

Learner Experience Committee

Agenda

Meeting reference: Learner Experience 2025-26/02
Date: Wednesday 19 November 2024 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 10 September 2025		Chair	Paper 1
5	Actions arising from previous minutes		Chair	
6	Student Experience			
6.1	HISA Perth Update	HISA Perth	HISA Perth President	Paper 2
6.2	Student ID Cards	Director of Student Experience	Director of Student Experience	Paper 3
6.3	Corporate Parenting Impact Report	Director of Student Experience	Director of Student Experience	Paper 4
7	Curriculum			
7.1	Student Recruitment, Report	Director of Student Experience	Director of Student Experience	Paper 5

UHI Perth is a registered Scottish charity, number SC021209

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Student Centred + Innovative + Ambitious + Respectful + Inclusive + Collaborative

8	Committee Reports			
	No committee reports tabled			
9	Date and time of next meeting: <ul style="list-style-type: none"> Wednesday 04 March 2025 		Clerk	
10	Review of Meeting (to include check against Terms of Reference)		Chair	Paper 6

Learner Experience Committee

DRAFT Minutes

Meeting reference: Learner Experience 2025-06/01

Date: Wednesday 10 September 2025

Location: Online

Members present: Chris Lusk, Board Member (Chair)
Mary Fraser, Board Member
Catherine Etri, Interim Principal
Patrick O'Donnell, Staff Board Member
Millie Foster, Student Board Member
Andi Garrity, Student Board Member
Ronnie Dewar, Trade Union Board Member
David Paterson, Teaching Staff Member on the Committee (from Item 8.4)
Nicky Inglis, Director of Curriculum
Christiana Margiotti, Director of Curriculum
Deborah Lally, Director of Student Experience
David Gourley, Director of Learning, Teaching & Quality Enhancement

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

Apologies: Sarah Cordwell, Board Member
Chris Whatley, Board Member

Chair: Chris Lusk
Minute Taker: Ian McCartney
Quorum: 7

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Minutes:

Item		Action
1.	<p>Welcome and Apologies</p> <p>Chair welcomed everyone to meeting, noting new members in attendance and noted apologies.</p>	
2.	<p>Additions To The Agenda</p> <p>There were no additions to the Agenda.</p>	
3.	<p>Declaration of Conflict of Interest in any Agenda Item</p> <p>No conflicts of interest were declared.</p>	
4.	<p>Committee Terms of Reference Review</p> <p>Chair presented Paper 1 for discussion, noting a desire to be more aspirational than passive regarding the focus of the Committee.</p> <p>Committee ENDORSED the proposed amendments and addition to the Terms of Reference, which would now be taken forward to Board for final approval.</p>	
5.	<p>Minutes of Meeting held on 23 April 2025</p> <p>The minutes were approved as being an accurate record of the meeting.</p>	
6.	<p>Matters Arising from Previous Minutes</p> <p><u>Item 6.3 - UHI Transformation</u> Interim Principal advised that Pathfinder projects remained ongoing, with engagement around the Culture Pathfinder about to engage with staff and students, and that FBC was due to be issued by the end of the year, and models for the FBC were still being assessed.</p> <p><u>Item 7.1 – HISA Perth Update</u> Committee discussed the ongoing issues re free student travel on Stagecoach. Director of Student Experience advised that ID cards were being issued to students on request, and that discussions between Stagecoach and PKC were ongoing.</p> <p>Potential solutions around the issue were discussed, including UHI Perth automatically issuing own cards, while noting that UHI do not appear to have taken this forward centrally.</p> <p>It was further suggested that HISA Perth consider lobbying HISA to taking the matter forward with UHI to explore a solution for all students.</p>	

