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Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 11 June 2024 at 4.30 p.m.
Location	Virtually – via Microsoft Teams

Governance Officer
21 May 2024

AGENDA

Welcome and Apologies

Declaration of Interests and/or any Statement of Connections or Transparency Statements.

ITEMS FOR DECISION

1. **MINUTES**
   a. Minutes of the Learning, Teaching and Research Committee held on 12 March 2024

2. **OUTSTANDING ACTIONS**

ITEMS FOR DISCUSSION

3. **STUDENT RETENTION AND FORECAST FOR FE & HE REPORT**
   Joint Report by Vice Principal – Curriculum, Student Experience and Quality and Management Information Systems Manager

4. **PROGRAMME AND MODULE LEADERSHIP GUIDELINES (CONFIDENTIAL)**
   Report by Vice Principal – Curriculum, Student Experience and Quality

5. **SCHOOLS/SENIOR PHASE & GA ENGAGEMENT**
    Report by Vice Principal – Curriculum, Student Experience and Quality

6. **END OF YEAR STUDENT SURVEY (SSES)**
    Report by Quality Manager and Team

7. **HISA ELECTIONS**
    Report from HISA

8. **HISA END OF YEAR SUMMARY REPORT**
    Report from HISA

9. **KPI MATRIX**
    Report by Operations and Commercial Manager

10. **EDUCATION SCOTLAND REPORT**
    Report by Vice Principal – Curriculum, Student Experience and Quality

11. **RESEARCH UPDATE – HIGHLIGHTS & CHALLENGES**
    Verbal report by Director – Centre for Living Sustainability & Director of Research – Biodiversity & Freshwater

12. **COMMITTEE AND CHAIR EVALUATION PROCESS**
    Report by Governance Officer

ITEMS FOR NOTING

13. **QUARTER 3 - COMPLAINTS REPORT**
    Report by Quality Team

14. **MINUTES FROM COMMITTEES - CONFIDENTIAL**
    a) Minutes of the Student Journey and Enhancement Committee held on 19 March 2024
    b) Minutes of the Student Journey and Enhancement Committee held on 18 April 2024
    c) Minutes of the Student Journey and Enhancement Committee held on 15 May 2024
    d) Research & Innovation Committee – Postgraduate Research Student Report 04 June 2024
    e) Research & Innovation Committee - Institute for Biodiversity & Freshwater Conservation 04 June 2024
    f) Research & Innovation Committee – Centre for Living Sustainability 04 June 2024

15. **AOCB**

16. **DATE OF NEXT MEETING – 24 September 2024 at 4.30 p.m.**

If any member wishes to add an item of business to the Agenda, please inform the Chair and the Governance Officer as soon as possible. Additional items of business will only be considered for inclusion in the agenda in advance of the start of the meeting.

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Outstanding Actions from LT&R Committee Meetings

Item	Action	Responsibility	Timeline	ACTIONED
12 March 2024				
Approval of Minutes from 12 March 2024	Minutes of the Learning, Teaching and Research Committee held on 12 March 2024 to be emailed out to Committee members for approval.	Gov Officer	March '24	

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Board of Management

Subject/Title:	Student Retention and Progress against Targets 2023/24 KPI Update 2022/23
Author: [Name and Job title]	Jane Maclennan, Information Systems Manager Lindsay Snodgrass, VP Curriculum, Quality & Student Experience
Meeting:	Learning Teaching and Research
Meeting Date:	11 June 2024
Date Paper prepared:	31 May 2024
Brief Summary of the paper:	To provide the committee with an update on student retention and progress against targets for 2023/24, and a review of the published KPIs for 2022/23.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** a) compliance • partnership services • risk management • strategic plan • new opportunity/change	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
Resource implications:	Yes
Risk implications:	Yes – quality of the student experience
Equality and Diversity implications:	Yes – equity of the student experience
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

Status – [Confidential/Non confidential]	**Non-confidential**	
Freedom of Information Can this paper be included in "open" business* [Yes/No]	**Yes**	

*If a paper should **not** be included within "open" business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

Student Retention and Progress against Targets 2023/24
KPI Update 2022/23

Executive Summary

The report provides an update on student withdrawals, progress against targets for 2023/24 and an update on the SFC published Key Performance Indicators.

The early withdrawal rates are lower for both FE and HE full-time students than the previous year, however they are higher for part-time students. It is not expected that there will be further changes to the early withdrawal rates.

Further withdrawal rates are currently lower than the end of year position for 2022/23, it is expected that there will be minor growth in the further withdrawal rates up to the end of term.

Progress in achieving our full-time FE and HN targets indicates that we are in line with our overall retention target. Work is ongoing to minimise partial success, therefore we have the potential to achieve or exceed our % success target.
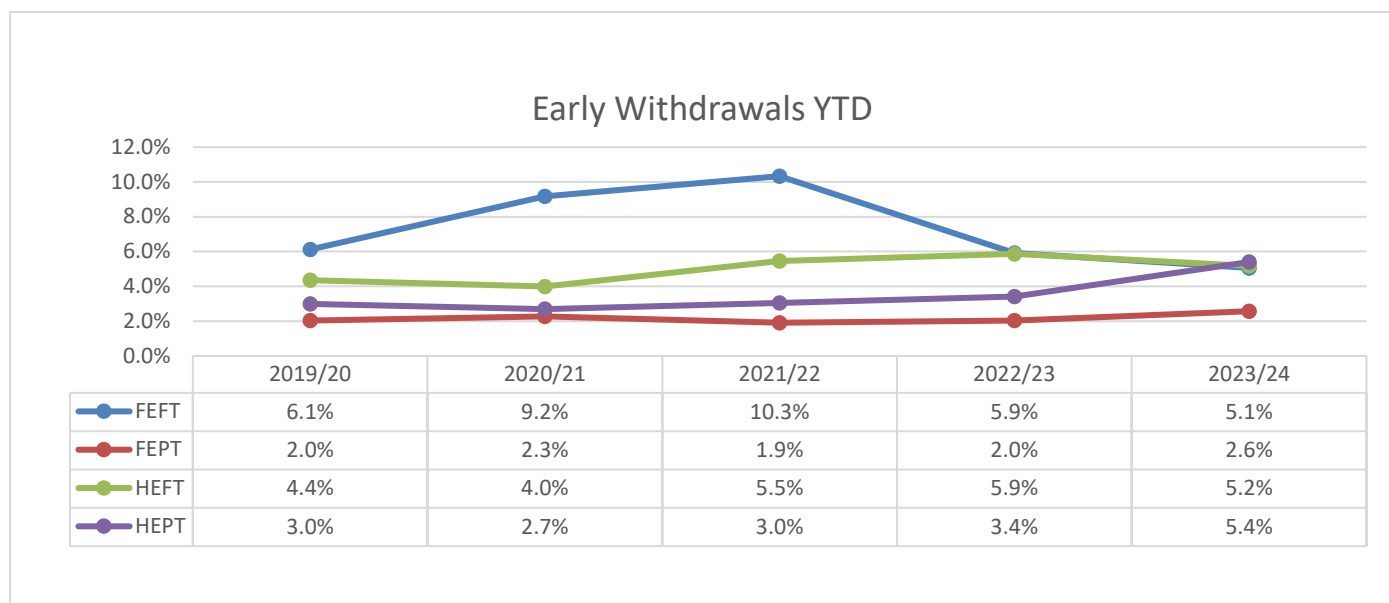
The 2022/23 Key Performance Indicators have been published by the SFC. The sector benchmark data for Scotland includes HN delivery for colleges other than UHI.

For FE full-time, we achieved our target for 2022/23, and in addition, exceeded the sector benchmark across the three measures. However, for HE HN full-time in 2022/23 we did not achieve the targets set, nor the sector benchmarks for success or partial success. In relation to key groups in the majority of measures we achieved our target and exceeded sector benchmarks.
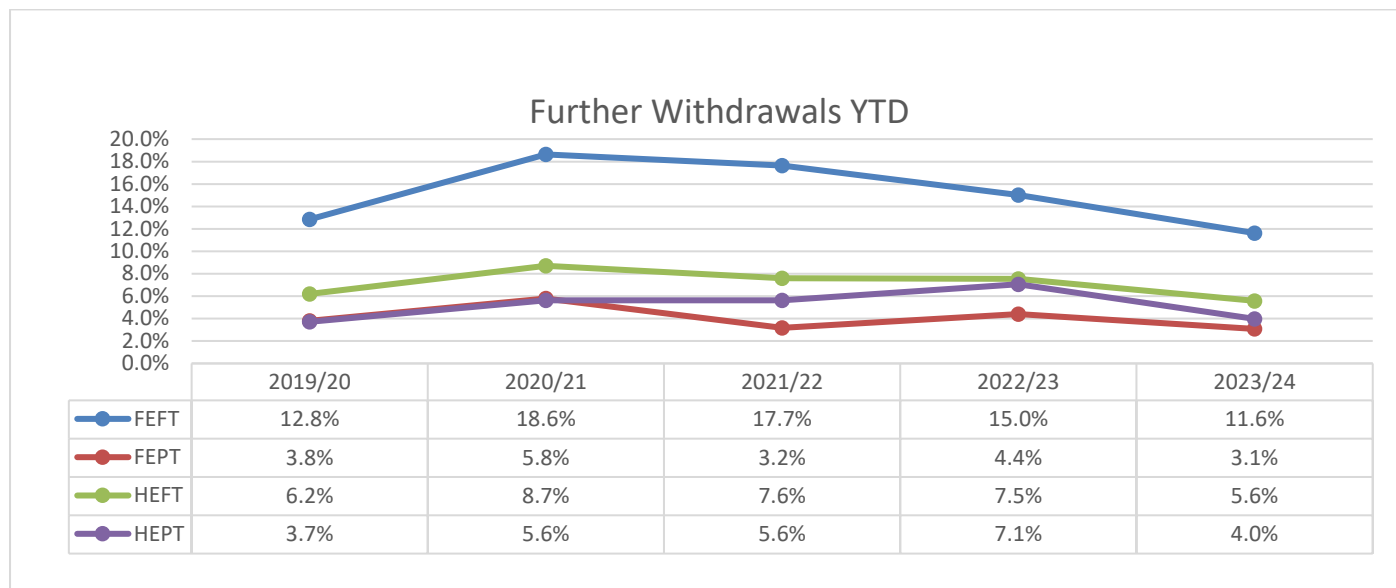
Main Body of Information

Early Withdrawals

The chart below shows the end of year figures for previous years and the year to date for 2023/24. It is not expected that there will be further change to the early withdrawal rates. Whilst the early withdrawal rates are lower for both FE and HE full-time students than the previous year, they are higher for part-time students.

Early Withdrawals YTD

	2019/20	2020/21	2021/22	2022/23	2023/24
FEFT	6.1%	9.2%	10.3%	5.9%	5.1%
FEPT	2.0%	2.3%	1.9%	2.0%	2.6%
HEFT	4.4%	4.0%	5.5%	5.9%	5.2%
HEPT	3.0%	2.7%	3.0%	3.4%	5.4%

Further withdrawals

The chart below shows the Further Withdrawal end of year figures for previous years and the year to date for 2023/24.

