

UHI | INVERNESS

Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 09 September 2025 at 4.30 p.m.
Location	Microsoft Teams

Governance Officer
30 July 2025

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 – 16:40 1) MINUTES**
- a.) Minutes of the LTR Committee Meeting held on 10 June 2025
 - b.) Creative Space Session Note (CSSN-01-062025) of the Learning, Teaching and Research Committee held on 10th June 2025
 - c.) Confidential Note (CN-01-06-2025) of the Learning, Teaching and Research Committee held on 10th June 2025
 - d.) Confidential Note (CN-02-06-2025) of the Learning, Teaching and Research Committee held on 10th June 2025
- 16:40 – 16:40 2) OUTSTANDING ACTIONS - none**
- 16:40 – 16:50 3) POLICIES FOR APPROVAL**
- a.) Gender Based Violence Policy

Report by Vice Principal Curriculum, Student Experience & Quality

ITEMS FOR DISCUSSION

- 16:50 – 17:00 **4) ANNUAL REVIEW OF SUB-STRATEGIES (CONFIDENTIAL)**
Report and Presentation by Vice Principal Curriculum, Student Experience & Quality
- a) Quality Assurance Enhancement Strategy
 - b) Student Partnership and Engagement Strategy
 - c) Access and Inclusion Strategy
 - d) Digital Transformation Strategy
 - e) Tertiary Education Strategy
 - f) Learning and Teaching Enhancement Strategy
- 17:00 – 17:10 **5) WORKING IN PARTNERSHIP REPORT**
Report by HISA Officers and the Quality Team
- 17:10 – 17:20 **6) KPI MATRIX**
Report by Operations and Commercial Manager
- 17:20 – 17:30 **7) STUDENT OUTCOMES FORECASTING – REFLECTING ON AY 2024/25 AND TARGETS FOR AY 2025/26**
Report & Presentation by Vice Principal Curriculum, Student Experience & Quality & Information Systems Manager
- 17:30 – 17:40 **8) QUALITY ENHANCEMENT PLANNING (INC. 'ON TREND' UPDATE) (PRESENTATION)**
Joint Verbal Report by Vice Principal Curriculum, Student Experience and Quality, Quality Manager & TEL Management, Health and Creative Arts
- 17:40 – 17:50 **9) STUDENT SURVEY OVERVIEW – REFLECTIONS ON AY 2024/25 AND CONSIDERATIONS FOR AY 2025/26**
Report by the Quality Manager
- 17:50 – 18:00 **10) RESEARCH UPDATE – HIGHLIGHTS & CHALLENGES**
Report by Director – Centre for Living Sustainability & Director of Research – Biodiversity & Freshwater

FOR NOTING

- 18:00 – 18:05 **11) ANNUAL COMPLAINTS REPORT FOR 2024-25, INCLUDING QUARTERLY DATA**
Report by Quality Manager
- 18:05 – 18:10 **12) MINUTES FROM COMMITTEES – CONFIDENTIAL**
- a) Draft Minutes of the Student Journey and Enhancement Committee held on 20 August 2025

- b) Approved Minutes of the Research & Innovation Committee held on 22 January 2025
- c) Research & Innovation Committee CSL report - June 2025

18:10 – 18:15 **12) AOCB**

13) DATE AND TIME OF NEXT MEETING

LTR Committee Meeting - 02 December 2025

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:	Policy Approval – Preventing & Responding to Gender Based Violence
Author: [Name and Job title]	Quality
Meeting:	LTR Committee
Meeting Date:	September 2025
Date Paper prepared:	5th September 2025
Brief Summary of the paper:	LTR Board Committee are asked to approve the reviewed Preventing & Responding to Gender Based Violence policy.
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with:: • compliance • partnership services • risk management • strategic plan • new opportunity/change	Compliance
Resource implications:	No If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: Organisational: Policies review and development required to ensure compliance with legislation and awarding body regulations.
Equality and Diversity implications:	Yes If yes, please specify: Policy EIA included
Consultation: [staff, students, UHI & Partners, External] and provide detail	PPRP – May 2025 EMT Email Approval – 5 th September 2025 (Approval Pending) EMT Committee – 9 th September 2025 (noting)

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

UHI | INVERNESS

Preventing and Responding to Gender Based Violence (GBV) Policy
REF: PL/CS/2024/002

Lead Officer	Vice Principal Curriculum, Student Experience & Quality
Review Officer	Wellbeing & Learning Support Manager Access and Progression Manager
Date first approved by BoM	27/06/23
First Review Date	19/12/2023
Date review approved by BoM	08/07/24
Next Review Date	July 2025
Equality impact assessment	Yes

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Policy Summary

Overview	The policy highlights UHI Inverness' approach to Gender Based Violence (GBV), including the expectations and responsibilities of staff. This is set within the context of the broader framework of policies and related procedures.
Purpose	The policy seeks to highlight and promote a culture across the institution where GBV is not accepted or facilitated by staff or students. Where a student is subject to GBV (past, present, or potential), the policy seeks to ensure appropriate support is provided and UHI Inverness meets its duty of care.
Scope	This policy aims to serve all enrolled students of UHI Inverness and is not limited to term-time or on-campus activity. We recognise that every member of staff at UHI Inverness has a role to play in preventing GBV. Any incidents related to staff are not within the scope of this policy and will be dealt with using the appropriate HR policies and/or the Safeguarding policy.
Consultation	This policy has been developed by the UHI Inverness GBV Working Group which has membership from across UHI Inverness and HISA Inverness. UHI Inverness has also benefitted from the ongoing GBV work being achieved at partnership level and acknowledges the input of the UHI Student Support Officer for GBV. Input has also been sought from partner agencies of the Highland Violence Against Women Partnership.
Implementation and Monitoring	The Wellbeing and Learning Support Manager and the Access and Progression Manager <u>are is</u> responsible for implementing this policy. The Quality Manager is responsible for the ongoing monitoring of this policy.
Risk Implications	This policy will reduce risk for UHI Inverness by ensuring that best practice is being shared and followed to educate, protect, and support students effectively.

Link with Strategy	This policy supports UHI Inverness’ commitment to provide a safe and supportive learning and working environment for all, aligned with the Strategic Theme of ‘Student Experience’.
Impact Assessment	Equality Impact Assessment: Completed March 2023. No action required.
	Privacy Impact Assessment: n/a

1. Policy Statement

1.1 UHI Inverness recognises the severity of risk and harm that Gender Based Violence (GBV) presents and has a duty of care to protect and respond to students who: have past experiences of GBV; are currently experiencing GBV; and/or are at risk of potential GBV. UHI Inverness affirms its stance that GBV is unacceptable, and victim/survivors are not to blame by raising awareness of GBV to ultimately prevent or reduce harm.

1.2 GBV is not uncommon. Tens of thousands of incidences of domestic abuse¹ and sexual crimes² are recorded annually by Police Scotland, with women aged between 16-24 years experiencing the highest level of domestic abuse⁵. This is significant given the demographic profile of student populations. 1 in 7 female students in the UK experience serious physical or sexual assault, and 68% experienced sexual harassment during their studies³ [statistics correct in 2023]. This policy seeks to ensure that UHI Inverness is familiar with the prevalence and scale of GBV, and that our approaches and responses reflect this.

1.3 UHI Inverness is an Emily Test Charter Organisation. [About the GBV Charter | Emily Test](#)
UHI Inverness is informed by the five principles of the Emily Test Charter which are:

- [Open and Learning](#)
- [Educated and Empowered](#)
- [Comprehensive and Connected](#)
- [Equal and Inclusive](#)
- [Safe and Effective](#)

UHI Inverness’ approach aligns with the themes set out in the Scottish Government’s Equally Safe Strategy⁴ and the Equally Safe in Higher Education (ESHE) Toolkit², most notably:

- An ecological framework

¹ Scottish Government (2024). Domestic abuse: statistics recorded by the Police in Scotland 2023/24. <https://www.gov.scot/news/domestic-abuse-recorded-by-the-police-in-scotland-2023-24/> Available here.

² Scottish Government (2024). Recorded crime in Scotland 2023/24. <https://www.gov.scot/publications/recorded-crime-scotland-2023-24/available-here>.

³ NUS (2011). Hidden Marks. [Available here](#).

⁴ Scottish Government (2023). <https://www.gov.scot/publications/equally-safe-scotlands-strategy-preventing-eradicating-violence-against-women-girls/> Equally Safe: Scotland’s Strategy for preventing and eradicating violence against women and girls.

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- A gendered analysis
- An understanding of intersectionality

1.4 UHI Inverness recognises that its responsibilities in relation to Gender Based Violence (GBV) are closely linked with its duty to eliminate discrimination and harassment, and advance gender equality in line with the Equality Act 2010. For that reason, this policy should be viewed across all GBV contexts. We commit to demonstrating UHI Inverness' core value of openness in our GBV approach, including by adopting an "It Happens Here" stance and communicating anonymous statistics where appropriate; and by reflecting on and sharing learning from incidents.

2. Definitions

2.1 **Gender Based Violence (GBV):** an umbrella term that reflects forms of violence predominantly carried out by men against women and girls, although men and all/no genders can also be victim/survivors of GBV- which *can* include, but is not limited to, and is not always indicated by; physical, sexual, and psychological violence occurring within the family and/or intimate partner relationships (including domestic abuse and coercive control), sexual harassment, stalking, unauthorised audio or video recording of staff or students without their knowledge and/or consent, nonconsensual intimate image sharing ~~abuse~~, drink spiking, rape and sexual assault, commercial sexual exploitation, sex trafficking, child sexual abuse including child sexual exploitation, and so called 'honour based' violence including female genital mutilation (FGM) and forced marriage.

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2.2 **Duty of Care:** Our responsibility ~~to~~ is to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship and the law.

2.3 **Disclosing:** When a person or persons claim to have experienced or witnessed GBV whether historical, current, or suspected, and tells a member of UHI Inverness staff, or a third party about this, whether via online tools, in-person, by email, during an appointment, phone call, or by other means. Different from 'Reporting'.

2.4 **Reporting:** When a person or persons chooses to use formal channels for the purposes of an investigation process by either UHI Inverness or the police, usually to pursue action against the alleged party. The UHI Inverness Student Disciplinary Procedure can be accessed on this page of our website: About us - Publications. Add link about us webpage to student disciplinary policy

2.5 **Confidentiality:** Confidentiality relates to a set of controls on the use and disclosure of information. These controls are not absolute. Information that is 'confidential' should always be handled with care and attention, noting the limits of the confidentiality and any conditions on the use or sharing of that information. To keep 'confidential' means an institution will not share any data or information provided by students unless in exceptional circumstances. There are some cases UHI Inverness cannot guarantee confidentiality (see Safeguarding Procedure, Section 4 – available here About us - Publications). UHI Inverness will always try to treat information provided discretely and with

~~sensitive respect. We are committed to keeping information confidential as far as possible. As such, information will usually only be shared with relevant individuals/entities, internal or external, with the explicit agreement of the person(s) seeking support. UHI Inverness may be under obligation to share information without this agreement in exceptional circumstances to protect somebody from serious harm and/or to maintain safeguarding duties.~~

2.6 Ecological Framework: A model of acknowledging a range of risk factors that perpetuate and facilitate GBV from the individual to the cultural and political. Using this framework shows an understanding that GBV is not just caused by personal qualities but by social and cultural norms and the wider global context. This highlights that preventative activities can span across the framework and tackles risk factors at various levels.

2.7 Gendered Analysis: This analysis recognises that gender inequality is both a cause and consequence of GBV. Rather than excluding men from support, it acknowledges that gender inequality, 'traditional roles', and stereotypes can negatively impact people of all genders and that those identifying as women disproportionately experience abuse related to this. GBV can involve people punishing others when they don't behave in ways that are expected of their gender, meaning the Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, + Community (LGBTQIA+) community are also at risk of GBV.

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2.8 Intersectionality: "The concept of intersectionality identifies additional factors which interact with gender along other axis of power and discrimination to exacerbate the risk of experiencing GBV: including race, gender identity, sexual orientation, disability, age, poverty and areas of cultural diversity including religion, belief or ethnicity"⁵. For example, LGBTQIA+ and Black, Asian and Minority Ethnic (BAME) students can face additional barriers in accessing support and safety following GBV due to racism and unconscious bias, language barriers, and/or immigration status.

2.9 Victim/Survivor: Refers to the student(s), named or otherwise, who claim, or it is claimed have been subject to GBV past or present, regardless of ~~if whether~~ a report has been made or investigation carried out. Note that not all victim/survivors will disclose or report to UHI Inverness and may remain unknown.

2.10 Third Party: refers to a disclosure and/or report received by UHI Inverness and made by someone other than the victim/survivor or UHI staff member/contractor e.g., a fellow UHI Inverness student.

2.11 Alleged party: refers to the person/people, named or otherwise, whom a victim/survivor, or third party, claims has instigated, carried out, or in some instances facilitated, an act of GBV. This may be a fellow student, staff member, or external person(s).

2.12 Precautionary Action: In the event of an allegation of GBV misconduct, or if we become aware of information as part of our Student Criminal Offence Data policy ([available on here About us - Publications](#)), a student may be ~~temporarily suspended-excluded~~ from UHI Inverness until more information is known and or if there is risk of harm to themselves, other students or staff. Precautionary action is not a punishment but is intended to protect the interests of all parties. To maintain the safety of the victim/survivor, and the validity of any investigation, UHI Inverness must take steps to limit potential

contact between alleged party and victim/survivor, including online, on campus, and [liaises with UHI Halls of Residence Team in UHI residences](#). During this time, the alleged party will be able to continue to study remotely, [if possible where it is possible to do so and](#), will continue to receive student support funds, and continue to access support services.

3. Our Responsibilities

3.1 Staff GBV Awareness

This policy seeks to improve the knowledge and confidence of all staff. We are committed to providing our staff with mandatory training to support awareness of our GBV approach and to be able to support, signpost or refer students appropriately. We acknowledge the variety of roles, remits, and expertise of our staff across the entire institution, and as such training and learning opportunities are tailored. It is key that all staff and our Board of Management are aware of; what GBV is, UHI Inverness's GBV approach and how and when to signpost or refer students.

3.2 Student Awareness

UHI Inverness has a responsibility to ensure all students are aware of their own responsibilities in relation to adhering to the Student Code of Conduct, which specifies behaviours of Gender Based Violence that are unacceptable. Students may have additional responsibilities in relation to their behaviour [if Fitness to Practice guidelines or Student Criminal Offence Data Policy applies](#). Students are given the opportunity to engage with the online Gender Based Violence Student Training Module, as well as internal targeted activities.

