Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 08 September 2026 at 4.30 p.m.
Location	Microsoft Teams

Governance Officer
04 September 2026

AGENDA

The timings on this agenda are indicative only and may extend beyond times highlighted.

Welcome and Apologies

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

ITEMS FOR DECISION

16:30 – 16:45 **1) QUALITY ENHANCEMENT PLANNING**
Joint Presentation by Head of Registry and Quality Enhancement & Tertiary Education Leader Management, Health and Creative Arts

16:45 – 16:50 **2) MINUTES**
a.) Minutes of the LTR Committee Meeting held on 09 June 2026
b.) Creative Space Session Note (CSSN-01-062026) of the Learning, Teaching and Research Committee held on 09 June 2026

16:50 – 17:00 **3) OUTSTANDING ACTIONS**

ITEMS FOR DISCUSSION

17:00 – 17:30 **4) RESEARCH UPDATE – HIGHLIGHTS & CHALLENGES**
Presentation by Researcher, UHI Inverness

a.) Research Case Study: Using eDNA to Assess the Status of Freshwaters: Existing and Emerging Approaches

17:30 – 17:40 **5) HISA PLANS FOR AY 2026/27**
Report by HISA Officers

17:40 – 18:00 **6) KPI MATRIX**

Report by Operations and Commercial Manager

18:00 – 18:15 **7) STUDENT OUTCOMES FORECASTING – REFLECTING ON AY 2025/26 AND TARGETS FOR AY 2026/27**
Report & Presentation by Vice Principal Curriculum, Student Experience & Quality & Information Systems Manager

18:15 – 18:20 **8) COMMITTEE & CHAIR EVALUATION PROCESS**
Report by Governance Officer

FOR NOTING

18:20 – 18:20 **9) ANNUAL COMPLAINTS REPORT FOR 2025-26, INCLUDING QUARTERLY DATA**
Report by Quality Manager

18:20 – 18:20 **10) MINUTES FROM COMMITTEES – CONFIDENTIAL**

a) Draft Minutes of the Student Journey and Enhancement Committee held on 26 August 2026
b) Minutes of the Research & Innovation Committee held 19 February 2026

18:20 – 18:25 **11) AOCB**

12) DATE AND TIME OF NEXT MEETING
LTR Committee Meeting - 01 December 2026

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.

Subject/Title:	Tertiary Quality Enhancement Review (TQER)
Author: [Name and Job title]	Joint Presentation by Head of Registry and Quality Enhancement & Tertiary Education Leader Management, Health and Creative Arts
Meeting:	LTR Committee
Meeting Date:	08 September 2026
Date Paper prepared:	01 September 2026
Brief Summary of the paper:	To provide the Committee with an update about the Tertiary Quality Enhancement Review (TQER) that is taking place this AY. Progress to date and next steps included.
Action requested: [Approval, recommendation, discussion, noting]	For discussion.
Link to Strategy: Please highlight how the paper links to, or assists with:: • compliance • partnership services • risk management • strategic plan • new opportunity/change	Compliance and Strategic Plan
Resource implications:	N/A
Risk implications:	N/A
Equality and Diversity implications:	N/A
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

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

Scotland's Tertiary Quality Enhancement Framework

Tertiary Quality Enhancement Review (TQER)

TQEF

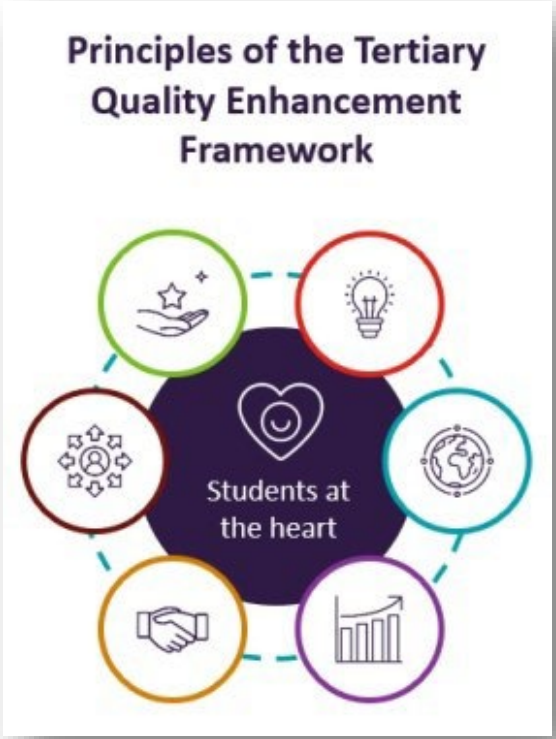
How do we deliver quality assurance and enhancement?

Tertiary Quality Enhancement Review (TQER)	Annual Quality Engagement (AQE)	Institution-led quality activity	Scotland's Tertiary Enhancement Programme (STEP)	Use of data and evidence for reporting
Cyclical peer-led and enhancement-led process	Engagement with SFC and liaison meetings with QAA. Institutional self-evaluation and action plan (SEAP), built on annual institutional activity.	Annual monitoring and Institution-led Quality Review of programmes and professional services.	New approach to national enhancement activity across the tertiary sector	Strengthened assurance and outcomes reporting

Tertiary Quality Enhancement Framework Principles

Excellence in learning, teaching and assessment

- Supporting student success
- Enhancement and quality culture
- Student engagement and partnerships
- Externality
- Data and evidence



TQER question: Is the provision delivered by Scotland's colleges and universities of high quality and is it improving?

Tertiary Quality Enhancement Review

An external enhancement-led peer review method of Scotland's colleges and universities

Aspects of enhancement:

- Assurance
- Strategic approach
- Self-evaluation and action planning
- Management of change
- Engagement in Scotland's Tertiary Enhancement Programme

Peer Review

- **What is peer review?** – review by external experts, working in the same environment and independent both of the institution being reviewed and any agency

- **Why does it matter?** – through an independent mechanism, it evidences that provision remains current and supports students effectively

- **How do institutions benefit from undergoing a peer review process?** – the process offers an informed external perspective to the institution being reviewed and also enables sharing of good practice across the sector through the network of reviewers

- **How do we ensure that peer review is effective?** – careful selection and training of reviewers, underpinned by the TQEF

Review Team Composition

Option 1 – core team	Option 2 – core team
Student Reviewer	Student Reviewer
Reviewer A	Reviewer A
Reviewer B	Reviewer B
Specialist Reviewer	Reviewer C

- Minimum 4 (core team options above), max 6 using additional reviewers

- Depending on the context of the institution, up to two additional reviewers may be appointed to some teams

- Every team will have a Student Reviewer, and, in some instances, there could be two

Key Roles in TQER

Review Team

Peer Reviewers, comprising:

- Student reviewers
- Staff reviewers
- Specialist reviewers

QAA Review Manager

- Ensures consistency and integrity of the review process
- Supports and challenges the review team
- Provides the key liaison point for the institution

Key Roles in TQER

Lead Student Rep

Institution Quality Contact

Students

The Review Manager will work with a Lead Student Representative and the Institutional Quality Contact.

They will identify students and staff respectively for the review team to meet, advise the review team where necessary and attend key meetings during the review.

The Lead Student Representative will normally be an elected sabbatical officer a and the Institutional Quality Contact the Head of Quality or equivalent.

Student engagement and partnership is central to the TQER approach. Meetings with students in the Initial Review Visit will help shape lines of enquiry for the Main Review Visit.

Key stages of TQER



Initial Review Visit

Intention: to ensure the breadth of student voice is equal to the leadership voice in influencing the direction of the review

How is this achieved?

- Meetings with senior institutional staff members
- Up to four meetings with a breadth of students, including:
- Student representatives
- Students from a range of disciplines, levels and study modes

Main Review Visit

Purpose: provides an important opportunity for the review team to engage with a range of stakeholders, both at and working with the institution including a variety of staff and students, and external verifiers/examiners, partners and employers/representatives from industry, placement institutions and other workplace-based stakeholders.

Common elements:

- Regular contact with the key contacts to support clarifications
- Meetings with staff, students and stakeholders
- A final clarifications meeting between the review team, senior staff at the institution and the key contacts (including the Lead Student Representative)

TQER Outcomes Findings



Alongside the overarching judgement, the review will identify areas of good practice and make recommendations for action.

Good practice	Recommendation
An example of practice that has impact and benefit in the context of the institution and makes a particularly positive contribution to the learning experience	Are used when a review team considers the institution should consider changing a practice, policy or process to address a weakness or shortcoming

Student engagement

- Student meetings with the review team – this is a key feature of the Initial Review Visit and will help shape the lines of enquiry for the Main Review Visit (when there is the opportunity for the review team to have further engagements with students)

- As a source of evidence and co-authors of the annual Self-Evaluation and Action Plans (SEAPs) (submitted annually to SFC except in the year of TQER) and the institution's Strategic Impact Analysis (submitted as part of the evidence base for TQER).

- Student Reviewers are full and equal members on every review team.

Timelines:

Strategic Impact Analysis and Advance Information Set uploaded	**W/c 9 November 2026**
Initial Review Visit	**W/c 1 February 2027**
Main Review Visit	**W/c 15 March 2027**



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Subject/Title:	Outstanding Actions
Author: [Name and Job title]	Ludka Orlowska-Kowal Governance Officer
Meeting:	LTR Committee
Meeting Date:	08 September 2026
Date Paper prepared:	01 September 2026
Brief Executive Summary of the paper:	This paper provides the LTR Committee with an update on all outstanding actions. The status of the actions has been clearly marked, with updates provided for outstanding actions.
Action requested: [Approval, recommendation, discussion, noting]	Discussion and Noting.
Link to Strategy: Please highlight how the paper links to, or assists with:**:** □ compliance □ partnership services □ risk management □ strategic plan □ new opportunity/change	Governance Compliance
Resource implications:	Yes / No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**
Student Experience Impact:	Yes/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
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http://www.itspublicknowledge.info/web/FILES/Public_Interest_Test.pdf

Purpose of the report

To provide the LTR Committee with an update on all outstanding action.

