisfaction rate has remained consistent for the second year, with 96% of students being highly satisfied with their college experience. The tables below provide an overview of the response rates for FE, HN & Degree (Table 1), Curriculum Areas (Table 2), and Sector Areas (Table 3). Please note, the satisfaction figures are based on Question 1 – Overall, I'm satisfied with my student experience so far.

Other key satisfaction questions show that 92% of students felt that it was easy to enrol on to their course, whilst 93% found induction helpful. In addition, 98% of students reported being treated equally and fairly by staff and 95% were happy with the way the course was taught.

It is important to note that satisfaction for FE has remained high at 96% despite this being a slight decrease by 2% from the previous year (ESES 2024: 98%) There has been a 1% increase in satisfaction for HN students (95%), and a 4% increase in satisfaction for Degree students (from 91% to 95%). Overall, these figures indicate students are receiving an overall positive early student experience.

Overall, while there has been a slight increase in engagement, response rates remain low. However, satisfaction rates have remained stable and consistently above 90%. It is key that we continue to increase the number of students actively participating in the student surveys, SVR role, Student Forums, and other feedback platforms to ensure we collect meaningful data.

2. Satisfaction Results

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

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

FE / HN / Degree	2025		2024		2023	
	Response Rate	Satisfaction	Response Rate	Satisfaction	Response Rate	Satisfaction %
FE	72%	96%	76%	98%	81%	98%
HN	66%	95%	68%	94%	80%	96%
Degree	78%	95%	38%	91%	61%	95%

2.1 Satisfaction by Curriculum Area

Table 2: Final Response & Satisfaction Rates by Curriculum Area

Curriculum Area*	2025		2024	
	Response Rate %	Satisfaction Rate %	Response Rate %	Satisfaction Rate %
AHE	64%	94%	57%	96%
BSTW	75%	97%	77%	95%

2.2 Satisfaction by Sector Area

Table 3: Final Response & Satisfaction Rates by Sector Area

Sector Area*	2025		2024		2023	
	Response Rate	Satisfaction %	Response Rate	Satisfaction %	Response Rate	Satisfaction %
Aircraft Engineering	Removed from survey due to low/nil responses		57%	95%	39%	96%
Audio Engineering	52%	96%	39%	99%	65%	98%
Beauty Therapy	88%	97%	84%	95%	98%	97%
Built Environment & Horticulture	75%	98%	95%	98%	89%	99%
Business, Administration & Accounting	85%	97%	77%	96%	89%	100%
Computing	44%	89%	63%	99%	74%	99%
Creative Industries	53%	88%	68%	83%	77%	88%
Early Education & Childcare	76%	96%	60%	99%	99%	96%
Engineering	65%	93%	59%	92%	56%	96%
Hairdressing	89%	96%	86%	100%	80%	100%
Health & Social Care	65%	97%	66%	92%	83%	93%
Food Studies & Hospitality	66%	99%	72%	97%	81%	96%
Humanities & Social Sciences	66%	95%	68%	98%	86%	96%
Language School	82%	93%	88%	98%	100%	98%
Automotive Engineering	70%	100%	82%	100%	65%	98%
Music & Music Business	45%	93%	31%	93%	53%	100%
New Opportunities	78%	98%	78%	97%	86%	98%
Science & Maths	56%	98%	58%	95%	77%	93%
Sport, Health & Outdoor Education	80%	94%	80%	91%	86%	95%

3. Satisfaction Results by Protected Characteristics

This section outlines satisfaction levels across a range of protected characteristics, highlighting how student experience varies among different demographic groups and identifying areas where targeted support may be required.

Overall, the results provided below remain consistently high across most groups, with only slight differences between 2024/25 and 2025/26.

3.1 Age Band

Age Categories	ESES 2025/26 Satisfaction %	ESES 2024/25 Satisfaction %	ESES 2023/24 Satisfaction %
16-17	96%	96%	97%
18-19	96%	97%	98%
20-24	96%	93%	96%
25 and over	96%	95%	96%
Under 16	87%	99%	100%

3.2 Gender

Gender Categories	ESES 2025/26 Satisfaction %	ESES 2024/25	ESES 2023/24 Satisfaction %
Female including Trans Woman	97%	96%	97%
In another Way	98%	97%	92%
Male including Trans Man	96%	96%	97%
Prefer not to say	92%	95%	97%

3.3 Disability

Categories	ESES 2025/26 Satisfaction %
A longstanding illness or health condition such as cancer, diabetes, epilepsy, asthma	100%
I have a physical impairment or mobility issue	95%
I have a specific learning difficulty such as dyslexia, dyspraxia or ADHD	95%
A specific learning disability such as Down's Syndrome	100%
Blind or visual impairment uncorrected by glasses	100%
Deaf or hearing impairment	80%
I have one or more of the disabilities listed above	91%
I have social/communication conditions such as a speech and language impairment or an autistic spectrum condition	90%
Mental health condition such as depression, schizophrenia or anxiety	94%
Not disclosed	100%

**Trend analysis not available for the above categories*

3.4 Care Experienced

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

Categories	ESES 2025/26 Satisfaction %	ESES 2024/25	ESES 2023/24 Satisfaction %
No	97%	96%	97%
Yes	96%	95%	96%

Additional Care Experience questions asked in ESES 2025

Q: As a care experienced student - if you are eligible - do you still have support (formal or informal) from your local authority or other services? *(New for ESES 2025)*

Categories	ESES 2025/26 Satisfaction %
No, I am fully independent	92%
No, I am no longer eligible (for example, due to age)	100%
Yes, I receive support from other external services	93%
Yes, I still have support from my local authority	100%
Prefer not to say	100%

Q: Before enrolment, did you speak to the college/department to find out more about the support available to care experienced students?