<p>7.1</p>	<p>Student Recruitment</p> <p>Director of Student Experience presented Paper 3, noting that HE numbers were currently 66 below the FTE target of 1354, however there was a substantial number still outstanding on the system awaiting confirmation. Confidence was expressed that RAM-funded targets would be met, however work needs to be done to get numbers over the line.</p> <p>Director of Student Experience advised that the FE credit position appeared to be well on target, however enrolment was still under way and some courses were due to start in January.</p> <p>Committee NOTED Paper 3.</p> <p>Committee formally recognised the amount of work underway by the Student Services' team to get the numbers over the line and requested that their thanks should be passed to the team for their dedication to this target.</p>	<p>Director of Student Experience</p>
<p>7.2</p>	<p>Student Completion & Progression</p> <p>Director of Student Experience presented Paper 4, which summarised the current national position round FE student achievement rates; UHI Perth had been recognised as one of the higher-performing colleges, with FE KPIs showing a success rate of 74%. Director of Student Experience advised Committee that achievement rates will be regularly monitored via the SEAP.</p> <p>Committee NOTED Paper 4.</p>	
<p>8.1</p>	<p>HISA Perth Update</p> <p>Student Board Member presented Paper 5 which provided a summary of key activities within the Students' Association since last meeting, noting the changes made to Welcome Week. Student Board Member also noted that the student satisfaction results from last year were up 55%, which Committee appreciated.</p> <p>Committee NOTED Paper 5.</p>	
<p>8.2</p>	<p>Student Satisfaction & Experience Survey</p> <p>Director of Learning, Teaching & Quality Enhancement (LTQE) presented Paper 6, highlighting key items within the report.</p> <p>Chair queried the reduction in satisfaction rates around online library. Director LTQE advised that changes had been made to library services</p>	

	<p>this time last year which will have affected responses, however work was ongoing with HISA Perth to attempt to better meet students' library needs both physical and online.</p> <p>Committee NOTED Paper 6.</p>	
8.3	<p>National Student Survey 2025</p> <p>Director LTQE presented Paper 7, noting UHI Perth highlights and local Action Plan. Director LTQE advised that the next stage is the formation of student focus groups in liaison with Curriculum Directors ahead of next NSS to identify and address areas of potential improvement.</p> <p>Committee NOTED Paper 7.</p>	
8.4	<p>Postgraduate Taught Experience Survey</p> <p>Director LTQE presented Paper 8 noting key findings and highlighting areas of note specific to UHI Perth.</p> <p>Chair noted the excellent overall satisfaction rate of 91%; Director LTQE advised that there was a need to develop arrangements for online engagement to improve results going forward, and an action plan was being developed to that end.</p> <p>Chair queried how the "sense of community" aspect that had been noted as the weakest are could be addressed. Various suggestions included more public events, getting the library offer correct, and working with students to engender a sense of ownership in their own learning. The lack of publicity and marketing promoting the college's successes to a wide market was also identified as something that needs to be addressed.</p> <p>Committee NOTED Paper 7.</p>	
8.5	<p>Student Funding Update</p> <p>Director of Student Experience provided a verbal update on the received numbers of applications for additional student funding, and the improvements in turnaround times for these being processed.</p>	
8.6	<p>Any Other Business</p> <p>Board Member reported that the MyDay function around Repeat Absences had not been operational for a significant period. Director of TLQE to take forward with UHI.</p>	Director TLQE

9	Committee Minutes There were no Committee Minutes supplied for information	
10	Date of Next meeting <ul style="list-style-type: none">• Wednesday 19 November 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	HISA Update – November 2025
Date of Committee meeting	19/11/2025
Author	Highlands and Islands Students Association (HISA)
Date paper prepared	12/11/2025
Executive Summary Please provide a concise summary of the Paper outlining the purpose, impact and recommended future actions if approved	A summary of activities within the students' association since last LEC.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	n/a
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership. If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	In line with HISA Strategy

Committee Cover Sheet

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

Committee Cover Sheet

Freedom of Information

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

Please select a justification from the list, below:

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

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

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

and

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



HISA Update for Learner Experience Committee – November 2025

Local Updates

SVRs and Student Feedback

As of 10/11/2025 there are 200 registered SVRs at Perth, 91 of which have been trained. (Reps cover 42% of eligible course codes and 46% of reps are trained).