Executive Summary

The LTR Committee oversees and monitors the progress of all actions and recommendations raised to date. The status of the actions has been clearly marked, with updates and comments provided for outstanding actions. The Governance Officer monitors the action progress and contacts all actions owners for updates on a regular basis.

Progress update:

- LTR Committee action list:
  - ✓ 2 outstanding actions

LTR Committee - Action List

Item 03.a

Action	Academic Year	Status	Finding	Recommendation	Recommendation Significance	Implementation Date	Responsible Officer	Status as at 02/12/2025	Comments	
4	02/12/2025 2025/26	Ongoing	**SEAP Report:** The Committee agreed that a partnership-wide approach would be needed to express Boards' concerns to the RSB in regard to the SEAP report.	Meeting to be organised with EO and LTR Chairs from across the partnership to address concerns regarding SEAP report being submitted to the SFC by the RSB on behalf of all partners.	High	March 2026	Chair of the Board	Proposed	**Update at 10/06/2026:** The SEAP report will be discussed by Principals in Partnership Council. **Update at 01/09/2026:** Action ongoing, matter still to be raised in Partnership Council.	
								Status as at 10/03/2026		
5	10/03/2026 2025/26	Ongoing	**Research KPIs:** The Chair asked for a suggested research KPI list to be circulated after the meeting for them to be agreed before June meeting. They will then be added to the KPI Matrix within the remit of the Committee.	Research KPIs to be circulated and agreed before the June meeting.	Medium	August 2026	Gov Officer, Chair of LTR & both Directors of Research	Proposed	**Update at 18/03/2026:** List of proposed KPIs sent out to the Committee Chair and both Directors of Research.	

ITEM 05.

Board of Management/Committee Meeting

Subject/Title:	HISA plans for AY 2026/27
Author: [Name and Job title]	Chloe Young, Inverness Student President
Meeting:	LTR Committee
Meeting Date:	08 September 2026
Date Paper prepared:	03 September 2026
Brief Executive Summary of the paper:	This paper contains plans and goals for 2026/27.
Action requested: [Approval, recommendation, discussion, noting]	Discussion and Noting
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 and links to student journey
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]	Non-confidential
Freedom of Information	Yes

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HISA Inverness Update & Goals

Academic Year 2026-27

HISA

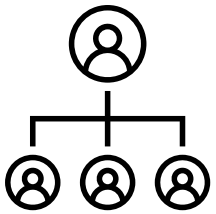
Summer Residential

This year's Summer Residential Training was held at UHI House from the 6th to the 9th of July.

This year, we were able to have every member of HISA staff on site on the 8th for a briefing by the transformation team followed by some team building activities as many of our staff have not met each other in-person before!



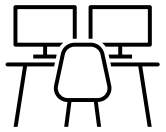
Officer Structure



As mentioned in previous reports, HISA has reduced our officer capacity down to 12 from 16. 2 Cross-campus officers and 10 local officers, with Inverness, Perth and Moray losing one of their two officers, and the HTC losing its dedicated officer and being covered by the Cross-campus officers instead.

Chloe moved from a part-time role to her current full-time position in July and will be the sole officer contact at UHI Inverness until the end of June 2027.

Staffing



HISA will be undergoing a staff restructure over the next couple of months, however at the moment we are unsure how that might look, so for the time being the Inverness team will be:

- Chloe Young – Inverness Depute President
- Emily Gallagher – Inverness Local Co-Ordinator

- Sophie MacGregor – Development Manager, Inverness Region (Covering UHI House, UHI Inverness and HTC)

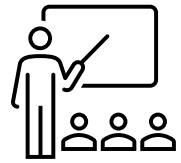
The Larder and Cubby

Last year the Larder was moved onto the second-floor landing to be more visible to students, this year we have also moved the cubby from next to the Bothy to right next to the Larder.

These are both now locked and unlocked by us every day and are there to help students struggling under financial pressures.



Class Visits



After fewer class visits were attended last year, we made them a focus at the start of this year. At the time of writing, we have already attended more than a dozen class visits across a variety of curriculum areas, with at least thirty total booked in the diary, to inform students of the work that HISA does to represent them and to encourage them to become SVRs. The areas we have visits booked in with are predominantly CASH, Business and Creative Industries and Engineering and Energy. Our goals for this year are to attend as many class visits as we can over the next few weeks, with a regularly updated list to track the visits we do. We also plan on doing the same after courses start back in the new calendar year.

Freshers Fayre 2026



This year's Freshers Fayre is on the 8th and 9th of September between 10am and 2pm each day. We have over 40 unique stallholders planning to attend across the two-day event, with popular returning stalls like the Invercannich Farm alpacas and Miele's Gelateria. We will also have several of our returning clubs and societies in attendance.

On the 10th, we will be hosting an 'Open Office' Day where our office will be even more open than usual, and staff and students are free to ask any questions they might have.

In conjunction with Quality, we will also have many of our Professional Service teams like Estates and Marketing in attendance to increase their visibility to students.

SVR Updates & Goals

Last year, we had 114 SVR's, with 48.25% of them being trained. As you can see, we were slightly down on numbers compared to 24/25 but this was due to a brand-new team coming in and being trained whilst learning the job. This year, we hope to improve not just the numbers but the feedback we get from our reps this AY.

On the next slide, you will be able to see the training stats, again these stats were affected by a new team starting. We hope with the new training, and a team that is now settled in-to their roles, we will see improvements all round.

AP	25/26 SVRs	24/25 SVRs	+/-	Consent % 25/26	Consent % 24/25	+/-	25/26 Resignations	24/25 Resignations	+/-
Argyll	20	16	4	90 / 90	88 / 88	2%	0	3	-3
CfRHS	7	3	4	100 / 100	100 / 100	0	0	0	0
HTC	6	0	6	100 / 100		n/a	0	n/a	n/a
Inverness	114	121	-7	71.05 / 71.05	91 / 91	-19.95%	5	8	-3
Moray	121	89	32	90.08 / 90.08	78 / 78	12%	3	5	-2
NWH	46	48	-2	86.96 / 86.96	85 / 85	1.96 %	1	0	1
Orkney	9	1	8	100 / 100	100 / 100	0	0	0	0
Perth	223	205	18	82.06 / 82.06	72 / 72	10.06%	3	5	-2
SAMS	16	11	5	100 / 100	100 / 100	0	1	0	1
Shetland	11	21	-10	90.91 / 90.91	81 / 81	9.09 %	0	2	-2
Grand Total	573	515	58	479	414	65	13	23	-10

SVR Updates & Training

AP	25/26 Total	25/26 %	24/25 Total	24/25 %	+/-Total	+/- %
Argyll	14	70	7	44	7	26%
CfRHS	4	57.1	2	67	2	-9.80%
HTC	4	80	0	0	4	n/a
Inverness	55	48.25	75	62	-20	-15.75%
Moray	94	78.33	23	26	71	52.33%
NWH	21	45.65	16	33	5	25.65%
Orkney	1	10	1	100	0	90%
Perth	108	48.43	86	42	22	6.43%
SAMS	15	88.24	8	73	7	15.24%
Shetland	5	45.45	3	14	2	-31.45%
Total	321	57.15%	221	42.00%	100	13.00%

Over the summer, Sophie worked on the redesign of the training for all UHI student reps and will continue to work on other modules for reps moving forward. The new core training for new reps, will take anywhere between 30 minutes to an hour, depending on how engaged reps are. This will be carried out through in-person training & online Teams sessions every day between September 21st –October 16. After this date, new reps will be added to our Brightspace area which currently consists of:

- Core training
- Returner rep training
- Student Learning Experience Model
- We have also created a UHI Staff SVR training PowerPoint which gives staff members up-to date information on HISA's SVR processes and lifecycles.

SVR Updates & Training (cont'd)

We have been developing different modules and will continue to work on the following over this academic year:

- Core (for new reps)
- Returning
- ESOL
- ASN
- Transformation
- Student Learning Experience Model
- TQEF

We are considering creating other modules including:

- Asking the right questions
- Meeting Skills
- SVR Experience for Employability
- Training based on study level (FE/HE/PG)
- Online SVR
- Apprentice SVR
- Students Rights

Manifesto Goals

I have a few goals for this academic year, primarily revolving around creating more of a sense of community on campus.

- **Hosting more events** – Last year we had loads of ideas for events, but nowhere near enough staff-power or time to execute them. This year, we will get out ahead of things and start with some events for halls students during Wednesday evenings.
- **Creating a friendlier campus** – On the back of the UHI Respect Campaign, I will be working with Kelly and the wellbeing team on a campaign group to encourage positive behaviours around campus.
- **Public Transport** – The buses in and around Inverness have seen some improvement recently, however we will still be monitoring student feedback to see if things continue as the year progresses.

UHI | INVERNESS

Subject/Title:	KPI Matrix and Executive Summary – Period 12 YTD
Meeting and date:	LTR Committee 08 September 2026
Author:	Martin Whyte
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:	No *(RA by function/dept as applicable)*

Executive Summary

Thirty-eight measures were in scope as at period 12, July 2026.
Note, at the time of writing measures relating to Finance, HR, and student outcomes are not available as of 31 July as activities such as year-end accruals, calculations, and exam boards are being completed.

The 'year-end' KPI report will be prepared and shared with committees in September when these activities are complete.

Twenty are satisfactory / met (Green).
Ten are unsatisfactory / not yet met (Red),
Eight are marginal / not yet met (Amber).

Focus / Close Monitoring

Forecast Outturn Operational Surplus / (Deficit). Serial 53. 181.3%. RED.