Categories	ESES 2025/26 Satisfaction %
No	97%
Yes	95%
Prefer not to say	100%

Q: At enrolment, did you tick the box to indicate you were care experienced?

Categories	ESES 2025/26
	Satisfaction %
No	100%
Yes	95%
Prefer not to say	100%

Q: Have you spoken to your local Student Services Team about the specific support available to you as a care experienced student?

Categories	ESES 2025/26
	Satisfaction %
No	98%
Yes	90%
Prefer not to say	100%

3.5 Caring Responsibilities

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

Categories	ESES 2025/26	ESES 2024/25	ESES 2023/24
	Satisfaction %		Satisfaction %
No	97%	96%	97%
Yes	93%	95%	97%

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

<i>NB: Responses are based on those who answered to Strongly Agree, Agree or Yes. N/A: No response</i>	College Overall	FE	HN	Degree
Student Satisfaction				
Overall, I'm satisfied with my student experience so far	96%	97%	95%	98%
Application and Enrolment				
Applying to my course was easy	96%	94%	97%	98%
It was easy to enrol on to my course	92%	90%	94%	95%
Induction				
I found induction helpful	93%	95%	91%	90%
During my course induction, I was provided with information about the subjects within my course this year	95%	95%	94%	95%
During my course induction, I found out about the different ways I will be learning (e.g. on campus / remote / a mix of both)	95%	95%	95%	96%
Support and My Course				
How to provide feedback to improve learning and teaching and college services	91%	91%	89%	94%
I know who my academic support contact is (PAT) and how to contact them	95%	92%	96%	99%
I know who the Students' Association are (Highlands & Islands Students' Association [HISA])	86%	83%	87%	90%
I am aware of the role of the Student Voice Rep for my class	85%	84%	84%	92%
I know how to access MyDay	99%	99%	99%	100%
I know how to access Student Support (online or at campus)	90%	89%	90%	94%
I'm treated equally and fairly by staff	98%	98%	99%	98%

<i>NB: Responses are based on those who answered to Strongly Agree, Agree or Yes. N/A: No response</i>	College Overall	FE	HN	Degree
I feel I'm on the right course	97%	97%	96%	98%
I'm happy with the way my course is taught	95%	97%	93%	93%

Committee Cover Sheet

Paper No.5

Name of Committee	Learner Experience Committee
Subject	Student Recruitment AY 2025-26
Date of Committee meeting	04/03/2026
Author	Deborah Lally – Director of Student Experience
Date paper prepared	17/02/2026
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	This paper provides the committee with an updated on our funded recruitment position for AY 2025-26 for both Further Education and Higher Education
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 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 meet our funded numbers, we could potentially be in a clawback position. This would impact our financial position and our financial recovery plan.
Equality & Diversity Does this activity/proposal require an Equality Impact Assessment? If yes, please provide details.	Yes / No
Data Protection Does this activity/proposal require a Data Protection Impact Assessment? If yes, please provide details.	Yes / No Click or tap here to enter text.
Island communities Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?	Yes / No If yes, please give details: Click or tap here to enter text.
Status (ie confidential or non-confidential)	Non-confidential

Freedom of Information

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

Committee Cover Sheet

Please select a justification from the list, below:

Its disclosure would substantially prejudice a programme of research	☐	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>

Further Education

Funding for the College sector is provided by the Scottish Funding Council (SFC) and is measured in *credits*, where one credit represents 40 hours of a student's notional learning time.

Our *minimum threshold* credit target for AY 2025–26, set via our Regional Body (UHI), is **22,050 credits**. To date, we have exceeded this target by 231 credits.

As a partner within UHI, our collective minimum threshold target is 101,632 credits. As of Quarter 2 (6 February), we are reporting 98,637 credits, with both Perth and Shetland meeting and exceeding their individual targets.

However, two partners are currently below their planned Q2 position and may not be on track to achieve their minimum threshold credit targets. This presents a potential opportunity for Perth to demonstrate that we are continuing to exceed our target and to explore the possibility of transferring credits and associated funding, if not in the current year, then in future years. The average price per credit for Perth is £270.89, this could generate additional income of circa £62.6k.

Higher Education

As with the College sector, funding for universities is allocated by the SFC and measured in *Full-Time Equivalents (FTEs)*.