Further Withdrawals YTD

	2019/20	2020/21	2021/22	2022/23	2023/24
FEFT	12.8%	18.6%	17.7%	15.0%	11.6%
FEPT	3.8%	5.8%	3.2%	4.4%	3.1%
HEFT	6.2%	8.7%	7.6%	7.5%	5.6%
HEPT	3.7%	5.6%	5.6%	7.1%	4.0%

Currently, our overall withdrawal rate for FE FT is 16.7%, at the same point last year the position was 20.8%. The end position for 2022/23 was 20.9%, i.e. a growth of 0.1% from June to July. As such we are well within our target of 18% for full time FE. The overall withdrawal rate for HE FT is 10.8%, at the same point last year the position was 10.7%.
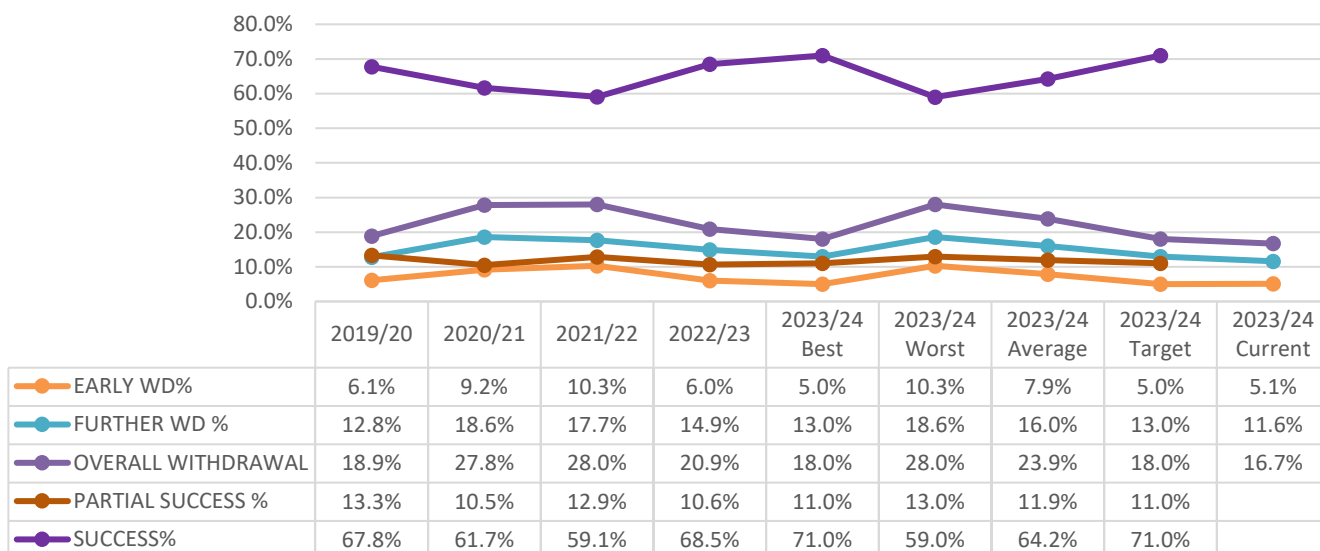
Progress against targets for full time students

Targets have been set for 2023/24 as below:

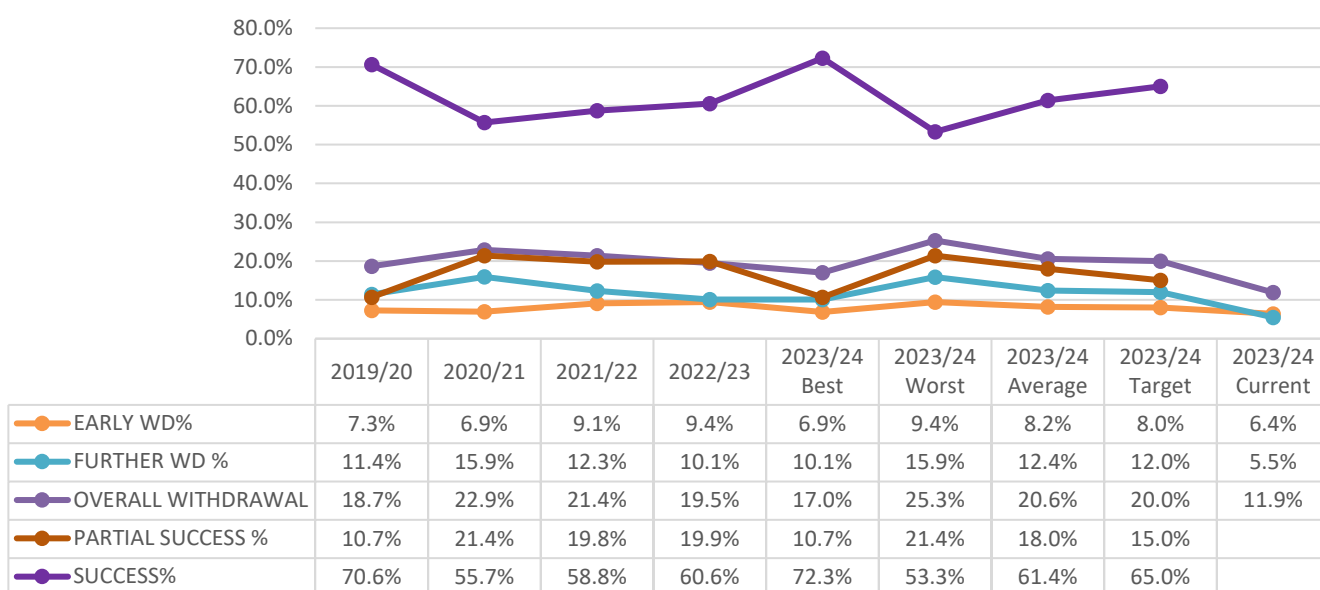| Targets 2023/24	% Completed Successful	% Partial Success	% Withdrawal
Outcomes for FE on recognised qualifications (full-time)	71.0%	11.0%	18.0%
Outcomes for HE on recognised qualifications (full-time) HNC & HND	65.0%	15.0%	20.0%

The charts below illustrate the FE full-time and HE HN 4-year trend for 2019/20 to 2023/24, a series of best, worst, and average case scenarios along with the target that has been set and our current position.

FE FT KPI Forecast

	2019/20	2020/21	2021/22	2022/23	2023/24 Best	2023/24 Worst	2023/24 Average	2023/24 Target	2023/24 Current
EARLY WD%	6.1%	9.2%	10.3%	6.0%	5.0%	10.3%	7.9%	5.0%	5.1%
FURTHER WD %	12.8%	18.6%	17.7%	14.9%	13.0%	18.6%	16.0%	13.0%	11.6%
OVERALL WITHDRAWAL	18.9%	27.8%	28.0%	20.9%	18.0%	28.0%	23.9%	18.0%	16.7%
PARTIAL SUCCESS %	13.3%	10.5%	12.9%	10.6%	11.0%	13.0%	11.9%	11.0%	
SUCCESS%	67.8%	61.7%	59.1%	68.5%	71.0%	59.0%	64.2%	71.0%	

HE HN KPI Forecast

	2019/20	2020/21	2021/22	2022/23	2023/24 Best	2023/24 Worst	2023/24 Average	2023/24 Target	2023/24 Current
EARLY WD%	7.3%	6.9%	9.1%	9.4%	6.9%	9.4%	8.2%	8.0%	6.4%
FURTHER WD %	11.4%	15.9%	12.3%	10.1%	10.1%	15.9%	12.4%	12.0%	5.5%
OVERALL WITHDRAWAL	18.7%	22.9%	21.4%	19.5%	17.0%	25.3%	20.6%	20.0%	11.9%
PARTIAL SUCCESS %	10.7%	21.4%	19.8%	19.9%	10.7%	21.4%	18.0%	15.0%	
SUCCESS%	70.6%	55.7%	58.8%	60.6%	72.3%	53.3%	61.4%	65.0%	

Whilst the overall HE withdrawal rate is 10.8%, for full time HN it is greater at 11.9%. However, at the time of writing the overall withdrawal rates for full-time FE and HN are below the targets set, this in conjunction with the work currently being undertaken to minimise partial success, would indicate that the targets for success are likely to be achieved or exceeded.

We are predicting we will achieve our target of 71% for FE FT and 65% successful outcomes for HN. This would represent a further increase of 2.5% and 4.4% respectively.

KPI Update

The SFC has published the 2022/23 Performance Indicators.

The table below shows the positions for FE full-time, where we achieved our target for 2022/23 and exceeded the sector benchmark across the three measures.

Outcomes for FE on recognised qualifications (full-time)

Year	Scotland			UHI Inverness		
	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal
18-19	65.2%	10.1%	24.7%	69.9%	7.3%	22.8%
19-20	66.0%	13.2%	20.8%	67.0%	13.6%	19.4%
20-21	60.9%	11.7%	27.3%	59.9%	9.9%	30.1%
21-22	59.0%	11.7%	29.3%	58.0%	12.5%	29.5%
22-23 Target				66.0%	12.0%	22.0%
22-23 Actual	63.6%	11.1%	25.3%	68.5%	10.6%	20.9%
2023-24 Target				71.0%	11.0%	18.0%

The table below shows the positions for HE HN full-time. In 2022/23 we did not achieve the targets set, nor the sector benchmarks for success or partial success.

Outcomes for HE on recognised qualifications (full-time) HNC & HND

Year	Scotland			UHI Inverness * not published		
	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal
18-19	69.8%	11.7%	18.5%	65.0%	13.8%	20.1%
19-20	73.4%	11.7%	14.9%	71.0%	10.4%	18.6%
20-21	71.6%	10.9%	17.6%	55.7%	21.3%	23.0%
21-22	62.5%	13.9%	23.6%	58.8%	19.9%	21.3%
22-23 Target				72.0%	11.0%	17.0%
22-23 Actual	65.5%	14.0%	20.6%	60.6%	19.9%	19.5%
2023-24 Target				65.0%	15.0%	20.0%

The table below shows the published figures for key groups, the targets set, and the 2022/23 actual figures. In the majority of measures we achieved our target and exceeded sector benchmarks. The sector benchmark data for Scotland includes HN delivery for colleges other than UHI.

Outcomes by key group on courses lasting 160 hours or more

	Scotland *Includes HN 22-23 published			UHI Inverness 22-23 Target			UHI Inverness 22-23 Actual * FE Only published		
	% Success	% PS	% WD	% Success	% PS	% WD	% Success	% PS	% WD
10% SIMD	62.6%	13.5%	22.9%	63.2%	12.7%	24.1%	64.9%	11.9%	23.2%
20% SIMD	63.6%	13.5%	22.9%	64.1%	12.8%	23.1%	65.6%	11.7%	22.8%
Ethnic minority	67.4%	14.9%	17.8%	70.5%	11.7%	17.8%	63.4%	19.4%	17.2%
Disability	64.1%	14.2%	21.7%	63.8%	14.1%	22.1%	67.5%	11.6%	20.9%
Care Experienced	55.4%	17.0%	27.6%	56.5%	17.6%	25.9%	60.6%	9.6%	29.8%

The table below shows the position of colleges across Scotland for comparison. The SFC categorise colleges into large, delivering over 25,000 credits, and small, under 25,000 credits. UHI Inverness is the only college within the partnership which SFC categorise as large. Of the larger colleges, those which have higher success rates than UHI Inverness are highlighted.

