UHI | INVERNESS

Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 12 March 2024 at 4.30 p.m.
Location	Virtually – via Microsoft Teams

Governance Officer
06 February 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 05 December 2024

2. **OUTSTANDING ACTIONS**

ITEMS FOR DISCUSSION

3. **STUDENT RETENTION REPORT**
   Joint Report by Vice Principal – Curriculum, Student Experience and Quality and Information Systems Manager

4. **QUALITY ENHANCEMENT UPDATE**
   Report by Vice Principal – Curriculum, Student Experience and Quality

5. **WORKING IN PARTNERSHIP REPORT**
   Verbal Update by HISA President and Vice Principal – Curriculum, Student Experience and Quality

6. **KPI MATRIX**
   Report by Vice Principal – Curriculum, Student Experience and Quality

7. **RESEARCH UPDATE**
   a. Update on Research and Innovation Strategy 2023-27
   b. Case Studies
   Report by Director – Centre for Living Sustainability & Director of Research – Biodiversity & Freshwater

ITEMS FOR NOTING

8. **QUARTER 2 - COMPLAINTS REPORT**
   Report by Quality Manager

9. **MINUTES FROM COMMITTEES**
   a) Minutes of Student Journey and Enhancement Committee Meeting held on 12 December 2023.
   b) Minutes of Student Journey and Enhancement Committee Meeting held on 18 January 2024
   c) Minutes of Student Journey and Enhancement Committee Meeting held on 22 February 2024
   d) Minutes of Research and Innovation Committee held on 26 September 2023

10. **AOCB**

11. **DATE OF NEXT MEETING – 11 June 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
15 March 2022				
Corporate Parenting Plan	The Board Secretary will organise appropriate Corporate Parenting Training for all Board Members. This will form part of the Board Development Plan. The previous LT&R Chair has introduced the appropriate members of the Highland Council to liaise with.	Gov Off	June 2023	**Ongoing**
27 September 2022				
QAA Presentation	The Vice Principal – Student Experience and Quality to liaise with Executive Office, in respect of how the Tertiary Education Framework can be developed. The Vice Principal – Student Experience and Quality has requested to join the newly formed Short Life Working Group around the Tertiary Education Framework. UHI Inverness is now involved in national discussions through CDN VP group. This VP group is now also a member of UHI Quality Assurance and Enhancement Committee where this action is being discussed.	VP – CSE&Q	Sept 2023	**Ongoing**

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Subject/Title:	Student Retention 2023/24
Author: [Name and Job title]	Jane Maclennan, Information Systems Manager
Meeting:	Learning Teaching and Research
Meeting Date:	12 March 2024
Date Paper prepared:	04 March 2024
Brief Summary of the paper:	To provide the committee with an update on student retention and progress against targets for 2023/24.
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 2023/24

Executive Summary

The report provides an update on student withdrawals and progress against targets for 2023/24.

The early withdrawal date for FE full-time students has been brought forward from 1st November to 4th October in line with SFC guidance. Currently, Early Withdrawals for FE full-time students is at 4.7%, which is greater than at the comparative figure of 3.0% on 4th October 2022. It is not expected that there will be further change to the early withdrawal rates.

Progress in achieving our FE full-time targets indicates that we are in line with our overall retention target for FE full-time students. Work is ongoing to minimise partial success, therefore we have the potential to exceed our % success target.
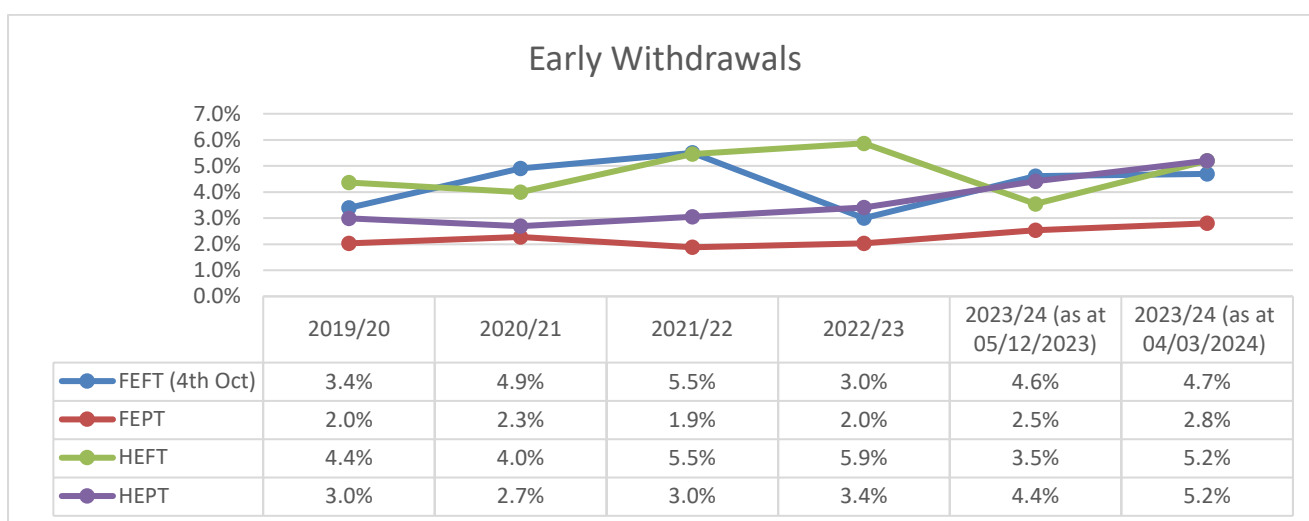
The current overall withdrawal rate for full-time HNC and HND students is currently greater than the same point in 2022/23. This has been identified as an area for action with Curriculum Leaders tasked with identifying areas for action to minimise further withdrawals and partial success to achieve our successful completion target.

Many Body of Information

Early Withdrawals

The table below shows the early withdrawal rates for FE full-time students for previous years as at 4th October for comparison to the current year, all other modes are based on end of year/ year to date for 2023/24. Data from the previous committee report on 5th December 2023 is included for comparison.
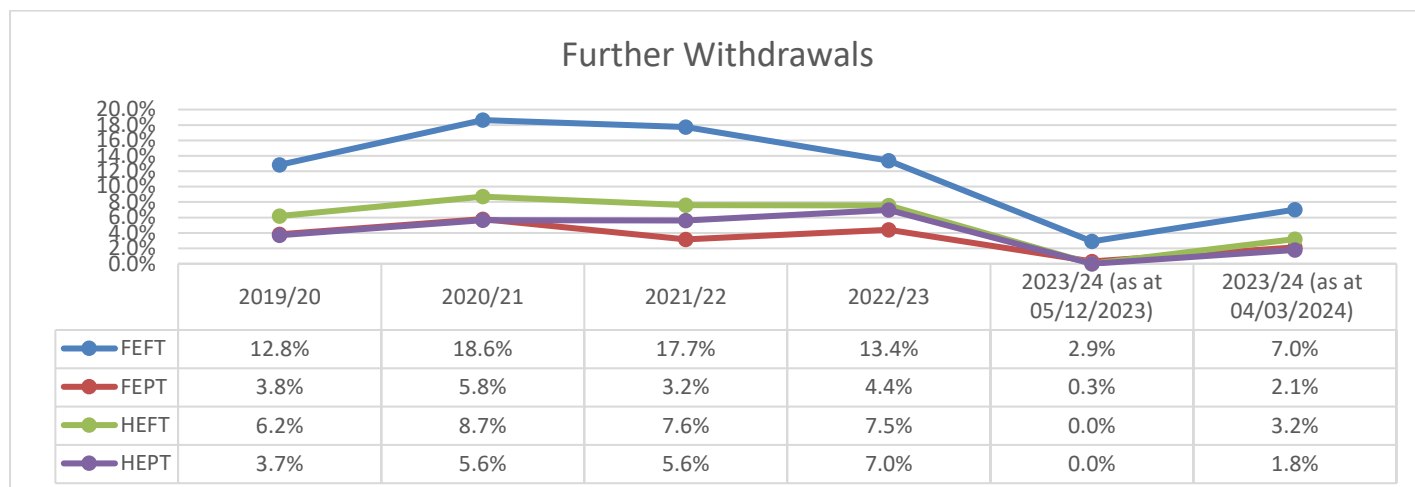
There has been a minor change since the previous report to the committee in FEFT early withdrawals. There has been an expected rise in FE part-time, HE full-time, and HE part-time rates.

Early Withdrawals

	2019/20	2020/21	2021/22	2022/23	2023/24 (as at 05/12/2023)	2023/24 (as at 04/03/2024)
FEFT (4th Oct)	3.4%	4.9%	5.5%	3.0%	4.6%	4.7%
FEPT	2.0%	2.3%	1.9%	2.0%	2.5%	2.8%
HEFT	4.4%	4.0%	5.5%	5.9%	3.5%	5.2%
HEPT	3.0%	2.7%	3.0%	3.4%	4.4%	5.2%

Further withdrawals

The chart below shows the current further withdrawal rates. As expected, further withdrawals have continued to rise since last reported on 5th December 2023, as shown in the chart below.

For comparison, further withdrawals for FEFT were 9.1% on 1st March 2023, FEPT at 2.5%, HEFT at 1.6%, and HEPT at 1.5%. Therefore, whilst the FE rates are better for further withdrawals, the rates are not as good in comparison for HE.
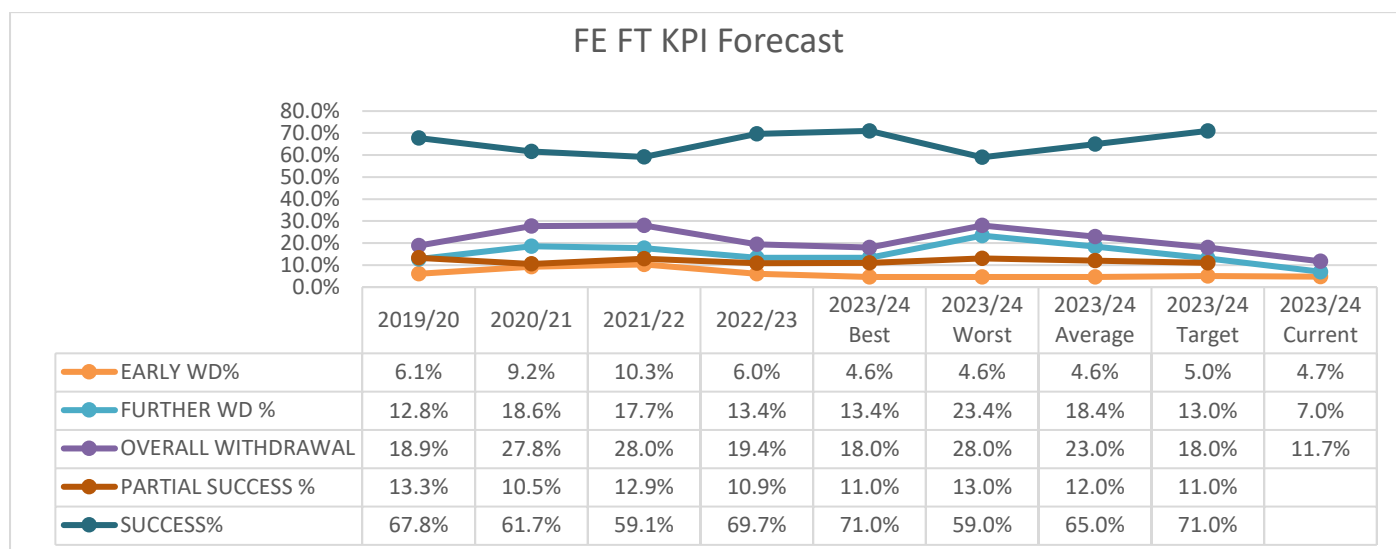
Further Withdrawals

	2019/20	2020/21	2021/22	2022/23	2023/24 (as at 05/12/2023)	2023/24 (as at 04/03/2024)
FEFT	12.8%	18.6%	17.7%	13.4%	2.9%	7.0%
FEPT	3.8%	5.8%	3.2%	4.4%	0.3%	2.1%
HEFT	6.2%	8.7%	7.6%	7.5%	0.0%	3.2%
HEPT	3.7%	5.6%	5.6%	7.0%	0.0%	1.8%

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%	4.6%	4.6%	4.6%	5.0%	4.7%
FURTHER WD %	12.8%	18.6%	17.7%	13.4%	13.4%	23.4%	18.4%	13.0%	7.0%
OVERALL WITHDRAWAL	18.9%	27.8%	28.0%	19.4%	18.0%	28.0%	23.0%	18.0%	11.7%
PARTIAL SUCCESS %	13.3%	10.5%	12.9%	10.9%	11.0%	13.0%	12.0%	11.0%	
SUCCESS%	67.8%	61.7%	59.1%	69.7%	71.0%	59.0%	65.0%	71.0%	

On 1st March 2023, the overall withdrawal rate for FE full-time students was 16.1%, it is currently 11.7%. Therefore, we are in line for our overall retention target for FE full-time. Following the example from 2022/23 in the work to minimise partial success we have the potential to exceed our % success target.