3.3 GBV Prevention through Awareness

This policy highlights our prevention responsibilities. Our GBV prevention goal is to raise awareness of GBV amongst staff, students, and our communities, to ultimately prevent behaviours that perpetuate GBV. Our approach to prevention is guided by the ecological framework and relies on partnership working and promotion of appropriate and impactful internal and external campaigns. Whilst we may share prevention or safety 'advice', we acknowledge that responsibility for GBV lies with those who perpetrate it and not with victims/survivors or bystanders. This policy along with relevant signposting will be highlighted on the student and staff facing webpages.

All staff can engage in opportunities that raise awareness of the policy, our approach, and of GBV in general. These may be arranged internally or externally, and Student Support Managers or deputised staff, may participate in Violence Against Women Partnerships to discover local opportunities for such. Local Communications Teams will be instrumental in ensuring messaging aligns with the approaches laid out in this [policy, and policy and](#) reaches students appropriately e.g. social media.

3.4 GBV and the Curriculum

UHI Inverness endeavours to promote awareness of GBV, and [the values of equality and diversity](#), across our curriculum. Furthermore, where students participate in courses linked with potential front-line responses to GBV (such as Education, Health and Social Care, and Criminal Justice), we will endeavour to embed the themes and principles relating to GBV.

3.5 GBV Disclosures

This policy recognises that incidents of GBV are grossly underreported⁵. We therefore actively encourage disclosures by increasing awareness, availability, and accessibility of GBV disclosure and reporting routes. GBV disclosures/reports can be submitted online in writing (anonymously if preferred) directly to our Wellbeing Team, via our accessible website reporting tool. Disclosures can also be shared verbally with any member of staff, who will liaise confidentially with our Wellbeing Team and/or Safeguarding Team for further guidance and/or their involvement, if required, as per the UHI Inverness GBV Disclosure process e-Procedure. UHI Inverness respects that students may ask to speak to a specific member of staff (or staff of a particular gender, race, religion or sexuality, for example): staff will be happy to try and locate another staff member of a student's choosing and accommodate this request wherever possible.

Furthermore, to remove any potential deterrent to GBV reporting:

~~In situations where students disclose or report any form of GBV, third parties and victim/survivors will not face disciplinary action for breaches of the Student Code of Conduct concurrent to the GBV incident(s), e.g., drug consumption, underage consumption of alcohol, academic misconduct, breaches of any pandemic (lockdown) restrictions etc.~~

~~In situations where a student reports an incident of gender-based violence (GBV), the College must give primary consideration to the report of GBV. Any additional factors which may be considered a breach of the Code of Conduct, for example a student's use of substances should only be considered in relation to their direct relevance to professional standards, such as fitness to practise. These factors must not detract from or diminish the seriousness of the GBV report and must be assessed in a sensitive and trauma-informed manner~~

- ~~There may be occasions if an apprentice discloses an incident of gender-based violence (GBV) while under the influence of drugs/alcohol, their employer must be informed of either or both the GBV disclosure if appropriate to do so, and their substance use. This is necessary to ensure the safety and well-being of all employees, as workplace policies require appropriate risk assessments and interventions. The disclosure will be handled with sensitivity, following safeguarding protocols and legal obligations to protect both the individual and their colleagues.~~

- In their reporting-on/recording of a disclosure, staff will be mindful of not sharing person identifiable information on protected characteristics without consent (outing). Outing broadly means disclosing the sensitive status of someone that could have the effect of threat, compromise, or penalisation for them, e.g., revealing someone's LGBTQIA+ status or pregnancy status.

In responding to a disclosure/report, staff will follow the UHI Inverness GBV Disclosure process e-Procedure. The

⁵ Rape Crisis Scotland (2020). Annual Report 2022 – 23 19-2020. Available here-
<https://www.rapecrisisscotland.org.uk/resources/RCS-Annual-report-22-23-final-RGB-web.pdf>

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Wellbeing and Learning Support Team and the Student Support Team will maintain advanced skills in GBV disclosure handling and reporting. Regardless of route, GBV disclosures/reports will instigate a response to the reporting party, and/or an initial action, within 1 working day.

3.6 GBV Support & Intervention

We recognise that all types of GBV can cause harm and trauma. UHI Inverness has a duty of care to protect the health, safety, and welfare of its students. Student victim/survivors should not find that their studies end, and chances of success decline, because trauma-informed support was not offered or available. UHI Inverness strive to provide an equity of high-level intervention support to all victim/survivors, regardless of individual personal circumstances and employment/lifestyle choices. Our services are available to ~~all undergraduate and postgraduate~~ students of any background, protected characteristics, or stage/mode of study. Service provision will depend on individual needs and circumstances, including location of study.

4. Exceptions

This policy applies without exceptions, exclusions, or restrictions to all enrolled students.

5. Notification

5.1 All staff members will be notified of this policy and any changes to it and any related guidance through the normal channels.

6. Roles and Responsibilities

6.1 Learning, Teaching and Research committee is responsible for approving the policy and ensuring that it is followed. This committee are also responsible for ensuring the strategic effectiveness of the policy.

6.2 The Executive Management Team are responsible for operational compliance with and effectiveness of the policy, by ensuring that staff operate in an environment where they can fulfil their responsibilities in relation to the policy.

6.3 The ~~Access and Progression Manager~~ Wellbeing and Learning Support Manager is responsible for collecting anonymised data regarding GBV within their partner – e.g., type of incidents, number of disclosures made and number of and outcomes of disciplinary cases involving GBV. They will be asked to share this anonymous data as part of UHI Inverness's annual Safeguarding report to the Learning, Teaching and Research committee.

6.4 Line managers should also ensure that staff can access the policy and are supported to implement it in practice. ~~To~~ To do this, line managers should also ensure their staff can access appropriate emotional and development support given the sensitive nature of GBV.

7. Knowledge & Training Responsibilities

7.1 All staff are responsible for familiarising themselves with the policy and any associated guidance.

7.2 All staff must undertake the GBV E-Learning Module available on Brightspace every 2 years as part of mandatory LIST training.

~~7.2.3~~ [The Wellbeing Team offer specific LISTEN training to staff regarding handling disclosures and risk management.](#)

~~7.3.4~~ The GBV Working Group, with support from the Professional Development team, are responsible for arranging GBV training from external agencies for staff as appropriate to their role.

8. Legislative Framework

- [Adults with Incapacity \(Scotland\) Act 2005](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [Children and Young Person \(Scotland\) Act 2014](#)
- [Data Protection Act 2018](#)
- [Domestic Abuse \(Scotland\) Act 2018](#)
- [Equalities Act 2010](#)
- [Forced Marriage etc. \(Protection and Jurisdiction\) \(Scotland\) Act 2011](#)
- [General Data Protection Regulation \(GDPR\) 2018](#)
- [Human Trafficking & Exploitation \(Scotland\) Act 2015](#)
- [Mental Health \(Care and Treatment\) \(Scotland\) Act \(2003\)](#)
- [Mental Health \(Scotland\) Act 2015](#)
- [Police and Fire Reform \(Scotland\) Act 2012](#)
- [Protection of Children \(Scotland\) Act 2003](#)
- [Protection of Children and Prevention of Sexual Offences \(Scotland\) Act 2005](#)
- [Protection of Vulnerable Groups \(Scotland\) Act 2007](#)
- [Sexual Offences \(Scotland\) Act 2009](#)
- [Victims and Witnesses \(Scotland\) Act 2014](#)

9. Related Policies, Procedures, Guidelines and Other Resources

- UHI Complaints Handling Procedures
- ~~UHI Concerned Parent Protocol~~
- ~~UHI Tertiary Support to Study Procedure~~ ~~Fitness to Practise Guidelines (course specific)~~
- ~~UHI Fitness to Practise Guidelines~~

-
- UHI Mental Health Strategy
 - UHI Placement and Externally Supported Learning Policy
 - UHI Policy on Protecting Vulnerable Groups (PVG) Scheme membership for students
 - UHI Safeguarding Policy
 - UHI Safeguarding Procedure
 - UHI Staff Guidance for Responding to Student Disclosures of GBV
 - UHI Student Code of Conduct
 - UHI Student Conduct Policy
 - UHI Student Criminal Offence Data Policy
 - UHI Student Disciplinary Procedure
 - UHI Student Mental Health and Counselling Policy
 - UHI Suicide Intervention and Risk Management Policy and Guidance
 - [Equally Safe: Scotland's Strategy to Eradicate Violence Against Women](#)
 - [Equally Safe in Higher Education Toolkit: Guidance and Checklist for Implementing a Strategic Approach to Gender-based Violence Prevention in Scottish Higher Education Institutions.](#)
 - [LGBT+ People and Sexual Violence](#)
 - [Respect UK Toolkit for Work with Male Victims of Domestic Abuse](#)
 - [SafeLives DASH Risk Checklist](#)
 - [UHI Gender Based & Sexual Violence Webpages](#) ~~--UHI Inverness Staff Code of Conduct?~~
 - UHI Student Survivor Tool Procedures

10. Version Control and Change History

Version	Date	Endorsed by	Amendment(s)	Author
0	December 2023	Partnership Council	New Single Policy	Learner Support Policy Ownership Group
1	July 2024	Partnership Council	PG2 Section 10 Version Control and Change History added into contents. PG11 Section 10, Version Control and Change History added	Learner Support Policy Ownership Group
2	March 2025		PG4 Section 1.3 The GBV charter Emily Test principles added. PG9 Section 7.3 Listen training added. PG10 Section 9 added further resources	

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Policy/Procedure/Strategy: GBV Policy

Review Due: July 2028

Date of Assessment: 24/07/2025

Author/Owner: Kelly Blackmore

Department/Section: Wellbeing and Learning Support

Signature: 

Date: 24/07/2025

Step 1

Aim of proposed activity/decision/new or revised policy or procedure:

Revised; The policy seeks to highlight and promote a culture across UHI Inverness where GBV behaviours, at any level, are recognised and responded to. Where a student is subject to GBV (past, present, or potential), the policy seeks to ensure they are supported appropriately and that, at a minimum, UHI Inverness meets its duty of care.

- ☐ New
- ☒ Revised
- ☐ Existing

Who will be affected?	Who will be consulted?	Evidence available:
Students	UHI Inverness GBV Working Group UHI Student Support Officer (GBV) and network colleagues in UHI GBV Policy group Equality, Diversity, and Inclusion Committee Violence Against Women Partnership Emily Test	Minutes of EDI Committee PPRP minutes Emily Test

Step 2

Potential Positive/Negative/Neutral Impact Identified. P, N, N/I	Age	Disability	Gender Reassignment	Marriage/Civil Partnership	Pregnancy and Maternity	Race	Religion or Belief	Sex	Sexual Orientation
Eliminating Discrimination	N/I	N/I	N/I	N/I	N/I	N/I	N/I	N/I	N/I
Advancing Equality of Opportunity	N/I	N/I	N/I	N/I	N/I	N/I	N/I	N/I	N/I
Promoting Good Relations.	N/I	N/I	N/I	N/I	N/I	N/I	N/I	N/I	N/I

Step 3

Sustainability	N/I			
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Step 4

No Action to be taken

Summary of EIA Outcome – please tick

- ☒ No further action to be carried out
Amendments or changes to be made
- ☐ Proceed with awareness of adverse impact
- ☐ Abandon process – Stop and Rethink

Please forward completed EIA forms to the
Quality Unit

Learning, Teaching and Research Committee

Subject/Title:	Working in Partnership Summary Report
Author: [Name and Job title]	Liz Cook, Quality Manager Sophie MacGreogor and Chloe Young, HISA
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	September 2025
Date Paper prepared:	01/09/2025
Brief Summary of the paper:	The paper provides a summary of the activity for student engagement YTD for the current academic year.
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	This paper assists with the Student Engagement Strategy.
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	None required

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

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

Working in Partnership 2025-26

The Team

Staffing changes have resulted in a new team for 2025 – 26:

- Chloe Young – HISA Inverness President
- HISA Inverness Depute President – currently vacant: elections and candidate to be in post by 25th September 2025.
- Emily Gallagher - Campus Co-ordinator, UHI Inverness
- Sarah Caddick – Quality Officer, UHI Inverness

Partnership Themes

A review of evidence from student surveys, SVR Committees feedback, course committee meetings and student focus groups took place in August. This review resulted in three Enhancement Themes being chosen for 2025 – 26:

- Student Voice in Partnership
- Learning and Teaching
- Organisation and Management

Progress is tracked through our Achieved Together Tracker and Plan, which details the expected impact, timelines, and how outcomes will be communicated to the student body once completed. Regular monthly meetings will support this process, providing a valuable space to review actions, maintain momentum, and ensure the partnership remains relevant, collaborative, and effective. The first meeting is scheduled for the beginning of September.

Student Work Experience programme (SWEP)

In 2024–25, 29 students enrolled, with 15 completing the programme. With clear evidence of the benefits for both students and staff leads, promotional efforts are being increased for 2025–26, with the aim of further growing participation. Following collaboration with HISA, participating students, and staff leads, the programme has been rebranded as the Student Work Experience Programme (SWEP), ensuring the new name and format are clear, inclusive, and accessible to all involved.

SWEP offers students practical experience, meta-skills development, and genuine partnership working with staff. Students can take part in a variety of campus-based roles, collaborating with staff leads on real projects. Whether supporting events,

promoting wellbeing, assisting in the library, or contributing to sector-wide quality initiatives, students gain valuable experience while actively shaping the student experience.

Key benefits to students taking part are:

- Hands-on experience across a range of roles on campus.
- Flexible commitment that fits around academic schedules.
- Development of meta-skills such as communication, adaptability, creativity, and leadership.
- Recognition through a certificate and formal record of work experience.
- True partnership with staff, contributing to meaningful change.

SWEP remains open to all current students and offers a valuable opportunity to enhance CVs, develop confidence, and gain practical experience in the supportive and collaborative environment of UHI Inverness.

HISA Update

Summer Residential Training

With Chloe and other officers starting in their new roles, we had the fantastic opportunity to gather them all at UHI Perth over the Summer Holidays to deliver training and prepare them for their roles – ensuring that they are not only equipped with the knowledge to do the role but have the confidence in their roles to help students to the best of their ability.

Welcome week

Freshers has been rebranded as Welcome Week, with events taking place on the main campus and at the Scottish School of Forestry across the week of 8th September. There will be 2 days at the main campus (9th & 10th) with Forestry having their event on the 11th – all between the hours of 10-2.

By-elections

We will be running a By-Election to find a Depute President to work alongside Chloe and complete the HISA Inverness team. You can find all details on [this page](#) however, there is a breakdown of the dates below:

- Nominations Open Noon (12:00) Monday 8th September 2025

- Nominations Close Noon (12:00) Thursday 18th September 2025
- Manifesto Deadline Noon (12:00) Monday 22nd September 2025
- Voting Opens 10am Tuesday 23rd September 2025
- Voting Closes Noon (12:00) Thursday 25th September 2025

We will of course, announce the results with everyone once we have someone in place.