College	FEFT			FEPT		
	%Completed Successful	%Partial Success	%Withdrawal	%Completed Successful	%Partial Success	%Withdrawal
Scotland	63.6%	11.1%	25.3%	77.3%	12.2%	10.6%
Ayrshire	68.6%	6.4%	25.0%	74.7%	11.2%	14.1%
Borders	68.3%	7.3%	24.4%	75.1%	14.7%	10.2%
City of Glasgow	52.3%	18.0%	29.7%	75.9%	12.2%	12.0%
Dumfries & Galloway	65.3%	9.2%	25.5%	85.6%	5.9%	8.5%
Dundee & Angus	67.5%	10.6%	22.0%	72.3%	11.8%	15.9%
Edinburgh	65.7%	11.8%	22.4%	76.7%	12.3%	10.9%
Fife	58.3%	10.9%	30.8%	78.6%	12.9%	8.5%
Forth Valley	67.9%	7.2%	24.9%	87.1%	4.7%	8.2%
Glasgow Clyde	59.1%	14.8%	26.2%	71.1%	11.2%	17.6%
Glasgow Kelvin	59.2%	8.3%	32.6%	75.0%	13.7%	11.3%
Inverness	68.5%	10.6%	20.9%	84.7%	6.7%	8.7%
New College Lanarkshire	57.8%	10.1%	32.1%	76.1%	11.9%	12.0%
North East Scotland	63.3%	13.6%	23.1%	72.6%	20.8%	6.6%
South Lanarkshire	72.8%	10.1%	17.1%	82.0%	9.6%	8.4%
West College Scotland	67.3%	9.9%	22.8%	69.0%	20.2%	10.8%
West Lothian	70.4%	8.0%	21.5%	90.9%	4.0%	5.1%
UHI	67.2%	10.4%	22.4%	83.7%	9.2%	7.1%

College	HEFTHN			HEPTHN		
	%Completed Successful	%Partial Success	%Withdrawal	%Completed Successful	%Partial Success	%Withdrawal
Scotland	65.5%	14.0%	20.6%	78.6%	12.0%	9.4%
Ayrshire	65.8%	10.1%	24.1%	83.4%	9.8%	6.8%
Borders	65.6%	13.1%	21.3%	87.3%	1.7%	11.0%
City of Glasgow	62.8%	17.6%	19.5%	74.8%	15.7%	9.5%
Dumfries & Galloway	74.1%	9.8%	16.1%	82.3%	3.3%	14.4%
Dundee & Angus	72.4%	13.3%	14.3%	73.2%	8.6%	18.2%
Edinburgh	72.4%	10.5%	17.1%	85.7%	8.8%	5.5%
Fife	60.8%	13.8%	25.4%	76.8%	14.5%	8.7%
Forth Valley	69.6%	11.6%	18.8%	83.0%	8.2%	8.9%
Glasgow Clyde	65.8%	11.3%	22.9%	73.5%	11.1%	15.4%
Glasgow Kelvin	60.5%	13.2%	26.3%	76.0%	11.4%	12.6%
Inverness	60.6%	19.9%	19.5%	73.2%	13.8%	8.7%
New College Lanarkshire	63.7%	13.9%	22.4%	60.2%	23.0%	16.8%
North East Scotland	67.0%	15.3%	17.7%	73.6%	24.5%	1.9%
South Lanarkshire	68.3%	13.1%	18.6%	74.0%	15.3%	10.7%
West College Scotland	59.5%	16.3%	24.2%	77.0%	16.3%	6.7%
West Lothian	67.9%	12.7%	19.4%	90.0%	2.7%	7.2%

UHI INVERNESS

Subject/Title:	**Schools/Senior Phase & Graduate Apprenticeship Engagement**
Author: [Name and Job title]	Lindsay Snodgrass, VP Curriculum, Quality & Student Experience Carrie Higgins, Tertiary Education Leader
Meeting:	Learning Teaching and Research
Meeting Date:	11 June 2024
Date Paper prepared:	3 June 2024
Brief Summary of the paper:	To provide the committee with an update on senior phase application data and an insight into engagement with GAs
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** a) compliance • partnership services • risk management • strategic plan • new opportunity/change	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
Resource implications:	Yes
Risk implications:	Yes – relevant of curriculum, recruitment, quality of the student experience
Equality and Diversity implications:	Yes – equity of the student experience
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

Status – [Confidential/Non confidential]	**Non-confidential**	
Freedom of Information Can this paper be included in "open" business* [Yes/No]	**Yes**	

*If a paper should **not** be included within "open" business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

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

Executive Summary

The report provides an update on applications to Senior Phase programmes for AY 24/25. Senior Phase programmes have continued to be popular and attract a growing amount of applications year on year. UHI Inverness see this as a critical pipeline into both FE and HE.

Separately, there have been ongoing developments around the Graduate Apprenticeships UHI Inverness deliver and the number of GAs has continued to grow and contribute to our HE recruitment target.

Main Body of Information

Senior Phase programmes are those which we offer to S4-6 school pupils as part of their school timetable. UHI Inverness delivers 68 programmes which cover the entirety of our curriculum and provide progression pathways into our full-time FE and HE programmes:

SCQF Level		Number of Programmes	Number of Enrolments
2		1	37
3		1	*244
4		13	193
5		7	100
6		15	153
Level 7	HNC programmes	16	New for AY 24/25
	Degree modules	15	50

*Excluded from our data charts on applications and enrolments

UHI Inverness led the development of the Highland Senior Phase portal four years ago which is a collaborative offer and approach across the 3 Highland colleges – Inverness, North Highland & West Highland (now the merged North, West & Hebrides). The Highland Senior Phase programme provides a collective offer to the 29 secondary schools across the Highland local authority area, each having a tailored offer according to their location. The development of the portal was identified by Education Scotland as sector leading due to the transparency of 'college' offer it provides to each school based on their school badge logo and the ease by which young people can apply. Annually we usually have pupils attending UHI Inverness from circa 20 of the 29 Highland schools, from as far south as Kingussie and as far north as Ullapool.

Highland Senior Phase - A step ahead

Highland Senior Phase courses offer a fantastic opportunity to study a wide range of college courses as part of your school timetable in S3, S4, S5 and S6. These courses range from practical, skills for work programmes, through to highers and degree modules, complementing the offer in your school and providing you with greater choice.

Highland Senior Phase courses are delivered by UHI Inverness, UHI North Highland and UHI West Highland, in partnership with Highland Council.

Find your school, explore and apply...

Alness Academy   Ardnamurchan High School   Charleston Academy   Culloden Academy   Dingwall Academy   Dornoch Academy   Drummond School

Farr High School
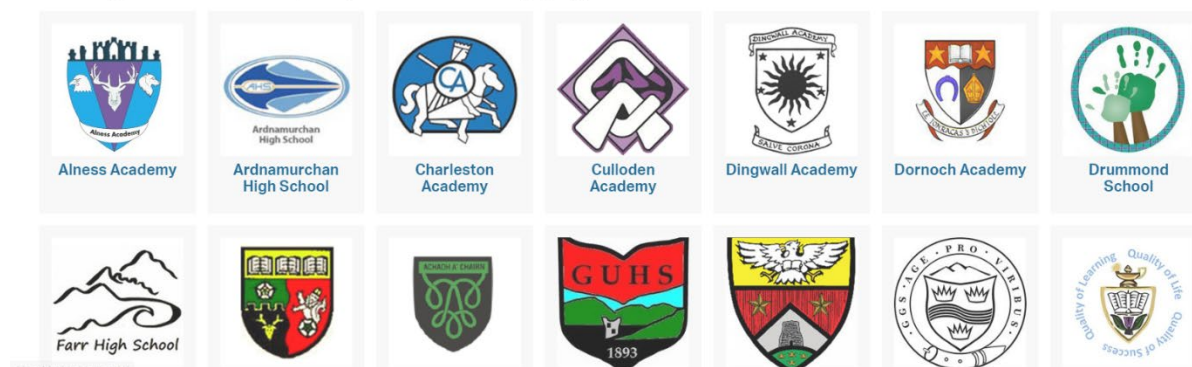
Increased Demand

The Highland Senior Phase portal coupled with our marketing strategy have contributed to an increasing rate of applications and enrolments:
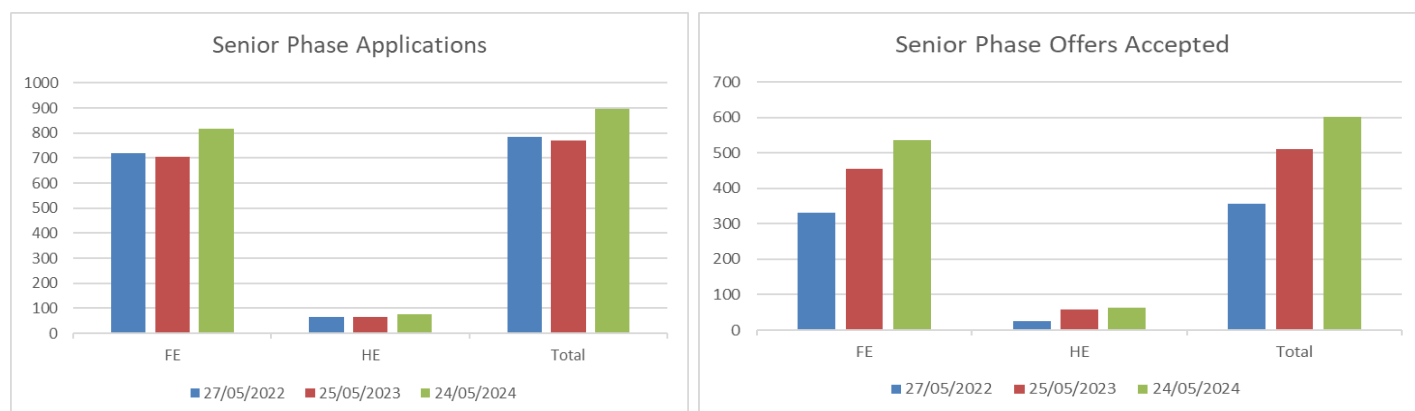
Included to our offer for next AY are a range of HNCs which S6 pupils can undertake whilst remaining at school. 28 applications were received for these programmes. We see this as an important future growth area to support our HE recruitment and feel that we have a way to go in selling ourselves within our local schools as a 'university' as well as a college.

Graduate Apprenticeships

UHI Inverness continues to move to more work-based learning through our provision of Modern and Graduate Apprenticeships. We are currently delivering Graduate Apprenticeships in:
- Civil Engineering
- Early Learning and Childcare
- Business Management
- Construction and the Built Environment
- Engineering under development for 2025

	2019/20	2020/21	2021/22	2022/23	2023/24
Business Management (Graduate Apprenticeship)	0	0	0	0	7
Civil Engineering (Graduate Apprenticeship)	10	19	21	25	44
Construction and the Built Environment (Graduate Apprenticeship)	0	0	0	0	15
Early Learning and Childcare (Graduate Apprenticeship)	3	4	7	17	31

The cumulative growth in GA numbers will support our future HE recruitment and will be critical to attracting future applicants, as more learning moves to work based.

Currently applications for 2024/25 show a further increase in all current GA programmes with the GA Construction and the Built Environment seeing an increase in advanced entry applications into year 2 and 3 of the programme as previous students and student from other institutions transfer to UHI Inverness. Retention on the GA programmes in Early Learning and Childcare and Civil Engineering remain high so increased first year enrolments are resulting in significant growth of these programmes. Carrie Higgins, Tertiary Education Leader, has recently joined the GA Enhancement Group, a sector level working group led by Colleges Scotland, to help keep us at the forefront of GA developments.

Learning, Teaching and Research Committee

Subject/Title:	**End of Year Student Experience Survey: Summary Report 2024**
Author: [Name and Job title]	Stephen Wells, Quality Officer
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	12th June 2024
Date Paper prepared:	31st May 2024
Brief Summary of the paper:	This paper sets out a high-level overview of participation and satisfaction rates in our end of year student survey of AY 23-24.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** - compliance - partnership services - risk management - strategic plan - new opportunity/change	- Risk Management – student experience / reputation / retention / recruitment - Strategic plan – excellent experience for all - New opportunity/change – identifying aspects of best practice / further development
Resource implications:	**If yes, please specify**:
Risk implications:	**If yes, please specify:**
Equality and Diversity implications:	If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Non confidential]	
Freedom of Information Can this paper be included in "open" business* [Yes]	Yes
*If a paper should **not** be included within "open" business, please highlight below the reason.	