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%	8.2%	8.2%	8.2%	8.0%	8.2%
FURTHER WD %	11.4%	15.9%	12.3%	10.1%	10.1%	15.9%	12.4%	12.0%	5.3%
OVERALL WITHDRAWAL	18.7%	22.9%	21.4%	19.5%	18.3%	24.1%	20.6%	20%	13.5%
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%	71.0%	54.5%	61.4%	65%	
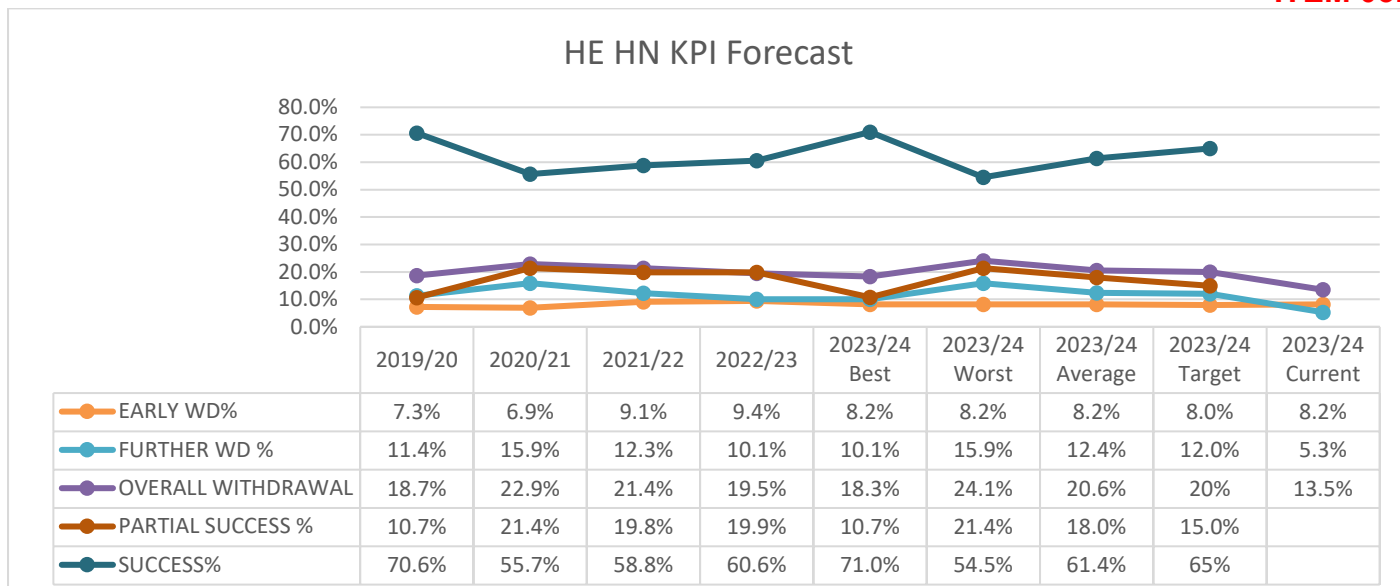
For comparison, on 1st March 2023, the overall withdrawal rate for full-time HN students was 10.9%, it is currently 13.5%. This has been identified as an area for action at the Student Journey and Enhancement Committee, with Curriculum Leaders tasked with identifying areas for action to minimise further withdrawals and partial success in order to achieve our successful completion target.

The table below shows progress against targets for 2023/24 by subject area for FE full-time students. The targets are either based on the national average, or our previous performance, depending on which is optimal. Where the total withdrawal % is greater than the target set this has been highlighted.

FE Full time	2023/24			Targets 2023/24		
	Early Withdrawals %	Further Withdrawals %	Total Withdrawals %	Withdrawal %	Partial Success %	Success%
Art and design	2.7%	10.8%	13.5%	10%	5%	85%
Business, management and administration	0.0%	5.6%	5.6%	19%	6%	75%
Care	9.3%	7.2%	16.5%	23%	15%	62%
Computing and ICT	12.5%	6.3%	18.8%	19%	6%	75%
Construction	0.9%	2.7%	3.6%	3%	4%	93%
Engineering	2.4%	2.8%	5.2%	14%	8%	78%
Hairdressing, beauty and complementary therapies	8.1%	10.7%	18.8%	21%	16%	63%
Hospitality and tourism	5.3%	10.5%	15.8%	11%	6%	83%
Land-based industries	0.0%	0.0%	0.0%	19%	12%	69%
Languages and ESOL	2.2%	8.9%	11.1%	10%	10%	80%
Performing arts	6.3%	6.3%	12.5%	13%	7%	80%
Science	11.3%	12.9%	24.2%	24%	22%	54%
Social subjects	4.5%	13.6%	18.2%	29%	13%	58%
Special Programmes	5.1%	12.8%	17.9%	12%	4%	84%
Sport and leisure	8.7%	8.7%	17.4%	22%	22%	56%
Grand Total	4.7%	7.0%	11.7%	18%	11%	71%

The table below shows progress against targets for 2023/24 by subject area for HE full-time students on HNC and HND courses. The targets are either based on the national average, or our previous performance, depending on which is optimal. Where the total withdrawal % is greater than the target set this has been highlighted.

HE HNC and HND Full time	2023/24			Targets 2023/24		
	Early Withdrawals %	Further Withdrawals %	Total Withdrawals %	Withdrawal %	Partial Success %	Success%
Art and design	5.2%	5.2%	10.3%	15%	12%	73%
Business, management and administration	13.8%	7.7%	21.5%	16%	18%	66%
Care	11.0%	3.7%	14.6%	19%	14%	67%
Computing and ICT	1.9%	0.0%	1.9%	18%	24%	58%
Construction	18.2%	4.5%	22.7%	7%	15%	78%
Engineering	0.0%	4.5%	4.5%	6%	14%	80%
Hairdressing, beauty and complementary therapies	29.4%	5.9%	35.3%	20%	10%	70%
Land-based industries	5.9%	7.8%	13.7%	14%	14%	72%
Performing arts	5.9%	5.9%	11.8%	15%	10%	75%
Science	4.8%	4.8%	9.5%	20%	15%	65%
Social subjects	6.1%	8.2%	14.3%	26%	11%	63%
Sport and leisure	5.6%	5.6%	11.1%	15%	24%	61%
Grand Total	8.2%	5.3%	13.5%	20%	15%	65%

Learning, Teaching and Research Committee

Subject/Title:	**QUALITY ENHANCEMENT UPDATE**
Author: [Name and Job title]	Lindsay Snodgrass, Vice Principal Curriculum, Student Experience & Quality
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	12th March 2024
Date Paper prepared:	5th March Sept 2024
Brief Summary of the paper:	To provide an insight into the sector discussions about the new tertiary quality enhancement framework (TQEF) which is intended to be in place for AY 2024-25 and will replace the current quality assurance arrangements for UHI Inverness.
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	Strategic Plan – Student Experience
Resource implications:	No **If yes, please specify**:
Risk implications:	*Yes* **If yes, please specify:** Operational: risk to operational effectiveness if appropriate improvement and enhancement planning not in place Organisational: risk to organisational reputation, impact on recruitment / finance / student outcomes
Equality and Diversity implications:	Yes If yes, please specify: reference to student outcomes across priority groups
Consultation: [staff, students, UHI & Partners, External] and provide detail	Key managers consulted

Status – [Non confidential]	Non-confidential	
Freedom of Information Can this paper be included in "open" business* [Yes]	Yes	

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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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Background

The quality assurance and enhancement arrangements for colleges and universities are currently being reviewed with a view to there being a single tertiary quality enhancement framework. Education Scotland currently oversee the quality assurance arrangements and provide external scrutiny. In AY 24-25 there will be a move away from the current model of quality assurance for UHI Inverness, and for all colleges.

SFC invited QAA Scotland to deliver a detailed plan for a new approach to national enhancement activity across the tertiary sector and work has been ongoing since last AY. This work will build on the strengths of both sectors, colleges and universities, and be informed by:

- Data and evidence
- Annual evaluation activity
- External review that aligns with and supports the common approach to quality assurance.

Outcomes

In terms of outcomes, it is expected that the new framework will support the delivery of:

- A culture of continuous improvement in institutions
- Enhanced sharing of learning, innovation, and good practice across the tertiary education sector
- Improved objective setting at outset of enhancement work, with clearer links between activity and expected outcomes.
- Enhance institutional reflection on, and ownership of, the quality of provision.
- Better evaluation of whether the activity has contributed to improved outcomes and learning experience for students and clearer links to how this will be evidenced.

There has been a significant amount of consultation with the sectors on the proposed new model, and UHI Inverness has been well represented. The latest discussions have been on the review outcomes and judgements and the components that inform the judgements in each case. 10 options have been scoped out by QAA – the below shows an example:

Judgement There will be a single judgement expressed as one of the following: • The institution has **effective** arrangements for managing academic standards, the quality of the learning experience and enabling student success. • The institution has arrangements for managing academic standards, the quality of the learning experience and enabling student success which are of **limited effectiveness** in respect of (list from components below) • The institution has arrangements for managing academic standards, the quality of the learning experience and enabling student success which are **not effective.**				
There are five components that inform this judgement, based on four Principles of the TQEF				
Excellence in Learning, Teaching and Assessment The institution has appropriate and systematically applied arrangements in line with sector expectations for achieving excellence in learning, teaching and assessment that are effective in ensuring academic standards and the quality of the learning experience	**Supporting Student Success** The institution has appropriate and systematically applied arrangements for supporting student success that are effective in ensuring academic standards and the quality of the learning experience	**Enhancement and Quality Culture** The institution has clearly identified strategic leadership and approach to assuring academic standards, enhancing the quality of the learning experience and enabling student success that promotes an embedded enhancement quality culture for developing, implementing and evaluating strategies.	**Student Engagement and Partnership** The institution's approach to student engagement and partnership ensures the quality of the learning experience through developing, implementing and evaluating approaches.	**Leadership and Governance** The institution has a clearly identified strategic leadership and approach to assuring academic standards, enhancing the quality of the learning experience and enabling student success that promotes an embedded quality culture using student partnership and stakeholder views in developing, implementing and evaluating strategies.