SVR Meeting One on 4/11/25 attendance: 48 SVRs (40 in person and 8 online)

Recent SVR issues (from welcome events, training and meeting 1) include:

- Request for physical ID cards
- Estates Issues: Request for outdoor seating (including in smoking shelters), potholes in road.
- Catering: Request for cheaper food, longer hours at Goodlyburn canteen, more food suitable for those with allergies and vegan food.
- Difficulty parking at Goodlyburn during school drop off times
- Lack of updates to Brightspace
- Loud music in ASW gym affecting clients receiving beauty treatments in rooms above

Clubs and Socs

As well as the many online societies and clubs run for students across the whole of UHI, we have several HISA affiliated clubs and societies at UHI Perth:

- Audio and Visual Arts
- Computing Club
- Music Appreciation Society
- Tuesday Art Club

Events and Activities

So far this semester, HISA have run several events independently and in conjunction with UHI Perth colleagues.

- 3/10: Supported hospitality staff and students at their successful Macmillan Coffee Morning
- 27/10: Supported Climate Café
- 28/10: Halloween Escape Room (in conjunction with UHI Perth Library team)
- 28/10: Halloween costume competition and movie night (in conjunction with UHI Perth Library team)
- 29/10 and 30/10: Spooky "Spin to Win" around campus during Halloween week (engaging with students in Brahan, Goodlyburn and Webster)
- 5/11: TheraPets on campus (covering both Brahan and Goodlyburn)

Officer Updates

Local Officer

Andi Garrity – Perth President

- Working with the Director of Learning Strategies Enhancement & Resources on the Student Engagement & Partnership section of the Self Evaluation & Action Plan (SEAP) report
- Helping plan & run events mentioned in section above
- Reached out to onsite student work experience business leaders to see how HISA Perth can help aid their promotion to the student demographic
- Attended the [All-Student Meeting for an NUS UK & NUS Charity Membership Referendum](#)
- Starting to get involved in Scottish Tertiary Enhancement Programme (STEP) activities ongoing from the previous Perth President



- Involvement with the Scottish National Housing Campaign with other Student Associations/Unions alongside 30 student officers spanning 22 different institutions, including creation of an [email template](#) to send to local MSPs to urge them to support their student constituents in the [Housing \(Scotland\) Bill 2025](#) (shared to all UHI students), creating a letter from HISAs' Executive Committee and sent to the 92 MSPs covering the UHI region on the behalf of HISA. The Bill was passed on 30 September 2025 and became an Act on 6 November 2025.

Millie Foster – Perth Depute:

- Supporting Library's Shrek Escape Room
- Supporting the library and making a connection with students as a part of student engagement.
- Ran Halloween Costume Competition
- Completing first event and engaging students on local events centred around the Goodlyburn Theatre while giving creative students a chance to complete workplace requirements in a calm environment.
- More collaborative events with Library being planned to continue to engage students as part of the manifesto objectives
- Creating events involving the arts around campus
- Ensuring students know where to get support on financial and wellbeing issues

Organisational Updates

HISA wide updates

- Our Chief Executive Officer, Rachel Burn, is sadly leaving HISA. The application window for a new CEO closed on 10th November.
- HISA has recently celebrated its 10th anniversary, with some reminiscences from past officers. <https://hisa.uhi.ac.uk/news/article/6013/HISAs-10th-Anniversary/>
- We now have a full Executive Committee following by-elections. <https://hisa.uhi.ac.uk/officers/>
- HISA's monthly newsletter, Hi! continues to receive very high hit rates and is commended to board members across UHI as a good way of keeping up with our activities. <https://hisa.uhi.ac.uk/about/newsletter/>
- Our engagement in multiple dimensions of UHI Transformation continues, supporting responses to the student survey which are now into the hundreds. <https://hisa.uhi.ac.uk/about/uhitransformation/>
- HISA officers and staff have shared innovative practice over recent weeks in a range of national and international forums, including at the RAISE network's 2025 conference and in its latest journal issue, at a Flemish HE sectors project on student participation, and at the 2025 Student Voice Australasia symposium.