Forecast outturn deficit circa. -£1,434,000 against budget deficit of -£791,000 following the Director of Finance and Estates' latest report.
VPCOER and DoFE are providing detailed additional reporting and analysis to F&GP for review.

- FRP actions have been underway for several months. SFC approval has recently been granted to proceed with the most significant phase of the plan.

Research – Income Less Expenditure. Serial 12. 250.2%. RED.

Budget monitoring deficit YTD (period 12) is approximately £375,000, with the KPI objective being a maximum deficit of £150,000. Year-end accruals are being discussed and the final outturn will be available when the year end is reported in September.

- Prior to year-end accruals, research budget monitoring deficit is c.£225k greater than KPI maximum.

HE Active Applications. Serial 1. 97.0% AMBER.

HE active applications 1,358 against 1,400 planned.
60 fewer active applications than the same point last year.
Weekly admissions meetings review HE application data.
Additional recruitment and marketing initiatives have been launched.
994 HE offers have been accepted - 81 fewer than same point last year (1,075).
86% of HE offers have been accepted (90%).
Appearance of larger number of 'insurance' applications.
Potential impacts.

- Fewer applications may lead to fewer HE students/FTE and in turn reduced HE grant and tuition income.
- 81 fewer FTE equates to approximately £480,000 less HE grant and tuition fees.
- 2026-27 planned and budgeted recruitment is ~50 FTE greater than 2025-26 actual.

HE FTE (APC figures). Serial 11. 93.9%. RED. (no change)

HE FTE (APC figures) is 1,485 FTE against plan 1,581 FTE. 96 FTE below APC target and 181 FTE below budgeted target.
FTE has increased by 22 FTE since period 9.
HE FTE recruitment is 172 FTE greater than the same point last year but remains below budgeted target.

- Shortfall in funded HE FTE has resulted in circa £800,000 lost HE grant.
- A proportion of the funding shortfall will impact the next 1-3 years (continued HE study).

GA Programmes – New Enrolments. Serial 13. 88.5%. RED. (no change)

There were 115 new enrolments to the GA programmes against planned 130. THe previous year saw 200 new GA enrolments. Overall, GA enrolments were 42 fewer than planned across all years (years 1-3) with advanced entry to year 2 of some GAs below expectation.

- Fewer GA FTEs equates to approximately £190,000 reduced HE grant plus tuition fees. This impact features within HE FTE (APC) above.

MA Successful Outcomes (contract year). Serial 32. 95.5%. AMBER.

Current period performance 71.6% against the SDS KPL of 75%.

8.4 percentage points higher than the same point last year (63.2%).
Highest percentage of MA successful outcomes since inclusion in KPI reporting.
Validity of the measure remains challenging as SDS contract year, and academic / resulting year do not coincide.

Points to Note

FE Credits. Serial 3. 103.0%. GREEN.

FE Credits exceed annual target and SFC funding threshold.
FE Credit funding has been met.
146 credits greater than previous year (subject to FES audit).

Apprenticeship Starts. Serial 4. 121.7%. GREEN.
Apprentices in Learning. Serial 5. 106.7%. GREEN.
Apprenticeship Income. Serial 6. 116.6%. GREEN.

All measures exceeded 2025-26 plan.
Positive indicators for increased number of Apprentices in Learning (serial 5) and Apprenticeship Income (serial 6) over the next 2-3 years.

Student FTE: Academic Staff Ratio. Seral 45. 112.4%. GREEN.

Ratio has increased from 20.2:1 to 23:1. The increase reflects increased HE FTE and consistent / marginal increase in FE Credits from 2024/25, coupled with a slight reduction in teaching FTE (roles from lecturer 1 – promoted 2).
However, the funding climate requires the SSR to increase year-on-year.

The executive summary is accompanied by an appendix containing the complete KPI report with narrative for each in-scope measure.

Performance Measures
AY: 2025-2026
Performance Measures- EMT & Board of Management

Measures - Linked to Profile and Actual sheets

AY Start	01 Aug 2025
Today	01 Aug 2026
Period Month	July
No.Periods YTD	12

Key:

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

Serial	Measure	Measurement Frequency	Prior Year Actual	Current Year Target	YTD TARGET	YTD ACTUAL	YTD ACTUAL v TARGET RAG	Prior YTD ACTUAL	Variance - YTD vs Prior YTD
Serial	**Measure 1: CORE FE/HE OUTPUTS**								
1	HE Active applications (next AY - Measure from Dec - Jul)	Monthly	1,418	1,400.0	1,400	1,358	97.0%	1,418	-60
2	FE Active applications (next AY - Measure from Dec - Jul)	Monthly	2194	2,300.0	2300	2,223	96.7%	2,194	29
3	FE Credits	Monthly	27085	26,442	26,442	27,231	**103.0%**	27,085	146
4	Apprenticeship starts	Monthly	409	382	322	392	**121.7%**	409	-17
5	Apprentices in Learning (average in year)	Monthly	705	675	675	720	**106.7%**	705	15
6	Apprenticeship Income (excluding T&A)	Monthly	£1,398,960	£1,300,000	£1,300,000	£1,515,302	**116.6%**	£1,398,960	£116,342
8	Commercial Short Course Income	Monthly	£72,508	£75,000	£75,000	£131,378	**175.2%**	£72,508	£58,870
9	HE enrolments (head count)	Monthly	2,074	2,100	2,100	1,964	**93.5%**	2,074	-110
10	HE enrolments (year one starts)	Annual	637	750	750	867	**115.6%**	637	230
11	HE FTE (APC figures) (from Oct)	Monthly	1,313.0	1,581.0	1,581.0	1,485.0	**93.9%**	1,313.0	172
12	Research - Income less expenditure	Biannual	-£201,852	-£150,000	-£150,000	-£375,249	**-250.2%**	-£201,852	-173,397
13	GA Programmes - New Enrolments	Monthly	191	130	130	115.0	**88.5%**	191	-76
14	Senior Phase Enrolments	Annual	574	564	564	542.0	96.1%	574	-32
	MEASURE 2: SATISFACTION MEASURES								
18	Early Satisfaction & Engagement Survey (ESES)	Annual	95.7%	96%	96.0%	96.0%	**100.0%**	95.70%	0.30%
19	National Student Survey (NSS)	Annual	83.0%	88%	88.0%	80.0%	**90.9%**	83.00%	-3.00%
20	Student Satisfaction & Engagement Survey (SSES)	Annual	94.7%	95%	95.0%	95.0%	**100.0%**	94.70%	0.30%
22	Post Graduate Taught Experience Survey (PTES) (previous AY)	Annual	88.0%	90%	90.0%	88.0%	97.8%	88.00%	
23	ESES % Response Rate	Annual	61.0%	60%	60.0%	63.0%	**105.0%**	61.0%	2.00%
24	SSES % Response Rate	Annual	53.2%	55%	55.0%	53.0%	96.4%	53.2%	-0.20%
	Measure 3: RETENTION, SUCCESS & PROGRESSION								
32	Modern Apprenticeship successful outcomes (contract year)	Monthly	63.2%	75%	75.0%	71.6%	95.5%	63.2%	8.4%
33	FE progression to further FE study	Annual	39.6%	40%	40.0%	41.5%	**103.8%**	39.6%	1.9%
34	FE progression to HE - actual	Annual	29.7%	35%	35.0%	36.8%	**105.1%**	29.7%	7.1%
35	Mental Health Support appt (non-emergency) offered for within 3 - 10 workin	Monthly	98.0%	97.0%	97.0%	100%	**103.0%**	98.0%	1.9%
36	Learning Support appt offered for within 6 - 20 working days	Monthly	100.0%	97.0%	97.0%	93.1%	96.0%	100.0%	-6.9%
37	PLSP - completed and accepted by student (within 10 days of meeting)	Monthly	-	85.0%	85.0%	90.8%	**106.8%**		
	Measure 4: HR								
45	Student FTE:Academic Staff Ratio	Biannual	20.2	21	20.5	23.0	**112.4%**	20.2	2.8
46	Lecturer utilisation % (% of deployable hours)	Annual	76.9%	80.0%	80.0%	82.8%	**103.5%**	76.9%	5.9%
47	Number of workplace injuries	Monthly	115	115	115	122	106.1%	115	7
48	Number of RIDDOR reportable accidents and illness	Monthly	5		4	7	175.0%	5	2
49	% of staff completed mandatory IHASCO (H&S) Trg	Quarterly	84%	80%	80.0%	85.8%	**107.3%**	84%	1.80%
	Measure 5: FINANCE								
53	Forecast Outturn Operational Surplus/(Deficit)	Quarterly	-£842,992	-£791,000	£791,000	-£1,434,000	**181.3%**	-£842,992	-£591,008
57	Curriculum contribution (overall % - estimate)	Annual		45.0%	45.0%	51.7%	**114.9%**		
	Measure 6: ESTATES & CAMPUS								
59	Room Occupancy - Frequency %	Monthly	40.2%	38.0%	39.8%	36.7%	**92.0%**	40%	-3.55%
60	CO2 Emissions on Utilities (gross) Tonnes	Monthly	561	532	533	544	102.1%	561	-17
61	CO2 Emissions on Waste - Tonnes	Quarterly	0.821	0.780	0.780	0.582	74.7%	0.821	-0.24
62	Estates reactive task completion rate %	Monthly	95%	96%	96%	96.8%	100.9%	95.1%	1.7%
63	GTFM % reactive task completion rate	Monthly	95%	96%	96%	95.7%	99.7%	95.0%	0.7%
64	Total % of Capital expenditure budget committed (Aug - March)	Monthly	100%	100%	100.0%	100.0%	100.0%	100%	