The benefits, risks and challenges associated with each of the review outcomes and judgments have started to be discussed with the sector. Extensive discussion has been had on the pros and cons of a single judgement being applied i.e 'effective' / 'satisfactory' / 'not effective' / 'unsatisfactory'.
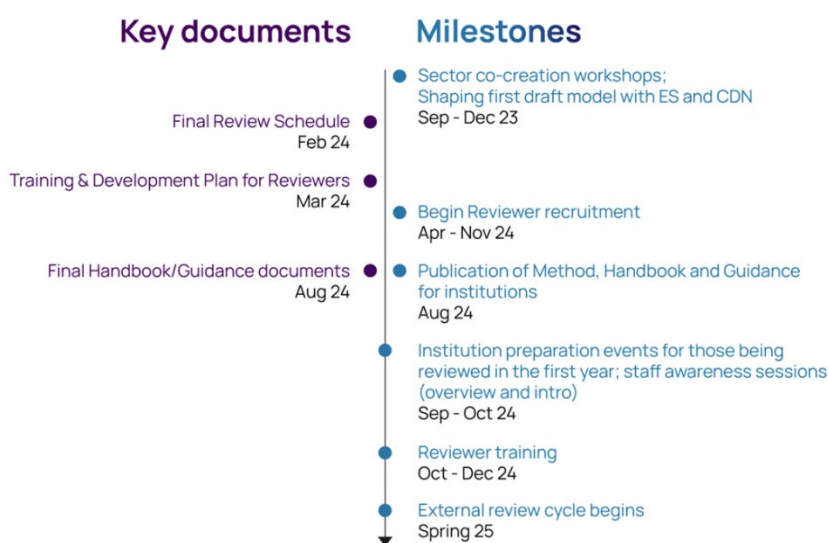
Self-Evaluation and Action Plan (SEAP)

Institutions will complete a SEAP early next AY. The draft SEAP template is currently being piloted in two colleges and two universities (AY 2023/24). Developed in a tight timescale, the
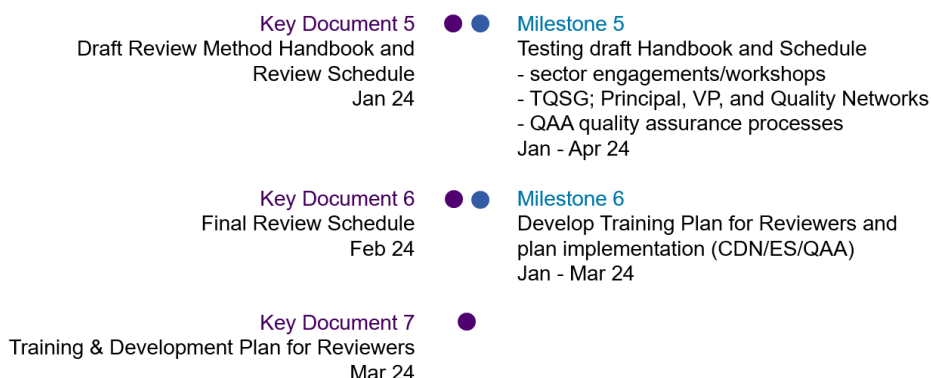
development group appreciated there was further work to be done in shaping the SEAP for wider use across the sector. The key principles which the SEAP have been based on at this point appear to be:

- A report on self-evaluation activities, summarising outcomes and the priority areas for focus and impact.
- Recognition of the function of student engagement and partnership through organisation's quality processes and activities including self-evaluation and enhancement planning.
- Should be thematic rather than outcome based.

It is expected that the SEAP will be broadly similar to the expectations already in place with Education Scotland. The below provides an overview of the next steps and timeline:

Key documents | Milestones

- Sector co-creation workshops; Shaping first draft model with ES and CDN — Sep - Dec 23
- Final Review Schedule — Feb 24
- Training & Development Plan for Reviewers — Mar 24
- Begin Reviewer recruitment — Apr - Nov 24
- Final Handbook/Guidance documents — Aug 24
- Publication of Method, Handbook and Guidance for institutions — Aug 24
- Institution preparation events for those being reviewed in the first year; staff awareness sessions (overview and intro) — Sep - Oct 24
- Reviewer training — Oct - Dec 24
- External review cycle begins — Spring 25

Detailed Milestones:

Key Document 5
Draft Review Method Handbook and Review Schedule
Jan 24

Milestone 5
Testing draft Handbook and Schedule
- sector engagements/workshops
- TQSG; Principal, VP, and Quality Networks
- QAA quality assurance processes
Jan - Apr 24

Key Document 6
Final Review Schedule
Feb 24

Milestone 6
Develop Training Plan for Reviewers and plan implementation (CDN/ES/QAA)
Jan - Mar 24

Key Document 7
Training & Development Plan for Reviewers
Mar 24

QAA SCOTLAND

Milestone 7
Begin reviewer recruitment
Apr - Nov 24

Key Document 8
Consultation documents
May 24

Milestone 8
Handbook Consultation
May 24
Analysis, QAA iqa, EIA
Jun - Aug 24

Key Document 9
Final Handbook/Guidance documents
Aug 24

Milestone 9
Publication of Method, Handbook
and Guidance for institutions
Aug 24

Key Document 10
EQAR Change Report
Aug 24

Milestone 10
Submission of change report to EQAR
Aug 24

Milestone 11
Institution preparation events for
those being reviewed in the first year;
staff awareness sessions (overview
and intro)
Sep - Oct 24

Milestone 12
Reviewer training
Oct - Dec 24

Milestone 13
Colleges and universities submit first
Self-Evaluation and Action Plans (SEAP)
Nov 24

Milestone 14
Annual Evaluations in new quality cycle
begin
Feb - May 25

Milestone 15
External review cycle begins
Spring 25

UHI INVERNESS

Board of Management

Subject/Title:	Working in Partnership Report
Author: [Name and Job title]	Quality and HISA
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	12th March
Date Paper prepared:	5th March
Brief Summary of the paper:	The paper provides an update on the activity that HISA Inverness & UHI Inverness have been working in partnership on.
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	The paper assists with the Quality Assurance and Enhancement strategy; and the student partnership agreement.
Resource implications:	No **If yes, please specify**:
Risk implications:	No **If yes, please specify:** Operational: Organisational:

Equality and Diversity implications:	No **If yes, please specify:**
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	
Its disclosure would substantially prejudice the commercial interests of any		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)	
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Working in Partnership Report – Semester 2 2023-24

Meet the Team

Since the last report there has been a change to the team here at UHI Inverness with the HISA Inverness Depute President – Activities & Welfare stepping down from post in February 2024.

- Holly Pearce – HISA Inverness Depute President of Education
- Elizabeth Keegan – HISA Inverness President
- Méabh O'Connor – Campus Co-ordinator, UHI Inverness
- Emma Baillie – Quality Officer, UHI Inverness

Student Voice Representatives (SVR's)

SVR recruitment has been a challenge this academic year with 75 reps recruited to date. However, engagement of the elected SVRs at Council meetings and Course Committee Meetings has increased.

This year it was agreed that HISA would take the lead on recording SVRs on SITS record. This approach was to hopefully ensure consistent logging across all academic partners within UHI.

HISA Director of Student Engagement & Representation came into post in November 2023 and is working with academic partners for the remainder of the academic year to ensure that the 2024-25 approach to SVRs is improved.

Upcoming Student Voice Rep Council Meetings are as follows:

- 12th March 2024
- 23rd April 2024

HISA Campus Coordinator will work with HISA Officers and UHI Inverness staff to ensure the agenda for the Council meetings are in line with the academic cycle and events.

HISA Spring Elections 2024

HISA regionally and locally have been promoting the spring elections. At UHI Inverness there are the positions of President and Depute President. This is a change from the previous structure of President, Depute President – Education, and Depute President – Activities & Welfare.

The key dates for the Spring Elections are as follows:

Event	Date
Nominations Open	Mon 29th January 2024 (10:00)
Nominations Close	Thu 29th February 2024 (10:00)
Candidates' Essentials Deadline	Thu 29th February 2024 (16:00)
Announcement of Candidates	Fri 1st March 2024 (10:00)
Supported Campaign Week Begins	Mon 4th March 2024 (10:00)
Voting Opens	Mon 11th March 2024 (10:00)
Voting Closes	Thu 14th March 2024 (12:00)
Results Announced*	Thu 14th March 2024 (16:00)

HISA Inverness Campus Coordinator and UHI Inverness staff will work together to ensure voting week is promoted to students which will hopefully have a positive impact on engagement.

Student Feedback

Student feedback can be gathered through multiple channels. One of the main feedback mechanisms is through student surveys.

Surveys

- The Early Student Experience Survey took place in October 2023 and saw a record high engagement of 63.2%. HISA Inverness and UHI

Inverness have been working together to improve the emerging themes, tracking progress through the Achieved Together Tracker.

- The National Student Survey is open between 6th February – 26th April 2024 for final year HN and Degree students. The results of this will be published in early July 2024.
- The Student Satisfaction & Engagement Survey is our end of year survey that opens on 18th March, closing 28th March 2024. The majority of students are eligible to complete this survey, with the results being available after the Easter Break. HISA Inverness will work with UHI Inverness to pull out trends and themes for improvement, logging actions upon the Achieved Together Tracker.

General Feedback

HISA Inverness and UHI Inverness work together to ensure approach taken to address general student feedback received is considered to ensure the student voice is heard through mechanisms such as class focus groups, targeted themed focus groups (Food options in canteen), inclusion of specific information in PDA and PAT sessions, and marketing campaigns.

Student Engagement Reps

Fourteen students have signed up to become Student Engagement Reps (SER) - new post introduced this academic year to gather a pool of engaged students and provide valuable work experience opportunities. The SER group currently cover 27 different work experience opportunities (with most SERs signing up to more than 1 opportunity). Staff leads are confirming there has been varying levels of engagement amongst the SERs. However, it has been positive for those students who are working in partnership with staff leads. For example with The Larder, there are reps in place to now help with ensuring stock in place both at UHI Inverness and within the Halls of Residence.

Moving forward, the marketing of this role would be expanded now that the soft start to this role has shown that it is working for students who wish to get involved and receive valuable work experience.

Activities & Events

Since the start of the new year, we have had some events, here is the list of events we have done so far and the events that are upcoming.

January

- Refreshers took place on 30th January 2024 with over 30 clubs and organisations attending.
- Highlife Highland schedule of classes was reintroduced for semester 2, with staff and student discounts on memberships promoted.

February

- Tuesday 6th we put together a game's night for the students, all together we had 12 students come along and took part in Just Dance, Mario Kart and we even included some board games from our games cupboard. We got some great feedback from the students, and they have asked for us to set up some more games night for the semester, they did however, ask us to get some more board games so we are looking into it currently.
- Friday 9th we had Vik & Bev doing a forum theatre about Sexual Abuse/Violence Awareness – 6 attendees
- Wednesday 14th Valentine's Ceilidh – 12 attendees
- Tuesday 27th Pride Party - 25 attendees

March

- Thursday 7th world book day - book sale and costume competition, charity shops invited to have stalls to sell books, HISA have a stall for the honesty library so that students can bring in/take books.

April

- Tuesday 23rd SpringFest - local businesses invited to have stalls with as much interactivity as possible. We are planning to have giant Jenga and Connect Four as well as a few other fun activities. Integrating this with sports day, inviting external sports groups and internal societies to give taster sessions, as well as sports day events for students to compete with staff. This is (at present) still in the planning stage.

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F&GP and Audit Committee

Subject/Title:	KPI Report
Meeting and date:	L&TR Committee, 14th March 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 7 February 24.

Main body of information

The KPI RAG report for period 7, February 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 measures are satisfactory (Green), eleven unsatisfactory (Red), three 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 97.4%. HE active applications have increased by 486 since the last report and were 97.4% of plan as at the end of Feb. MIS Manager report will reflect the up-to-date position.

FE Active Applications. Serial 2. RAG 79.4%. FE applications have increased by 447 since the last report and the Rag has improved from 53.7%. The majority of applications are later in the cycle. MIS Manager report will reflect the up-to-date position.