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

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

End of Year Student Experience Survey: Summary Report 2024

SSES approach for 2023-24

UHI Inverness has previously partnered with mental health charities Mikeysline and James Support Group to encourage engagement and drive-up survey response rates. This approach was followed again with the charity Highland Hospice being chosen by students for SSES 2023-24.

SSES Results

The SSES asked thirteen set Scottish Funding Council questions, as well as satisfaction with quality of service received from UHI Inverness services.

All staff have access to SSES 2023-24 Results and have been asked to reflect upon the satisfaction rates and comments in their area to identify potential areas for improvement.

Response & Satisfaction Summary

The overall response rate for the SSES in 2023-24 was 57%. This is a 4% increase in response rates compared to 2022-23 (53%) which had in turn seen a 20% increase compared to 2021-22 (33%). There is still work to be done in improving the response rate in some areas/programmes.

The table below shows the Response rates for 2023-24.

Curriculum Area	Sample Size	Number of Responses	% Response Rate
Business & Creative Industries	451	359	79.60%
Care, Arts, Sports & Humanities	1142	569	49.82%
Construction & Engineering	962	522	54.30%
Forestry	126	51	40.50%
Science, Computing & Education	461	283	61.39%
Grand Total	**3142**	**1784**	**57.12%**

The graph below shows the 4-year response trend.

	2020-21	2021-22	2022-23	2023-24
ESES	37%	35%	55%	63%
SSES	16%	35%	53%	57%
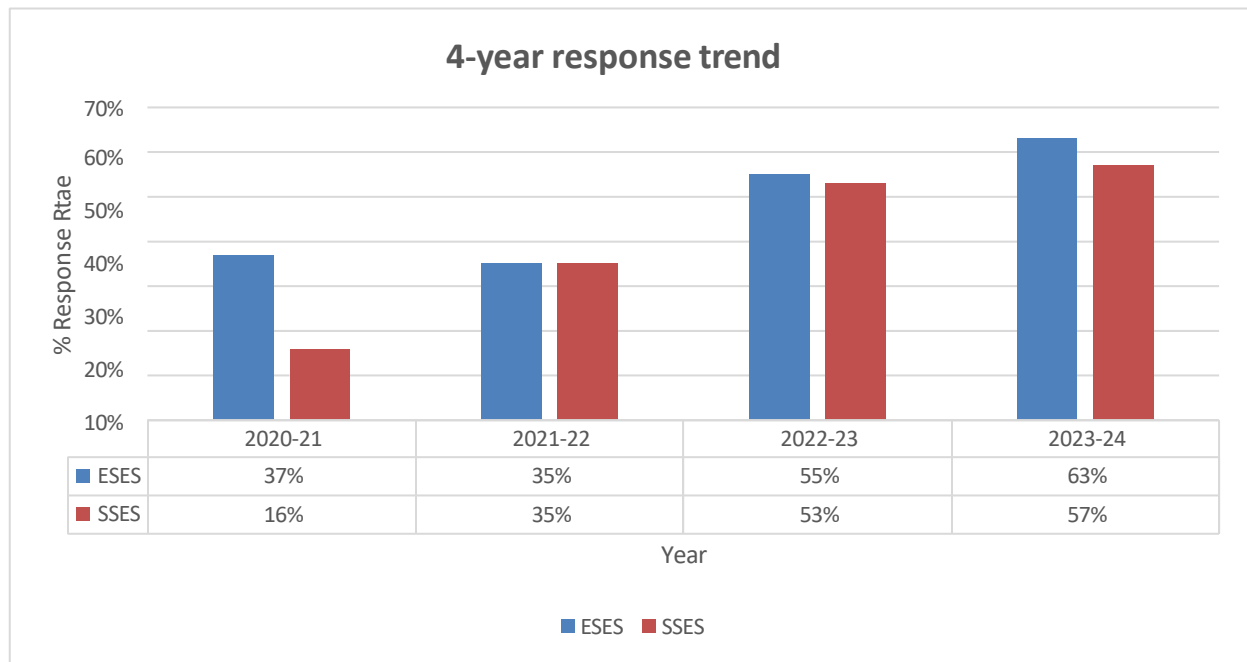
The graph below shows the number of responses per day of survey

No of Responses Each Day Survey Was Open

Launch Survey &

Reminder email 2 &

Reminder

Reminder email 4

Reminder email 5

Reminder email 3

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 8	Day 9	Day 10	Day 11
No of Responses	613	163	249	106	296	67	70	160	46

Day of Survey
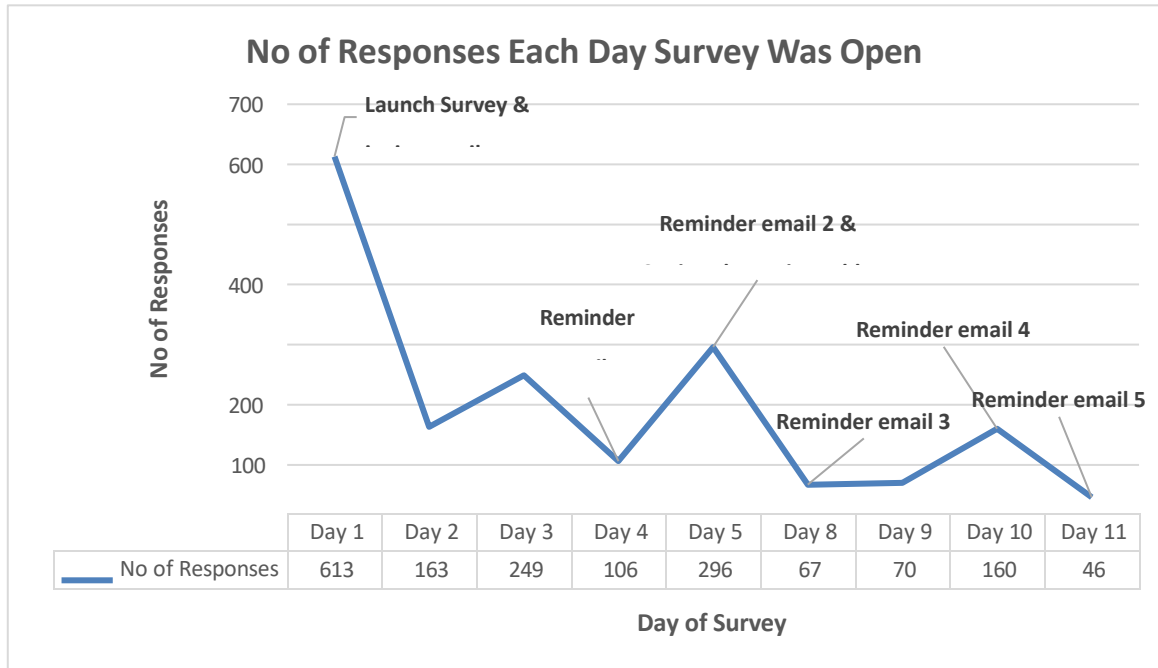
The 2023-24 SSES saw a marginal overall satisfaction decrease to 91.63% from 92.82% last year. The satisfaction rate between the ESES to SSES dropped by 4.37% from 96% however this decrease between the two surveys is a common trend.

The graph below shows the ESES & SSES overall satisfaction 4-year trend.

ESES & SSES Satisfaction Rate by Year

	2020-21	2021-22	2022-23	2023-24
ESES	83%	92%	95%	96%
SSES	80%	89%	93%	92%

Year

ESES SSES
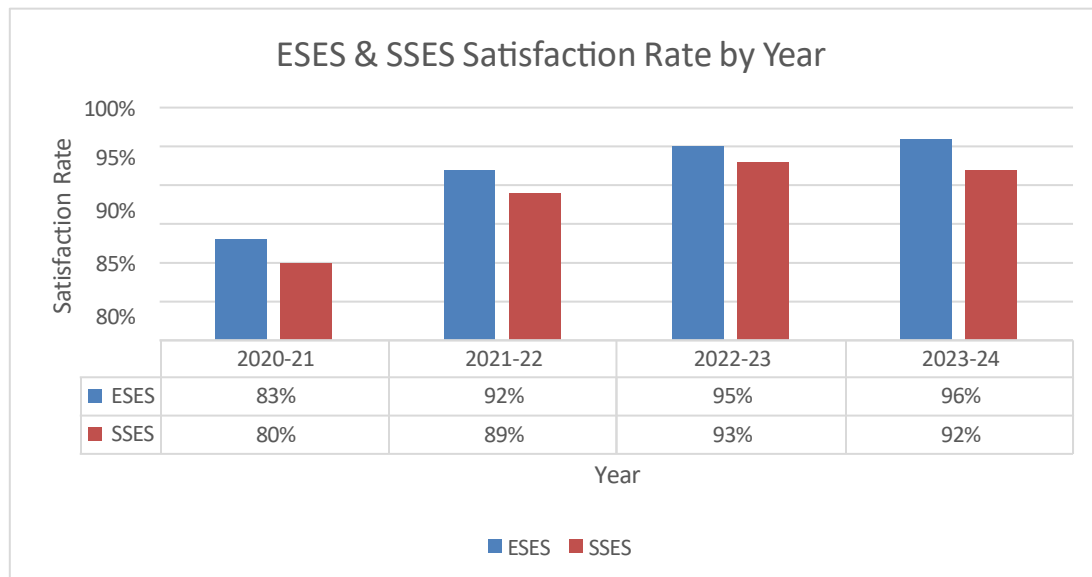
The results show that FE students are more satisfied (94.16%) than HE (86.9%). The FE satisfaction rate is in line with last year, however the HE satisfaction rate decreased by 3.58%.

HE students scored less highly on the following questions scoring Disagree or Strongly Disagree:

- Staff regularly discuss my progress with me (22%)
- I am able to influence learning on my course (25%)
- The way I'm taught helps me learn (22%)
- I believe student suggestions are taken seriously (22%)
- Any change in my course or teaching has been communicated well (23%)
- I feel that I am part of the college community (32%)

Themes Emerging

Free text comments were submitted under the headings of "Any other comments about your Learning and Teaching" and "Any other comments about your Student Experience". Any negative comments where a staff member could be identified have been removed from the published data and forwarded separately to the appropriate line manager for consideration and action as required. The free text comments have been categorised by Partnership Agreement theme.

The graph below displays the number of comments by Partnership Agreement theme

Partnership Agreement theme		No. Comments
	Advice, Support & Progression	17
	Assessment & Feedback	4
	Collective Responsibility	15
	Learning & Teaching	33
	Organisation & Management	45
	Student Life	29
	Student Voice in Partnership	45
	Tools for Learning	11

Students are dissatisfied with:

- Lack of a student community and student life, (including HISA and their clubs and societies), this was particularly noted amongst students who were primarily or exclusively taught remotely.
- Accessibility and standardisation of Brightspace
- Cost and portion size of food and beverages in the cafeterias
- Course delivery not meeting expectations i.e. proportion of face to face/online/self-directed learning does not reflect what was advertised.

Students satisfied with:
- Learning and teaching on their course
- The positive support provided by staff (curriculum and support staff)
- Free soup and toast
- The resources available to support student learning

Areas that students reported dissatisfaction in 2022-23 SSES included concerns with travel to and from Inverness and timetabling of some classes. It is encouraging that very few free text comments were received about these topics, indicating these are no longer issues for students.

Next steps

It is critical that we now plan on how we bring about further improvement to these above key aspects of student experience to impact positively on next AY.