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Board of Management

Subject/Title:	**Student Retention & Outcomes Forecast for FE & HN AY 2025/26 & Target Setting for AY 2026/27**
Author: [Name and Job title]	Jane Maclennan, Information Systems Manager Dr Lindsay Snodgrass, VP Curriculum, Quality & Student Experience
Meeting:	Learning Teaching and Research
Meeting Date:	8th September 2026
Date Paper prepared:	31st August 2026
Brief Summary of the paper:	To provide the committee with an update on student retention and progress against targets for 2025/26 and target setting for 2026/27
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, organisational reputation and financial impacts
Equality and Diversity implications:	Yes – equity of the student experience & outcomes across protected characteristic groups
Consultation: [staff, students, UHI & Partners, External] and provide detail	Discussion with HISA and managers through Student Journey and Enhancement committee

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 OUTCOMES FORECAST FOR FE & HNs 2025/26

Executive Summary

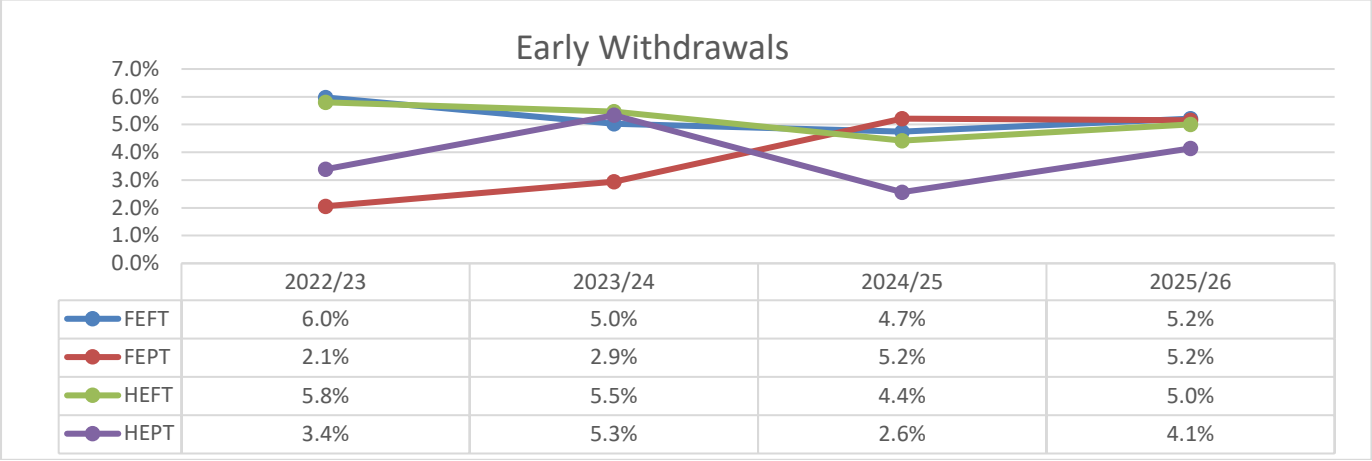
The report provides an update on student withdrawals, progress against targets for 2025/26 and target setting for 2026/27.

The early withdrawal rate for FE part-time students has remined at the same level as the previous year, however for the other levels of study they have increased. FE full-time further withdrawals are marginally lower than the year end position for 2024/25, however they are higher for HE full-time students.

Progress in achieving our full-time and part-time targets indicates that we are in line with our overall FE success targets, however we have not achieved the stretch success target for full-time HN students.

Early Withdrawals

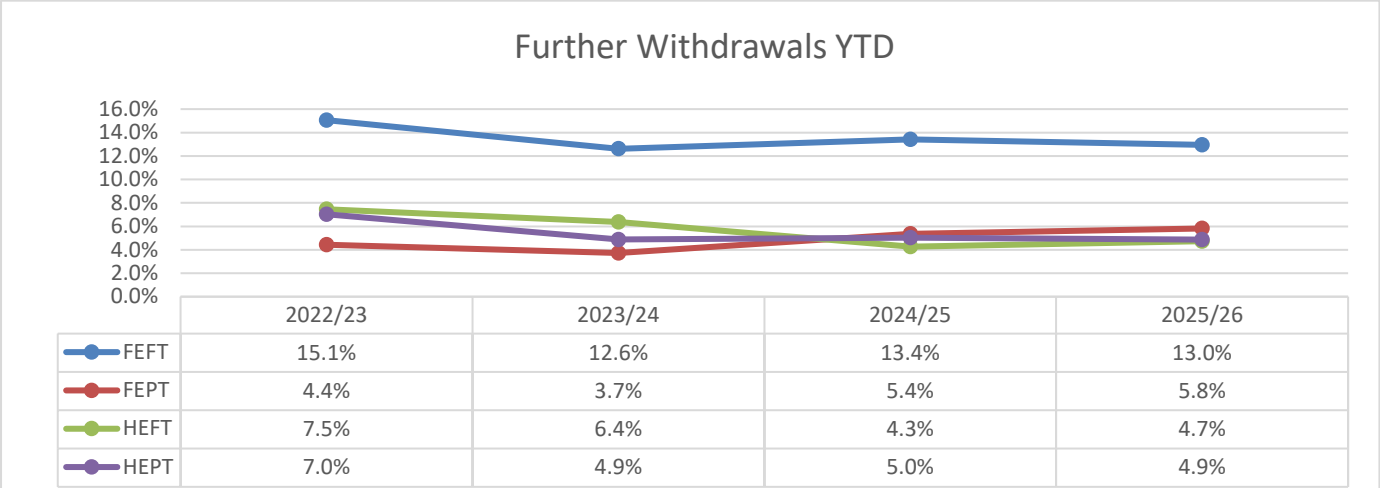
The early withdrawal rate for FE part-time students has remined at the same level as the previous year, however for the other levels of study they have increased.



	2022/23	2023/24	2024/25	2025/26
FEFT	6.0%	5.0%	4.7%	5.2%
FEPT	2.1%	2.9%	5.2%	5.2%
HEFT	5.8%	5.5%	4.4%	5.0%
HEPT	3.4%	5.3%	2.6%	4.1%

Further withdrawals

FE full-time further withdrawals are marginally lower than the year end position for 2024/25, however they are higher for Full Time HE students.



	2022/23	2023/24	2024/25	2025/26
FEFT	15.1%	12.6%	13.4%	13.0%
FEPT	4.4%	3.7%	5.4%	5.8%
HEFT	7.5%	6.4%	4.3%	4.7%
HEPT	7.0%	4.9%	5.0%	4.9%

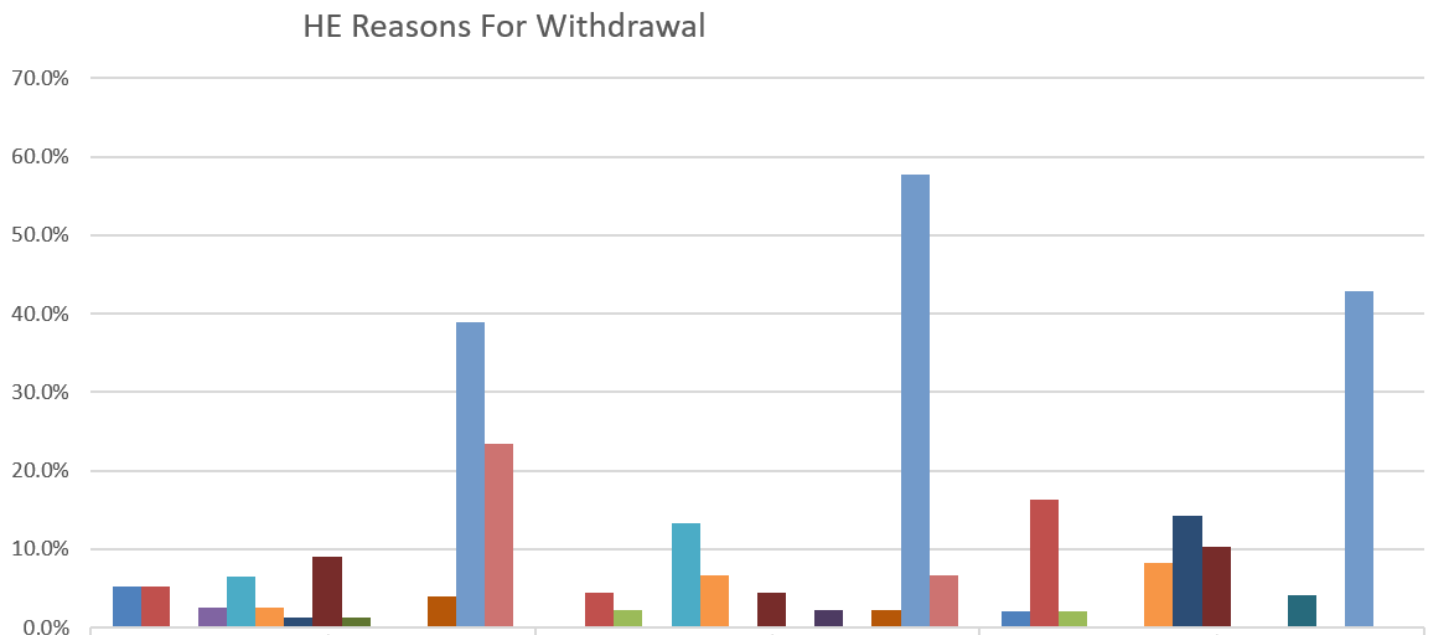
Reasons for withdrawal

In 2025/26, where the reason for withdrawal is known, the most frequent for FE students is written off after lapse of time (stop attending/stop engaging), which accounts for 30.1% of withdrawals, followed by health reasons at 26.8%, which is showing a significant increase from 2024/25.