FE Credits. Serial 3. RAG 107.3%. We are 366 credits from achieving our SFC annual Credits threshold. The MIS Manager report will reflect the up-to-date position.

Apprenticeship starts (contract year). Serial 4. RAG 95.9%. One new start recorded in February. Currently 10 behind plan. Further data to be collected

HE PPF FTE. Serial 11. RAG 86%. 1,219 FTE against target 1,418. A small increase in FTE is expected before the year end, however we forecast to be below this target. More recent data is available from the MIS Manager's report.

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 122.3%. 3.4% rate versus 2.78% plan. Sickness rate has declined by 0.2% since the last report with a reduction in long-term absence being seen. Detailed report in Head of HR's report to HR Committee.

Staff Turnover. Serial 43. RAG 68.5%. 2.64% turnover YTD Expectation 3.86% turnover. Details in Head of HR's report.

Number of workplace injuries. Serial 47. RAG 570%. 114 recorded injuries. Latest period had 7 reported injuries, the lowest month YTD. HS&S Manager has details of all injuries and follows up with staff/departments as appropriate.

CO_2 Emissions on Utilities. Serial 60. RAG 126.1%. 86 tonnes over expectation YTD. Moving into the milder months we expect to see the monthly emissions decrease, however 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 tCO2e 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	
Today	06 Mar 2024	
Period Month	February	
No.Periods YTD	7	

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	1350	1,315	97.4%
2	FE Active applications (next AY - Measure from Dec - Jul)	Monthly	2049	2,300.0	800	635	79.4%
3	FE Credits	Monthly	30569	26,657	24,500	26,291	107.3%
4	Apprenticeship starts (contract year)	Monthly	385	280	245	235	95.9%
5	Apprentices in Learning (average in year)	Monthly	651	650	659	672	103.3%
6	Apprenticeship Income (excluding T&A)	Monthly	£1,248,012	£1,348,050	£744,173	£751,090	100.9%
7	FWDF Income	2 monthly	£294,495	£150,000	£150,000	£289,915	193.3%
8	Commercial Short Course Income	Monthly	£137,191	£129,996	£75,831	£104,089	137.3%
9	HE enrolments (head count)	Monthly	1,986	1,986	1,986	2,048	103.1%
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	1,219.0	86.0%
12	Research - Income less expenditure	Biannual	-£195,223	-£150,000	-£150,000	-£300,658	-200.4%
13	GA Programmes - New Enrolments (confirm monitoring period) (23/24 benchmark yr)	Monthly				92.0	
14	Senior Phase Enrolments (23/24 benchmark yr)	Annual				668.0	
18	Early Satisfaction & Engagement Survey (ESES)	Annual	95.3%	96%	96.0%	96.0%	100.0%
23	ESES % Response Rate	Annual		55%		63.3%	115.1%
32	Modern Apprenticeship successful outcomes (contract year)	Monthly	61.0%	65%	65.0%	67.2%	103.4%
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%	108.5%
36	Learning Support appt offered for within 6 - 20 working days	Monthly	77.0%	91.7%	91.7%	94%	102.8%
40	Sickness levels	Quarterly	2.80%	2.52%	2.78%	3.40%	122.3%
41	- Short Term	Quarterly				1.79%	
42	- Long Term	Quarterly				1.62%	
43	% Staff turnover	Quarterly	2.37%	3.35%	3.86%	2.64%	68.5%
44	PRD completion - full or review	Quarterly	84%	100%		18%	
47	Number of workplace injuries	Monthly	26	26	20	114	570.00%
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%	76.5%	95.6%
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%	34.1%	35.0%	102.6%
60	CO2 Emissions on Utilities (gross) Tonnes	Monthly	553	553	330	416	126.1%
61	% waste sent to landfill	Quarterly	70.0%	15%	15.0%	17.3%	115.5%
62	Estates reactive task completion rate %	Monthly	96%	95%	95%	94.3%	99.2%
63	GTFM % reactive task completion rate	Monthly	93%	92%	92%	93.1%	101.2%
64	Total % of Capital expenditure budget committed (Aug - March)	Monthly	100%	100%	88%	78.0%	89.1%

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Research and Innovation Strategy

2023 - 2027

Academic Years 2023/24 – 2026/27

How to use this Strategy

It is intended that this strategy will provide clear direction to the Board of Management, staff, and stakeholders of UHI Inverness on our strategic approaches to Research and Innovation.

Staff will make use of this strategy when creating their Enhancement Plans and setting team objectives.

It is recognized that the research strategy must be adaptive and flexible, particularly given the uncertainties surrounding the framework conditions for REF 2027. Consequently, this strategy will be subject to regular review and updated as required. The next review is scheduled for October 2023.

Context

The UHI Inverness Research and Innovation Strategy is aligned with the UHI Inverness Strategic Plan 2021-2025, the UHI Research, Impact, and Knowledge Exchange (KE) Strategic Plan 2022-2025 and the UHI 2024 strategic process. It will support the achievement of these broader objectives.

The UHI Inverness Strategic plan 2021-2025 identified five strategic themes. Each theme has a strategic aim and objectives that will inform operational planning throughout the strategic plan cycle.

The five strategic themes are:

- Tertiary Education
- Organisational Development
- Research and Innovation
- Student Experience
- Finance and Sustainability

A suite of strategies underpins these themes to inform and drive policy, procedure, and practice. The Quality Assurance and Enhancement Strategy relates to the strategic aims and objectives under all five of the above themes as well as other UHI Inverness strategies.

Strategic aim

This Research and Innovation strategy for UHI Inverness aims to deliver innovative and impactful research that addresses global and local challenges and empowers communities. The strategy shares a vision with the Tertiary Education strategy of UHI Inverness. This shared vision inspires the way we will deliver an ambitious, bold, and creative research environment.

Vision for the Tertiary Education and Research Environment

We will be nationally and internationally recognised for impactful, interdisciplinary research and teaching in biodiversity, ecology, sustainability, culture, equity, and social justice that informs innovative tertiary education. This will deliver on sustainable development goals which address the biodiversity and climate emergencies and empower communities across our region.

Introduction to Research at UHI Inverness

The Institute for Biodiversity and Freshwater Conservation (IBFC)[1] and the Centre for Living Sustainability (CLS)[2] host research and innovation across UHI Inverness. We work in partnership with researchers and stakeholders across UHI, the region and internationally. Our research is embedded in the local communities that we serve, and we learn lessons from partners in the global north and south. The diagram below provides on overview of themes covered by the research centres. Full details can be found on the IBFC and CLS websites. The diagram also shows how the centres work across the UHI research clusters, KE groups, newly formed faculties, and feed into the Research Excellence Framework (REF) Units of Assessment.

Research at UHI Inverness

Institute for Biodiversity and Freshwater Conservation [1]　　　　**Centre for Living Sustainability** [2]

- Monitoring Biodiversity Change
- Evolutionary Drivers of Biodiversity
- Species Conservation and Ecology
- Freshwater Fisheries Management
- Forest Resilience and Climate Change

- Nature and People

- Intergenerational Justice and Communities
- Wellbeing Identity and Place
- Entrepreneurship/CREATE

- Creative Practice

	Science			Social Science		Arts and Humanities	
Research Clusters	**M,ESE**			**Health**	**SILK**	**HARC**	
KE	**Aquaculture**	**Water**	**Energy**	**Rural/Healthcare Innovation Entrepreneurship**		**Tourism Creative Economy**	
Faculties	**Science, Health and the Environment**			**Arts, Humanities, Business and Education**			
UoAs REF	**7 Environmental Science**			**3 Health Professionals**	**25 Area Studies**	**23 Education**	**ARTS**

The objectives that follow encompass how we are achieving research excellence, transformational impact, a vibrant research culture and capacity-building across academic staff and research students.

---

[1] Formerly Rivers and Lochs Institute and Forestry Conservation Group
[2] Formerly Centre for Remote and Rural Studies

There are four key objectives to achieve our vision and strategic aim:

Strategic Objective 1: To continue to grow our centres of research, their excellence and transformational impact.

Strategic objective 2: To maximise opportunities for innovation and knowledge exchange (KE), ensuring that our research has relevance and a positive impact on communities.

Strategic objective 3: To provide an accessible, engaging and thriving research environment for our students and researcher community.

Strategic objective 4: To provide opportunities and a supportive environment for academic teaching staff to develop their research and scholarship activity.

Strategic Objective 1: To continue to grow our centres of research, their excellence and transformational impact.

Subobjectives

1.1 Enhance research infrastructure including investment capital and human resources

1.2 Grow and diversify our research income

1.3 Maximise the number and quality of research outputs

1.4 Grow our postgraduate researcher (PGR) student numbers and building capacity in supervision.

Activities and enablers

1.1 Enhance research infrastructure including investment capital and human resources

- Review existing environments and identifying spaces and resources through regular consultation exercises including all Centre for Living Sustainability (CLS) and Institute for Biodiversity and Freshwater Conservation (IBFC) research staff, covering the following facilities:
  - Molecular lab
  - Field equipment and specialised equipment
  - Creative and community lab
  - Research hub, meeting rooms, office space
  - Vehicles
- Identify new infrastructure and equipment needs and related funding mechanisms through systematic scanning for capital investment grants using the Research Professional platform
- Target investment in strategic capital projects and additional staff positions.

1.2 Grow and diversify our research income

- Systematic scanning of research income opportunities led by research facilitators
- Time planning and peer review of grant proposals
- Liaison with UHI Executive Office (EO)/clusters/faculties and regularly update the Research Operational Group (ROG). This must include different types of funders – including

international, UK Research and Innovation (UKRI), government, philanthropic, co-operate and internal, and those appropriate to the research of the centres

- Ensure that all researchers are signed onto Research Professional
- Plan sandpits on writing funding proposals, including allocation of time, proposal review, identification of partners and funders and funding processes
- Disseminate funding opportunities more widely at ROG, centre meetings and through centre Teams spaces
- Identify appropriate tenders and consultancies and develop policies and processes for this
- Maintain and develop existing industry and stakeholders' partnerships.

1.3 Maximise the number and quality of research outputs

- Map staff by unit of assessment for next Research Excellence Framework (REF) in 2027 and as potential for following REF.
- Support writing activity through establishing writing retreats and systems for peer review
- Set clear targets for individual research outputs focusing on quality rather than quantity as part of the Professional Review & Development (PRD)
- Increase research collaborations that provide opportunities for co-authorship on high profile publications
- Encourage researchers to join the UHI mentoring scheme and training opportunities.

1.4 Grow our PGR student numbers and building capacity in supervision

- Development facilitators to scan for funding opportunities
- Apply for UHI funded doctoral and other postgraduate opportunities (alert through Research Development Committee (RDC) attendance)
- Encourage fuller participation in national Doctoral Training Programmes (DTP) to increase our visibility and gain funded PhDs
- Develop supervisor capacity within the centres and ensure that they can access UHI supervisor training
- Work with Executive Management Team (EMT) and TELs to ensure a full recognition of the time commitment for supervision of PGRs
- Include Early Career Researchers (ECRs) onto supervisory teams with experienced Directors of Studies (DoS)
- Highlight progression opportunities from undergraduate and Masters programmes to research degrees
- Highlight progression opportunities for PGRs.

Strategic objective 2: To maximise opportunities for innovation and knowledge exchange (KE), ensuring that our research has relevance and a positive impact on our communities.

Subobjectives

2.1 Focus on development and delivery of impactful research

2.2 Communication and profiling of research and KE

2.3 Increase KE funding

Activities and enablers

2.1 Focus on development and delivery of impactful research

- Grow our knowledge transfer activity through continuing to work closely in partnership with our stakeholders and communities, locally and globally
- Interact with stakeholder advisory groups to develop projects with real world relevance
- Ensure our research is underpinned by recognised standards of ethical principles and practice
- Develop REF impact case studies and mechanisms/resources for measuring impact for future REFs.