Students at the heart of decision making at UHI

SVR numbers remain strong across the region, higher week by week than last academic year, with around half trained so far. Meetings are underway roughly monthly, with themed discussions relating to the learning experience and wider student experience. Useful feedback is being gathered to inform HISA's priorities and to be fed back to APs and UHI across a range of issues including facilities and estates, learning services, and UHI Transformation. Main discussion topics this semester have been induction (October), community and belonging (November) and learning and teaching delivery (December).

Work has completed with the evaluation of the Board of Management Project, and HISA thanks all Board representatives who were involved in this process. A report is being written up and circulated within HISA's internal governance before making its way to AP boards.

Student communities and inclusion

We had 17 applications to our first-term grant round; funded activity includes equipment maintenance, safety training, support for trips to conferences, championships, conventions, various art materials, performer and speaker fees, subscriptions, and more. --The Pride Network remains the most active with over 50 members. Without funding for a sports coordinator, we have had to step-back from sporting development; however, we still maintain the membership to BUCS and Scottish Student Sport to allow students to compete in sports provided they follow the registration guidelines. We have rolled out two compulsory committee trainings for on risk assessments and committee roles and are trialling a Health and Safety Certification process for high-risk clubs.

Our EDI work this term has been focused so far on building a new committee, working with UHI on trans rights and the implications of the UK Supreme Court Decision, celebrating Black History Month, and preparing communications for Trans Awareness Week and Day of Remembrance, 16 Days of Action, and International Day of People with Disabilities. With the squeeze on resources, staffing, and capacity across UHI, we hope that



UHI and its partners will remain committed to upholding the principals of equality, diversity, and inclusion for their student population. We see an increasing numbers of students from marginalised communities feeling isolated and worried about how their peers and college staff will treat them and what support might be offered to them. Our new gender-expression fund for trans and non-binary students provides up to 100£ for gender affirming products or transport to gender-affirming appointments, recognizing the additional financial burden these students face.

Support and facilities for all students

From July to September 2025, the Highlands and Islands Students' Association (HISA) Advice Service supported 46 students across the UHI partnership, showing a clear rise in engagement compared to previous years. Case openings peaked at 19 in August, suggesting increased visibility of the service or greater student need during the summer break.

Academic-related concerns remained the most common issue, with seven complaints cases recorded. Housing support (16 cases) also featured prominently, marking it as an emerging area of concern. Other case types included disciplinary, admissions, and academic conduct matters.

Analysis of recorded work shows that housing issues accounted for 31% of total case time, followed by student code of conduct (19%) and academic misconduct (17%), underlining the complex and formal nature of student support needs. Inverness UHI saw the highest activity levels, followed by Moray UHI and EO UHI.

Beyond casework, the Advice Service contributed to the Student Code of Conduct and Disciplinary Procedure review, the Support for Study Policy review, and provided local support during the UHI Moray halls closure.

Overall, this quarter reflects strong and growing engagement with the service and its ongoing impact on improving the student experience.

We have consolidated our Instagram accounts down to a central @teamhisa. As part of this consolidation, we have been working more closely with both UHI Comms and APs.

Committee Cover Sheet

Paper No. 3

Name of Committee	Learner Experience Committee
Subject	Student ID Cards
Date of Committee meeting	19/11/2025
Author	Deborah Lally – Director of Student Experience
Date paper prepared	11/11/2025
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 information previously requested for with regards to the cost of outsourcing the production of physical Student ID Cards. The paper also goes on to provide pros and cons as well as factual information too.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	N/A
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	Strategic Aim 1: Excellence in the Learning and Learner Experience Strategic Aim 2: College Growth and Ambition Strategic Aim 4: Sustainability