- Curriculum managers and Professional Services managers to ensure Team level awareness, discussion and analysis of results.
- Quality to work with HISA and EMT to confirm our organisational enhancement themes for incorporation into our QEP and Partnership Agreement based on this feedback.
- Curriculum managers to share the headlines from SSES with students through CCMs.
- HISA to share the headlines from SSES with students at SRC.
- Quality to hold SSES workshop sessions for staff and teams to give full training on the SSES dashboard to support awareness.
- Curriculum managers to continue to discuss the need for standardisation of Brightspace at a programme level with teams.
- HISA to continue to work with UHI Inverness on the availability of social spaces and enhancing student life both on and off campus.
- Curriculum managers to work with Marketing team to ensure mode of delivery advertised is a realistic reflection of each programme.

2024 HISA Elections – Report to University Court and Academic Partner governing bodies

Executive Summary

In the spring of 2024, HISA conducted elections for 16 student officer roles across the UHI region. All students were able to vote for the two regional posts and then one or two depute roles depending on the Academic Partner. These elections were conducted both online and in person, with some candidate recruitment, campaigning and voting, taking place virtually. Four vacancies remain, a much lower vacancy rate than in 2023, for which a co-option process will be developed.

The election performance was similar to 2023 in that the turnout of UHI students was 3%. Whilst the number of UHI Student voters has gone down, the turnout has remained the same because of a drop in the number of enrolled students at this time of the year.

Introduction

Under the 1994 Education Act, each further and higher education establishment is required to have a Students' Association that elects its officers through a fair and democratic election. HISA's Articles of Associations states HISA must hold elections for two Regional Officers (President and Vice-President Education) and at least one representative from each academic partner.

Our Spring Elections took place in March 2024, and a By-Election in May 2024 (for vacant positions).

HISA supported the election process by conducting all of the candidate training and support online. As in the last few elections, HISA utilised the turnout dashboard and the fast-track email function, in order to inform students and staff of important elections information, and provide students the opportunity to vote, as quickly as possible.

HISA uses the Single Transferable Vote system, following the Electoral Reform Society guidance. Voters select candidates in order of preference for each role they are able to vote for. HISA's website, provided by OneVoice Digital, has a built-in E-Voting module that allows HISA to conduct our elections entirely online. For every role in the election, voters had the option to Re-Open Nominations (RON), should they wish to reject the candidates on the ballot and call for the election to be re-run.

This report aims to update governing bodies in UHI and the Academic Partners, contributing towards their responsibility under the 1994 Act to ensure free and fair elections in their students' association. Unlike past years, a single combined report is presented to the governing bodies for efficiency.

Posts and Results Summary

Elections for the following positions were held concurrently, resulting in the corresponding individuals being elected. Full results for each role are detailed in the results section.

Spring Election

Position	Elected	Candidates*
HISA President	William Campbell	1
HISA Vice-President Education	Shannon MacCallum	4
UHI Perth President	Xander McDade	4
UHI Perth Depute President	Andi Garrity	2
UHI Inverness President	Elizabeth Keegan	3
UHI Inverness Depute President	Holly Pearce	3
UHI Moray Depute President (1 of 2)	Sarah Marshall	1
UHI North, West and Hebrides Depute President (West)	Nicolas Kowalczuk	1
Scottish Association for Marine Science Depute President	Kian McDonald	1
UHI Shetland Depute President	Harley Green	1

May By-Election

Position	Elected	Candidates*
UHI Argyll Depute President	Siobhan Moore	1
UHI Moray Depute President (1 of 2)	R.O.N.	1
UHI Orkney Depute President	Mila Tabone	1

*The option of Re-Open Nominations (RON) is not included in candidate numbers. Voters had the option to vote for (RON) in addition to any candidate.

Elections Co-ordination and Oversight

The 2024 Elections were overseen by the National Union of Students (NUS), who served as our Returning Officer (a service available through our affiliation to NUS). The Returning Officer is responsible for the good governance of the election on behalf of HISA's Board of Trustees, to make judgements on appeals and to give guidance to the Depute Returning Officer, as and when required. Appointed internally, Simon Varwell served as HISA's Depute Returning Officer. This role is designed to manage the election process and make formal decisions regarding rules and regulations, including the ability to disqualify any candidate. This role also oversees the delivery of the elections project.

Elliot Stradling served as Elections Co-ordinator until the end of March 2024 (when he left post) and for the By-Election this role was undertaken by Simon Varwell. The role of Elections Coordinator involved leading on the operational delivery of the elections project across the UHI region, organising training for staff/candidates and advising staff throughout the elections process. Other members of the Student Engagement Representation team and the Communications team supported the elections process throughout. Local staff were responsible for the implementation and delivery of the elections locally: promoting the elections to students, engaging with local UHI staff, assisting in the recruitment of candidates, delivering local training to candidates and supporting the voting process. The announcement of Spring Election results was done via a YouTube video that was pre-recorded with all possible outcomes. After the results had been calculated, the video with the correct results was scheduled to go live at 6pm and a link was provided to all staff and students.

The Elections Process

Spring Election Dates

Nominations Open	29th January 2024 (10:00)
Nominations Close	29th February 2024 (14:00)
Announcement of Candidates	1st March 2024 (10.00)
Campaigning period begins	4th March 2024 (10.00)
Voting Opens	11th March 2024 (10:00)
Voting Closes	14th March 2024 (12.30)
Results Announced	14th March 2024 (14.00)

By-Election Dates

Nominations Open	15th April 2024 (10:00)
Nominations Close	26th April 2024 (14:00)
Announcement of Candidates	26th April 2024 (16:00)
Campaigning period begins	29th April 2024 (10:00)

Voting Opens	7th May 2024 (10:00)
Voting Closes	9th May 2024 (13:00)
Results Announced	9th May 2024 (16:00)

Nominations

HISA undertook nominations entirely online via a Microsoft Form available through the HISA website. All the information we required from students at this stage (including an option to submit their photo, poster and manifesto) were provided through this form. Prior to and during nominations, drop-in sessions were run for any student that was thinking of standing, but who were unsure of what it might entail or how they might go about nominating themselves.

Nominations received is as per page 2.

Voting

Once voting went live, students were emailed a direct fast-track voting link to their UHI student emails, which gave them a one-click route to their ballot paper, by-passing the login process. Voting was advertised clearly on multiple areas of the HISA website and via social media. On the homepage, a large banner featuring the Student Elections design linked students directly to their emails, where they could find their fast-track voting email. Emails were also utilised locally to engage staff and Senior Management Team support in encouraging voters.

Students could vote both online and at physical polling stations run by HISA staff.

Complaints

No complaints were received.

Points for development

The use of physical ballot stations in 2024 was a clear benefit in terms of raising the visibility of the elections and allowing staff to encourage students to vote.

We did find some difficulties with individuals struggling to log in to our website, underlining the importance of questions we are exploring with relevant teams in UHI about single sign-on capabilities including the HISA website and not just UHI facilities.

The remaining vacancies will be opened to a co-option process. This process is in development and consultation will take place with affected Academic Partner managements and governing bodies, with a view to co-option early in the new academic year:

- UHI Moray Depute President (1 of 2).
- Highland Theological College Depute President.
- UHI North, West and Hebrides Depute President (North).
- UHI North, West and Hebrides Depute President (Islands).

Finally, a number of questions relating to the elections – from technical to promotional – will feature within a likely democracy review HISA is planning. If approved, this would be led by our new Insight

and Democracy Coordinator (who will commence post at the start of July and take on the roles of elections coordinator and Deputy Returning Officer). This review would cover the effectiveness and connectivity of various functions such as elections, our All-Student Meeting and our Executive. Consultation with governing bodies and managements is likely to feature within such a review, ensuring that our democratic processes are effective, transparent and trusted by all stakeholders. It will add to other related processes such as HISA's ongoing consultation on its new strategy.

Simon Varwell

Director of Student Engagement and Representation and acting elections coordinator

Highlands and Islands Students' Association

Monday 3rd June 2024

Appendix: election turnout in 2024

Academic Partner	Total Students	Voters	Turn Out
UHI Argyll	1514	17	1.12%
Highland Theological College	129	14	10.8%
UHI Inverness	4914	152	3.09%
UHI Moray	3064	63	2.05%
UHI North, West and Hebrides	3995	103	2.57%
UHI Orkney	958	18	1.87%
UHI Perth	5508	104	1.9%
Scottish Association for Marine Science (SAMS)	170	18	10.58%
UHI Shetland	1026	57	5.55%
Sabhal Mor Ostaig	276	8	2.89%
Executive Office	633	63	9.95%
Total (All UHI Students)	20433	617	3%

End of Year Report HISA Inverness

HISA Inverness Update – Officers and Staff
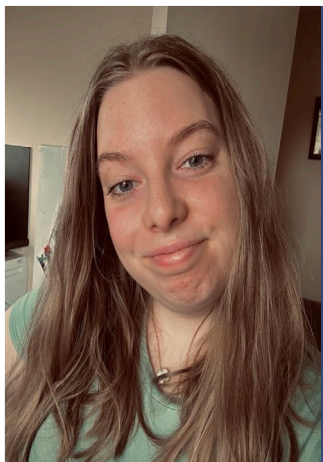
Holly Pearce

Inverness Depute President Education.

Title & Role Change: Inverness Depute President from August 1st

Elizabeth Keegan

Inverness President

Joe Sweeney

Inverness Depute President for Activities and Welfare

Resigned 29th February 2024

Méabh O'Connor

Inverness Local Coordinator

Started 16th October 2023

Sophie MacGregor

Inverness Development Manager

Student Inductions

Between Liz, Holly, Joe and Sophie, HISA were able to physically attend 50 student induction sessions between 21st – 31st August 2023.

In these sessions, we introduced ourselves and presented a PowerPoint detailing our roles, what support was available, and what to expect from us for the coming year.

We introduced the role of Student Voice Representatives and encouraged the students to take part, explaining the benefits of being the voice for their classmates.

Student Voice Representatives

- **Last year, we had 146 SVRs but there was very little engagement with the bi-monthly Student Voice Rep Committee meetings**

- **This year our numbers are lower at 76, but the engagement with monthly SVRC meetings has drastically improved and they are all in regular email communication with us**

- **Next year, the induction and recruitment process will be more streamlined with a pre-recorded video and short written framework that will be shared to all PDAs and DCLs to be forwarded to PATs**

Officer Projects

- **Holly's Network Student Project -** Holly is currently working on getting network students a place to study whether it is online or on the students nearest campus. The goal of this project is so that network students can mingle with their peers or get the chance to know other students that are studying on any of the other various degrees that UHI offer. Being a network can be lonely and isolating when you don't know anyone from your course. So far, a Microsoft form has been made and has been shared with halls students and among some of the degree courses.

- **Liz's Mental Health Agreement -** Over the course of this year, Liz, William, and HISA CEO Rachel Burn have been working in collaboration with UHI to produce an updated Student Mental Health Agreement. The Student Mental Health Agreement (SMHA) project creates a partnership between the students' association and UHI to collaboratively develop, monitor, and evaluate mental health support services. The SMHA compiles all mental health and wellbeing initiatives from both UHI and the students' association into a single document. We've had lots of excellent feedback from students that we will be taking forward to shape the mental health agreement, along with input from HISA and UHI representatives. This is the first step towards implementing Liz's mental health awareness training policy and will carry over into next academic year.

Team Projects

A big focus for us this year has been hosting events to generate a feeling of community within the university, and to make UHI Inverness a fun and exciting place to study.

We conducted a survey to find out the best way of sharing event information with students, as we were finding that many of them were not hearing about our events.

We found that most were hearing about events through emails from their PAT/PDA or directly from us, and will be taking this feedback forward into next academic year to improve communication channels.