2.2 Communication and profiling of research and KE

- Hold staff and stakeholder engagement events
- Systematically collect case studies to profile our work and disseminating these through websites and social media
- Delivery of the flagship Business Competition each year across Highlands and Islands hosted by UHI Inverness

2.3 Increase KE funding

- Capture Innovation Vouchers, Knowledge Transfer Partnerships (KTPs) and opportunities identified with UHI Research and Innovation team at UHI
- Strategic engagement and development of the KE strategy/groups/themes
- Staff training and information exchange within the UHI research community regarding issues of intellectual property and commercialisation of our research and knowledge exchange outputs
- Development Facilitators and CREATE team to attend relevant industry and funders' events and trade shows to build community and business links and identify potential partners for KE funded projects.

Strategic objective 3: To provide an accessible, engaging and thriving research environment for our students and researcher community.

Subobjectives

3.1 Provide a supportive and stimulating research experience for our researchers including early career researchers (ECRs) and PGRs

3.2 Ensure the quality of our student supervision is of an excellent standard through consistent review and monitoring along with providing supervisor training and support

3.3 Facilitate interdisciplinary research

3.4 Enhance the profile of our research through effective communication

3.5 Ensure that equality, diversity and inclusion principles are implemented in all aspects of the Research Environment.

Activities and enablers

3.1 Provide a supportive and stimulating research experience for our researchers including our ECRs and PGRs

- Increase awareness of the Researcher Concordat and ensure the principles are implemented across our research environment (https://researcherdevelopmentconcordat.ac.uk/)
- Implement stepwise opportunities and progression routes for staff engaging in research and scholarship
- Share updates and strategic decisions across the UHI Inverness research community
- Develop opportunities for research exchange through seminars, discussion forums and workshops.

3.2 Ensure the quality of our student supervision is of an excellent standard through consistent review and monitoring along with providing supervisor training and support

- Establish a student led PG committee at UHI Inverness
- Gather and respond to feedback through PG committee and exit interviews
- Develop a strategy for enhancing PGR student experience through monitoring and action planning
- Provide supervisory support and mentoring on standard PhD and practise PhD routes.

3.3 Facilitate interdisciplinary research

- Work across CLS and IBFC on interdisciplinary theme of Nature and People
- Engagement in the research clusters – Society, Identity, Landscape and Knowledge (SILK)/Humanities and Arts Research Cluster (HARC)/Marine, Environmental Science and Engineering (MESE)/Health as relevant to researchers and thematic emphasis in the centres
- Schedule strategic/information exchange meetings in each centre in advance for inclusion of all associated research staff – regular meetings in diary for CLS and IBFC
- Work with key staff from the other centres on interdisciplinary research
- Set up a research events across the centres and UHI partners
- Submit interdisciplinary grant applications.

3.4 Enhance the profile of our research through effective communication

- Construct and update websites with themes, projects, and profiled people
- Develop social media strategies

3.5: Ensure that equality, diversity and inclusion principles are implemented in all aspects of the Research Environment

- Specific activities will be developed alongside the emerging UHI level plan on that issue.

Strategic objective 4: To provide opportunities and a supportive environment for academic teaching staff to develop their research and scholarship activity.

Subobjectives

4.1 Facilitate our staff to engage in research and scholarship to further inform our pedagogy and disciplinary knowledge

4.2 Diversify our sources of research and scholarship income, to ensure innovation is embedded across our tertiary curriculum

4.3 Ensure our research centres positively influence learning and teaching across the depth and breadth of our tertiary education curriculum.

Activities and enablers

4.1 Facilitate our staff to engage in research and scholarship to further inform our pedagogy and disciplinary knowledge

- Create opportunities, pathways, and targeted support and training for UHI Inverness staff to engage in research and scholarship activity as part of their ongoing professional development
- Support capacity building in research skills to enhance research informed teaching
- Increase student involvement in research e.g. through CREATE business competition, dissertation opportunities and internships into research programmes and the molecular lab
- Involve staff in celebrations of research/posters/presentations of research e.g. SILK research roadshow, PGR, and staff conferences.

4.2 Diversify our sources of research and scholarship income, to ensure innovation is embedded across our tertiary provision

- Provide support in grant writing, budgeting, ethics applications, methodology, fieldwork protocols, data collection and management, write-up and monitoring of outcomes.
- Encourage staff to apply for seed funding grants such as the Research and Scholarship Scheme (RSS), Learning and Teaching Academy (LTA), KE challenge funds.

<u>4.3 Ensure our research centres positively influence learning and teaching across the depth and breadth of our tertiary education curriculum</u>

- Identify areas across the curriculum where research-teaching linkages can be enhanced – mapping to be done by end of 2023 – with TELs in quarterly meetings
- Develop taught Masters by research, taught Masters, professional doctorates, and practice-based doctorates to provide progression in teaching and learning
- Establish how research informed teaching can enhance experience for Further Education (FE) and Higher Education (HE) students
- Recognition that research forms an integral part of professional development and meets The General Teaching Council for Scotland (GCTS) standards
- Delivery of entrepreneurial skills for research and academic teaching staff through enterprising researcher/educator programmes.

Key Performance Indicators

Our institutional key performance indicators are set annually and monitored against profiled targets on a monthly basis. KPI reports are accessible to all staff and are reviewed regularly by relevant Board committees, as a mechanism for monitoring progress against our strategies.

KPI Measures
UK Research and Innovation (UKRI) - Research Excellence Framework (REF)
Post Graduate Taught Experience Survey (PTES)
Proposals to major competitive funding calls
Timely submissions of PhDs
PhD student numbers and supervisory capacity
Engage with UHI research clusters and KE groups
Engage with Innovate UK
Engage in interdisciplinary seminars and research events
Strengthen partnerships with SMEs/ businesses, charities, government agencies
Communicate research activities
Progress academic staff into research

Research @ UHI Inverness

LT&R Committee - March 2024

Our Vision

We will be nationally and internationally recognised for impactful, interdisciplinary research and teaching in **biodiversity, ecology, sustainability, culture, equity** *and social justice that informs innovative tertiary education.*

This will deliver on sustainable development goals which address the **biodiversity and climate emergencies** *and* **empower communities** *across our region.*
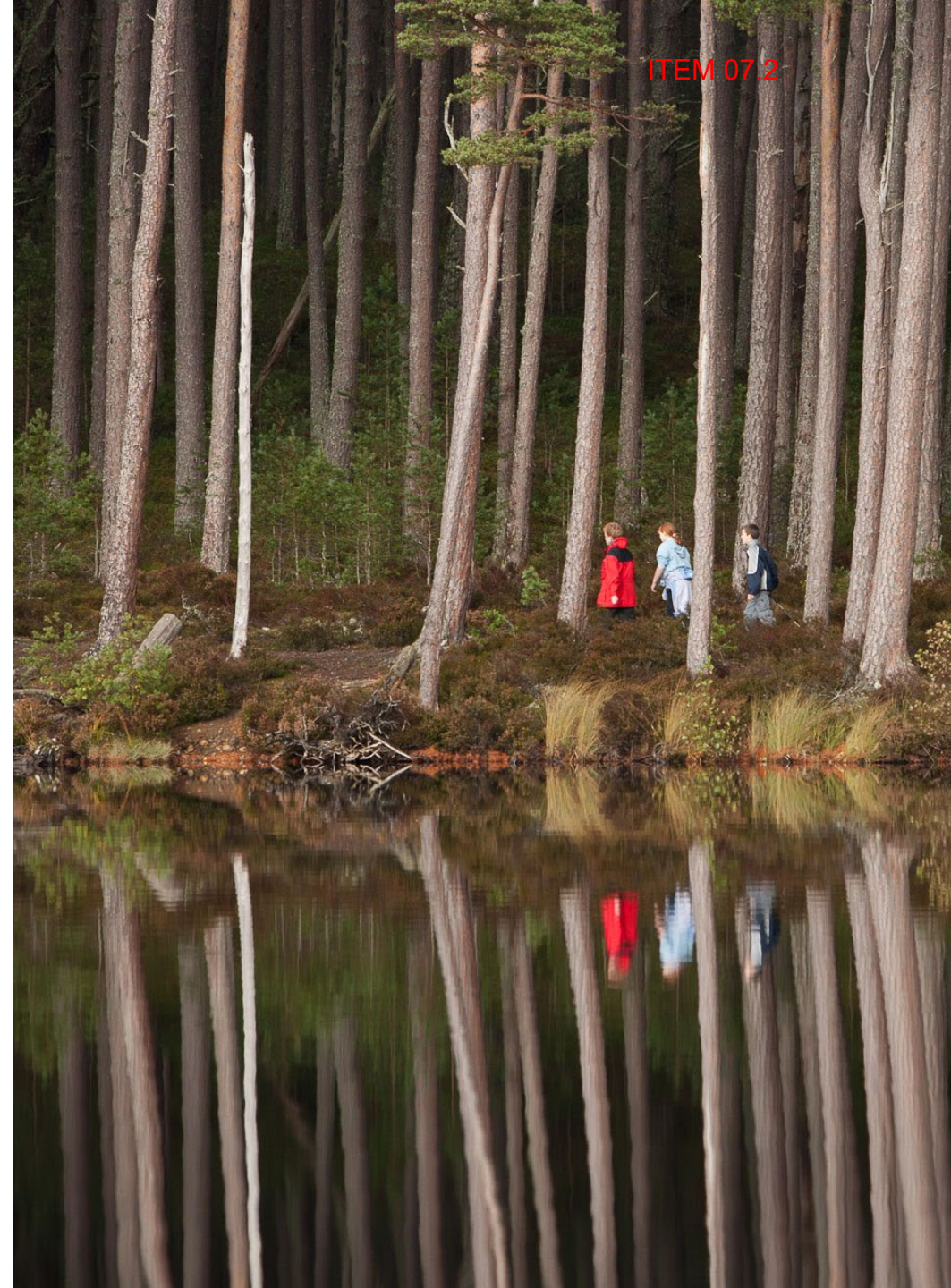
Research Strategy:
Key Objectives

Strategic Objective 1: To continue to grow our centres of **research**, *their* **excellence** *and transformational impact*

Strategic objective 2: To maximise opportunities for innovation and **knowledge exchange** *(KE), ensuring that our research has relevance and a positive impact on our communities.*

Strategic objective 3: To provide an accessible, engaging and thriving **research environment** *for our students and researcher community.*

Strategic objective 4: To provide opportunities and a supportive environment for **academic staff** *to develop their research and scholarship activity.*

UHI | Institute for Biodiversity and Freshwater Conservation

UHI | Centre for Living Sustainability

- Monitoring Biodiversity Change
- Evolutionary Drivers of Biodiversity
- Species Conservation and Ecology
- Freshwater Fisheries Management
- Forest Resilience and Climate Change

- Nature and People

- Intergenerational Justice and Communities
- Wellbeing Identity and Place
- Entrepreneurship/ Create