Committee Cover Sheet

<p>Resource implications</p> <p>Does this activity/proposal require the use of College resources to implement?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p> <p>If any internal developments need to be made, this may come at a cost as well as staff costs that are not part of the costs represented in this paper.</p>
<p>Risk implications</p> <p>Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p>
<p>Equality & Diversity</p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p>
<p>Data Protection</p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Island communities</p> <p>Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p>Status</p> <p>(ie confidential or non-confidential)</p>	<p>Non-confidential</p>

Committee Cover Sheet

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

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UHI Perth Student ID Cards

At the last Learner Experience Committee meeting, HISA shared with the committee the issue some of our full-time students face when trying to use their Student e-Card to get discounted rates on bus travel. The number of students who have found themselves in this position was not quantified, but the Director of Student Experience informed HISA that any students who find themselves in this position, to make contact with the Student Records Team who can issue, by exception, physical Student ID Cards.

The Director of Student Experience then shared with the committee the challenges now experienced if we were to reinstate and produce in bulk in-house Student ID Cards. An action given was to explore the costs of outsourcing.

Our Procurement Team has made contact with the company who already provide our 'blank' ID Cards and their quote based on 4000 cards to be printed are as follows:

Quantity	Item Description	Unit (£)	Total (£)
40	Pack of 100 UHI Perth cards	13.48	539.20
4000	Bureau Photo ID Print Credits	1.25	5000.00
Total:			5539.00

Although this can be done, the above quote does not include the potential posting of these cards directly from printing to the student address.

To date, in total we have 4,520 distinct students (this excludes a student being counted more than once if they have more than one enrolment).

Advantages of a physical ID Card opposed to an e-card

- Enhanced security – ID cards help identify students and if you have the right technology, they can be used to control access to buildings and classrooms, including confirming attendance.
- Appear to be more easily acceptable by bus drivers to verify someone is a student.

Disadvantages of a physical ID Card opposed to an e-card

- Data security risks (if we were to outsource and share student data)
- Cost and replacement for those that lose their card
- Environmental sustainability – up to 4000+ cards can be produced each year.
- If outsourcing the printing of cards, students will not have immediate access to their physical ID card which will cause delays
- Staff/system capacity and costs, including UHI buy in as we would be dependent on their support:
 - To produce an initial file that only includes those who have uploaded an acceptable photo
 - The secure sending of the file
 - To produce additional files, monitoring who has/hasn't already been sent
 - A place where the cards can be easily distributed to students

Facts:

1. All students who enrol with us are entitled to a Student ID Card

UHI Perth
Student ID Cards

2. All students have a responsibility for keeping their personal data up to date (e.g addresses) and can do so by accessing their record via UHI Records.
3. Accessing UHI Records, students can also access their e-Student ID Card. This is where students are directed to, to access, print and share their Council Tax Certificates for discounts with Councils.
4. UHI Perth recommend that students take a screen shot of their e-card for easy access when needing to show this and in times where there may be network connectivity issues.
5. Unlike other HEIs, students are issued with an e-card for each academic year of study.

Statistical Facts (full-time only):

1. 63% of our full-time students will either be eligible for a National Entitlement Card (NEC) to access the Young Persons (Under 22) Free Bus Travel Scheme, or, they are over 60 and would be eligible for free bus travel.
2. The other 37% are aged from 22 up to 59 years, of which 32% study online. A further 19%, due to those going into work placements (e.g. early years settings, health care setting; and hospitals), do receive a physical ID card.
3. It is likely that round about 18% of our full-time students have to rely on a Student e-card, some of which may be eligible for free bus travel due to their disability.