Student Voice Representative training

Over the upcoming academic year, we aim to redesign the regional Student Voice Representative training to create a more inclusive and accessible experience for both in-person and online learners. In addition, we will continue to offer the self-led training format, which has proven highly successful over the past few years.

There is a proposal where, if approved, will involve students and staff from all UHI APs to get feedback and opinions on the training through surveys, working groups etc to create the most effective training available for student reps – more to come on this though!

We are looking at recruiting student voice reps before the October holidays with training beginning after this academic break.

The Larder

HISA Inverness will be taking over the management of the Larder, a resource that provides free food to students in need. Throughout the academic year, we will monitor usage patterns and gather student feedback via an MS Form to better understand demand. This will enable us to tailor the Larder's offerings to reflect the most frequently accessed items and the preferences expressed by students.

Support for the HISA Inverness team

We will also be supporting Chloe Young in delivering her manifesto commitments aimed at enhancing the student experience at UHI Inverness. Additionally, a by-election will be held during Welcome Week, through which we aim to elect a Depute President to complete the HISA Inverness team.

Subject/Title:	KPI Report
Meeting and date:	LTR Committee, 9 Sep 25
Author:	Martin Whyte
Decision, Discussion or Noting:	Noting / Discussion
Link to Strategic Plan:	Links to all strategic objectives
Cost implications:	Yes / No <i>(delete as applicable)</i> If yes, please specify:
Risk assessment:	Yes / No <i>(delete as applicable)</i> If yes, please specify: Financial: Operational: Organisational:

Recommendation(s)

Note year end July 25 performance against the defined measures.

Note Targets for 2025-26 performance measures.

Main body of information

The KPI matrix for period 12, July 25 accompanies the paper and presents performance for each measure against its respective target.

In addition, the KPI Matrix summary for 2025-26 is presented detailing the targets set for each measure in 2025-26.

Year End Summary

Twenty-four measures met or exceeded target / satisfactory (Green).

Nine measures finished within 5% of target / marginal. (Amber)

Thirteen measures did not meet target / unsatisfactory. (Red).

Six finance measures are to be captured when the first draft of the year end accounts is compiled later in September.

Comment on Performance – 2024-25

Core FE/HE Outputs

HE Active Applications (next AY). Serial 1. 101.3%. GREEN.

Active applications exceeded target by 18 (1,418 / 1,400). The number of applications is 85 greater than 2023-24, which is a positive sign. Discussions have taken place to revise this measure from 'Active' applications as the number can be skewed by Oral Health applications, in particular. The effect will be monitored again this year and a change made to the approach next year, if applicable.

FE Active Applications (next AY). Serial 2. 95.4%. AMBER.

2,194 applications received against plan 2,300. The number of applications is 87 fewer than last year (23-24) which is disappointing but not overly concerning. Applications continue beyond the end of the reporting period and, based on past experience, we comfortably exceed our FE Credit delivery. Total applications does, however, provide data regarding unmet demand.

FE Credits. Serial 3. 102.4%. GREEN.

Exceeded SFC Credit threshold, delivering 27,085 FE Credits against a target of 26,442. FE Credits are 542 greater than last year (26,543). We will continue to monitor to ensure that excess FE Credits are delivered within existing provision (more Credits per course) and not via additional delivery.

Apprenticeship Starts. Serial 4. 109.4%. GREEN.

New apprentice starts were 409 for the academic year, against target 374 and is much greater than 2023-24 (276). Some of the growth is due to timing of the new SDS contract which begins in April/May and how promptly colleagues get apprentices recruited and enrolled. The measure will be adapted in 2025-26 to allow closer comparison with the SDS contract period and target.

Apprentices in Learning. Serial 5. 104.4%. GREEN.

Average apprentices in learning of 705 against target of 675. Another strong performance and an average 41 greater than the previous year. The number of apprentices 'on the books' is also reflected in Apprenticeship Income.

Apprenticeship Income. Serial 6. 111.1%. GREEN.

Total MA income, excluding travel and accommodation, £1,398,960 against target £1,259,400. Tremendous result and £176,000 greater than the previous year. Strong performance in apprenticeship income.

Commercial Short Course Income. Serial 8. 72.5%. RED.

Commercial income fell short of expectations with £72,508 against £100,000 plan. Access to qualified academic staff with capacity had a bearing during the first semester, although activity picked up in semester 2. It should be noted that commercial income of £40,000 was received through Other Local Authority Grants for Net Zero related training funded by UKSPF grant. We expect income to increase in 2025-26 and work has been done to confirm course dates to enable early promotion.

HE Enrolments. Serial 9. 109.2%. GREEN.

Total HE student enrolments finished the year at 2,074 against 1,900 planned, which is 170 greater than last year (1,904). The increase in number is pleasing although the outturn in FTE indicates that a greater proportion are part-time than hoped.

HE FTE (APC figure). Serial 11. 100.0%. GREEN.

1,313 FTE matched the plan. This is a pleasing result, although the budgeted HE FTE is higher. Our grant funded HE FTE increased by 53 from the previous year which equates to approximately £300,000 additional HE income. A great deal of focus has been placed on HE recruitment with colleagues very active promoting our courses for 2025-26 recruitment.

Research – Income less Expenditure. Serial 12. 134.6%. RED.

Forecast Research outturn is a deficit of £280,400 before adjusting for accruals, which are hoped to reduce the deficit closer to £200,000. The projected deficit is disappointing and greater than had been budgeted. Outturn is likely to be poorer than last year. The deficit is the result of income being approximately £300,000 below plan and staff costs almost £45,000 greater than plan. Non-staff costs are £115,000 less than planned.

GA Programmes – New Enrolments. Serial 13. 156.6%. GREEN.

GA recruitment in 2024-25 was very strong, 191 against 122, exceeding target by 69. New enrolments were 99 greater than last year. 2025-26 new GA enrolment target has been set at a further stretch of 159.

Senior Phase Enrolments. Serial 14. 84.8%. RED.

Enrolments were 574 for the year against a plan of 667, 93 fewer than the previous year. The previous year, the first in which we reported senior phase enrolments, was higher than previous and may be an outlier. 2025-26 enrolment data will be closely monitored.

Satisfaction Measures**Early Satisfaction & Engagement Survey (ESES).** Serial 17. 99.7%. AMBER.

Target of 96% was narrowly missed with 95.7% being the result. This is still an excellent score for ESES. Survey feedback is reviewed by departments and committees and is a core element of our quality enhancement activity.

National Student Survey (NSS). Serial 19. 104.8%. GREEN.

Another excellent survey result, achieving a score of 87% against target of 83% and benchmark of 78.1%. The NSS is conducted with final year HE students.

Student Satisfaction & Engagement Survey (SSES). Serial 20. 100.7%. GREEN.

SSES result for AY 24/25 is 94.7% satisfaction against our target of 94%. The national benchmark 89.7%. Excellent satisfaction and engagement results.

Post Graduate Taught Experience Survey (PTES). Serial 22. 91.7%. RED.

The result was 88% satisfaction against our target of 96%. The results are not disaggregated to partner level and represent the UHI result. Although below our target, the result does place UHI PTES in the top 4 in the country.

ESES % Response Rate. Serial 23. 101.7%. GREEN.

Our ESES response rate was 61% against 60% plan. The performance is very good and reflects the effort that quality and curriculum teams put into encouraging student participation in the survey to provide valuable feedback.

SSSES % Response Rate. Serial 24. 96.7%. AMBER.

Actual survey response rate was 53.2% of students against target 55%. The national benchmark is 50%. Increased 'campaign' activity is planned for 25/26 survey and we intend to extend the duration of the survey to support completion by work-based students.

Retention, Success and Progression

College Retention Overall for FE. Serial 25. 98.9%. AMBER.

91% FE retention has been achieved in 24/25, slightly below our target of 92%. This is 1% improvement on 23/24 performance.

College Retention Overall for HE. Serial 26. 101.8%. GREEN.

93% HE retention against plan of 91%. 3% increased retention compared to 23/24 performance. The focus on retention activity across various teams and departments has paid dividends this year.

FE FT Successful Outcomes. Serial 27. 103.7%. GREEN.

78% success rate for full time FE students against 75% target. This is an 8% increase on the previous year which is an excellent result and compares favourably across the sector. Diligent focus and internal reporting on student success has contributed to improvement.

FE PT Successful Outcomes. Serial 28. 99.4%. AMBER.

87.5% successful outcomes against 88% target. Marginally below our target although over 2% higher than 23/24 performance.

Partial Success FE. Serial 29. 136%. GREEN.

Partial success of 7% is an improvement on the previous year (4%). This measure is important to track as it is inevitable that not all students will complete their full qualification, a 7% partial success indicates that a greater proportion of those students achieved some units towards their qualification.

HE FT Successful Outcomes. Serial 30. 110.3%. GREEN.

77% success rate against target of 70%. This is very good, although slightly below last year's performance of 80%. There are a small number of resits to be processed but the increase on successful completion will not be material.

HE PT Successful Outcomes. Serial 31. 66.6%. RED.

Current performance is 66.6% against 75% target. 51 resit results are still to be processed which may have a material impact on the final percentage reported. Final data will be captured in MIS Manager report at future committees and revised in the KPI once known.

Modern Apprenticeship Successful Outcomes (contract year). Serial 32. 84.3%. RED.

Current performance is reported as 63.2% against objective of 75%. However, it should be noted that this measure creates a lot of discussion internally and across the partnership as the method that SDS follow / permit causes artificial delays in resulting and reporting i.e. in

some programmes, students who have completed all MA activity are not permitted to complete their final skills test until last 6-months, which leads to inactivity reporting affecting outcome percentages. Also, many programmes are roll on-roll off, so resulting can fall across multiple contract years. We are considering adopting a variation to our internal reporting to more accurately reflect outcomes.

FE Progression to Further FE Study. Serial 33. 99%. AMBER.

39.6% of our 23/24 FE students progressed to further FE study; out target was 40%. This represents a 2.6% improvement of the previous year's performance. Retention and progression are important recruitment strategies.

FE Progression to HE Study. Serial 34. 84.9%. RED.

29.7% of FE students progressed to an HE programme in 24/25. The result is almost identical to the previous year. We set an internal target of 35%. As for serial 33, retaining and progressing students is an important recruitment strategy.

Mental Health Support Appointment. Serial 35. 103.5%. GREEN.

The Wellbeing team have performed incredibly well throughout the year meeting 98.4% of students in the timescale. The objective is 95%.

Learning Support Appointment. Serial 36. 105.3%. GREEN.

The team met this objective 100% of the time, outstanding. The target is 95%. The Wellbeing and Learning Support Manager has introduced a new measure for 25/26 which is to report the proportion of meetings that are actually attended by these students. This will be a helpful addition to our key metrics.

Human Resources

Sickness Levels. Serial 40. 140.8%. RED.

Annual absence rate ended at 3.63% against plan of 2.58%. This represents an increase of 0.65% on the previous year. Notably, 2.1% of absence is categorised as long-term which is 0.63% greater than the previous year. The Head of HR report will contain further detail.

% Staff Turnover. Serial 43. 78.1%. GREEN.

Annual staff turnover was 2.35% against target 3.01%. The result is almost identical to the previous year. Based on data from SFC our staff turnover is considerably lower than other colleges.

PRD Completion – full or review. Serial 44. 59.1%. RED.

PRD completions as at end of July are 44% against an objective of 75%. 50%+ of PRDs require to be completed/uploaded in Q1 25/26 to ensure that this objective is met. The 75% objective is based on that proportion being completed and uploaded by the end of July. The Head of HR report will have a current picture.

Student FTE:Academic Staff Ratio. Serial 45. 90.4%. RED.

Our ratio is 21.7 students per lecturer based on HE FTE data and FE Credit calculation using 17 credits as 'full time'. Calculating the ratio using student heads on FE courses designated as short full time, or work based etc. would increase the SSR, but the measure can be evaluated consistently using the current approach.

Lecturer Utilisation % (% of deployable hours). Serial 46. 96.1%. AMBER.

Average deployment was 76.9% against plan 80%. This is 2.9% lower than the previous year, long term staff absence was a contributing factor. Staff deployment is monitored and evaluated using a consistent approach, enabling triangulation with plans and quickly identifying gaps or unexpected data. Managers can support or challenge where necessary.

Number of workplace injuries. Serial 47. 83.33% GREEN.

Overall 115 injuries over the year, expectation being 138. HS&S Manager and colleagues have worked hard and remained focused on H&S matters in workshops and classrooms. Continual improvement in H&S culture.

Number of RIDDOR reportable accidents and illness. Serial 48.

5 RIDDOR reportable cases in the year. There is no target against this measure. This represents an increase from 3 in the previous year. HS&S Manager reports contain specific and aggregate information.

% Staff completed mandatory IHASCO (H&S) Trg. Serial 49. 104.9%. GREEN.

84% of staff have completed all mandatory H&S training against 80% plan. 5% improvement on the previous year. Positive indicator of improving H&S culture and focus.

Finance (Measures 52 – 58)

Finance measures will be populated fully when first draft of year end accounts is complete to ensure percentages and ratios are accurate.

Estates & Campus

Room Occupancy – Frequency %. Serial 59. 112.4%. GREEN.

Average occupancy was 40% across the year, with a peak of 59% in January. Occupancy is an aspect that requires evaluation of how we use the building and how we measure the data, and to investigate what efficiencies can be found. Note occupancy is 4% greater than last year.

CO2 Emissions on Utilities (gross Tonnes). Serial 60. 84.1%. GREEN.

561 tonnes against plan 667, 106 tonnes below plan and 77 tonnes lower than last year./ This is a good performance. Focus and further initiatives will be continue.

CO2 Emissions on Waste – Tonnes. Serial 61. 88.2%. GREEN.

Emissions from waste was 0.205 tonnes which is lower than the expected 0.233. This is pleasing. Work is still required to reduce the volume of waste we produce and the treatment/segregation of the waste, but this is a positive start.

Estates Reactive Task Completion Rate %. Serial 62. 99.4%. AMBER.

95.4% task completion over the year against 96% plan. The performance has been consistent and has been achieved in spite of some absence in the team.

GTfM % Reactive Task Completion Rate. Serial 63. 99.6% AMBER.

GTfM completed 94.6% of tasks against plan 95%. Estates continue to work closely with GTfM to bring task completion rates up to expectation.

Total % of Capital Expenditure Budget Committed. Serial 64. 100%. GREEN

100% of capital expenditure committed by 31st March.