- Creative Practice
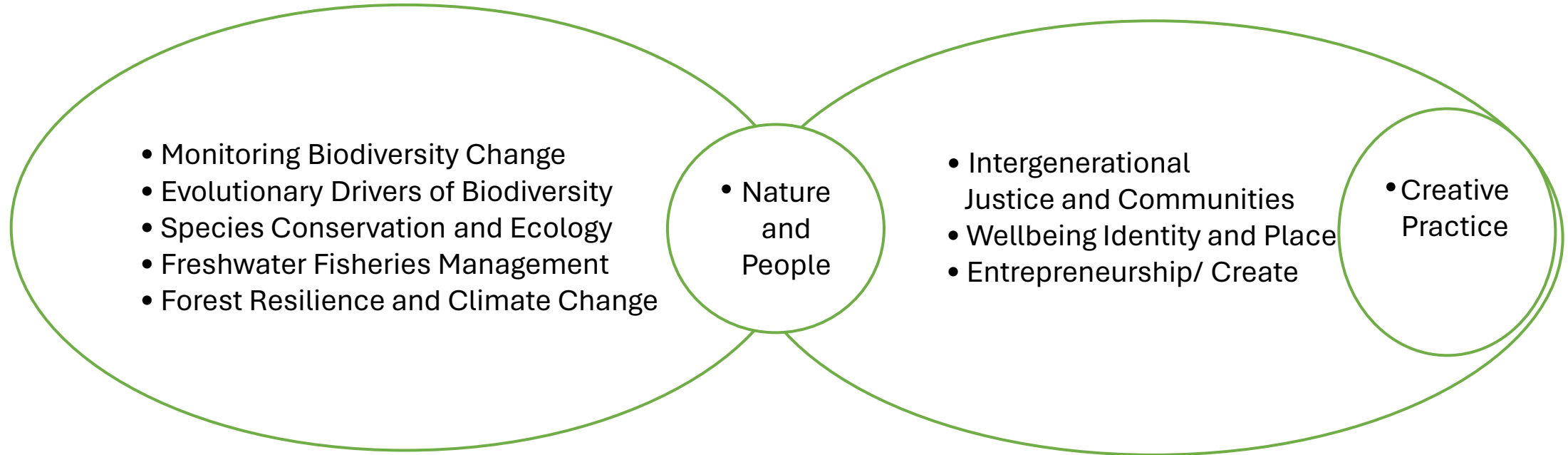
	Science			Social Science		Arts and Humanities	
Research Clusters	M,ESE			Health	SILK	HARC	
KE Clusters	Aquaculture	Water	Energy	Rural/Healthcare Innovation	Entrepreneurship	Tourism	Creative Economy
Faculties	Science, Health and the Environment			Arts, Humanities, Business and Education			
UoAs REF	7 Environmental Science			3 Health Professionals	25 Area Studies	23 Education	ARTS

IBFC and CLS working together on Nature and People

e.g. National Beaver Strategy and local Ecological and Socio-Cultural research on Beavers

UHI INVERNESS

NatureScot
Scotland's Nature Agency
Buidheann Nàdair na h-Alba

NatureScot Research Report 1318 - Nature's contribution to people and community engagement: socio-cultural and economic perceptions of beaver presence in the environment | NatureScot

ECOWILD
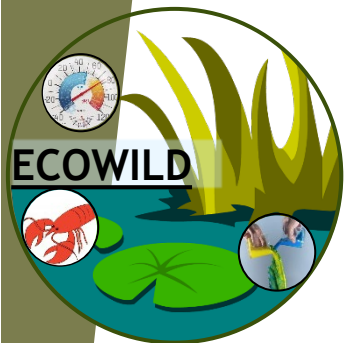
Centre for Ecologically Relevant Multiple Stressor Effects on Wetland Wildscapes

NoWPaS SALMONID RESEARCH NETWORK
2024 conference

26th February – 1st March 2024

UHI INVERNESS
Climate Change Seminar
27th September 2023
create
Highlands and Islands Hub for Enterprise and Innovation
Centre for Living Sustainability

SNSC 2024
Scotland's Nature Student Conference
9th & 10th April 2024, University of the Highlands and Islands

UKEOF ENVIRONMENTAL OBSERVATION FRAMEWORK
UKDNA WORKING GROUP
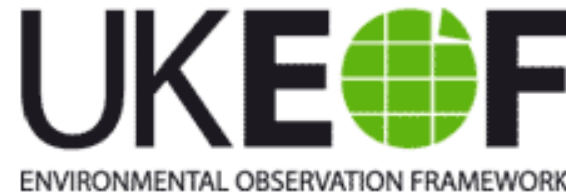
2024 UK DNA Working Group Conference
25-26 April, UHI Inverness

Development of Postgraduate Provision
in Science, Social Sciences and Arts and Humanities

Current provision:

- MRes in Freshwater Science (IBFC)

- MRes in Eco-Literature (CLS/ curriculum)

- MRes Science Fiction & Fantasy (CLS/ curriculum)

- MRes Renaissance Drama (CLS/ curriculum)

- MRes Forestry (to be changed to Forestry Land and People) (CLS/ IBFC)

- MRes Built Environment (CLS/ IBFC)

- MRes Community Engagement (CLS – 2024/2025)

- MRes Psychology (CLS/ curriculum – 2024/2025)

- Doctoral validation area in Sustainability and Environmental Sciences

Development of taught and research PG provision

- MSc Social Sustainability and Inclusion (2025-2026)

- MSc Social Research (2025-2026)

- MSc Freshwater Science (2025-2026/ 2026-2027)

- MRes Creative Arts and Humanities (2025)

Centre for Living Sustainability
SILK/ HARC

Centre for Living Sustainability

- **Nature and People**

- **Intergenerational Justice and Communities**

- **Education**

- **Wellbeing, Identity and Place**

- **Creative Practice**

- **Entrepreneurship/ Create**

REF Units of Assessment 2021: Area Studies, Health, Education, linking to Archeology and Art and Design

Example from CLS
Intergenerational Justice and Communities

Expert advice to Observatory of Children's Human Rights and Children's Commissioner for new UNCRC Bill in Scotland Jan 2024

Coordinator of European Sociological Association Childhood Steam

Advise to Scottish Government on violence, migration and demography

International Child Rights www.rejuvenate.com

Community-driven intergenerational research on entrepreneurship, covid recovery, social impacts, families living with autism, skateparks, care homes

New KTP with Scottish Prison Service
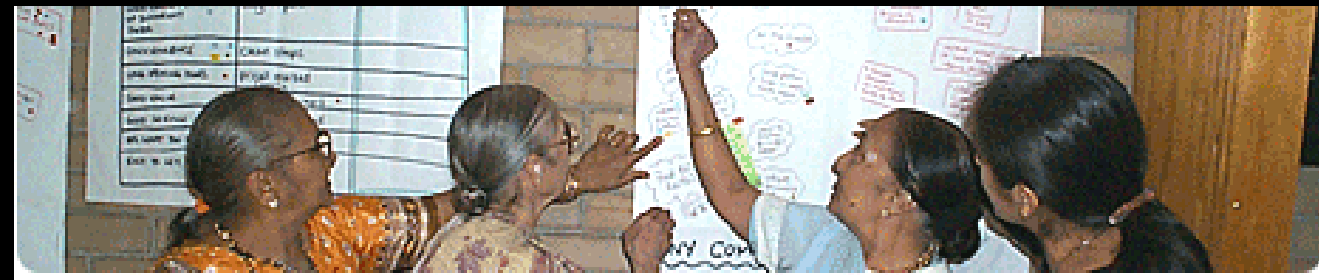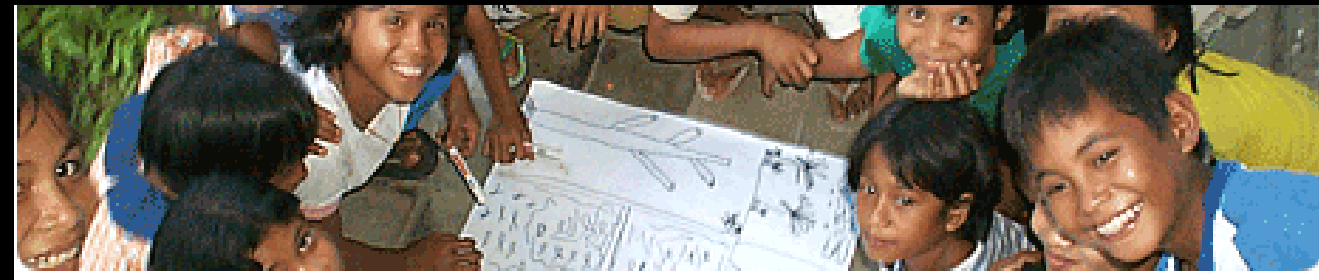
Changescapes of COVID Recovery
"A perfect storm"

Intergenerational Justice and Communities - Community change-scapes of Covid-19 recovery (uhi.ac.uk)

Innovation Vouchers with Innovate UK

For example:

- North Highland Initiative
- Abriachan Forest Trust
- The Haven

Currently great success...

The Create project
Funded through UIF
Funding may reduce through KEIF

The entrepreneurial campus
UHI Inverness is contributing to this

RESEARCH CAPACITY BUILDING
The Research Enhancement Lead
has supported
Our transformational change

BUT who will fund this and invest
In this – the books don't balance
For capacity building....

Research Environment

Entrepreneurial Campus

Research Capacity Building across College and University

Research Jam, Roadshows and Seminar series across the college

Join us on our journey!

Facebook - www.facebook.com/gledfielddistillery

Instagram - www.instagram.com/gledfielddistillery

Find our Crowdfunding Campaign on the Women's Business Centre

Institute for Biodiversity and Freshwater Conservation | Institiùd Bith-iomadachd is Glèidhteachais Fìor-uisg'

We seek to understand how biodiversity is generated and maintained and thereby guide its conservation and management
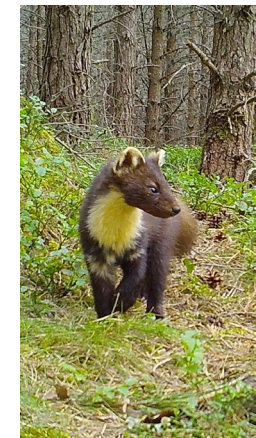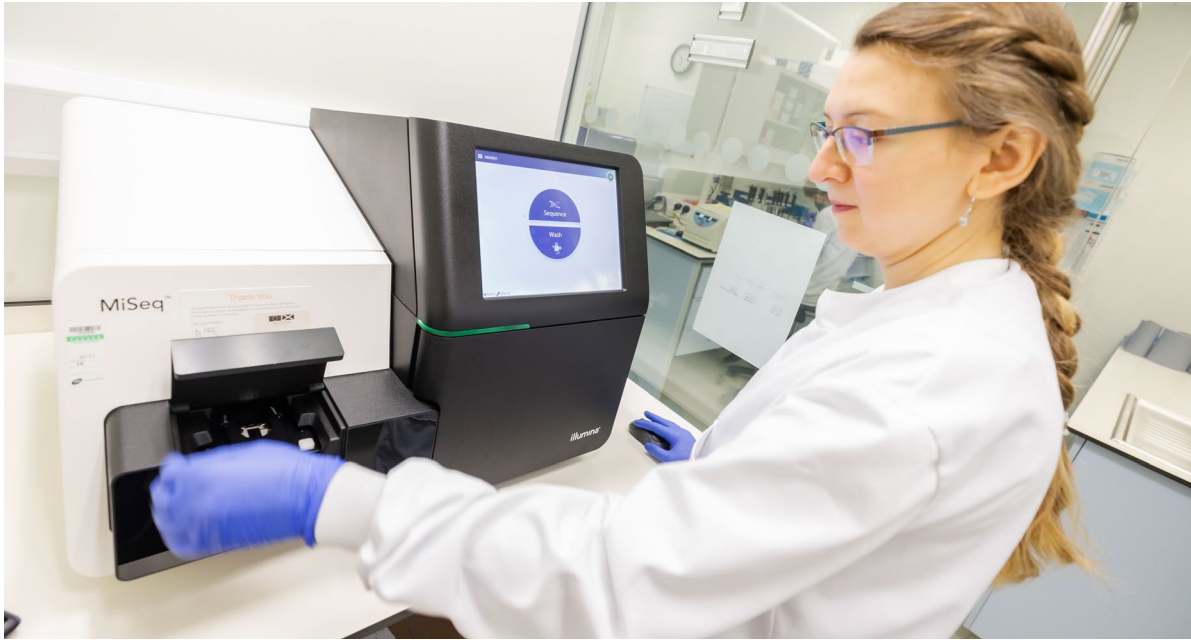
© C. Conroy