Committee Cover Sheet

Paper No. 4

Name of Committee	Learner Experience Committee
Subject	Corporate Parent Impact Report
Date of Committee meeting	19/11/2025
Author	Deborah Lally – Director of Student Experience
Date paper prepared	10/11/2025
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 information, support and guidance we offer our care-experienced students. The paper also provides action being taken.
Committee Consultation Please note which Committees this paper has previously been tabled at, and a brief summary of the outcomes/actions arising from this.	N/A
Action requested	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	Strategic Aim 1: Excellence in the Learning and Learner Experience Strategic Aim 2: College Growth and Ambition Strategic Aim 4: Sustainability

Committee Cover Sheet

<p>Resource implications</p> <p>Does this activity/proposal require the use of College resources to implement?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p> <p>Implementing further actions may necessitate additional resources; therefore, we must adopt a lean and efficient approach.</p>
<p>Risk implications</p> <p>Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p>
<p>Equality & Diversity</p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p>
<p>Data Protection</p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Island communities</p> <p>Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p>Status</p> <p>(ie confidential or non-confidential)</p>	<p>Non-confidential</p>

Freedom of Information

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Committee Cover Sheet

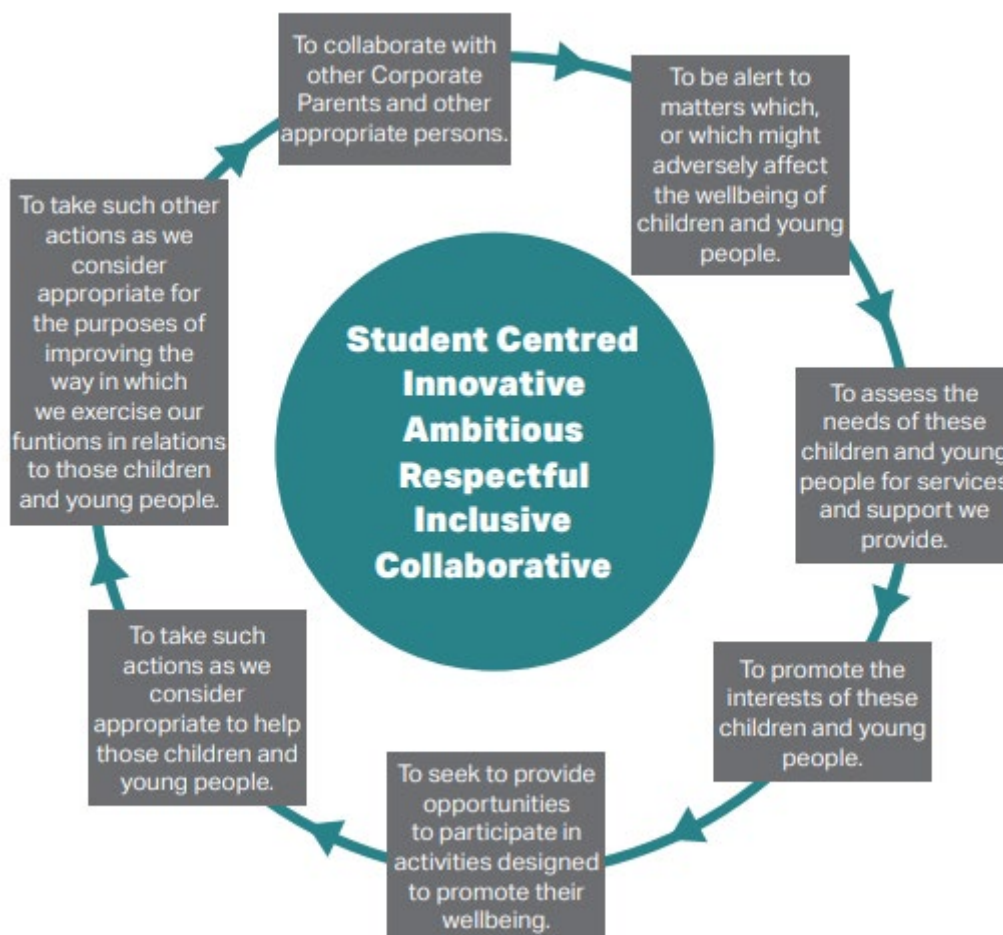
Please select a justification from the list, below:

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

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

Under Section 58, we are committed to fulfilling our corporate parenting responsibilities as outlined below:



What Have We Been Doing And Continue To Do

We continue to encourage applicants and students to disclose, as early as possible, if they are care-experienced. Early disclosure enables our key contact for care-experienced students to provide timely and appropriate support and guidance.