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

Performance Measures

AY: 2024-2025

Performance Measures- EMT & Board of Management

Measures - Linked to Profile and Actual sheets

AY Start	01 Aug 2024
Today	01 Aug 2025
Period Month	July
No.Periods Yr	12

Key:

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

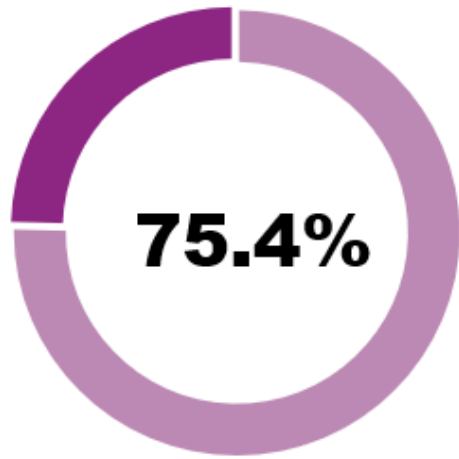
Measure		Measurement Frequency	2023/24 Actual	2024/25 Target	YTD Profile	YTD ACTUAL	YTD ACTUAL v PROFILE RAG
Serial	Measure 1: CORE FE/HE OUTPUTS						
1	HE Active applications (next AY - Measure from Dec - Jul)	Monthly	1333	1,400.0	1,400	1,418	101.3%
2	FE Active applications (next AY - Measure from Dec - Jul)	Monthly	2281	2,300.0	2,300	2,194	95.4%
3	FE Credits	Monthly	26543	26,442	26,442	27,085	102.4%
4	Apprenticeship starts	Monthly	276	374	374	409	109.4%
5	Apprentices in Learning (average in year)	Monthly	664	675	675	705	104.4%
6	Apprenticeship Income (excluding T&A)	Monthly	£1,222,884	£1,259,400	£1,259,400	£1,398,960	111.1%
8	Commercial Short Course Income	Monthly	£121,486	£100,000	£100,000	£72,508	72.5%
9	HE enrolments (head count)	Monthly	1,904	1,990	1,900	2,074	109.2%
10	HE enrolments (year one starts)	Annual	697	700	700	637	91.0%
11	HE FTE (APC figures) (from Oct)	Monthly	1,259.6	1,319.0	1,313.0	1,313.0	100.0%
12	Research - Income less expenditure	Biannual	£140,043	-£150,000	-£150,000	-£250,000	-166.7%
13	GA Programmes - New Enrolments	Monthly	92	122	122	191.0	156.6%
14	Senior Phase Enrolments	Annual	667	677	677	574.0	84.8%
MEASURE 2: SATISFACTION MEASURES							
17	Employer satisfaction survey (even years)	Biennial	80.0%				
18	Early Satisfaction & Engagement Survey (ESES)	Annual	96.0%	96%	96.0%	95.7%	99.7%
19	National Student Survey (NSS)	Annual	82.0%	83%	83.0%	87.0%	104.8%
20	Student Satisfaction & Engagement Survey (SSES)	Annual	92.0%	94%	94.0%	94.7%	100.7%
21	Post Graduate Research Experience Survey (PRES) (even years)	Biannual					
22	Post Graduate Taught Experience Survey (PTES) (previous AY)	Annual	96.0%	96%	96.0%	88.0%	91.7%
23	ESES % Response Rate	Annual	63.3%	60%	60.0%	61.0%	101.7%
24	SSES % Response Rate	Annual	57.0%	55%	55.0%	53.2%	96.7%
Measure 3: RETENTION, SUCCESS & PROGRESSION							
25	College Retention Overall for FE	Annual	90.0%	92%	92%	91%	98.9%
26	College Retention Overall for HE	Annual	90.0%	91%	91%	93%	101.8%
27	FE FT Successful Outcomes	Annual	70.0%	75%	75%	78%	103.7%
28	FE PT Successful Outcomes	Annual	86.0%	88%	88%	88%	99.4%
29	Partial Success FE	Annual	4.0%	5%	5%	7%	136.0%
30	HE FT Successful Outcomes	Annual	80.0%	70%	70%	77%	110.3%
31	HE PT Successful Outcomes	Annual	75.0%	75%	75%	67%	88.8%
32	Modern Apprenticeship successful outcomes (contract year)	Monthly	63.0%	75%	75.0%	63.2%	84.3%
33	FE progression to further FE study	Annual	37.0%	40%	40.0%	39.6%	99.0%
34	FE progression to HE - actual	Annual	30.0%	35%	35.0%	29.7%	84.9%
35	Mental Health Support appt (non-emergency) offered for within 3 - 10 working days	Monthly	99.0%	95.0%	95.0%	98%	103.5%
36	Learning Support appt offered for within 6 - 20 working days	Monthly	96.0%	95.0%	95.0%	100%	105.3%
Measure 4: HR							
40	Sickness levels	Quarterly	2.98%	2.58%	2.58%	3.63%	140.8%
41	- Short Term	Quarterly	1.51%			1.53%	
42	- Long Term	Quarterly	1.47%			2.10%	
43	% Staff turnover	Quarterly	2.38%	3.01%	3.01%	2.35%	78.1%
44	PRD completion - full or review	Quarterly	57%	75%	75%	44%	59.1%
45	Student FTE:Academic Staff Ratio	Annual	21.7	24	24.0	21.7	90.4%
46	Lecturer utilisation % (% of deployable hours)	Annual	79.8%	80.0%	80.0%	76.9%	96.1%
47	Number of workplace injuries	Monthly	138	138	138	115	83.33%
48	Number of RIDDOR reportable accidents and illness	Monthly	3			5	
49	% of staff completed mandatory IHASCO (H&S) Trg	Quarterly	79%	80%	80.0%	84.0%	104.9%
Measure 5: FINANCE							
52	Adjusted current ratio	Annual		1.25	1.3		
53	Forecast Outturn Operational Surplus/(Deficit)	Quarterly	-£309,938	-£750,000	-£750,000	-£934,472	124.6%
54	Staff costs as % of income (less NDP/capital allowances)	Annual		79.0%	79.0%		
55	Cash days in hand	Annual		59.0		59.0	
56	Income as a % of Expenditure	Annual		98.0%	98.0%		
57	Curriculum contribution (overall % - estimate)	Annual	51%	45.0%	45.0%		
58	Analysis of aged debtors > 90 days	Quarterly		50.0%	50.0%		
Measure 6: ESTATES & CAMPUS							
59	Room Occupancy - Frequency %	Monthly	36.0%	36.0%	35.8%	40.2%	112.4%
60	CO2 Emissions on Utilities (gross) Tonnes	Monthly	638	667	667	561	84.1%
61	CO2 Emissions on Waste - Tonnes	Quarterly	11.0%	0.930	0.233	0.205	88.2%
62	Estates reactive task completion rate %	Monthly	95%	96%	96%	95.4%	99.4%
63	GTFM % reactive task completion rate	Monthly	95%	95%	95%	94.6%	99.6%

Student Outcomes Forecasting

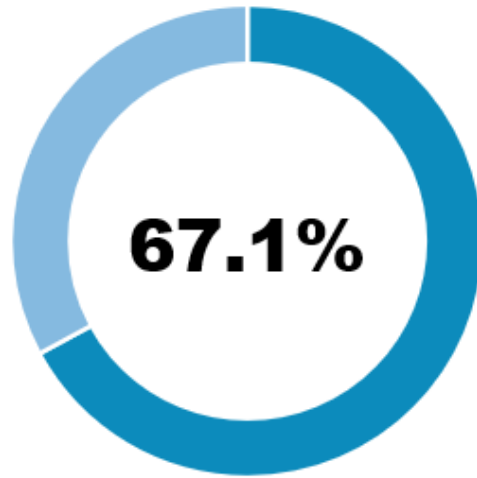
Reflecting on AY 24/25 & Target Setting for 25/26

How Good are our FT FE outcomes?

Based on the latest published sector benchmark data for AY 23/24



FT FE



Sector Benchmark



FT FE Outcomes



FT FE Retention

Our Predicted FT FE & HN Performance AY 24/25

FE Full Time



Current position 77%

FE Part Time



Current position 87.7%

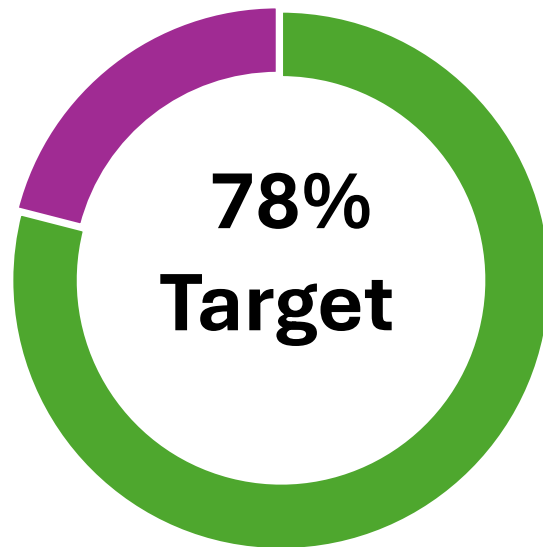
HN Full Time



Final Position 76.8%

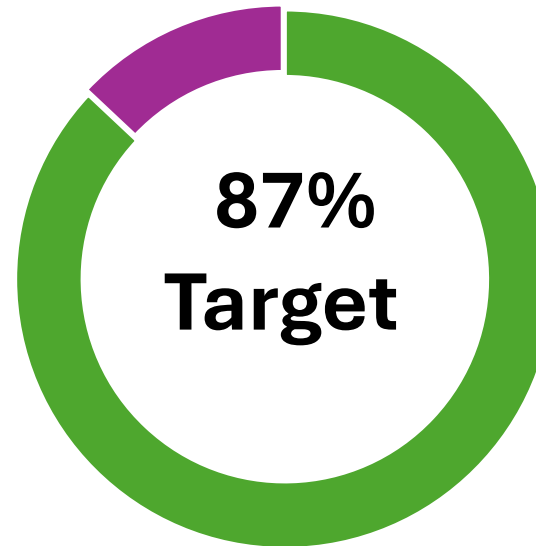
Organisational Targets for AY 25/26

FE Full Time



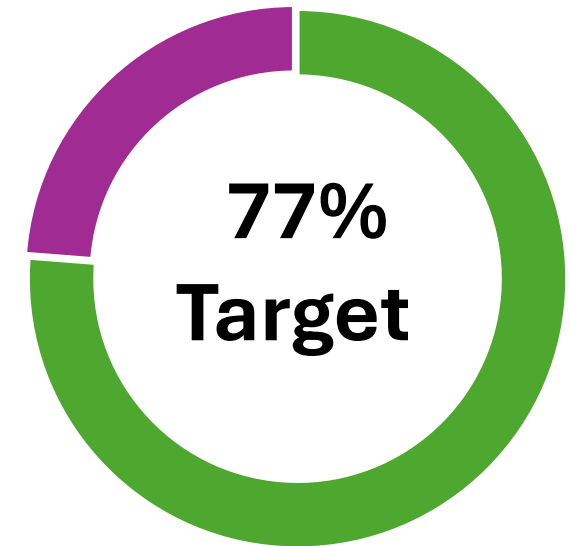
Maintain

FE Part Time



Maintain

HN Full Time



**Stretch of 10% on
the AY 24/25
target**

Quality Enhancement Planning for AY 25/26

Maintaining & Stretching

What do we need to do to **maintain** *and* **further improve**?

Learning Assistants

Attendance

Design Principles

Using Data to inform

Systems Review

Partial Success

On Trend & LTR

Retention

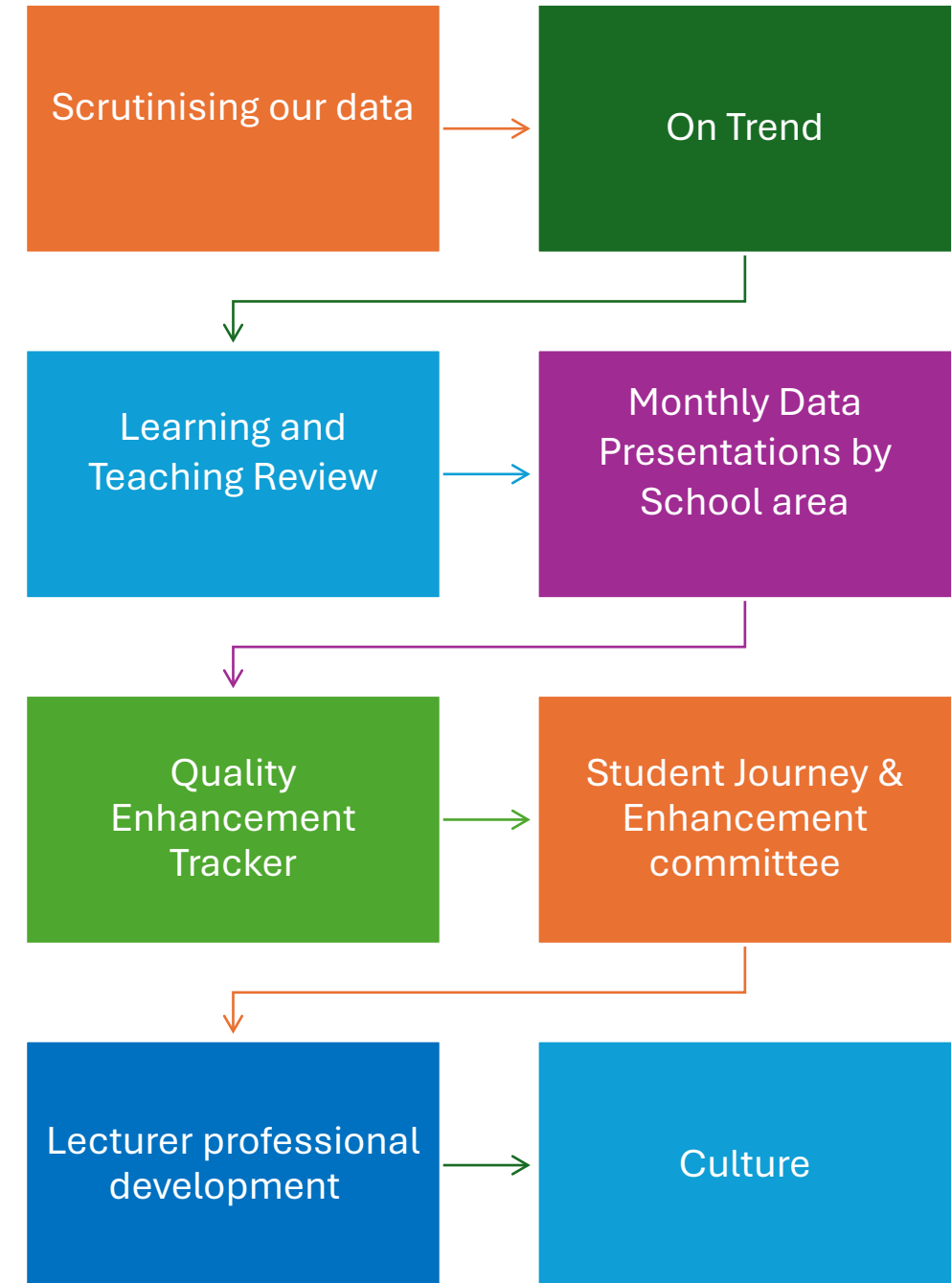
A photograph of a juggler in a red hat and colorful vest, performing a trick with several balls in the air. The background is a blurred outdoor setting with lights.