Events held in the 1ˢᵗ academic term

- **Freshers' Fayre**
- **Forestry Olympics**
- **Halloween costume contest**
- **Hunt the Haggis**
- **Movie night**
- **Raffle for the principal's ugly Christmas jumper**
- **Hair tinsel stall at the Christmas craft fayre**
- **Gift a friend a candy cane**
- **Capture the Flag: Christmas Edition**
- **Pictures with Santa**
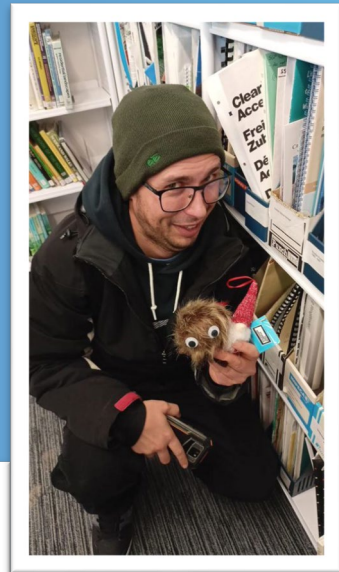
Events held in the 2nd academic term

- **Food focus group**
- **Poetry Competition**
- **Refreshers**
- **Capture the Flag – Pride Edition**
- **#ItsNotOk Forum Theatre**
- **Games night**
- **Valentines Ceilidh**
- **Pride Party**
- **World book day costume competition**
- **HISA Newsletter Launch**
- **HISA Elections**
- **HISA SpringFest**

Changes to the HISA Executive Structure

YOUR STUDENTS' ASSOCIATION

Change Summary

1. Reducing the total number of officers from 20 to 16.
   A. Cross-Campus officers from 3 to 2.
   B. Local Officers from 17 to 14.
      I. And using these resources to increase Student Intern Roles or Increase Officer Hours.

Cross Campus Officers
- Removing the role of Vice President Communities from the Cross-Campus Officer Team.

Local Officers
Inverness
- Removing the Depute President (Activities & Welfare).
- Increasing the number of hours for the Inverness President from 15 to between 15 and 17.
- Renaming the Depute President (Education) to Depute President.
- Increasing the number of hours for the remaining Depute President from 10 to between 15 and 17.

Perth
- Removing the Depute President (Activities & Welfare).
- Renaming the Depute President (Education) to Depute President.
- Creating one part time intern position at 10 hours per week.

North, West & Hebrides
- Renaming the current three officer positions to Depute President (North), Depute President (West) and Depute President (Islands).
  - Criteria – Candidates for the Depute President (Islands) role have to live or study on an island that has a UHI North, West & Hebrides Learning Centre/ Campus (*i.e Lewis and Harris, Skye, Barra, North and South Uist*) and study at UHI North, West & Hebrides.

Moray
- Renaming the Depute President (Education) and the Depute President (Activities & Welfare) to be two "Depute Presidents"
- Increasing the number of hours for those Local Officers from 14 to 15 hours per week.

Shetland
- Removing the Depute President (Scalloway).
- Maintaining the current 12 hours per week for the Depute President (Shetland).

Argyll
- Maintaining the current 12 hours per week.

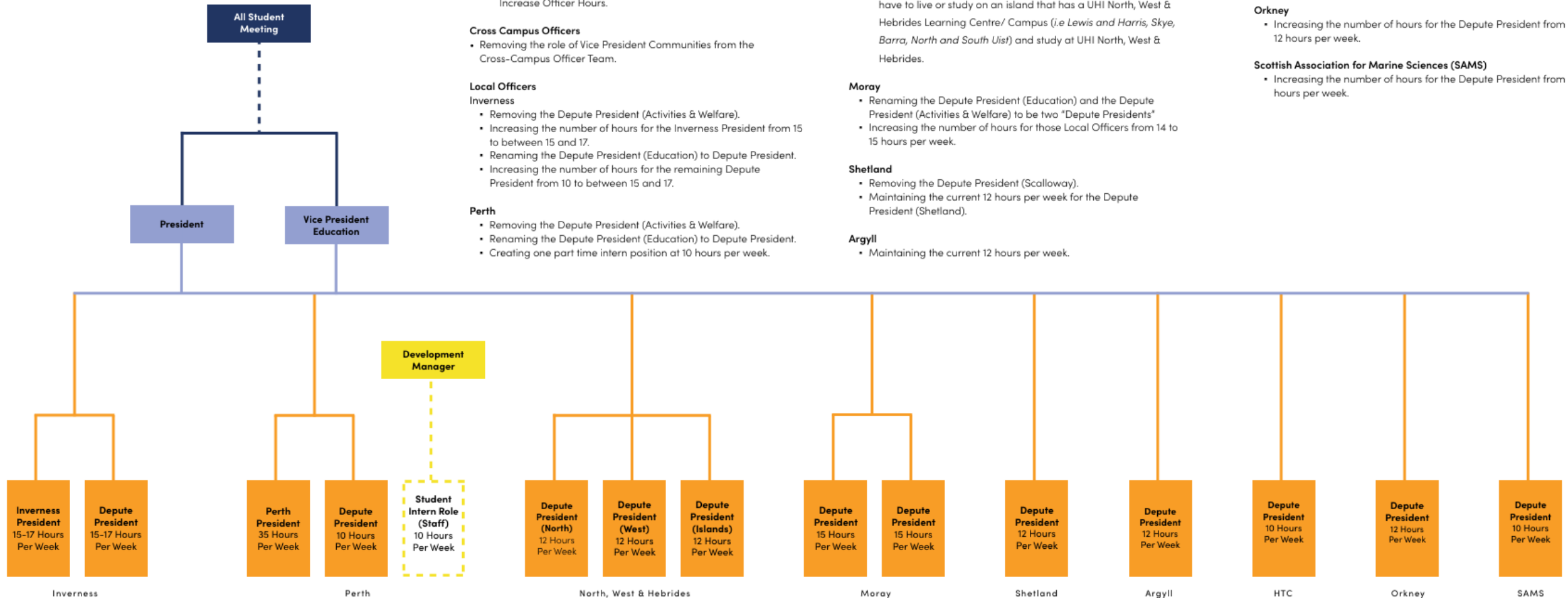**Highland Theological Colleg (HTC)**
- Increasing the number of hours for the Depute President from 8 to 10 hours per week.

Orkney
- Increasing the number of hours for the Depute President from 10 to 12 hours per week.

Scottish Association for Marine Sciences (SAMS)
- Increasing the number of hours for the Depute President from 8 to 10 hours per week.

What does this mean for us?

- **Regional Officers are now called Cross-Campus Officers**

- **Inverness Depute President for Education is now called Inverness Depute President**

- **Inverness officer numbers have been reduced from three to two, with the removal of the Depute President for Activities and Welfare role**

- **Inverness officer working hours have been increased to 17.5 hours per week as a result of the removal of the third officer role**

Election Results 2024

Elections were held in March with both Inverness positions contested, resulting in Holly Pearce and Elizabeth Keegan being re-elected.

Inverness President

Candidate	Vote Share
Elizabeth Keegan	104
Bogdan Todorow	20
Mark Bloor-Williamson	11
Re-open nominations	2
Total	**137**

Inverness Depute President

Candidate	Vote Share
Holly Pearce	113
Craig Mundie	15
Pakiza Hasham	5
Re-open nominations	3
Total	**136**

SSES Feedback

"There is no access to decent coffee available in the evenings. This is a problem. A BIG problem. Proper naughty stuff.

How am I supposed to safely operate a set of barbers scissors while my eyes are bobbing like the Churchill dogs head? It's borderline criminal. Certainly a Health and Safety issue.

I implore you, caffeinate the masses. Save lives.

Peace Out."

"The jams for the free toast have recently been removed.

I am a huge jam fan and want our glorious freedom and access to the jam and it's incredible qualities for nourishing the mind and body back.

I demand my jam to be returned otherwise further legal action will have to be taken.

Blackcurrant jam is also a required addition to the formerly fine collection.

For the Jams.

For the Students.

For the world, we must rise up."

"Student experience has been great :D"

"I like the fact that there are communities via Discord owned by college teachers/students in order for other students in different locations to socialise with each other."

"The UHI football team is great"

Our plans for over the summer…

- **Move into our new office which will be in the old Quiet Room**

- **Continue working on our projects**

- **Record videos to be shared at induction**

- **Plan Halls Check-In Weekend**

- **Plan Freshers and upcoming events for the next academic year**

- **Run movie days on campus over the summer to keep students engaged**

- **Address issues raised in the SSES with regards to inclusivity for networked students and establish an efficient and reliable method of communicating event information with every student**

UHI INVERNESS

F&GP and Audit Committee

Subject/Title:	KPI Report
Meeting and date:	LTR Committee, 11th June 24
Author:	Martin Whyte, Operations and Commercial Manager
Decision, Discussion or Noting:	Noting / Discussion
Link to Strategic Plan:	**Links to all strategic objectives**
Cost implications:	~~Yes~~ / No *(delete as applicable)* **If yes, please specify:**
Risk assessment:	~~Yes~~ / No *(delete as applicable)* **If yes, please specify:** Financial: Operational: Organisational:

Recommendation(s)

Note the performance measures year to date as at period 9 April 24.

Measures are updated as at the end of the month therefore at the time of preparation (30th May) period 10 has not completed.

Main body of information

The KPI RAG report for period 9, April 24 accompanies the paper and presents performance for each measure against the target profiled for the period.

Thirty-six measures are in scope year to date.

Twenty-four measures are satisfactory (Green), eleven unsatisfactory (Red), one marginal (Amber), while two measures (GA and Senior Phase enrolments) are being benchmarked this year and have no target.

In-scope measures will be commented on if there is a change to RAG status or a material change in actual/target since the last report to the Board with data as of period 6.

Comments on specific performance measures

HE Active Applications. Serial 1. RAG AMBER 96.5%. HE active applications have increased by 38 since the end of period 8. MIS Manager report will reflect the up-to-date position.

FE Active Applications. Serial 2. RAG GREEN 104.9%. FE applications have increased by 146 since the end of period 8. MIS Manager report will reflect the up-to-date position.

FE Credits. Serial 3. RAG GREEN 103.7%. We have achieved our SFC Credits threshold. The MIS Manager report will reflect the up-to-date position.

Apprenticeship starts (contract year). Serial 4. RAG RED 94.4%. One new start recorded in April. New SDS contract year has commenced, and 2024-25 contract performance measures will come into play.

Apprenticeship Income (excluding T&A). Serial 6. RAG RED 88.2%. £136k added in April 24 from claims submitted, however as noted previously, SDS contract funding had 'run out' before the end of the contract and income claims were to be held back. New contract year in place, therefore income will resume as reviews and qualifications are achieved.

HE PPF FTE. Serial 11. RAG RED 88%. 1,248 FTE against target 1,418. Small increase in FTE in April as short term HE course(s) were loaded. Not expecting a material change in these numbers. More recent data is available from the MIS Manager's report.

Research Income Less Expenditure. Serial 12. RAG RED 69.2%. The actual net position as at the end of April is within the year end objective of maximum £150k deficit, however it is known that approximately 75% of income received for a contract will be deferred to subsequent financial years.

Modern Apprenticeship successful outcomes. Serial 32. 67.3% performance for period 4. YTD position is 67.8% which is 104% of the benchmark. Positive outcomes continue.

Sickness Levels. Serial 40. RAG RED 117.4%. 3.17% is an improvement on the previous quarter (3.4%) but still higher than desired. Head of HR report will provide further details.

PRD Completion – full or review. Serial 44. RAG RED 73.8%. 37% completion against 50% objective YTD. HR and EMT have reminded managers of importance of completing PRDs in a timely manner and uploading records to CIPHR. Head of HR will provide a detailed report in their paper to HR committee.