Our Transitions Officer works closely with external organisations, agencies and individuals to support those who may have previously disengaged from school or experienced poor attendance, ensuring they are prepared and confident to being their studies at UHI Perth.

When a student or applicant discloses that they are care-experienced, the key contact reaches out to introduce themselves and offer ongoing support and guidance throughout their time at UHI Perth.

We promote continuous professional development (CPD) among staff, encouraging them to stay up to date with training and best practice to ensure the needs of all students are met, particularly in areas such as assessment and diagnostic testing.

The Personal Academic Tutor (PAT) plays a key role in student success. Using our BRAG monitoring tool, PATs can identify early signs of disengagement, provide support, and signpost students to relevant services to help them stay on track.

Our Student Engagement Co-ordinator delivers a range of workshops and class talks designed to promote engagement and wellbeing throughout the academic year. Sessions are tailored to class needs and current topics, including:

- Staying focused
- Public speaking
- Stress and anxiety management
- Hate crime awareness
- E-Safety and online behaviour
- Bullying prevention
- Resilience and perseverance (“Stay the course”)
- Sexual assault and harassment awareness

The Health and Wellbeing Team also runs a variety of groups and workshops, including:

- Neurodiverse Group
- LGBT+ and Allies Group
- Decider Skills workshops

We work collaboratively with a range of partners and networks, including:

- UHI Priority Group
- PKC Corporate Parenting Sub Group
- Who Cares? Scotland

We have also strengthened our involvement in other PKC partnerships such as the Adult Participation Group; 16+ Operational Group; and YPG Group, ensuring we play an active role in creating positive destinations for young people and adult returners in the Perth and Kinross region.

Performance and Statistics:

The Scottish Funding Council (SFC) publishes sector wide performance indicators. In preparation for 2024-25, SFC consulted with the sector on performance measurements. One key change was to exclude students who withdraw within the first few weeks of study (for whom no funding is received).

Based on this new measurement, the following table shows UHI Perth’s performance for care experienced students:

Academic Year	Headcount	Successful Completion	Partial Success	Withdrawal
2024-25	127	66.9%	12.6%	20.5%
2023-24	108	60.2%	21.3%	18.5%
2022-23	108	68.5%	15.7%	15.7%

The sector-wide data shows that 60.5% of care-experienced students across Scotland were successful. UHI Perth performed 6.4 percentage points above this sector average.

Assessing our impact

Course level analysis shows that care-experienced students at UHI Perth enrol across a wide range of programmes, with no single one attracting a disproportionately high number of learners.

Over the last three years, nearly 80% or more of our care-experienced students have remained on course:

- AY 2024-25: 79.5%
- AY 2023-24: 81.5%
- AY 2022-23: 84.2%

While overall retention remains strong, withdrawal rates have shown a slight year-on-year increase.

Notably, in AY 2024-25, more care-experienced students (85) successfully completed their studies than in any previous years reported.

The dip in successful completions observed in AY 2023-24 can largely be attributed to strike action, which disrupted learning and assessment during that period.

As highlighted by the SFC, students from the 10% most deprived areas and care-experienced students continue to experience the highest withdrawal rates.

Actions Being Taken

In line with our corporate parenting responsibilities and our commitment to improving outcomes for care-experienced students, UHI Perth is implementing the following actions:

1. Strengthening Early Identification and Support

- Continue promoting early disclosure during the application and enrolment process, ensuring care-experienced students are identified and supported from the outset.
- Enhance communication between schools, local authorities, and UHI Perth to maintain continuity of care and guidance.

2. Enhancing Staff Awareness and Training

- Expand staff participation in corporate parenting and trauma-informed practice training through ongoing CPD opportunities.
- Encourage teams to share best practice across departments to build collective knowledge and confidence.

3. Improving Retention and Achievement

- Strengthen the use of the **BRAG monitoring tool** to identify early signs of disengagement and intervene proactively.