© E. MacCandless

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IBFC Funding

Monitoring biodiversity change – DNA metabarcoding

eDNA metabarcoding provides a comprehensive description of lake fish community

eDNA data

ITEM 07.2
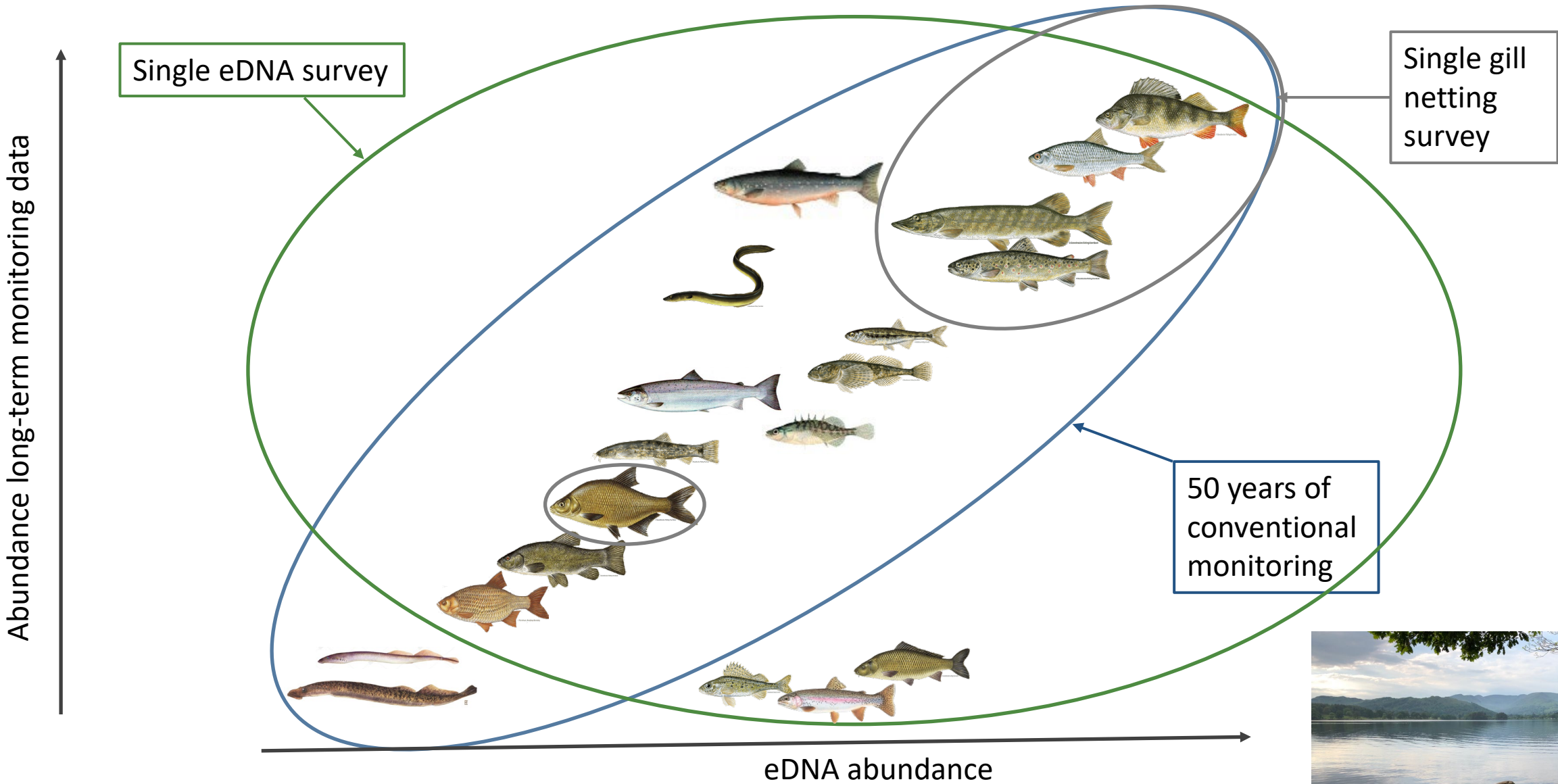
Monitoring species distribution
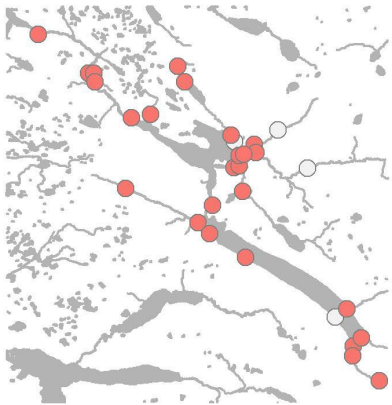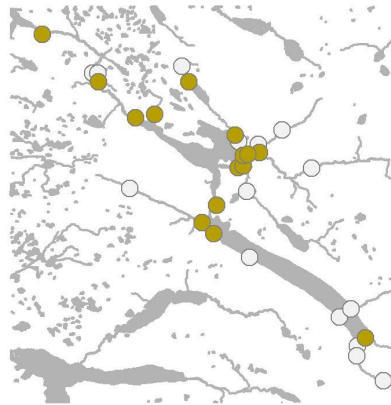
Developing eDNA based metrics to monitor anthropogenic pressure
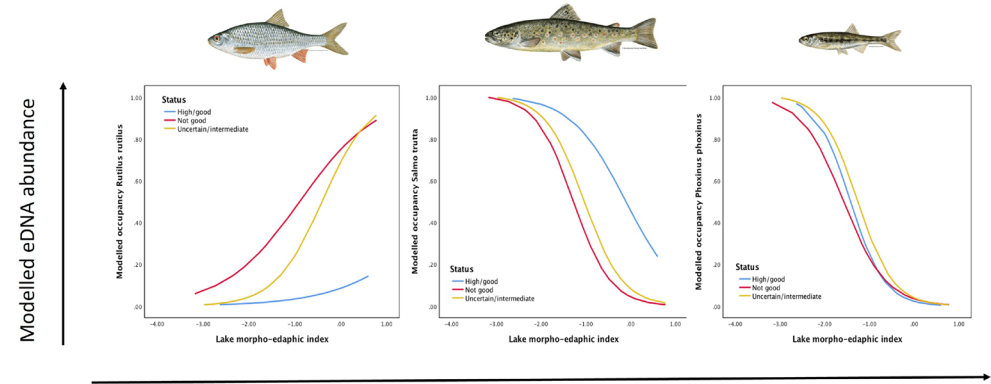
Analysis by Alan Law, Nigel Willby, Colin Bull, University of Stirling
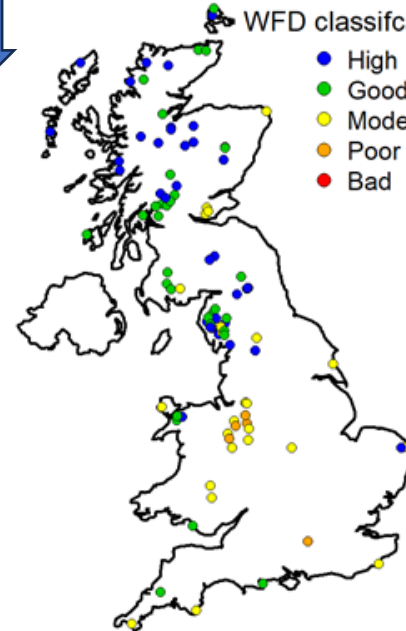
Biodiversity Monitoring & Peatland Restoration

PRS = Peatland Restoration Sites

PRS = 3
1.49 km2

0.82 km2
PRS = 2

2013

PRS = 1
0.06 km2

2014

PRS = 12
10.93 km2

2015

15.57 km2
PRS = 26

2016

8.73 km2
PRS = 8

2017

PRS = 21
31.85 km2

2018

11.88 km2
PRS = 19

2019

PRS = 28
15.21 km2

2020

9.44 km2
PRS = 16

2021

PRS = 13
5.87 km2

2022

2023

2.5 km2
PRS = 3

2012
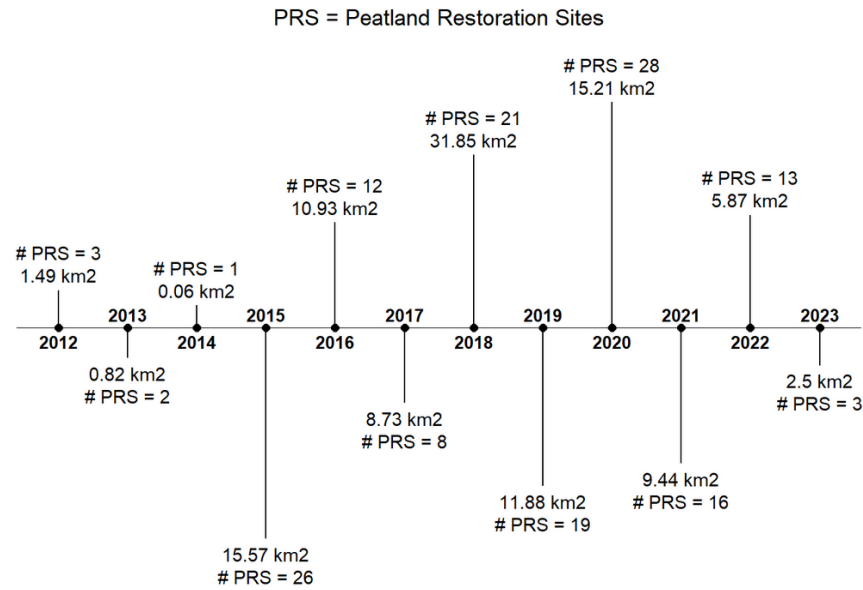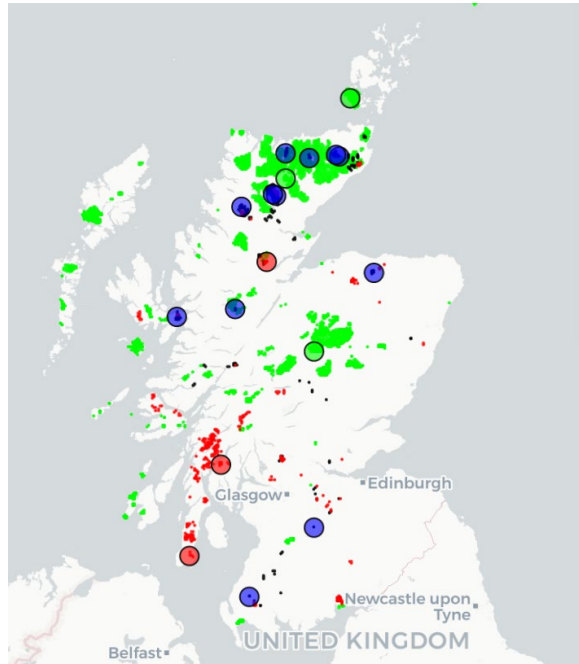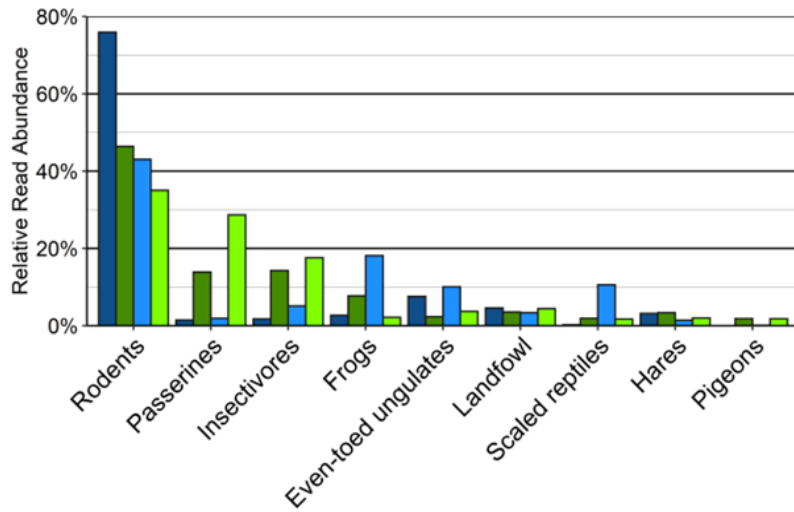