- 120 degree credits = 1 FTE
- 15 credits per year (HND) = 1 FTE
- 12–15 credits per year (HNC) = 1 FTE

Our approved target for AY 2025–26 is **1,528 FTEs** (excluding controlled courses). We are currently exceeding this target. An additional **50 FTEs** were included in our Financial Recovery Plan for the year. We have now surpassed the additional 50 by 13.29 FTEs. This is likely to increase but only slightly as there are still a few enrolments and module registrations still taking place re: January starts.

Committee Cover Sheet

Paper No.6

Name of Committee	Learner Experience Committee
Subject	Student Recruitment AY 2026-27
Date of Committee meeting	04/03/2026
Author	Deborah Lally – Director of Student Experience
Date paper prepared	17/02/2026
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	This paper provides the committee with funded target information regarding both FE and HE for AY 2026-27
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 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 meet our funded numbers, we could potentially be in a clawback position. This would impact our financial position and our financial recovery plan.
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

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Committee Cover Sheet

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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Introduction

Between November and December, members of the PLG met with Sector Managers and Sector Leaders to: (1) review the current curriculum offer; (2) analyse recruitment trends, as well as retention and success data; and (3) consider other relevant intelligence, such as articulation arrangements, partnerships, and emerging demand, to inform the setting of targets.

The 2026-27 Scottish Budget, presented on 13 January 2026, included a £70 million investment in Scotland's college sector, this representing a 10% uplift in resource and capital funding. However, the SFC has not yet issued any indicative funding allocations to the sector for AY 2026-27.

As a tertiary institution, with funding received through both the college and university sectors, Perth do not yet have clarity on what this will mean in practice for us.

Further Education

There have been a few updates to our curriculum, with certain courses being replaced to better align with the needs of our students and community, as well as respond to employer demand.

We have demonstrated that we exceed our credit target. We have also informed the RSB of both the suppressed demand and additional demand should additional funds become available. In the meantime, we have set a target of 22,222 credits. This provides a buffer above the anticipated minimum threshold of 22,050 credits.

We are confident that, if additional funding were secured and invested in resources such as staffing, facilities, and materials, we could increase delivery to up to 24,827 credits.

Higher Education

Although some of our courses are currently undergoing revalidation, we are not planning to introduce any new courses for AY 2026–27. The target set within the Financial Recovery Plan (FRP) is 1,628 FTEs. Our own target, excluding controlled activity and UCS delivery, is 1,647 FTEs.

Committee Cover Sheet

At the end of December, our UHI colleagues shared a new approach, proposing a set of targets for our review and input. These proposed targets were based on the FTEs secured in AY 2024–25, with a 5% uplift applied. However, it is important to note that we have already exceeded this 5% uplift through what we have delivered and secured in AY 2025–26. As a result, we did not agree with the proposed target for Perth.

Committee	Learner Experience Committee
Subject	Learner Experience Committee – Terms of Reference
Date of Committee meeting	04/03/2026
Author	Ian McCartney, Clerk to the Board
Date paper prepared	25/02/2026
Executive summary of the paper	Terms of Reference requires to be updated following changes to the management structure of UHI Perth. Final approval requires authorisation by the Board of Management.
Consultation Please note which related parties, stakeholders and/or Committees have been consulted	N/A
Action requested	☐ For information ☐ For discussion ☒ For endorsement ☐ For approval ☐ Recommended with guidance (please provide further information, below)
Resource implications Does this activity/proposal require the use of College resources to implement? If yes, please provide details.	No
Risk implications Does this activity/proposal come with any associated risk	No Click or tap here to enter text.

Perth College UHI

to the College, or mitigate against existing risk? (If yes, please provide details)	
Link with strategy Please highlight how the paper links to the Strategic Plan, or assist with: • Compliance • National Student Survey • partnership services • risk management • other activity [e.g. new opportunity] – please provide further information	Click or tap here to enter text.
<u>Equality and diversity</u> Does this activity/proposal require an Equality Impact Assessment? If yes, please give details:	No
<u>Data Protection</u> Does this activity/proposal require a Data Protection Impact Assessment? If yes, please give 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 (e.g. confidential/non confidential)	Non-Confidential
Freedom of information Can this paper be included in “open” business?	Yes

Perth College UHI

* If a paper should **not** be included within 'open' business, please highlight below the reason.

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	☒
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For how long must the paper be withheld? Click or tap here to enter text.

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and

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

LEARNER EXPERIENCE COMMITTEE

Membership

No fewer than 3 Independent Member of the Board of Management one of whom shall act as Chair

Principal & Chief Executive

2 Academic Staff Members (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~~ Quality & Resources

2 Directors of Curriculum

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 teaching quality assurance and to ensure outcomes of the highest standards by reviewing reports from relevant College and UHI committees, and internal and external sources, including feedback from student surveys and other stakeholder input.
2. To consider the implications of reports and updates from other relevant College and UHI Committees and, where appropriate, act to ensure the relevance currency and highest quality 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.
5. To regularly monitor the national economic situation, and in particular regional market sure that the Perth curriculum is sufficiently adaptable to seize new market opportunities as they arise
6. To consider the opportunities and benefits to the learner experience that can be developed via a formal Alumni Relations provision
7. Review annually the Terms of Reference for the Committee and its composition and make any necessary recommendations for change to Chairs' Committee.