Marginal gains



Into the Weeds

Key Tools Supporting Further Enhancement of Outcomes



**What are some of
our on-going
niggles?**

**What identifiable
themes need
greater focus?**

Age: Under 19s

SARUs

Apprenticeships

Age: Under 19s in FE

Students aged under 19 enrolled on FE programmes perform less well than the 'all other FE student' group.

The gap is not so pronounced at FT FE but still significant.

In AY 22/23, there was a **10% outcomes gap** between under 19s and the 'all other student' group.

The outcomes **gap is narrowing** - AY 23/24 to 7% & AY 24/25 6.6%.

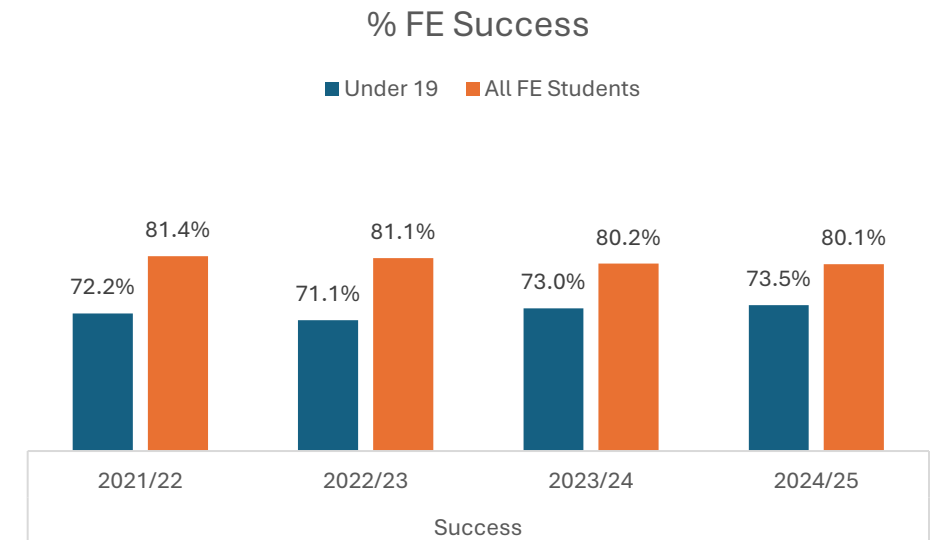
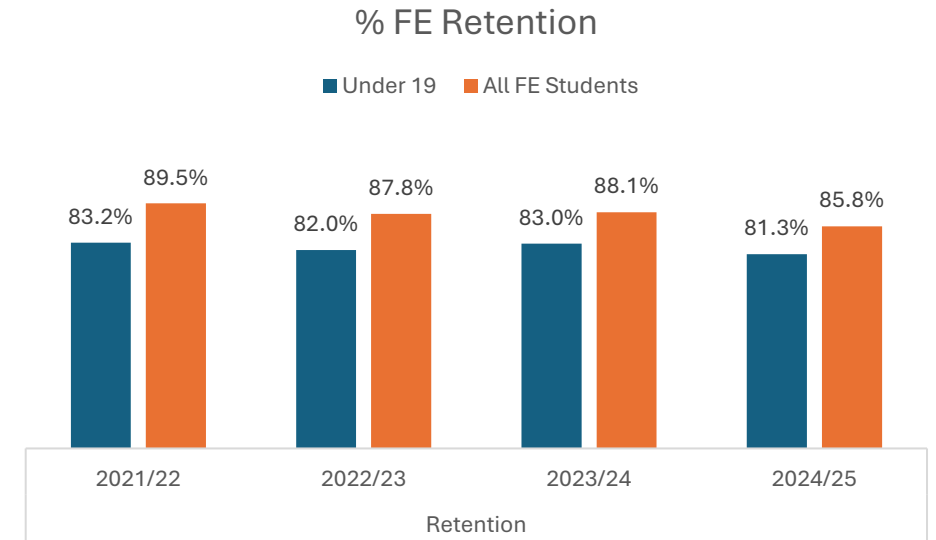
But still represents a significant under-achievement.

Clear link to our **Equalities agenda** and the new national equality outcomes.

A clear area of focus and improvement.

Under 19s

- **New flag** added to Insight monitoring & tracking tool
- **Greater scrutiny of this learner group** including PT Senior Phase learners
- Team Stand Ups
- Data Presentations and Student Journey & Enhancement Committee
- **There is a 5% difference in retention** between Under 19s and all FE students
- **There is a 6.6% difference in successful outcomes** between Under 19s and all FE students





SARU Focus

Using SARU's to enhance and maintain....

- A SARU is Student Achievement Ratio by Unit
- Focussed and detailed analysis at granular level
- The smallest element of programme delivery
- New SARU Dashboard created [DP Dashboard.xlsx](#)

**LOOK AFTER
PENNIES AND
THE POUNDS
AFTER THEM**



SARU Analysis

On Trend

7 programmes, 4 HNs & 3 FEFT

SARU data in DP Dashboard

Agenda to include SARU analysis

On-trend panel discussions on SARU

Actions for in year semester improvements

Data presentations

10 programmes, 2HNs & 8 FEFT

SARU data in DP Dashboard

DP Data type includes Saru analysis

Team Lead analysis, feedback at DP (x3)

Actions for in year semester improvements

Improved Success rates

SARU Programmes selected

- NC Health and Social care level 6– CASH
- Sport and Fitness level 5- CASH
- NC Social Science level 6- CASH
- HNC Business- B&CI
- SVQ2 Hairdressing-B&CI
- HNC Applied Science- CLSE
- NQ Computing with Esports level 5-CLSE
- CECA Scotland Academy (NPA Construction)-CE&I
- SVQ2 Fabrication and Welding- CE&I
- Foundation Apprenticeship Construction level 4- CE&I
- NC Engineering practice level 6- E&E



On Trend Evaluation 2024/25

Background

- Second year of running – focus on HNs
- Stubborn Pls or DCL nomination
- Panel comprising peers
- Opportunity for a deep dive

HNC Architectural Technology

HNC Beauty Therapy

HNC Social Services

Acting & Theatre Performance

Computing - L5 and L6

Painting and Decorating

Professional Cookery Level 4

Outcomes – quantitative

4 of the 6 programmes saw a decrease in EW

Some results still outstanding

4 of the 6 programmes saw a decrease in FW

4 of the programmes saw a decrease in PS

4 of the 6 programmes saw increase in success rates

Outcomes – qualitative

Feedback from programme teams and review teams:

- **Discussions with and learning from colleagues**
- **On Trend process gives teams headspace and structure to reflect and implement change for the chosen programme**
- **Majority involved felt process impacted positively on retention and attainment**

Programme / Area	Recommendation from panel
HNC Architectural Technology	• No further engagement with OT
HNC Beauty Therapy	• No further engagement with OT
HNC Social Services	• No further engagement with OT • Team continue to build on measures from 24/25
Acting & Theatre Performance	• No further engagement with OT
Computing - L5 and L6	• No further engagement with OT • Team continue to build on measures from 24/25
Painting and decorating	• No further engagement with OT
Professional Cookery Level 4	• No further engagement with OT

Programmes for 2025 / 26...

- Health and Social Care L6
- SVQ2 Beauty
- An Intro to Business, Admin and Accounting
- HNC / D Visual Communication
- HNC Forestry
- Engineering (Systems Pathway)



Apprenticeships

What do we need to focus on?



Assessor Professional Development

Dynamic assessment

Professional practice



Frameworks and assessments

Timing

Measurement of outcomes



Apprentice Student Journey

Ent to end review

Equity of experience & entitlement

Greater Scrutiny of our Apprenticeships through Student Journey & Enhancement Committee and Data Presentations

Next Steps

- **Institution Led Quality Review pilot:**
 - September for front facing professional service teams
 - Developing the approach for curriculum
- **Self-Evaluation Report and Action Plan:**
 - Building on last year's successful approach – evidence based and data driven
 - High level enhancement plan, with granular action plan encompassing areas highlighted above
 - Due for submission 2nd December
- **Institution Liaison** meeting with Quality Assurance Manager (Holly Thomas) March onwards

Learning, Teaching and Research Committee

Subject/Title:	STUDENT OUTCOMES FORECASTING – REFLECTING ON AY 2024/25 AND TARGETS FOR AY 2025/26
Author: [Name and Job title]	Lindsay Snodgrass - Vice Principal Curriculum, Student Experience and Quality & Quality Manager Jane Maclellan – Information Systems Manager
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	9th September 2025
Date Paper prepared:	1 st September 2025
Brief Summary of the paper:	The paper outlines a brief overview of student outcomes for AY 24/24, how this compares to the sector benchmark, and the targets set for AY 25/26.
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	Student outcomes are a KPI and directly linked to organisational reputation, student recruitment, and financial sustainability.
Resource implications:	If yes, please specify: NA
Risk implications:	If yes, please specify: organisational, reputational and financial risk of not achieving positive student outcomes.
Equality and Diversity implications:	If yes, please specify: Equity of outcomes across learner groups
Consultation: [staff, students, UHI & Partners, External] and provide detail	Not required for this update
Status – [Non confidential]	Non-confidential
Freedom of Information Can this paper be included in “open” business* [Yes]	Yes

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

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

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

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

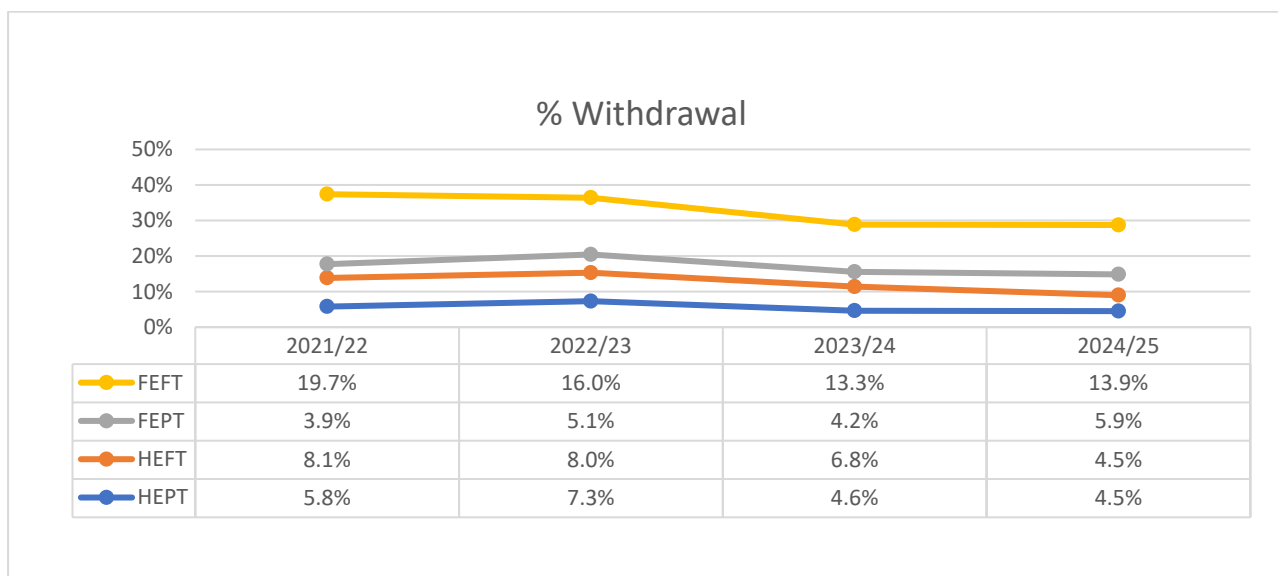
Executive Summary

The report provides a summary of student outcomes for academic year 2024/25 and indicative targets for AY 25/26. A presentation will additionally be shared during the meeting.

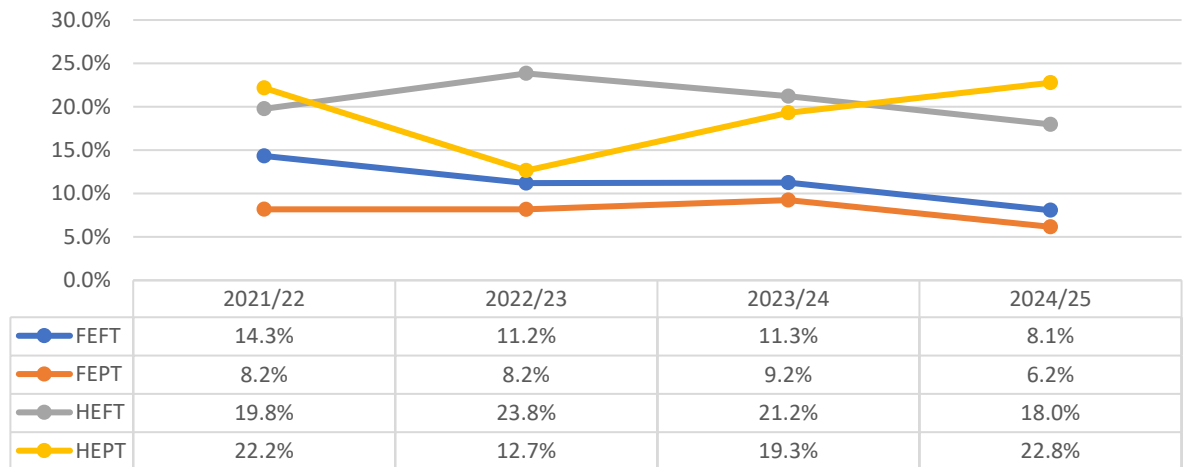
The following charts show Student Outcomes based on the new KPI calculations where Early Withdrawals are excluded from the base count. **These are indicative for 2024/25** as at the time of writing some outcomes are yet to be determined. Student outcomes include the following categories:

- *'Completed Successful'* represents those who have finished their programme with full success/meeting the course aims / success criteria.
- *'Partial Success'* represents those who have stayed on their course but who have only partially achieved the course aims / success criteria.
- *'Withdrawal'* represents those who have exited the course before the end.