- Further enhance communication between PATs, the Student Engagement Co-ordinator, the Student Support Worker and the Health and Wellbeing Team to provide holistic support.

4. Increasing Student Voice and Engagement

- Encourage participation in existing student groups, such as the Neurodiverse and LGBT+ and Allies groups, to foster a sense of belonging. Explore the potential for additional groups to be formed.
- Continue to offer tailored engagement sessions and workshops that address wellbeing, resilience, and self-advocacy.

5. Strengthening Partnerships and Pathways

- Maintain active participation in local and regional partnership groups, including the PKC Corporate Parenting Sub-Group, 16+ Operational Group, and YPG Group.
- Collaborate with external agencies such as *Who Cares? Scotland* and Skills Development Scotland to support progression into positive destinations.

6. Using Data to Drive Improvement

- Continue to analyse retention, achievement, and withdrawal data for care-experienced students to identify trends and areas for targeted support.
- Monitor the impact of interventions annually and report progress to key stakeholders, including local corporate parenting partners.
- Use student feedback and qualitative data to supplement quantitative outcomes and inform future strategy.

Committee Cover Sheet

Paper No. 5

Name of Committee	Learner Experience Committee
Subject	Student Recruitment AY 2025-26
Date of Committee meeting	19/11/2025
Author	Deborah Lally – Director of Student Experience
Date paper prepared	10/11/2025
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	<input checked="" type="checkbox"/> For information <input type="checkbox"/> For discussion <input type="checkbox"/> For endorsement <input type="checkbox"/> For approval <input type="checkbox"/> Recommended with guidance (please provide further information, below)
Strategic Impact Please highlight how the paper links to the Strategic Objectives of UHI Perth or the UHI Partnership: Strategic-Plan-2022-27.pdf If there is no direct link to Strategic Objectives, please provide a justification for inclusion of this paper to the nominated Committee.	Strategic Aim 1: Excellence in the Learning and Learner Experience Strategic Aim 2: College Growth and Ambition Strategic Aim 4: Sustainability

Committee Cover Sheet

<p>Resource implications</p> <p>Does this activity/proposal require the use of College resources to implement?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p>
<p>Risk implications</p> <p>Does this activity/proposal come with any associated risk to UHI Perth, or mitigate against existing risk?</p> <p>If yes, please provide details.</p>	<p>Yes/No</p> <p>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.</p>
<p>Equality & Diversity</p> <p>Does this activity/proposal require an Equality Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p>
<p>Data Protection</p> <p>Does this activity/proposal require a Data Protection Impact Assessment?</p> <p>If yes, please provide details.</p>	<p>Yes/ No</p> <p>Click or tap here to enter text.</p>
<p>Island communities</p> <p>Does this activity/proposal have an effect on an island community which is significantly different from its effect on other communities (including other island communities)?</p>	<p>Yes/ No</p> <p>If yes, please give details:</p> <p>Click or tap here to enter text.</p>
<p>Status</p> <p>(ie confidential or non-confidential)</p>	<p>Non-confidential</p>

Committee Cover Sheet

Freedom of Information

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

Please select a justification from the list, below:

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

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

Committee Cover Sheet

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.

However, it is important to remain vigilant regarding student withdrawals, as funding eligibility depends on these being processed promptly. This period is critical to ensure all withdrawals are recorded timeously. While we currently have a 'cushion' above target, this buffer is expected to reduce as withdrawals are processed.

End-of-Year Forecast:

In line with our delivery plan, additional courses are scheduled to begin in January, including intake from Christmas leavers who typically infill into full-time programmes. Therefore, it is highly likely we will continue to exceed our credit target by year end.

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, and we are already more than halfway toward achieving this.

End-of-Year Forecast:

With further courses scheduled to commence in January, we anticipate continuing to exceed our funded FTE target and expect to be very close, if not slightly exceed the additional 50 FTEs set out in our recovery plan.

LEARNER EXPERIENCE COMMITTEE

Membership

No fewer than 3 Independent Member of the Board of Management

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

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 trends, and ensure 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.

Reviewed October 2025