	2023/24	2024/25	2025/26
Financial Reasons	0.0%	1.4%	0.8%
Health Reasons	17.0%	12.2%	26.8%
Transfer to another course within institution.	0.0%	0.0%	0.8%
Transferred to another Institution	1.0%	0.7%	0.8%
Travel Arrangements	3.0%	0.7%	3.3%
Written off after lapse of time	18.0%	25.9%	30.1%
Gone into Employment - Unrelated Employment	7.0%	9.4%	6.5%
Gone into Employment - Related Employment	2.0%	3.6%	3.3%
Course expectations not met	4.0%	2.2%	5.7%
Exclusion	0.0%	0.0%	0.8%
Caring responsibilities	6.0%	1.4%	3.3%
Estranged / homelessness	1.0%	0.0%	0.0%
Employer / Sponsor withdrew support	0.0%	1.4%	1.6%
Academic Failure/non progression	40.0%	41.0%	16.3%
Struggling with time	1.0%	0.0%	0.0%

Where the reason for withdrawal is known, the most frequent reason for HE students is other personal reasons at 42.9% followed by health at 16.3% and showing a similar significant increase.



	2023/24	2024/25	2025/26
Financial Reasons	5.2%	0.0%	2.0%
Health Reasons	5.2%	4.4%	16.3%
Transferred to another Institution	0.0%	2.2%	2.0%
Travel Arrangements	2.6%	0.0%	0.0%
Written off after lapse of time	6.5%	13.3%	0.0%
Gone into Employment - Unrelated Employment	2.6%	6.7%	8.2%
Gone into Employment - Related Employment	1.3%	0.0%	14.3%
Course expectations not met	9.1%	4.4%	10.2%
Not permitted to progress	1.3%	0.0%	0.0%
Medical suspension	0.0%	2.2%	0.0%
Caring responsibilities	0.0%	0.0%	4.1%
Academic Failure/non progression	3.9%	2.2%	0.0%
Other Personal Reasons	39.0%	57.8%	42.9%
Struggling with time	23.4%	6.7%	0.0%

Predicted FT FE & HN Successful Outcomes AY 25/26

FE Full Time



Current position 79.6%
(11 outcomes to be advised)
+ 3.2% on previous year
2024/25 SBM 70.5%

FE Part Time



Current position 82.2%
(106 outcomes to be advised)
- 4.4% on previous year
2024/25 SBM 81.7%

HN Full Time



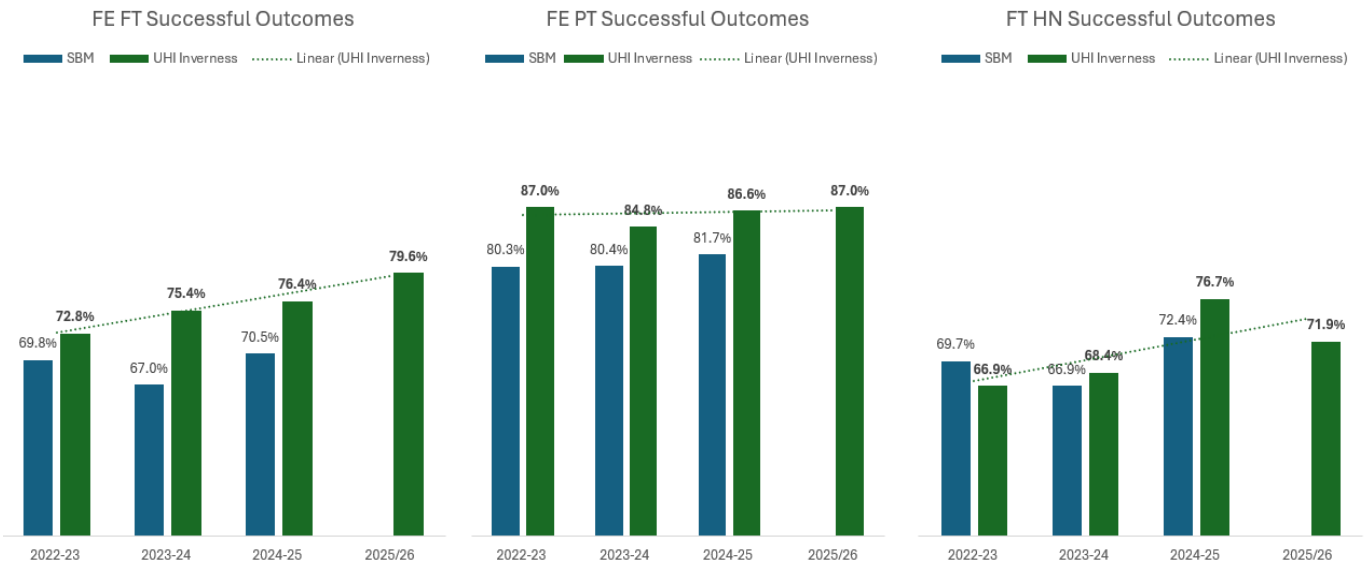
Current Position 71.9%
(2 outcomes to be advised)
- 4.8% on previous year
2024/25 SBM 72.4%

At the time of writing there are outcomes still to be entered following mop-up exam boards. We forecast:

- FE full-time success to be **ahead of target at just over 80%** and +9.5pp above latest sector benchmark
- FE Part time success to be **in line with target** and +5.3% above latest sector benchmark
- HN full-time target will **not be achieved** – we set a stretch target based on a significant increase in our 2024/25 out-turn. Whilst we have an overall downward trend in partial success and withdrawals, these increased in 2025/26 from the previous year impacting on our successful outcomes.

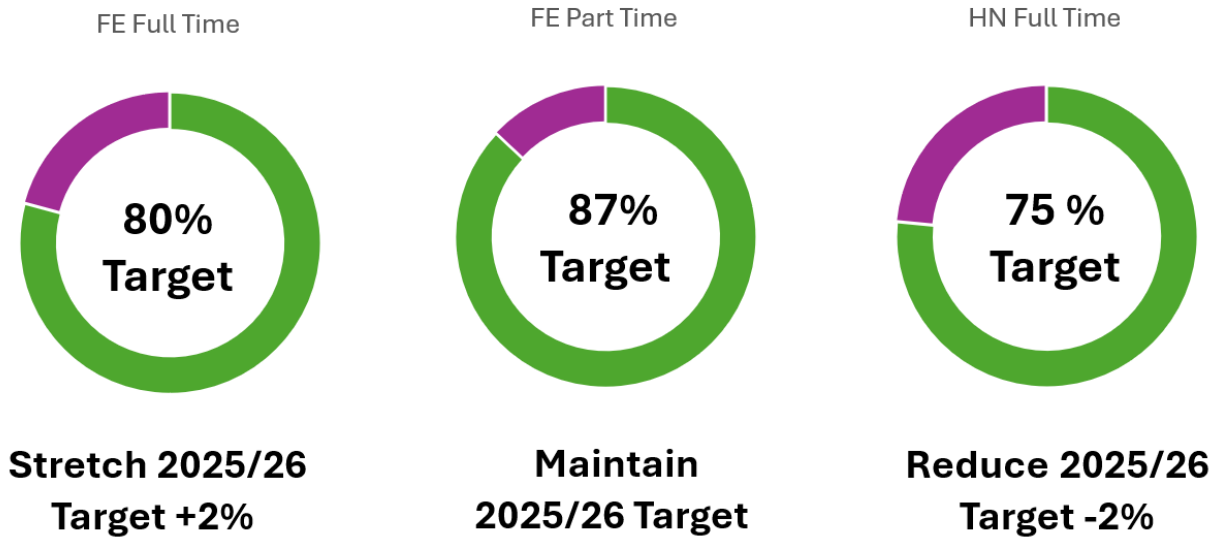
Successful Outcomes Target Setting AY 26/27

The chart below shows the Sector Benchmark (SBM) and the UHI Inverness % success rates.



Based on the trend data for successful outcomes, the targets for 2026/27 have been discussed with HISA and relevant managers through our Student Journey & Enhancement committee and have been agreed as below:

- FE full-time target stretched by 2% from the 2025/26 target
- FE part-time target maintained at current
- Full-time HN students, target reduced based on the trend data, but target remains above the latest Sector Benchmark.
- Robust discussion about whether we should introduce a ‘target range’ for FT & PT FE given the consistent and significant performance above sector benchmark and our forthcoming organisational changes linked to the Financial Recovery Plan.



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Subject/Title:	Chair and Committee Evaluation Feedback 2025/26
Author: [Name and Job title]	Ludka Orlowska-Kowal Governance Officer
Meeting:	LTR Committee
Meeting Date:	08 September 2026
Date Paper prepared:	25 August 2026
Brief Summary of the paper:	Feedback on the LTR Chair and Committee Evaluation
Action requested: [Approval, recommendation, discussion, noting]	Discussion and Noting

Link to Strategy: Please highlight how the paper links to, or assists with:**:** □ compliance □ partnership services □ risk management □ strategic plan □ new opportunity/change	Governance Compliance

Resource implications:	Yes / No **If yes, please specify**:
Risk implications:	Yes / No **If yes, please specify:** Operational: Organisational:
Equality and Diversity implications:	Yes/No **If yes, please specify:**
Student Experience Impact:	Yes/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 affairs (S30)	
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Its disclosure would constitute a breach of the Data Protection Act (s38)		Other (Please give further details)	

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Background

The process of gathering feedback for AY 2025-246 started in July 2026 but to date only 3 responses have been received for both surveys.

The cut-off date for completion of both questionnaires has been extended until end of September 2026 to provide sufficient time and enable all Members to participate in the exercise.

Next Steps

The completed evaluation documentation for the LTR Committee will be reviewed by the Members at the next Committee meeting, to be then passed to the Chair of the Board of Management for feedback to be delivered as part of the Board Member Evaluation Process.