Forestry and
Land Scotland
Coilltearachd agus
Fearann Alba

sse

Trophic Ecology and Species Interactions

Diet

Species Interactions

Network Properties
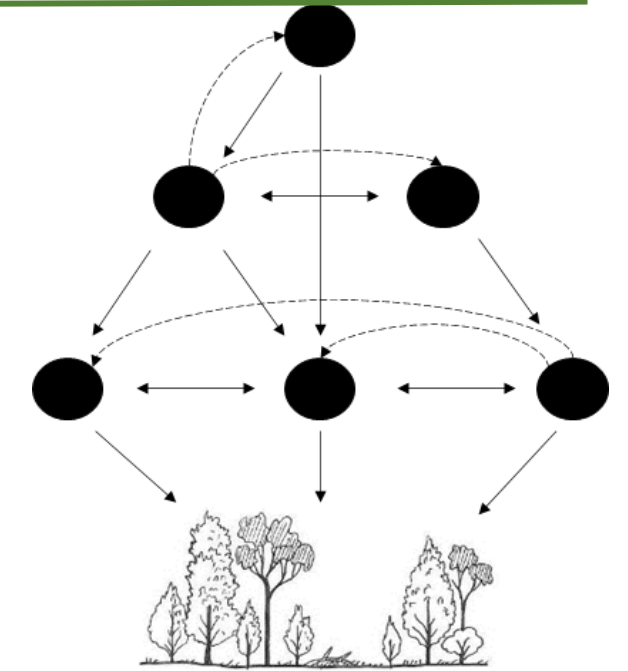
- Thank you! Questions

UHI | INVERNESS

Subject/Title:	Complaints Report for Quarter 2 (Nov-Jan) 2023-24
Meeting and date:	February 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 2 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 (Q2)

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 2
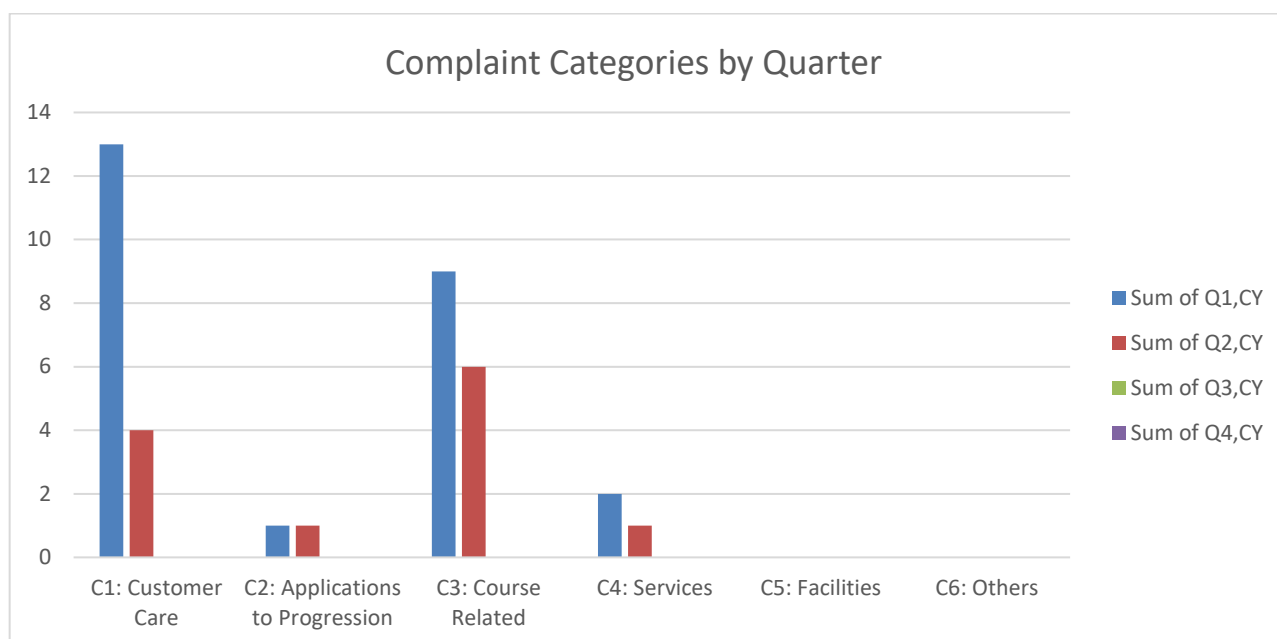
Complaints by Category

12 complaints were received in Q2, a decrease from 14 received in the same quarter last year. However, there was an anomalous spike in facilities complaints in Q2, 2022-23 from a specific cohort regarding room allocation, which if excluded would result in an increase in complaints from 9 in Q2 last year, to 12 in Q2 this year.

There is a 69% decrease in Customer Care complaints compare to Q1 and a 33% decrease in Course Related complaints for the same period. The number of complaints in these categories remain higher than Q2 last year.

The graphs below display the sum of quarterly complaints received for each category.

Customer Category: Current Year (Quarter) 2023/24	YTD CY	Q1,CY	Q2,CY	Q3,CY	Q4,CY
C1: Customer Care	17	13	4		
C2: Applications to Progression	2	1	1		
C3: Course Related	15	9	6		
C4: Services	3	2	1		
C5: Facilities	0	0	0		
C6: Others	0	0	0		
TOTAL	37	25	12		

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 6 complaints, the highest number of complaints in Q2. The subcategories identified 4 complaints for 'Learning & Teaching' these concerned perceived lack of staff competence and poor course structure and materials. The other complaints concerned a lack of ASN support and a certification query.

The category of 'Customer Care' received 4 complaints concerning poor staff conduct and lack of support towards students.

The categories of 'Services' and 'Applications to Progress' received a single complaint each and no complaints were received for 'Facilities' or 'Other'.

In relation to the level of delivery in Q2, 42% of complaints relate to HE programmes, 25% to FE programmes, 25% of complaints came from members of the public (all parents) and 8% from a Stakeholder.

Of the 5 HE complaints received, 3 were concerns about the course structure, the remainder related to issues with certification and UCAS.

3 FE complaints were received and all related to staff conduct concerns.

3 complaints were received from members of public, all of whom were parents. These related to concerns of staff competence and lack of support.

There was 1 complaint from a stakeholder, a member of staff concerned with the cleanliness of equipment in a disabled toilet.

Complaint Outcomes

The graph below details the complaint outcomes.

Outcome	Stage 1	Stage 2	Total
Resolved	3 (43% of Stage 1)	0	3 (25% of Stage 1 & 2)
Not upheld	1 (14% of Stage 1)	0	1 (8% of Stage 1 & 2)
Partially upheld	2 (29% of Stage 1)	3 (60% of Stage 2)	5 (42% of Stage 1 & 2)
Upheld	0	1 (20% of Stage 2)	1 (8% of Stage 1 & 2)
Still under investigation	0	1 (20% of Stage 2)	1 (8% of Stage 1 & 2)
Not Investigated	1 (14% of Stage 1)	0	1 (8% of Stage 1 & 2)
Withdrawn	0	0	0
Escalated to Stage 2	0		0

- 25% of all complaints received in Q2 were Resolved, compared to 78% in Q2 last year.
- 8% of all complaints were not upheld, compared to 7% in Q2 last year.
- 42% of complaints have been partially upheld compared to 7% in Q2 last year.
- 8% of complaints were upheld compared to 0% in Q2 last year.
- 1 anonymous complaint was not investigated, however sufficient detail was available to hold a focus group to discuss the issues raised.
- No complaints were escalated from stage 1 to stage 2.

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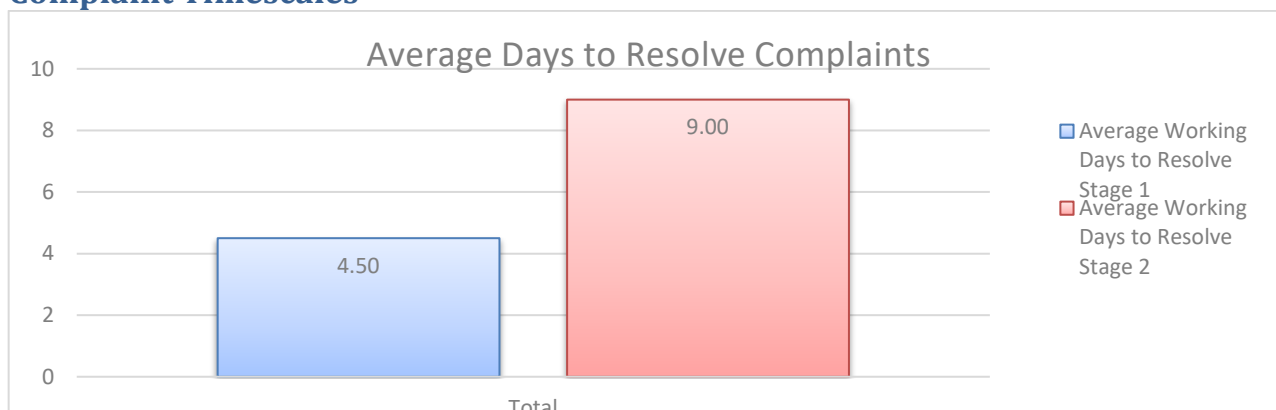
The chart above displays the average number of days taken to resolve complaints in this quarter.

The range of days taken to resolve Stage 1 complaints in Q1 is between 1 – 10 days.
The range of days taken to resolve Stage 2 complaints in Q2 is between 6 – 17 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 71% of all Stage 1 complaints. 1 complaint (14% of Stage 1 complaints) required an authorised extension and was completed within 10 days. 1 anonymous complaint was not investigated, however a focus group was convened to discuss the issue within the cohort.

Four Stage 2 complaints (80%) were completed within the 20 day deadline, one Stage 2 complaint (20%) is still under investigation and is still within the 20 day limit at the time of completing the report.

No complaints were escalated from Stage 1 to Stage 2.

1 complaint from March 2023 (Q3 in academic year 2022-23) has been escalated by the complainant to SPSO, the evidence is being compiled for submission at present.

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.

3 responses were received in Q2. Of these, 2 were not aware of the complaints process prior to making a complaint or were able to access support is submitting their complaint. 1 complainant did not feel their complaint was closed off to their satisfaction.

All respondents felt their complaint was taken seriously, was dealt with promptly, was thoroughly investigated and they received a fair and objective response to their complaint.

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 Q2:

- The UHI student code of conduct was discuss with a class, led by the PDA to address issues raised in a complaint.
- Delivery team have built in remediation for the first 3 weeks of semester 2 in 2024 to ensure all course content is fully covered, following operational issues (staff resignation) in Sem 1.
- Review of formatting of PLSPs and communications to staff around PLSPs
- Course team looking at identifying achievable changes to reduce complexities within the course structure and presentation.
- Students to be notified a minimum of 1 hour ahead of their class start time, if their attendance on campus is not required to avoid unnecessary travel cost and time.
- Clear communications on Mitigating Circumstances dates. Raised with UHI - awaiting a response.