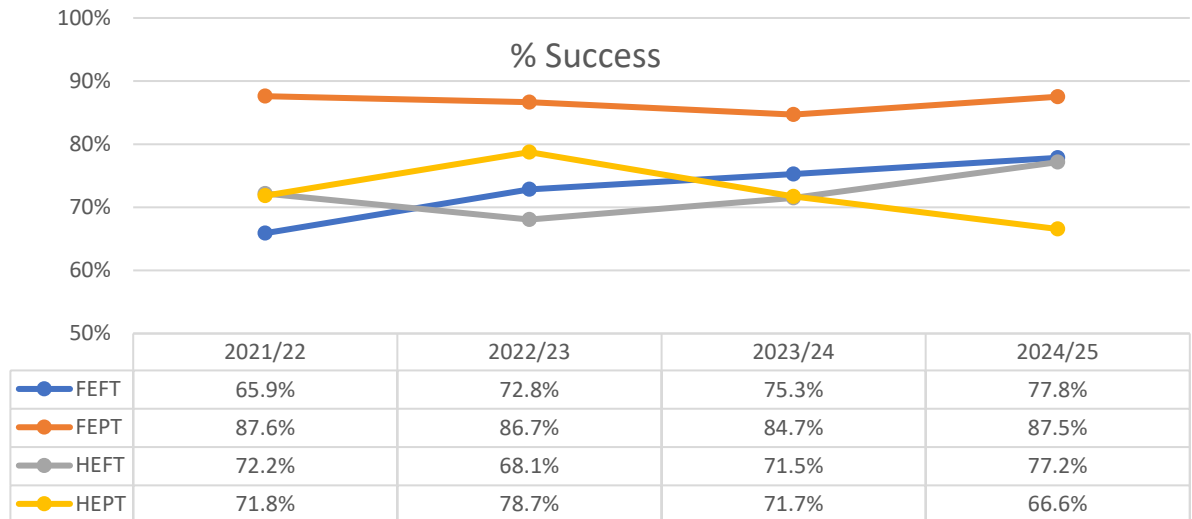
2024/25 Targets	% Completed Successful	% Partial Success	% Withdrawal
FE Full Time	78%	11%	11%
HN Full Time	67%	16%	17%

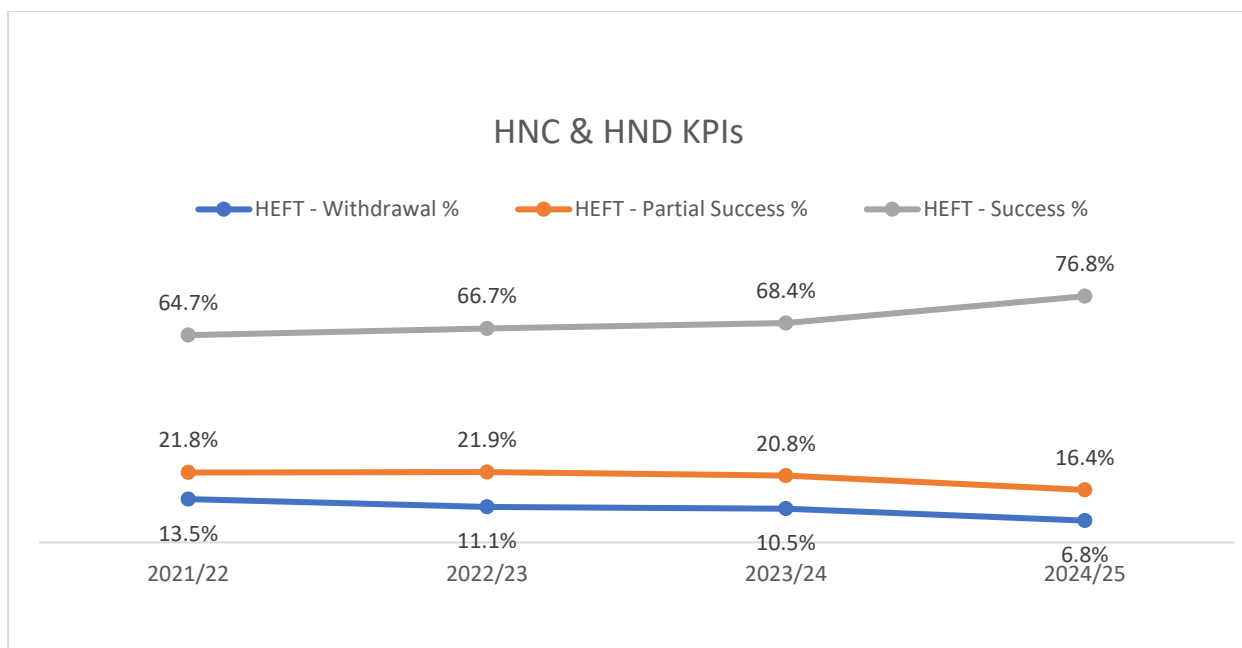


% Partial Success



% Success





The **partial success rates have decreased** for FE Full Time and Part Time students and for HE Full Time students in 2024/25. **As further outcomes are entered this will change.**

The success rates for Full Time students have exceed the AY 2023/24 rate and are indicate that we **will achieve our stretch target of 78%**. There will be marginal changes in the data as final outcomes are entered and as the data is cleansed.

The KPIs for **HNC and HND** students show significant improvements from previous years and indicate that we have **exceeded our target and will achieve 77%**.

Target Setting AY 25/26

As final student outcome data settles, we approach our target setting for AY 25/26 with a balanced approach. We are aware of the significant challenge in maintaining such positive student outcomes whilst continuing to be ambitious and seeking further improvement.

Learning, Teaching and Research Committee

Subject/Title:	Student Survey Satisfaction Summary 2024-25
Author: [Name and Job title]	Liz Cook, Quality Manager
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	September 2025
Date Paper prepared:	01/09/2025
Brief Summary of the paper:	The paper provides an overview of the satisfaction levels from the main student surveys and identifies areas of focus for the current academic year.
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	This paper assists with the delivery of the Quality Assurance and Enhancement Strategy, and the Student Engagement Strategy.
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	Consultation completed through the survey distribution. Further consultation will take place with key managers at forthcoming quality committee.

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

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

Satisfaction Summary 2024-25

The following report summarises satisfaction levels of the main student surveys: Student Satisfaction and Engagement Survey (SSES), National Student Survey (NSS) and Post Graduate Taught Experience Survey (PTES) and highlights areas where we will focus our efforts in 2025-26.

Background

The SSES is co-ordinated and run internally based on a set of 13 mandatory questions provided by the SFC. This is an all-student survey (except for those completing NSS). The NSS is sent to final year students, and the PTES to those students enrolled on a post graduate taught programme. The NSS and PTES are managed by external agents, co-ordinated through the university.

Sector benchmarking data is available for NSS, PTES and the SSES. SSES benchmarking data is published by SFC and is usually one academic year behind the current academic year. For awareness UHI Academic Partners do not submit HE survey data to the SFC. Benchmarking data is published at the same time as the survey results for NSS and PTES.

SSES

A headline report was circulated following the SSES survey analysis in April 2025. Individual teams reviewed the data and identified measures for improvement. These measures were discussed at SJEC in May 2025. The following data is a combination of extracts from that report and further analysis of the survey data.

- Overall student satisfaction from the SSES based on Q1 'Overall, I am satisfied with my college experience' sits at **95%**. The organisation target for the SSES satisfaction was set at **94%**. The latest published sector data shows an overall sector satisfaction rate of **93%**. Whilst the overall satisfaction target was met, the results for the majority of the 13 SFC mandatory questions asked fall under the organisational target.
- Those questions with the biggest differences to the overall organisation satisfaction benchmark are:
 - *The college SA influences change for the better: **43%** below*
 - *I feel that I am part of the college community: **13%** below*
 - *I believe student suggestions are taken seriously: **8%** below*
 - *Staff regularly discuss my progress with me: **7%** below*

- The way I'm taught helps me learn **6%** below
- FE students are generally more satisfied (95.62%) than HE students (92.65%), compared to the sector at 94.9% and 88.4% respectively.

➤ **Equality & Diversity**

The overview of the equity and diversity percentage of respondents against percentage of overall satisfaction rates can be found in the table at Appendix 1. Observations include:

- **Age:** Younger students (under 16) have the highest satisfaction rates.
- **Disability:** Students without disabilities report slightly higher satisfaction.
- **Gender:** Satisfaction rates are consistent across genders, with a slight dip for those identifying in another way.
- **Care Experience:** Care-experienced students have significantly lower satisfaction rates.
- **Care Responsibilities:** Students with caring responsibilities report lower satisfaction.
- **Ethnicity:** There is a wide range of satisfaction rates, with some groups reporting 100% and others much lower.

Areas of focus for 2025/26 arising from the SSES

- aspects of Learning and Teaching ie lecturers discussing progress and the way students are taught.
- student suggestions being taken seriously
- student community
- the overall experience of those with caring responsibilities or who are care experienced

There should also be a focus on the work HISA are doing in relation to raising the awareness and visibility of their activities.

NSS Summary

The National Student Survey (NSS) is a UK-wide annual survey which asks final year undergraduates about their experiences. It is commissioned by the Office for Students (OfS) and the survey is administered by Ipsos Mori, an independent market research agency. All responses are anonymous. The 2025 NSS ran from 8 January to 30 April 2025.

Response Rates

UHI overall had a total survey sample size of 768, and 495 students completed the NSS which is a 64% response rate. UHI Inverness saw a 3% decrease in response rate in 2025 against the previous year (2024); the 2025 result was 1% lower than the overall UHI response rate for 2025 at 63%.

Overall Satisfaction

The overall satisfaction for UHI Inverness for 2025 NSS was 87%, an increase of 5% from the previous year. This is 1% higher than the overall UHI benchmark.

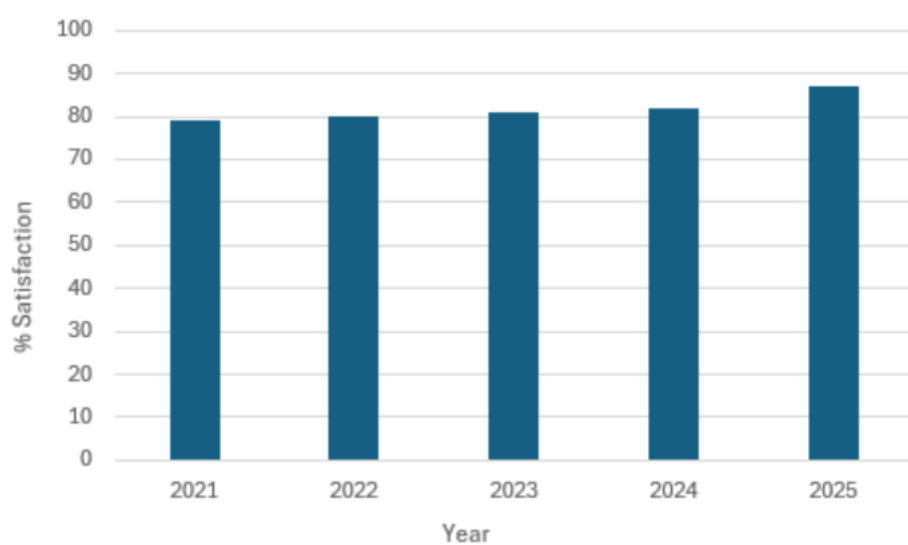


Figure 2. UHI Inverness NSS overall satisfaction over the last 5 years.

The satisfaction by question grouping can be seen in figure 3 below. This has been compared with the UHI overall satisfaction by question grouping.

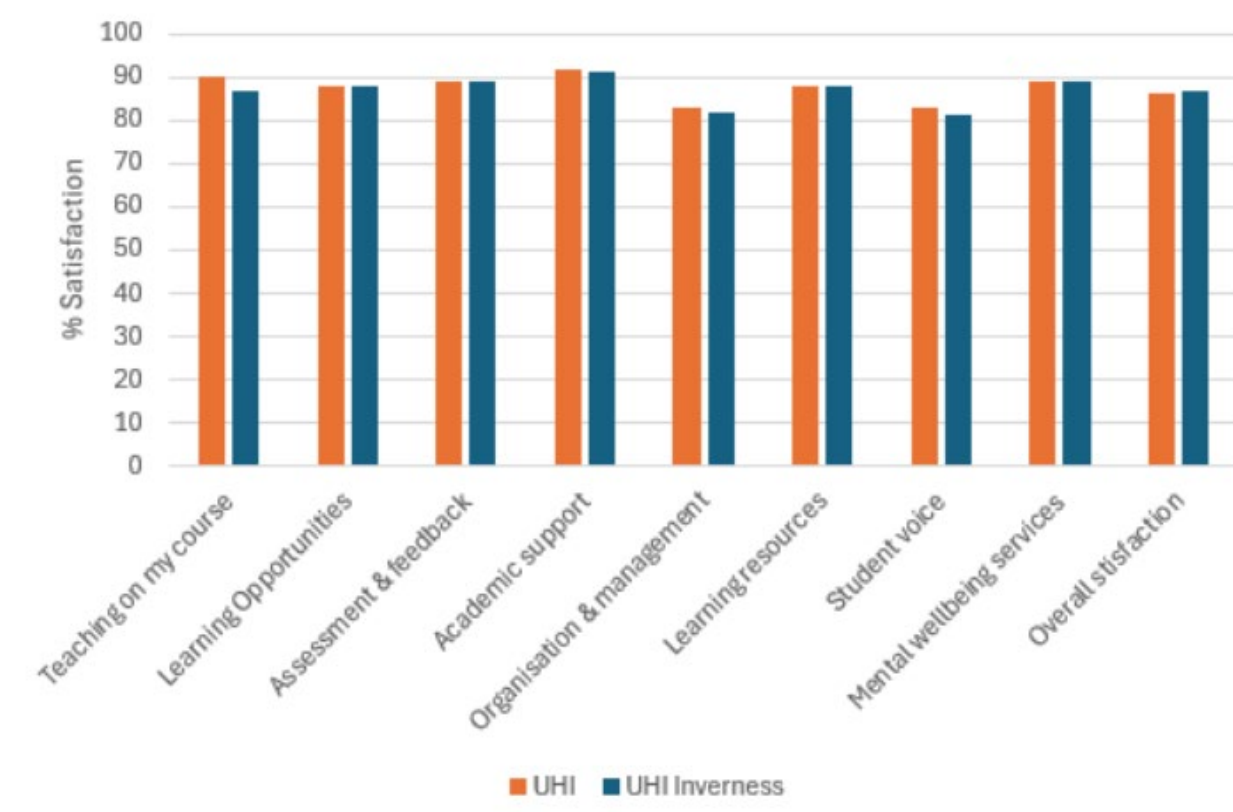


Figure 3. 2022 UHI Inverness % satisfaction by question grouping compared to UHI overall.