The feedback received from all Committees will be presented to the Board of Management on 15th December 2026, as part of the yearly report on Committee Evaluations.

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LTR

Subject/Title:	Complaints End of year and Quarter 4 (May – July) 2025–26
Meeting and date:	LTR Committee on Tuesday 8th September 2026
Author:	Sarah Caddick, 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)

The committee are asked to note the End of Year and Quarter 4 Complaints Report.

Purpose of report

Analysis of complaints received in Quarter 3 of 2025-26.

Background

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

Main body of information

See attached.

Executive Summary

A total of 73 complaints were received during academic year 2025-26, representing a 62% increase from 45 complaints in 2024-25. Customer Care complaints (C1) accounted for the largest proportion of complaints (25), followed closely by Course Related complaints (22). The most significant increase was seen within the Customer Care category, particularly complaints relating to staff conduct, which accounted for 72% of all Customer Care complaints. Complaints covered a range of themes including staff conduct and professionalism, communication, teaching and learning, course management, admissions and progression processes, student support, and customer service.

Most complaints were submitted by students, with HE students representing the largest group at 48% of all complaints received. Complaints were distributed across a range of curriculum areas and departments, with Care, Arts, Sports and Humanities (CASH) receiving the highest number (20 complaints), followed by Construction and Engineering (13 complaints) and Computing, Land Science and Education (12 complaints).

In terms of outcomes, 42 complaints were either resolved through frontline resolution, upheld, or partially upheld, with partially upheld outcomes accounting for the highest proportion (19 complaints). A total of 10 complaints were not upheld, while two complaints were escalated from Stage 1 to Stage 2. No complaints remained under investigation at year end. In Q4 specifically, six complaints were resolved through frontline resolution, four were upheld, one was partially upheld, and one did not progress to investigation.

Performance against timescales was generally positive. During 2025-26, 84% of Stage 1 complaints were completed within the required five working days, with an average resolution time of 4.5 days. For Stage 2 complaints, 71% were completed within the 20-working-day target, excluding cases affected by concurrent HR investigations. Delays were primarily attributed to complaint complexity, staff availability, and college holiday periods.

Feedback from the complaints follow-up survey was limited, with six responses received. Overall, respondents reported positive experiences of the complaints process. Most felt their complaint was taken seriously, investigated thoroughly, acknowledged promptly, and handled courteously. However, awareness of the complaints procedure remained low, and some respondents expressed dissatisfaction regarding the fairness of outcomes and communication during investigations.

Key themes emerging from complaints during 2025-26 include staff conduct and professionalism, communication, customer service, learning and teaching, course management, admissions and progression processes, and student support. Actions taken in response include enhanced staff training in customer care and communication, reviews of Support to Study and INSIGHT processes, improvements to admissions communications, strengthened guidance on the use of AI-generated teaching materials, revisions to CCTV and incident reporting procedures, and measures to improve consistency in student support and complaint handling.

Overall, complaints continue to provide valuable insight into areas for improvement and have informed a range of actions aimed at enhancing service quality, consistency of practice, and the overall student experience across UHI Inverness

Annual Report 2025-26

Introduction

Complaints are received all year round from several different sources although the primary source tends to be from students. Complaints are received through a variety of mechanisms including direct emails, complaints forms and the Red Button. UHI Inverness uses the SPSO categories and sub-categories to classify complaints. The outcomes from complaint resolution are reported to UHI (HE) and published on the UHI Inverness website (FE).

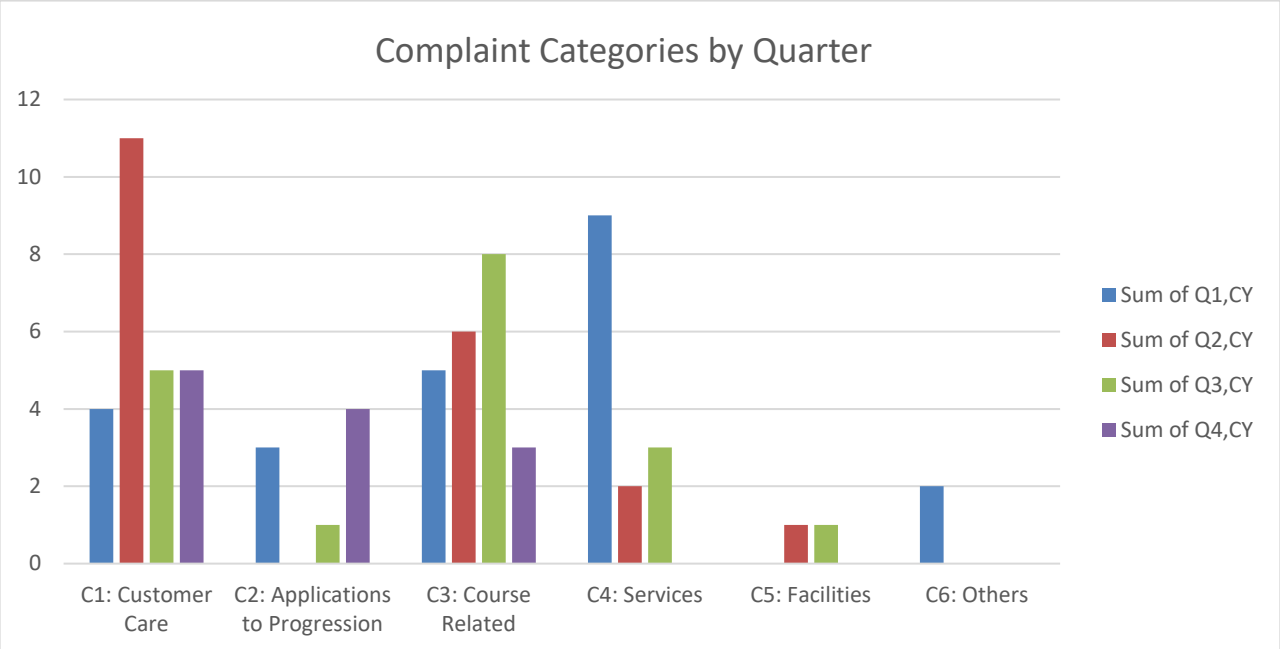
Complaints are grouped into quarters depending on the time of year in which they are received. The quarter dates are detailed below:

- 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 2025-26 (Q1 – Q4) including Q4 statistics.

Complaints by Category

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



The tables below detail the sum of quarterly complaints received for each category in the current and previous academic year.

Customer Category: Current Year 2025/26 (Quarter)	YTD	Q1	Q2	Q3	Q4
C1: Customer Care	25	4	11	5	5
C2: Applications to Progression	8	3	-	1	4
C3: Course Related	22	5	6	8	3
C4: Services	14	9	2	3	-
C5: Facilities	2	-	1	1	-
C6: Others	2	2	-	-	-
Total	73	23	20	18	12

Customer Category: Previous Year 2024/2025 (Quarter)	YTD	Q1	Q2	Q3	Q4
C1: Customer Care	11	5	6	-	-
C2: Applications to Progression	3	1	-	1	1
C3: Course Related	24	6	3	14	1
C4: Services	5	2	2	1	-
C5: Facilities	2	1	-	-	1
C6: Others	-	-	-	-	-
Total	45	15	11	16	3

Summary:

A total of 12 complaints were received in Q4, compared to 3 in the same quarter last year.

- C1: Customer Care complaints accounted for the highest number this quarter, compared to nil in the same quarter last year. Overall complaints for this category this quarter related to:
  - Staff conduct
  - Student conduct
  - Communications

- C2: Applications to Progression and C3: Course Related accounted for 4 and 3 complaints respectively this quarter, compared to 1 each for the same quarter last year. The remaining three categories received nil complaints. Overall complaints for these categories related to:
  - Application, admission, interview, enrolment, induction
  - Progression, articulation, withdrawal

- Facilitated learning and support
- Assessment, exams and certification

In 2025-26 there was a 38% increase in the total number of complaints compared to 2024-2025.

The category of 'Customer Care' received the most complaints this year, of which 72% were within the 'Staff conduct' subcategory. These related mainly to poor customer service, inappropriate staff conduct, and a lack of respect from staff.

The category 'Course Related' received the second most complaints in 2025-26 of which 24% were within the 'Learning and Teaching subcategory. These related to lecturer use of AI, communication between staff and students, staff behaviour, student support and resource issues.

The table below shows the full breakdown of complaint categories and sub-categories, including the year-to-year shift.

Customer Category CY YTD vs PY YTD	2025-26	2024-25	Change
C1: Customer Care	25	11	14
C1S01: Health &Safety	1	0	1
C1S02: Security	0	0	0
C1S03: Diversity &Equality	0	0	0
C1S04: Data Protection	1	1	0
C1S05: Environmental	0	0	0
C1S06: Staff Conduct	18	6	12
C1S07: Student Conduct	3	1	2
C1S99: Other	2	3	-1
C2: Applications to Progression	8	3	5
C2S01: Marketing	0	0	0
C2S02: Application, Admission, Interview, Enrolment, Induction	3	3	0
C2S03: Progression, Articulation, Withdrawal	5	0	5
C2S99:Other	0	0	0
C3: Course Related	22	24	-2
C3S01: Learning & Teaching	6	3	3
C3S02: Environment/Resources	1	3	-2
C3S03: Course Management	6	10	-4
C3S04: Facilitated Learning & Support	1	3	-2
C3S05: Assessment, Exams & Certification	4	3	1
C3S99: Other	4	2	2
C4: Services	14	5	9
C4S01: Finance	3	1	2
C4S02: Funding / Bursary	6	3	3
C4S03: Student Records	1	0	1

C4S04: Providing Learning Support	0	0	0
C4S05: Library / Learning Technology	0	0	0
C4S06: Quality etc.	0	0	0
C4S99: Other	4	1	3
C5: Facilities	2	2	0
C5S01: Catering	0	0	0
C5S02: Student Accommodation	1	1	0
C5S03: Maintenance, Lifts, Car Parking	1	1	0
C5S99: Other	0	0	0
C6: Others	2	0	2
C6S01: Others	1	0	1
C6S99:	1	0	1
TOTAL	73	45	28

Complaints by Stakeholders

The table below provides a summary of the total number of complaints received from stakeholders across each quarter of the current academic year. HE students, FE students and members of the public represented equal numbers of complaints received in Q4. For the year 2025-26, HE students accounted for the highest number of complaints at 48% of the total complaints received.