% of Staff Completed Mandatory IHASCO Trg. Serial 49. RAG GREEN 100.8%. Measure has been achieved for the first time this YTD. Percentage is 80.7%, so improvement is still possible. However, good to see progress.

CO_2 Emissions on Utilities. Serial 60. RAG RED 116.3%. 74 tonnes over expectation YTD which is an improvement of 12 tonnes (was 86 tonnes) against the previous period. HS&S and Estates will continue to work with GTFM and colleagues to reduce output. HS&S Manager has confirmed that as the measure relates to tCO_2e on utilities, the data covers all of Scope 2 emissions and the majority of our Scope 1 emissions.

The information is accessible to all department managers and board members via SharePoint at: IN Management Information > Documents > KPI Matrix

Performance Measures
AY: 2023-2024

Performance Measures- EMT & Board of Management

Measures - Linked to Profile and Actual sheets

	AY Start	01 Aug 2023	Key:
	Today	30 May 2024	
	Period Month	April	
	No.Periods YTD	9	

Key:
B = Not yet in scope
R = Not Achieved
A = Partially Achieved
G = Achieved

	Measure	Measurement Frequency	2022/23 Actual	2023/24 Target	YTD Profile	YTD ACTUAL	YTD ACTUAL v PROFILE RAG
1	HE Active applications (next AY - Measure from Dec - Jul)	Monthly	1334	1,500.0	1,400	1,351	96.5%
2	FE Active applications (next AY - Measure from Dec - Jul)	Monthly	2049	2,300.0	2000	2,097	104.9%
3	FE Credits	Monthly	30569	26,657	25,500	26,450	103.7%
4	Apprenticeship starts (contract year)	Monthly	385	280	250	236	94.4%
5	Apprentices in Learning (average in year)	Monthly	651	650	650	669	103.0%
6	Apprenticeship Income (excluding T&A)	Monthly	£1,248,012	£1,348,050	£1,024,670	£903,989	88.2%
7	FWDF Income	2 monthly	£294,495	£150,000	£150,000	£317,153	211.4%
8	Commercial Short Course Income	Monthly	£137,191	£129,996	£97,497	£114,164	117.1%
9	HE enrolments (head count)	Monthly	1,986	1,986	1,986	1,997	100.6%
10	HE enrolments (year one starts)	Annual	523	670	670	697	104.0%
11	HE PPF FTE (from Oct)	Monthly	1,251.8	1,418.0	1,418.0	1,248.0	88.0%
12	Research - Income less expenditure	Biannual	-£195,223	-£150,000	-£150,000	-£103,725	-69.2%
13	GA Programmes - New Enrolments (confirm monitoring period) (23/24 benchmark yr)	Monthly				92.0	
14	Senior Phase Enrolments (23/24 benchmark yr)	Annual				667.0	
18	Early Satisfaction & Engagement Survey (ESES)	Annual	95.3%	96%	96.0%	96.0%	100.0%
23	ESES % Response Rate	Annual		55%	55.0%	63.3%	115.1%
32	Modern Apprenticeship successful outcomes (contract year)	Monthly	61.0%	65%	65.0%	66.4%	102.1%
33	FE progression to further FE study	Annual	33.8%	35%	35.0%	37.1%	106.0%
34	FE progression to HE - actual	Annual	10.0%	35%	35.0%	30.0%	85.7%
35	Mental Health Support appt (non-emergency) offered for within 3 - 10 working days	Monthly	83.0%	91.7%	91.7%	99%	108.4%
36	Learning Support appt offered for within 6 - 20 working days	Monthly	77.0%	91.7%	91.7%	96%	104.2%
40	Sickness levels	Quarterly	2.80%	2.52%	2.70%	3.17%	117.4%
41	- Short Term	Quarterly				1.62%	
42	- Long Term	Quarterly				1.54%	
43	% Staff turnover	Quarterly	2.37%	3.35%	3.47%	2.55%	73.4%
44	PRD completion - full or review	Quarterly	84%	100%	50%	37%	73.8%
45	Student FTE:Academic Staff Ratio	Annual	22.8	24	24.0	21.7	90.4%
46	Lecturer utilisation % (% of deployable hours)	Annual	85.1%	80.0%	80.0%	79.8%	99.8%
47	Number of workplace injuries	Monthly	26	26	20	134	670.00%
48	Number of RIDDOR reportable accidents and illness	Monthly	1			3	
49	% of staff completed mandatory IHASCO (H&S) Trg	Quarterly	86%	80%	80.0%	80.7%	100.8%
52	Adjusted current ratio	Quarterly		1.7	1.7	2.8	164.7%
55	Cash days in hand	Quarterly		62.0	62.0	88.1	142.1%
58	Analysis of aged debtors > 90 days	Quarterly		50.0%	50.0%	8.1%	16.2%
59	Room Occupancy - Frequency %	Monthly	19.0%	35.0%	34.9%	37.8%	108.4%
60	CO2 Emissions on Utilities (gross) Tonnes	Monthly	553	553	452	526	116.3%
61	% waste sent to landfill	Quarterly	70.0%	15%	15.0%	11.6%	77.0%
62	Estates reactive task completion rate %	Monthly	96%	95%	95%	94.1%	99.1%
63	GTFM % reactive task completion rate	Monthly	93%	92%	92%	93.9%	102.0%
64	Total % of Capital expenditure budget committed (Aug - March)	Monthly	100%	100%	100%	100.0%	100.0%

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Board of Management

Subject/Title:	**Education Scotland Review**
Author: [Name and Job title]	Lindsay Snodgrass, VP Curriculum, Quality & Student Experience Sharon Macfarlane, Tertiary Education Leader
Meeting:	Learning Teaching and Research
Meeting Date:	11 June 2024
Date Paper prepared:	3 June 2024
Brief Summary of the paper:	To provide the committee with an update on the Education Scotland review
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:**:** a) compliance • partnership services • risk management • strategic plan • new opportunity/change	This paper links to the strategic plan, particularly in relation to the quality of the student experience and the curriculum.
Resource implications:	No
Risk implications:	Yes – relevant to curriculum pathways, recruitment, quality of the student experience.
Equality and Diversity implications:	Yes – equity of the student experience.
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

Status – [Confidential/Non confidential]	**Non-confidential**		
Freedom of Information Can this paper be included in "open" business* [Yes/No]	**Yes**		

*If a paper should **not** be included within "open" business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

Executive Summary

The report provides a brief update on the positive outcome of the recent Education Scotland annual review of the college's FE provision. The review was overwhelmingly positive with no main points for action identified and only one aspect of further development relating to the work of HISA, student engagement with the student's association, and the student voice representative role.

Main Body of Information

Education Scotland, the national improvement agency, conducted their annual review of the college's FE provision. Annual Engagement Visits (AEVs) are planned collaboratively between the college, HM Inspectors, and the Scottish Funding Council (SFC). During the AEV, the team focussed on the progress made on improvement priorities and the outcomes of previous engagement with HM Inspectors. HM Inspectors met with staff, learners, and other stakeholders to inform their findings. The review team explored the following overarching themes:

- Learner progress and outcomes
- Equity, attainment, and achievement for all learners
- Leadership for improvement of learning and teaching
- Learning, teaching, and assessment
- Learner engagement
- Evaluation leading to improvement

The following provides a flavour of the verbal feedback and more informal observations of the review team:

- Significant level of teamwork across Professional Services and Curriculum.
- Significant improvement of care experienced learner outcomes – up 12.4% on the previous AY and are sector leading.
- Staff and learners are articulate and well-informed and engaged very well in the discussions.
- Learner progress is well monitored, and Personal Development Advisers, Education Support Advisers and curriculum teams work well to provide supportive and timely interventions.
- There is a positive culture across the college and a tangible appetite for professional development across the staff body.
- The college has sector leading TQFE completion and GTCS registration.
- The new Curriculum Quality Lead (CQL) role is impacting positively on student recruitment, learning and teaching, and learner outcomes.
- The college have a range of effective marketing activity to support recruitment and ongoing learner engagement.
- Learners feel confident in identifying Metaskills and confident in discussing these with their prospective employers.

The full report outlines the findings from the visit and will be presented to Board in June by Joseph Mullholland, the college's link HM Inspector. The report will be published on the websites of both UHI Inverness website and Education Scotland.

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Subject/Title:	Committee & Chair Evaluation
Author: [Name and Job title]	Ludka Orlowska-Kowal Governance Officer
Meeting:	LT&R Committee
Meeting Date:	11 June 2024
Date Paper prepared:	03 June 2024
Brief Summary of the paper:	Annual LT&R Committee and Chair Evaluation Exercise
Action requested: [Approval, recommendation, discussion, noting]	The Committee is requested to individually undertake the Committee and Chair Evaluation Exercises which be made available to them via JISC Survey from beginning of July 2024.
Link to Strategy: Please highlight how the paper links to, or assists with:**:** • compliance • partnership services • risk management • strategic plan • new opportunity/change	The Code of Good Governance for Scotland's Colleges establishes standards of good governance practice for all boards and provides the essential foundations for compliance within the legislative framework. One of the five principles around which the code has been developed is effectiveness. Paragraph D24 states that "The board must agree a process for evaluating the effectiveness of the board chair and the committee chairs"
Resource implications:	
Risk implications:	Yes/No Operational: required for the proper Governance of the College
Equality and Diversity implications:	N/A
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Confidential/Non confidential]	Non-Confidential	
Freedom of Information Can this paper be included in "open" business* [Yes/No]	Yes	

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

Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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As previously agreed, all future evaluations will be completed individually via an online survey. Members of the LT&R Committee will be provided with access to these evaluations via the confidential JISC Survey with emails being sent beginning of July 2024 due to JISC undergoing un upgrade process. Members are requested to complete this process by **5.00 p.m. on Friday 30 August 2024.**

Any actions highlighted as part of these evaluations will be brought to the Board of Management and feedback on the Chair will be discussed as part of the separate Board Member Evaluation Process.

UHI INVERNESS

Subject/Title:	Complaints Report for Quarter 3 (Feb-Apr) 2023-24
Meeting and date:	June 2024
Author:	Stephen Wells, Quality Officer
Decision, Discussion or Noting:	Noting
Link to Strategic Plan:	Paper assists with compliance as the College is required to monitor complaints as per SPSO requirements.
Cost implications:	Yes / **No** *(delete as applicable)* **If yes, please specify:**
Risk assessment:	Yes / **No** *(delete as applicable)* **If yes, please specify:** Financial: Operational: Organisational:

Recommendation(s)

Note

Purpose of report
Analysis of complaints received in Quarter 3 of 2023-24

Background
Reports are required to ensure compliance with SPSO requirements and identify are of service than require improvement. Summary outcomes are published on the Inverness College website (FE) and UHI website (HE)

Following the Complaints Management audit undertaken by BDO in May 2023 the following additional information is included in the Quarterly and Annual reports. These are within the Complaint Outcomes and Complaint Timescales sections of the report.
- The number of complaints closed in full at stage 1 within five working days as a percentage of all stage 1 complaints responded to in full.
- The number of complaints closed in full at stage 2 within 20 working days as percentage of all stage 2 complaints responded to in full.
- The average number of working days to resolve a complaint after escalation.
- The outcome of complaints after escalation.
- The percentage of complaints upheld, partially upheld, not upheld and resolved at stage 1, stage 2 and after escalation.

Main body of information
See attached.

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Summary Report: Complaints 2023-24 (Q3)

Introduction

Complaints are received all year round from a number of different sources although the primary source tends to be from students. Complaints are received via a variety of mechanisms including direct emails, complaints forms and the Red Button. IC UHI uses the SPSO categories and sub-categories to classify complaints, which allows us to feed into sector wide data. The outcomes from complaint resolution are reported to UHI (HE) and published on the UHI Inverness website (FE).