The responses from UHI Inverness students fall marginally below the overall UHI satisfaction percentage for five of the eight question groupings: teaching on my course, academic support, organisation and management, learning resources, and student voice.

Of those five, four saw an increase from the 2024 survey results for UHI Inverness:

- Academic support saw an increase of 5% from 86 to 91
- Organisation and management saw an increase of 3% from 79 to 82
- Learning resources saw an increase of 1% from 87 to 88
- Student voice saw an increase of 5% from 76 to 81

‘Teaching on my course’ saw a decrease of 4% from 91 to 87 compared to 2024. The responses to the following questions saw the largest decrease in satisfaction:

- *How often do teaching staff make the subject engaging?* (decrease of 5%)
- *How often is the course intellectually stimulating?* (decrease of 8%)

The ‘Learning opportunities’ section is equivalent to the overall UHI benchmark, and 4% higher than UHI Inverness score in 2024.

The 'Assessment and feedback' section was also equivalent to the overall UHI benchmark, and 2% higher than the UHI Inverness score in 2024.

The 'Mental wellbeing services' section is equivalent to the overall UHI benchmark. This was the first time this question had been asked.

For a full breakdown of the individual question results for UHI Inverness and UHI overall, please refer to Appendix 1.

Areas of focus for 2025/26 from NSS

- aspects of Learning and Teaching ie lecturers making the subject engaging and the course being intellectually stimulating
- aspects of student voice ie what extent students get the right opportunities to give feedback on their course and the clarity of how students' feedback on the course is acted on

PTES 2025

- This survey is for post-graduate taught students studying a minimum of 60 credits. The response rate for this year's survey was 13%, compared to UHI wide of 18%.

	Survey Sample Size	Total number respondents	% response rate
UHI	897	162	18
UHI Inverness	193	26	13

- UHI Inverness satisfaction rate of **88%** compared to 91% in 2024. The overall UHI satisfaction rate was **91%**.

Summary Analysis:

Teaching and Learning

- Slight decline in most areas, especially in *staff enthusiasm* (from 88 to 81) and *learning materials* (from 90 to 77).
- *Intellectual stimulation* remains very high (97 to 96).

Engagement

- *Encouragement to ask questions* improved (85 to 92).
- *Challenge to produce best work* also increased (82 to 85).
- *Workload manageable* also increased (81 to 84).

Community

- Scores remain low, with minimal change. *Sense of belonging* increased from 46 to 36.

Assessment and Feedback

- *Timely feedback* improved significantly (84 to 92).
- *Fairness in assessment* dropped (85 to 77).
- *Feedback on work helping learning* dropped (91 to 85)

Organisation and Management

- *Course organisation* dropped (88 to 73), while *communication of changes* fell from 82 to 69.

Online Resources

- Strong scores across the board, especially in *access to subject-specific resources* (92) and *online platform use* (93).

Support & Skills Development

- *Health and wellbeing support* is relatively low (77).
- *Career preparation* and *skills development* show moderate scores, with *research skills* and becoming an independent learner rated highly (92).

Areas of focus from 2025/26 for PTES

- Review the overall decline in satisfaction being cognisant of the number of respondents in 2025.
- Aspects of teaching and learning ie staff enthusiasm and learning materials
- Aspects of assessment and feedback ie fairness of assessment and feedback on work

Areas of focus for 2025/26:

- Further exploration of the FE and HE satisfaction split through SJEC and data presentations for the current AY surveys
- Further analysis of the PTES responses, including triangulation from other data sources to target measures
- The aspects of Learning and Teaching identified through the surveys through the SARU project, SJEC, Learning and Teaching review process
- The aspects of the student voice identified through the surveys by utilising the Achieved Together work stream, working in partnership with HISA, Course Committee Meetings to ask themed questions (SLE), SJEC

Appendix 1

Overall, I am satisfied with my college experience.

Results	2022-23	2023-24	2024-25
Strongly Agree & Agree	92.82%	91.63%	94.69%
Strongly Disagree & Disagree	7.18%	8.37%	5.31%
Grand Total	100.00%	100.00%	100.00%

Staff regularly discuss my progress with me.

Results	2022-23	2023-24	2024-25
Strongly Agree & Agree	84.62%	85.09%	87.56%
Strongly Disagree & Disagree	15.38%	14.91%	12.44%
Grand Total	100.00%	100.00%	100.00%

Staff encourage students to take responsibility for their learning.

Results	2022-23	2023-24	2024-25
Strongly Agree & Agree	96.99%	96.83%	97.37%
Strongly Disagree & Disagree	3.01%	3.17%	2.63%
Grand Total	100.00%	100.00%	100.00%

I am able to influence learning on my course.

Results	2022-23	2023-24	2024-25
Strongly Agree & Agree	86.93%	85.01%	89.85%
Strongly Disagree & Disagree	13.07%	14.99%	10.15%
Grand Total	100.00%	100.00%	100.00%

I receive useful feedback which informs my future learning.

Results	2022-23	2023-24	2024-25
Strongly Agree & Agree	89.79%	90.74%	91.38%
Strongly Disagree & Disagree	10.21%	9.26%	8.62%
Grand Total	100.00%	100.00%	100.00%

The way I'm taught helps me learn.

Results	2022-23	2023-24	2024-25
Strongly Agree & Agree	85.88%	85.92%	89.02%
Strongly Disagree & Disagree	14.12%	14.08%	10.98%
Grand Total	100.00%	100.00%	100.00%

My time at college has helped me develop knowledge and skills for the workplace.

Results	2022-23	2023-24	2024-25
Strongly Agree & Agree	90.03%	90.25%	91.54%
Strongly Disagree & Disagree	9.97%	9.75%	8.46%
Grand Total	100.00%	100.00%	100.00%

I believe student suggestions are taken seriously.

Results	2022-23	2023-24	2024-25
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ITEM 09.2

Strongly Agree & Agree	83.88%	83.16%	86.40%
Strongly Disagree & Disagree	16.12%	16.84%	13.60%
Grand Total	100.00%	100.00%	100.00%

I believe all students at the college are treated equally and fairly by staff.

Results	2022-23	2023-24	2024-25
Strongly Agree & Agree	88.88%	89.28%	90.89%
Strongly Disagree & Disagree	11.12%	10.72%	9.11%
Grand Total	100.00%	100.00%	100.00%

Any change in my course or teaching has been communicated well.

Results	2022-23	2023-24	2024-25
Strongly Agree & Agree	84.91%	84.95%	87.85%
Strongly Disagree & Disagree	15.09%	15.05%	12.15%
Grand Total	100.00%	100.00%	100.00%

The online learning materials for my course have helped me learn.

Results	2022-23	2023-24	2024-25
Strongly Agree & Agree	86.90%	88.04%	90.16%
Strongly Disagree & Disagree	13.10%	11.96%	9.84%
Grand Total	100.00%	100.00%	100.00%

I feel that I am part of the college community.

Results	2022-23	2023-24	2024-25
Strongly Agree & Agree	80.12%	79.80%	81.99%
Strongly Disagree & Disagree	19.88%	20.20%	18.01%
Grand Total	100.00%	100.00%	100.00%

The College Students' Association influences change for the better.

Results	2022-23	2023-24	2024-25
Don't Know	45.48%	43.15%	44.03%
Strongly Agree & Agree	49.12%	51.79%	52.34%
Strongly Disagree & Disagree	5.40%	5.06%	3.64%
Grand Total	100.00%	100.00%	100.00%

		% Total Respondents	% Overall Satisfaction
Age	Under 16	4.53%	98.59%
	16-17	25.44%	95.74%
	18-19	25.06%	94.15%
	20-24	17.47%	93.80%
	25 and over	25.57%	94.76%
Disability	Yes	21.81%	93.27%

	No	76.53%	95.25%
Gender	Female including Trans Women	46.04%	95.15%
	Male including Trans Man	44.51%	94.99%
	In another way	2.74%	90.70%
Care Experienced	Yes	5.29%	84.34%
	No	92.53%	95.38%
Caring Responsibilities	Yes	8.67%	88.24%
	No	89.98%	95.39%
Ethnicity	African, Any mixed background Arab, Bangladeshi, Chinese, Gypsy, Indian, Irish, Northern Irish, Pakastani, Welsh & Other background	1.84%	96.51%
	British	5.42%	97.65%
	English	4.33%	92.65%
	Other Asian background	0.89%	100%
	Other background	0.25%	100%
	Other	2.67%	95.24%
	Other White background	6.76%	97.17%
	Polish	4.46%	98.57%
	Scottish	62.81%	93.60%

Appendix 2

NSS Item	UHI 2025	UHI Inverness 2025	UHI Inverness 2024
The teaching on my course	90	87	91
1. How good are staff at explaining things?	94	91	93
2. How often do teaching staff make the subject engaging?	89	82	87
3. How often is the course intellectually stimulating?	88	85	93
4. How often does your course challenge you to achieve your best work?	91	88	90
Learning opportunities	88	88	84
5. To what extent have you had the chance to explore ideas and concepts in depth?	86	85	87
6. How well does your course introduce subjects and skills in a way that builds on what you have already learned?	92	88	88
7. To what extent have you had the chance to bring together information and ideas from different topics?	89	92	85
8. To what extent does your course have the right balance of directed and independent study?	84	83	75
9. How well has your course developed your knowledge and skills that you think you will need for your future?	91	92	84
Assessment and Feedback	89	89	87
10. How clear were the marking criteria used to assess your work?	89	88	86
11. How fair has the marking and assessment been on your course?	92	90	91
12. How well have assessments allowed you to demonstrate what you have learned?	92	93	86
13. How often have you received assessment feedback on time?	89	88	85
14. How often does feedback help you to improve your work?	86	87	86
Academic support	92	91	86
15. How easy was it to contact teaching staff when you needed to?	92	91	85
16. How well have teaching staff supported your learning?	93	92	87
Organisation and management	83	82	79
17. How well organised is your course?	82	83	78
18. How well were any changes to teaching on your course communicated?	85	91	80
Learning resources	88	88	87
19. How well have the IT resources and facilities supported your learning?	93	92	84
20. How well have the library resources (e.g. books, online services and learning spaces) supported your learning?	87	88	87
21. How easy is it to access subject specific resources (e.g. equipment, facilities, software) when you need them?	87	87	88
Student voice	83	81	76
22. To what extent do you get the right opportunities to give feedback on your course?	87	82	83
23. To what extent are students' opinions about the course valued by staff?	89	88	80
24. How clear is it that students' feedback on the course is acted on?	73	73	63
25. How well does the students' union (association or guild) represent students' academic interests?	77	81	70
Mental wellbeing services	89	89	-
26. How well communicated was information about your university/college's mental wellbeing support services?	89	89	-
Overall satisfaction	86	87	82
28. Overall, I am satisfied with the quality of the course.	86	87	82

Appendix 3

PTES	2025	2024
Teaching and Learning	81	
Teaching staff are good at explaining things	85	87
Staff are enthusiastic about what they are teaching	81	88
The Course is intellectually stimulating	96	97
The course has enhanced my academic ability	85	93
The learning materials provided on my course are useful	77	90
There is sufficient academic contact time between staff and students to support effective learning	69	75
I am happy with the support for my learning I receive from staff on my course	80	81
Engagement	81	
I am encouraged to ask questions or make contributions	92	85
The course has created sufficient opportunities to discuss my work with other students	62	63
My course has challenged me to produce my best work	85	82
The workload on my course has been manageable	84	81
I have appropriate opportunities to give feedback on my experience	80	82
Community	37	
I feel part of a community of postgraduate taught students	35	36
I feel a sense of belonging at my institution	46	36
There are sufficient opportunities to interact with other postgraduate taught students	31	30
Assessment and Feedback	85	
The criteria used in marking have been made clear in advance	81	82
Assessment arrangements and marking have been fair	77	85
Feedback on my work has been provided on time	92	84
Feedback on my work has helped my learning	85	91
Organisation and Management	69	
The timetable fits well with my other commitments	77	82
Any changes in the course or teaching have been communicated effectively	69	82
The course is well organised and is running smoothly	73	88
I was given appropriate guidance and support throughout my course	80	76
I am encouraged to be involved in decisions about how my course is run	47	45
Online Resources	90	
There is appropriate access to online library resources	84	
I have been able to access subject specific resources necessary for my studies when I am learning remotely	92	
I have been able to make effective use of the online learning platform	93	
Support	80	
The support for academic skills meets my needs	80	
The support for using IT and accessing resources meets my needs	81	
The support for my health and wellbeing meets my needs	77	
Skills Development	81	
As a result of the course, I have developed my skills as an independent learner	92	
My confidence to be innovative or creative has developed during my course	85	
My research skills have developed during my course	92	
My ability to communicate information effectively to diverse audiences has developed during my course	73	
I have been encouraged to think about what skills I need to develop for my career	69	
As a result of my course, I feel better prepared for my future career	73	
Overall, I am satisfied with the quality of the course	88	91

Subject/Title:	Complaints Report for 2024-25 incorporating Quarter 4
Meeting and date:	Sept 2025
Author:	Liz Cook, Quality Manager
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 <i>(delete as applicable)</i> If yes, please specify:
Risk assessment:	Yes / No <i>(delete as applicable)</i> If yes, please specify: Financial: Operational: Organisational:

Recommendation(s)

Note

Purpose of report

Analysis of complaints received in 2024-25 incorporating Quarter 4

Background

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

Main body of information

See attached.

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Annual Report 2024-25

Introduction

Complaints are received all year round from several 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. 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).