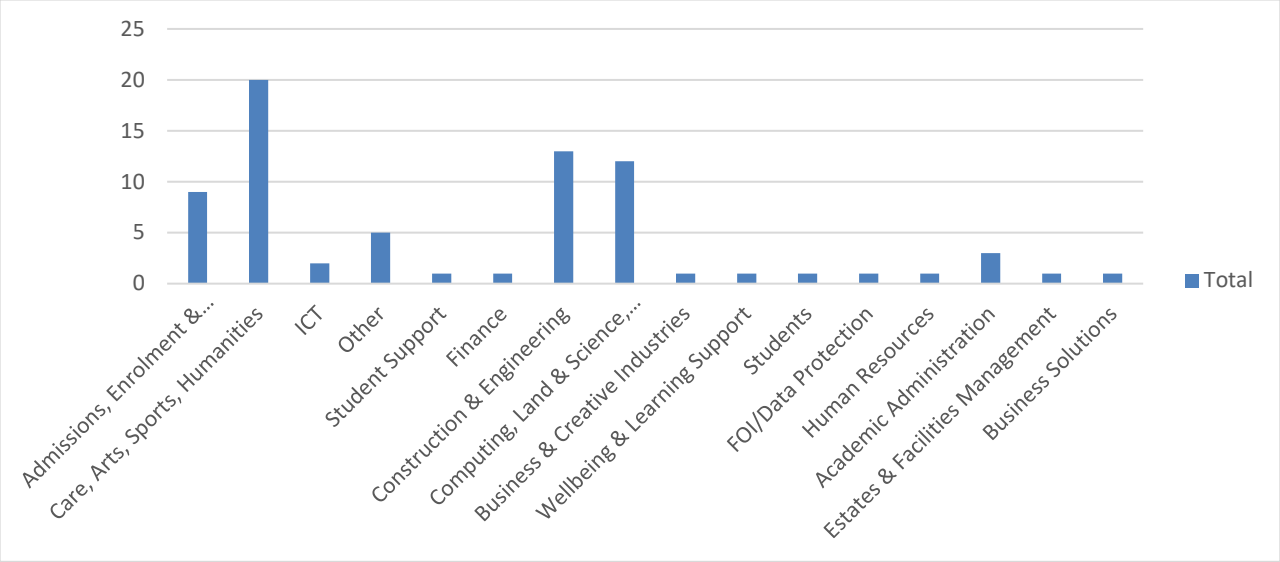
Stakeholder	YTD CY	Q1, CY	Q2, CY	Q3, CY	Q4, CY
Member of Public	10	3	3	1	3
Other	6	2	-	2	2
Stakeholder	2	-	-	1	1
Student – FE	20	5	6	6	3
Student – HE	35	13	11	8	3
Total	73	23	20	18	12

Complaints by curriculum area and department.

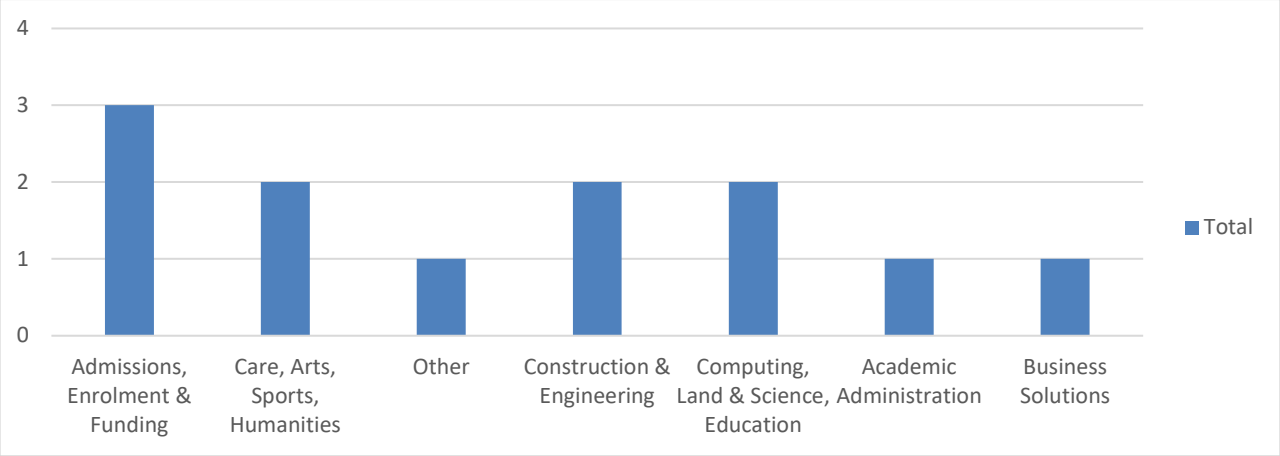
The graph below displays the number of complaints received by department throughout academic year 2025-26.

CASH received the greatest number of complaints, with 20 in total. This was an increase from the previous year, when 12 complaints were received in this area. The complaints related to the category of customer care (5), applications to progression (3), course related (8) and services (4).

Construction and Engineering received the second most complaints by department (13), split across the customer care (9), course related (3), and others (1) categories. The majority related to staff conduct.



The chart below shows the count of the areas the complaint relates to for Q4.



Admissions, Enrolment and Funding received the highest number of complaints in Q4, with three in total. This was followed by CASH, Construction, Engineering and Computing, Land Science and Education with two complaints each. Complaints were raised across three categories: Customer Care (5); Applications to Progression (4); and Course related (3).

Complaint Outcomes

In Q4, 4 complaints were 'Upheld', one was 'Partially Upheld' and one was escalated to Stage 2. Frontline Resolution accounted for 5.

Outcome	Stage 1	Stage 2	Total
Not upheld	0	0	0
Partially upheld	0	1	1
Upheld	1	3	4
Still under investigation	0	0	0
Escalated to Stage 2	1		1
Resolved	5	1	6
Not investigated	1	0	1

The table below shows the breakdown in stage 1 and stage 2 complaints in 2025-26 (Q1-Q4) and whether they have been resolved, upheld, partially upheld, not upheld or other outcome.

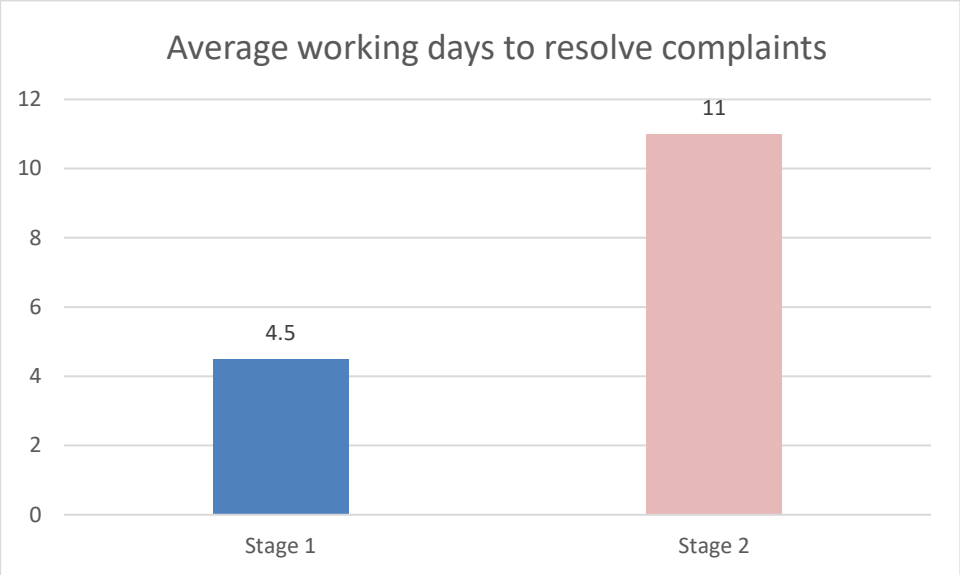
- Resolved – 28.4%
- Not upheld – 13.5%
- Partially upheld – 25.7%
- Upheld – 14.8%
- Escalated to Stage 2 – 2.7%

Outcome	Stage 1	Stage 2	Total
Not upheld	1	9	10
Partially upheld	6	13	19
Still under investigation	0	0	0
Upheld	6	5	11
Escalated to Stage 2	2		2
Resolved	9	1	10

In 2025-26 the number of complaints that were 'Resolved' decreased to 28.4% from 29% the previous year. The percentage of 'Not Upheld' outcomes increased to 13.5% from 13% the previous year. The percentage of 'Upheld' outcomes decreased from 28.8% last year to 14.9% this year. The 'Partially Upheld' outcomes decreased from 26.6% to 25.7%