Complaints are grouped into quarters depending on the time of year in which they are received. The quarter dates are detailed below:

- Quarter 1 (Q1): August – end of October,
- Quarter 2 (Q2): November – end of January,
- Quarter 3 (Q3): February – end of April,
- Quarter 4 (Q4): May – end of July.

This report provides an overview of the complaint categories and outcomes across academic year 2023-24 for Quarter 3
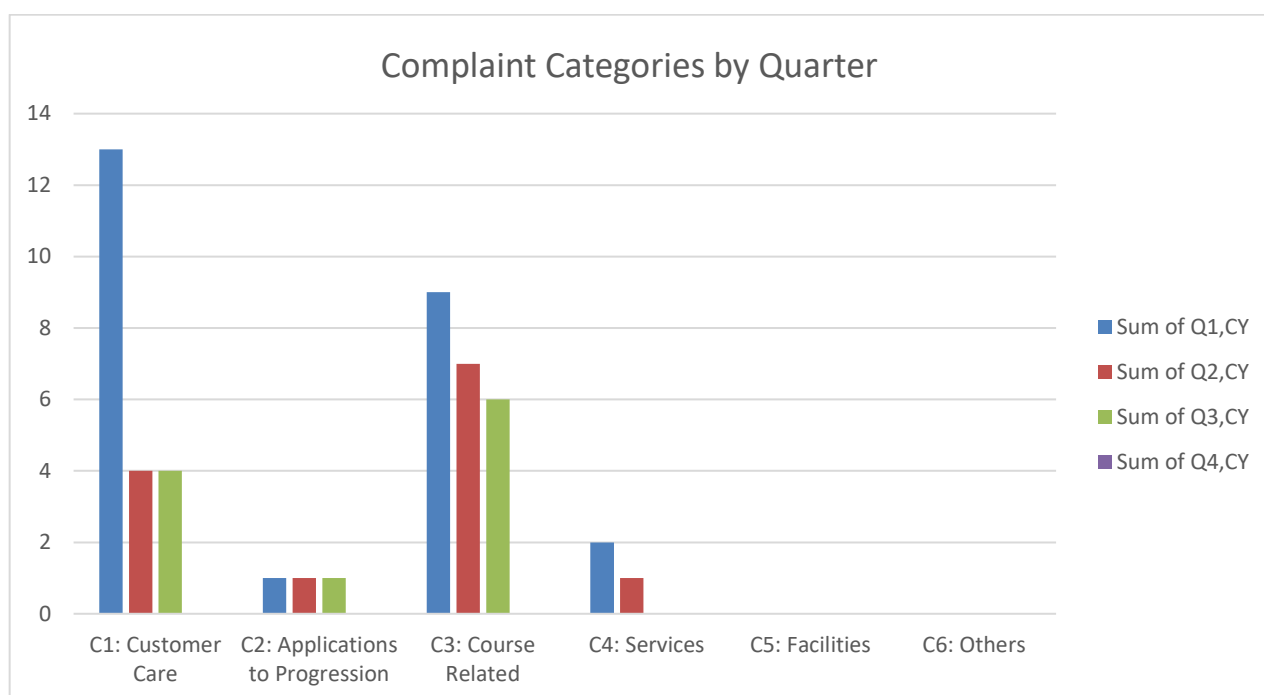
Complaints by Category

11 complaints were received in Q3, a decrease from 22 received in the same quarter last year and 1 less than Q2.

The graphs below display the sum of quarterly complaints received for each category for this year and for 2022/23 for comparison purposes.
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Customer Category: Current Year (Quarter) 2023/24	YTD CY	Q1,CY	Q2,CY	Q3,CY	Q4,CY
C1: Customer Care	23	13	4	4	
C2: Applications to Progression	3	1	1	1	
C3: Course Related	19	9	6	6	
C4: Services	3	2	1	0	
C5: Facilities	0	0	0	0	
C6: Others	0	0	0	0	
TOTAL	48	25	12	11	

Customer Category: Current Year (Quarter) 2022/23	YTD CY	Q1,CY	Q2,CY	Q3,CY	Q4,CY
C1: Customer Care	10	2	1	4	3
C2: Applications to Progression	5	1	1	1	2
C3: Course Related	20	7	3	8	2
C4: Services	8	2	1	3	2
C5: Facilities	19	6	7	5	1
C6: Others	2	0	1	1	0
TOTAL	64	18	14	22	10

The category of 'Course Related' received the highest number of complaints in Q3 with 6 complaints, the same as Q2 but 2 less than Q3 last year. The reasons included dissatisfaction with the relevance of some class activities, a PLSP not being adhered to, a student withdrawing from a course citing a poor educational experience, assessment feedback not being received in a timely manner, a student being incorrectly marked as absent from class, and a student wanting confirmation that their course will be offered next year.

The categories of 'Customer Care' received 4, the same as Q2 and Q3 last year. 3 complaints related to staff conduct and 1 to the LRC layout and general noise level there. student conduct

1 Complaint was received in 'Application to Progression' as progression onto the third year of their course was not available.

No complaints were received in the 'Services', 'Facilities' or 'Other' categories.

In relation to the level of delivery in Q3, 55% of complaints relate to HE programmes, 9% to FE programmes, 36% of complaints came from members of the public.

The 6 HE complaints received were varied and included concerns about the LRC, progression opportunities, course content, lack of support, course management and the delay in receiving assessment feedback.

1 FE complaint was received and related to staff conduct concerns.

4 complaints were received from members of public, 2 related to staff conduct concerns, 1 to course progression concerns and one to a funding issue following her withdrawal from her course due to the perceived poor quality of her course.

Complaint Outcomes

The graph below details the complaint outcomes.

Outcome	Stage 1	Stage 2	Total
Resolved	3 (43% of Stage 1)	0	3 (27% of Stage 1 & 2)
Not upheld		1 (20% of Stage 2)	1 (9% of Stage 1 & 2)
Partially upheld	1 (14% of Stage 1)	1 (20% of Stage 2)	2 (18% of Stage 1 & 2)
Upheld	1 (14% of Stage 1)	1 (20% of Stage 2)	2 (18% of Stage 1 & 2)
Still under investigation	0	2 (40% of Stage 2)	2 (18% of Stage 1 & 2)
Not Investigated	2 (28% of Stage 1)	0	2 (18% of Stage 1 & 2)
Withdrawn	0	0	0
Escalated to Stage 2	1 (14% of Stage 1)		1

- 27% of all complaints received in Q3 were Resolved, compared to 36% in Q3 last year.
- 9% of all complaints were not upheld compared to 9% in Q3 last year.
- 18% of complaints have been partially upheld compared to 27% in Q3 last year.
- 9% of complaints were upheld compared to 9% in Q3 last year.
- 1 anonymous complaint was investigated and fed back to Red Button
- 1 complaint was recorded as 'Not investigated' at Stage 1 however after submission of further evidence from the complaint was escalated to a Stage 2 and is still under investigation.
- After an initial investigation 1 'Complaint' was discontinued and recorded as 'Not Investigated'.

Complaint Timescales
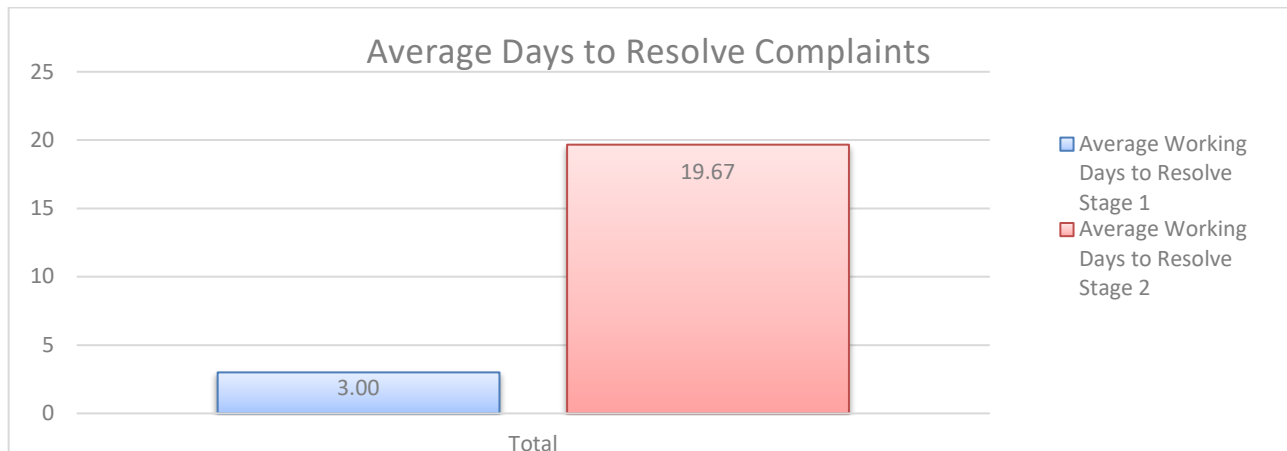
The chart above displays the average number of days taken to resolve complaints in this quarter.

The range of days taken to resolve Stage 1 complaints in Q3 is between 1 – 7 days.
The range of days taken to resolve Stage 2 complaints in Q3 is between 16 – 20 days.

SPSO guidelines state pre-defined timescales of a 5 working day turnaround for Stage 1, which can be extended to 10 working days if additional time is required but does not warrant escalating to a Stage 2. These extensions must be authorised by the Quality Manager and updates provided to the complainant. For a Stage 2 complaint the timeframe for completion is 20 working days. As part of the Stage 2 process, where the complaint is complex and may take longer than 20 working days, this must be authorised by the Quality Manager and updates provided to complainants.

5 complaints were completed within the 5-day turnaround for a Stage 1 complaint, this equates to 86% of all Stage 1 complaints. 1 complaint took 7 days and was then escalated to a Stage 2 and is still ongoing.

Two Stage 2 complaints (50%) were completed within the 20 working day deadline, two Stage 2 complaints (50%) are still under investigation and have exceeded the 20 day limit. These complaints have authorised extensions. Both complaints are especially complex, involve other departmental processes and the investigation delayed whilst staff are unavailable during the Easter break.

1 complaint (14%) was escalated from Stage 1 to Stage 2.

Complaint Follow Up Survey

Within 6 weeks of receiving the complaint outcome, complainants (unless the complaint was received anonymously) are sent a link to a short survey asking them for feedback on their experience of the complaints process and to rate their satisfaction levels against

thirteen aspects of the process. The survey is anonymous unless the complainant chooses to identify themselves.

No responses were received for Q3 at the time of compiling the report, any late submissions will be included in the end of year report.

Learning from Complaints

Complaints often result in reviews of processes and procedures, and they also allow us to identify opportunities for staff development. The Quality team continues to identify any learning points from each complaint in order to identify themes emerging. Programme and support teams use complaints as part of their evidence bank to inform their evaluative activities aimed at improving the student experience.

Below are examples of actions taken as a result of complaints received in Q3:

- Anonymous complaint regarding unprofessionalism of staff. This was raised with the department manager to resolve with team, Staff have completed a Customer Service training course.
- Following concerns being raised regarding staff conduct, HR are monitoring the specific situation and providing support to the staff member.
- PLSP not been followed, the systems in place are not suitable as there is no way to check who the PLSP has been sent to. Senior UHI Inverness staff are speaking to EO to resolve as this relates to HE students particularly.
- Quality team to create template for capturing actions & key details from complaint meetings - ensure this is distributed via email to all attendees. Actions ongoing.