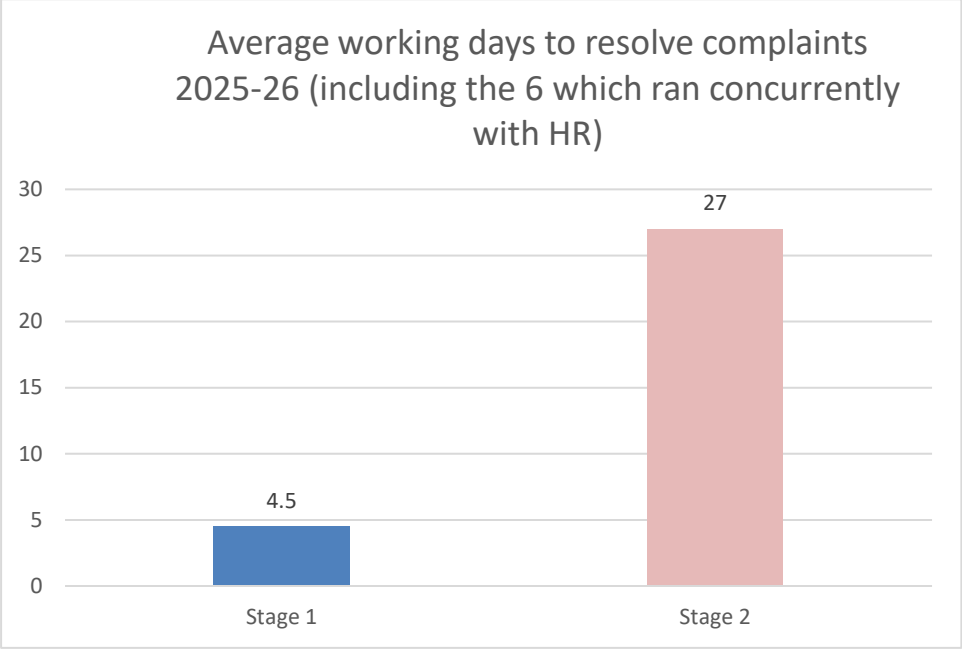
Complaint Timescales

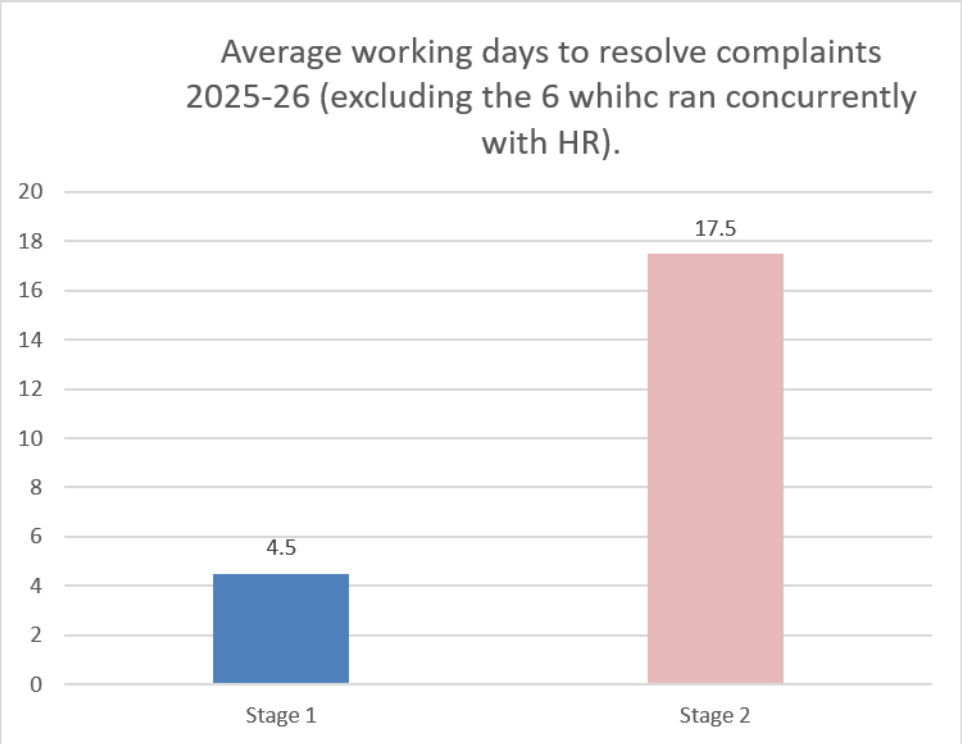
SPSO guidelines state pre-defined timescales of a 5 working day turnaround for Stage 1. An extension of 5 working days is permissible for stage 1 complaints subject to approval from the Quality Manager to complete an investigation but where escalation to a stage 2 is not required. For a Stage 2 complaint 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, an extension can be authorised by the Quality Manager, should this happen updates must be provided to complainants.



The chart above displays the average number of days taken to resolve complaints in Q4.
The range of days taken to resolve Stage 1 complaints in Q4 is 5 days.
The range of days taken to resolve Stage 2 complaints in Q4 is 11 days.

The chart below displays the average number of days taken to resolve complaints in 2025-26 (Q1-Q4).





The range of days taken to resolve Stage 1 complaints in 2025-26 is between 1 – 14 days. 16 complaints (84%) were completed within the required 5 days. Staff availability, multiple individuals involved, and the level of complexity were the reasons for exceeding the 5 working day timeframe for the remaining 3 complaints.

Omitting 6 individual complaints which took between 71 and 77 days due to a concurrent HR investigation, the range of days taken to resolve Stage 2 complaints in 2025-26 is between 5 - 31 days. 20 of these complaints (71%) were completed within the required 20 days.

Including the 6 complaints running concurrently with the HR investigation, 14 Stage 2 complaints exceeded the 20-day timeframe, and the complainant received notification of the delay. The delays were the result of the complexity of the complaints and the availability of staff over the college breaks.

There has been a lesson learnt that where a complaint is received and the only outstanding matter is an HR investigation, the complaint is closed and the complainant advised that in line with the CHP that an alternative, more suitable process is being followed.

Complaint Follow Up Survey

With 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.

Six responses were received in 2025-26. The outcomes from this small sample are summarised below:

- 3 complainants (50%) were not aware of the complaints process prior to submitting a complaint.
- 4 complainants (67%) found the complaints process easy to access.
- 3 complainants (50%) found the complaint form easy to use.
- 4 complainant (67%) agreed they were able to obtain assistance in making the complaint
- 5 complainants (83%) felt they received a prompt acknowledgement of their complaint.
- 5 complainants (83%) felt their complaint was taken seriously.
- 5 complainants (83%) agreed that their complaint was thoroughly investigated.
- 1 complainant (17%) felt they were not kept informed during the process of the investigation.
- 2 complainants (34%) felt they did not receive a fair and objective response to their complaint.
- 1 complainant (17%) felt they did not receive a clear response to their complaint.
- All complainants (100%) felt they received a response within the appropriate timescale.
- 5 complainants (83%) felt they were dealt with courteously.
- 4 complainants (67%) felt that the complaint was closed off satisfactorily.

Four (anonymous) text comments were submitted. Two were expressions of dissatisfaction at their complaint outcome, and that their complaint was not taken seriously. Two were comments about how well the complaints process ran and the professionalism of all staff involved.

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 during 2025-26:

- Reviewing the StS process in relation to INSIGHT, clarifying when StS applies, and developing additional guidance and training for PATs to promote consistent practice and clearer student support.
- Reviewing application-stage communication processes and programme approval timelines, with clearer and earlier communication of programme changes or withdrawals to applicants.
- Actions identified include delivering customer care and communication training to enhance staff confidence in handling enquiries, supporting students with additional needs, and managing difficult or distressing interactions.

- ICT induction with student to ensure issues around set up on devices resolved.
- DNS decision reversed, student re-enrolled; letter of apology sent to the student.
- Process in place to capture absences reported via text.
- Credit Control to add reference to fee policy in communications when pursuing debt collection.
- Quality and HR have met to discuss streamlining procedure when it's a joint investigation, and clear guidelines for investigating officer for both e.g. when one investigation ends what does investigating officer need to complete / sign off.
- Reviewing the use of AI-generated teaching materials and supporting staff to improve referencing practices, while promoting consistent application of the UHI Generative AI Policy across teaching teams.
- CCTV signage installed at smoking shelter.
- A formal CCTV procedure, covering how CCTV can be used and the process for accessing it, is to be implemented.
- The new Duty Manager procedure is to reinforce the need for all incidents to be recorded accurately, including details of those involved/ identified. With consideration of how and when the DM should give feedback and/ or further signposting to those raising concerns
- Induction process for all groups (including School's Programme and those without PATs/ PDAs- e.g. apprentices) reviewed to ensure expected behaviour standards and zero tolerance for misogyny and harassment are clearly communicated.
- PDAs to retain accurate records of induction sessions, including what content was covered in each session.
- Lecturer was given time to complete outstanding marking and final assessment date was moved back by one week to help any students who might be struggling due to the lack of feedback.

Themes emerging from complaints through the academic year 2025-26:

Of the complaints received this year, 33.3% related to customer care, with 72% of these concerning staff conduct. The majority of complaints focused on staff behaviour, professionalism, communication, and the quality of interactions with students. Additional concerns were raised regarding customer service and teaching effectiveness.

A further 29% of complaints were course related; learning and teaching, and course management each accounted for 27% of these complaints.

For learning and teaching, complaints primarily centre on lecturer professionalism, communication, student support, and teaching quality, including concerns regarding the use of AI-generated teaching materials, with reported impacts on student wellbeing, engagement, and the overall learning experience.

For course management, the complaints primarily relate to course organisation and management, communication issues, and a lack of academic support. Students raised concerns about programme changes, course delivery, class restructuring, and delayed or unclear communication from staff. Additional themes include staffing and resource challenges, admissions processes, and the administration of international student

requirements, with these issues impacting students' learning experience, engagement, and academic progression.

Raising Awareness of Complaints Process

Students are made aware of the complaints handling process during induction week and can be advised by college staff how to submit a complaint if required. Students also have support from the HISA advocacy service should they choose to use it. The complaints process is available on the UHI Inverness website and can be accessed via the Red Button tile on MyDay.

External stakeholders can access the complaint process via the college website or by contacting the college directly.