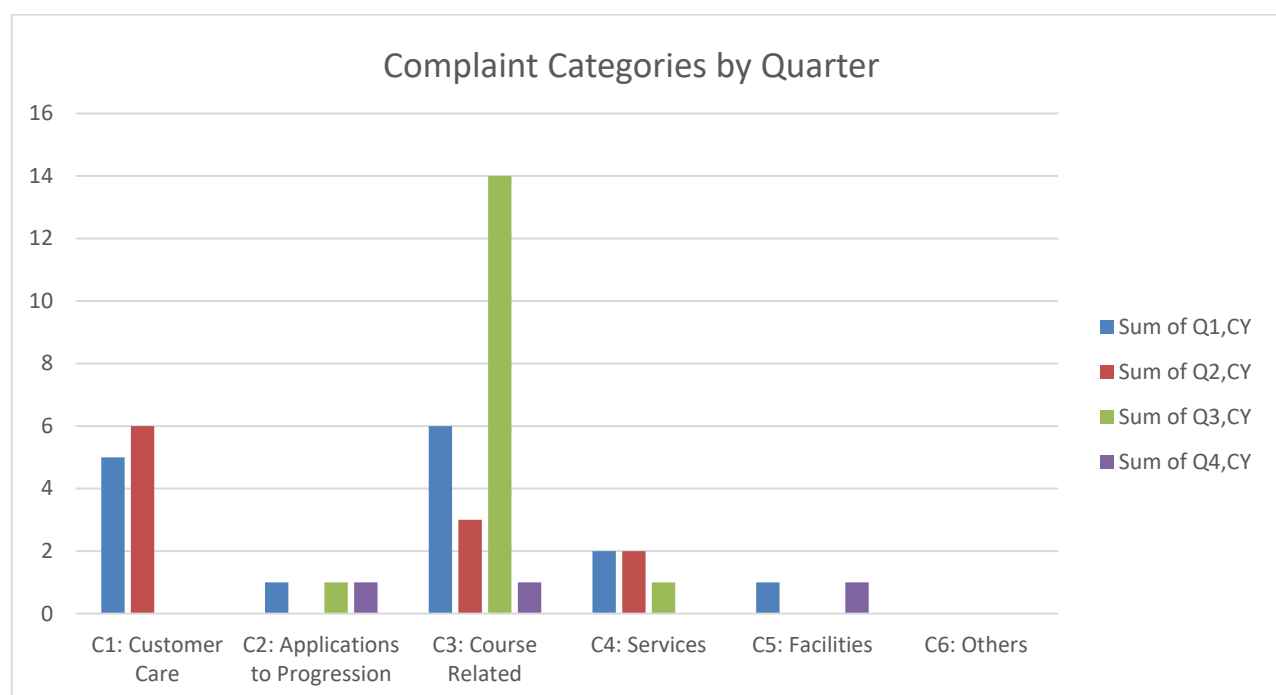
Complaints are grouped into quarters depending on the time of year in which they are received. The quarter dates are detailed below:

- 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 2024-25 (Q1 – Q4) including Q4 statistics.

Complaints by Category

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



Customer Category: Current Year (Quarter)	YTD CY	Q1,CY	Q2,CY	Q3,CY	Q4,CY
C1: Customer Care	11	5	6	0	0
C2: Applications to Progression	3	1	0	1	1
C3: Course Related	24	6	3	14	1
C4: Services	5	2	2	1	0
C5: Facilities	2	1	0	0	1
C6: Others	0	0	0	0	0
TOTAL	45	15	11	16	3

Customer Category: Previous Year (Quarter)	YTD	Q1	Q2	Q3	Q4
C1: Customer Care	25	13	4	4	4
C2: Applications to Progression	3	1	1	1	0
C3: Course Related	27	9	7	6	5
C4: Services	3	2	1	0	0
C5: Facilities	0	0	0	0	0
C6: Others	0	0	0	0	0
TOTAL	58	25	13	11	9

A total of 3 complaints were received in Q4, compared to 9 in the same quarter last year.

Applications to Progression, Course Related and Facilities all received one complaint in Q4. All other categories received nil complaints.

In 2024-25 there was a decline in the number of complaints compared to 2023-24.

The category of 'Course Related' received the most complaints this year, of which 41% were within the 'Course Management' subcategory. These related to changes in course structure, the withdrawal of a programme, class cancellation.

The category of 'Customer Care' received the second most complaints in 2024-25 with the subcategory of 'Staff Conduct' accounting for 55% of these. These largely concerned the manner in which students were spoken to in the classroom and around the campus.

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	2024-25	2023-24	Change
C1: Customer Care	11	25	-14
C1S01: Health&Safety	0	0	0
C1S02: Security	0	0	0
C1S03: Diversity&Equality	0	0	0
C1S04: Data Protection	1	0	1
C1S05: Environmental	0	1	-1
C1S06: Staff Conduct	6	16	-10
C1S07: Student Conduct	1	4	-3
C1S99: Other	3	4	-1
C2: Applications to Progression	3	3	0
C2S01: Marketing	0	0	0
C2S02: Application, Admission, Interview, Enrolment, Induction	3	1	2
C2S03: Progression, Articulation, Withdrawal	0	1	-1
C2S99:Other	0	1	-1
C3: Course Related	24	27	-3
C3S01: Learning & Teaching	3	6	-3
C3S02: Environment/Resources	3	0	3
C3S03: Course Management	10	4	6
C3S04: Facilitated Learning & Support	3	3	0
C3S05: Assessment, Exams & Certification	3	11	-8
C3S99: Other	2	3	-1
C4: Services	5	3	2
C4S01: Finance	1	0	1
C4S02: Funding / Bursary	3	1	2
C4S03: Student Records	0	0	0
C4S04: Providing Learning Support	0	0	0
C4S05: Library / Learning Technology	0	0	0
C4S06: Quality etc.	0	0	0
C4S99: Other	1	2	-1
C5: Facilities	2	0	2
C5S01: Catering	0	0	0
C5S02: Student Accommodation	1	0	1
C5S03: Maintenance, Lifts, Car Parking	1	0	1
C5S99: Other	0	0	0
C6: Others	0	0	0
C6S01: Others	0	0	0
C6S99:	0	0	0
TOTAL	45	58	-13

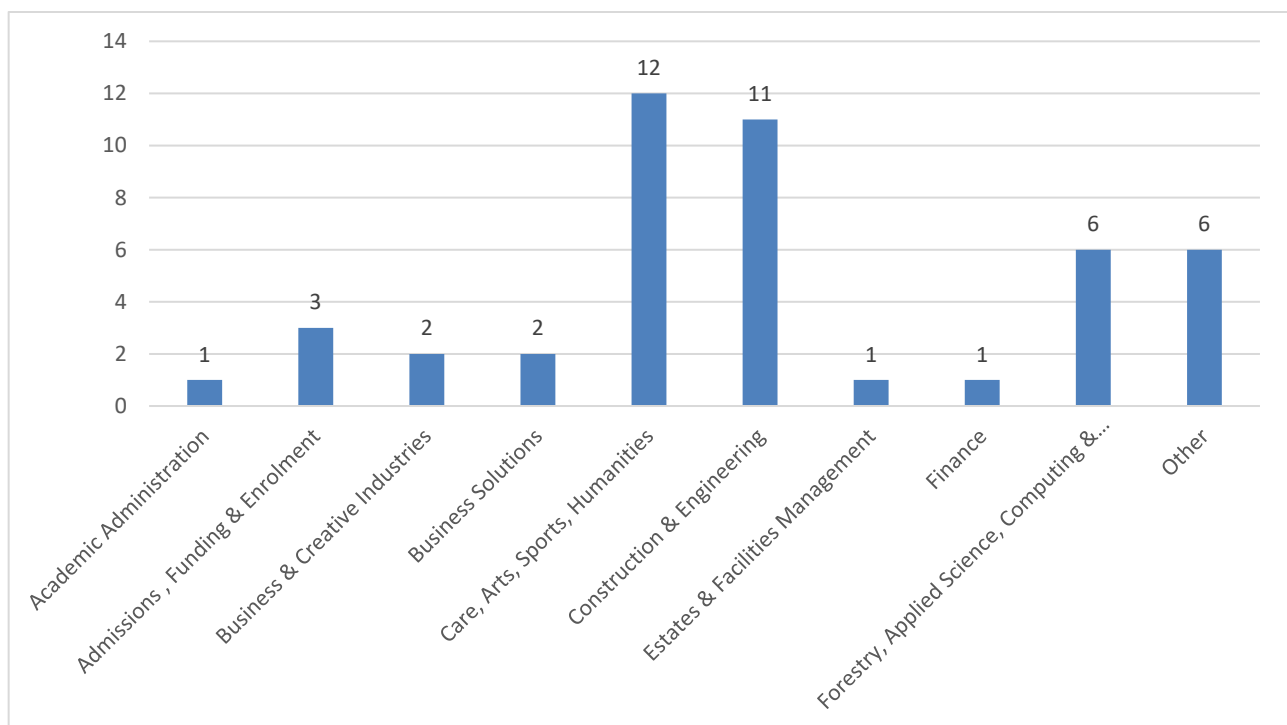
Complaints by Department

The graph below displays the number of complaints received by department throughout academic year 2024-25.

CASH received the greatest number of complaints, with 12 in total. This was a decrease from the previous year, when 24 complaints were received in this area. The complaints related to the category of course management, across several individual issues.

Construction and Engineering received the second most complaints by department, split across the course related, customer care and application to progress categories. The majority related to course management, and again the issues covered a range of individual topics.

Those complaints categorised in the 'Other' department also cover a range of issues, and cannot easily be attached to a single area or department.



Complaint Outcomes

In Q4, 2 complaints were 'Not Upheld', and one was escalated to Stage 2.

Outcome	Stage 1	Stage 2	Total
Not upheld	1	1	2
Partially upheld	0	0	0
Upheld	0	0	0
Still under investigation	0	0	0
Escalated to Stage 2	1		1
Resolved	0	0	0

The table below shows the breakdown in stage 1 and stage 2 complaints in 2024-25 (Q1-Q4) and whether they have been resolved, upheld, partially upheld, not upheld or other outcome.

- Resolved – 28.8%
- Not upheld – 13.3%
- Partially upheld – 26.6%
- Upheld – 28.8%
- Escalated to Stage 2 – 2.2%

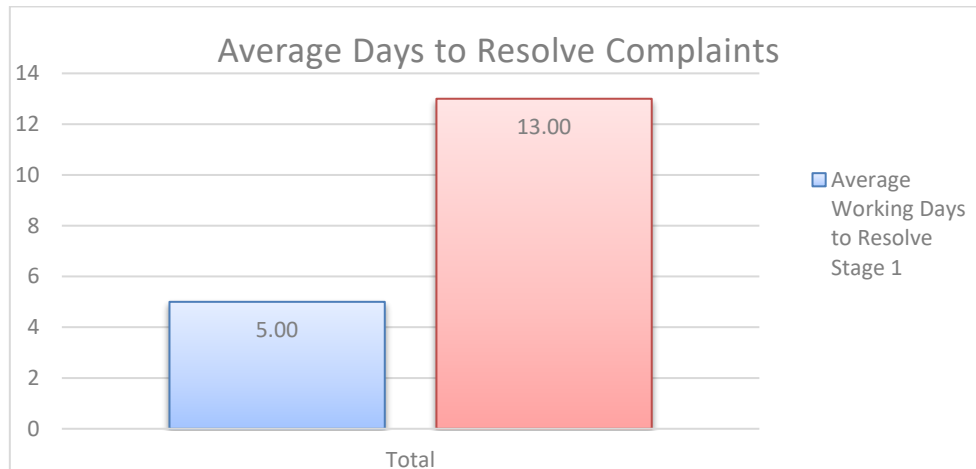
Outcome	Stage 1	Stage 2	Total
Not upheld	2	4	6
Partially upheld	7	5	12
Still under investigation	0	0	0
Upheld	7	6	13
Escalated to Stage 2	1		1
Resolved	13		13

In 2024-25 the number of complaints that were 'Resolved' decreased to 29% from 34% the previous year. The percentage of 'Not Upheld' outcomes increased to 13% from 9% the previous year. The percentage of 'Upheld' outcomes increased from 24.1% last year to 28.8% this year. The 'Partially Upheld' outcomes stayed about the same at 26.6%.

Complaint Timescales

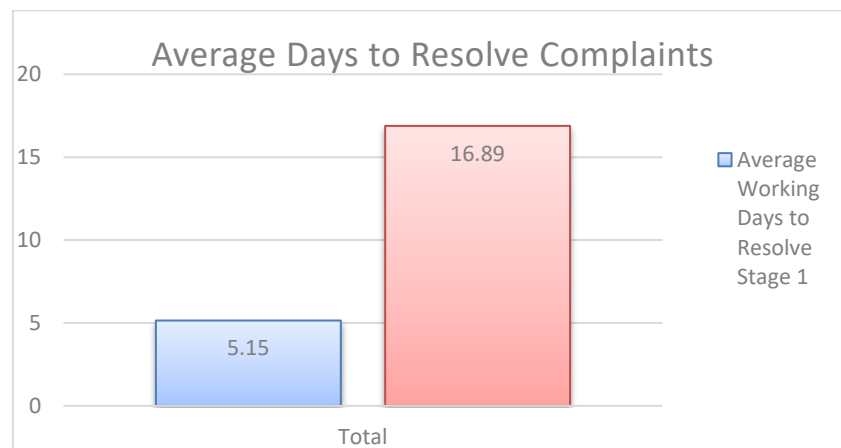
SPSO guidelines state pre-defined timescales of a 5 working day turnaround for Stage 1. An extension of 5 working days is permissible for stage 1 complaints subject to approval from the Quality Manager to complete an investigation but where escalation to a stage 2 is not required. For a Stage 2 complaint 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 13 days.

The chart below displays the average number of days taken to resolve complaints in 2024-25 (Q1-Q4).



The range of days taken to resolve Stage 1 complaints in 2023-24 is between 1 – 15 days.

21 complaints (72%) 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 8 complaints.

The range of days taken to resolve Stage 2 complaints in 2024-25 is between 8 - 30 days. 15 complaints (88%) were completed within the required 20 days. Two 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 summer break.

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.

Eight responses were received in 2024-25. The outcomes from this small sample are summarised below:

- 5 complainants (62%) were not aware of the complaints process prior to submitting a complaint.
- 5 complainants (72%) found the complaints process easy to access.
- 5 complainants (62%) found the complaint form easy to use.
- 5 complainant (62%) agreed they were able to obtain assistance in making the complaint
- 7 complainants (88%) felt they received a prompt acknowledgement of their complaint.
- 5 complainants (62%) felt their complaint was taken seriously.
- 3 complainants (38%) agreed that their complaint was thoroughly investigated, 3 complaints (62%) did not and there was 1 no response.
- All complainants (100%) felt they were not kept informed during the process of the investigation.
- 3 complainants (50%) felt they did not receive a fair and objective response to their complaint.
- 5 complainants (62%) felt they did not receive a clear response to their complaint.
- All complainants (100%) felt they received a response within the appropriate timescale.
- 6 complainants (75%) felt they were dealt with courteously.
- 4 complainants (50%) felt that the complaint was closed off satisfactorily.

Three (anonymous) text comments were submitted, these were expressions of dissatisfaction at their complaint outcome, and that their complaint was not taken seriously.

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 2024-25:

- The Bothy is to provide guidance on how to turn notifications off. The complainant has been put in touch with the learning technologist to resolve the issue.
- Summary findings from a complaint outcome are to be added to the agenda for NC Art & Design CCM.
- Meeting undertaken between complainant and funding team to explain application process and resolve complaint.
- A class were reminded of the Student Code of Conduct by their lecturer and the consequences of breaching it.
- Lecturer and PDA spoke with the class to reinforce the National Care Standards around confidentiality and made aware of Student Code of Conduct.
- Student disciplinary informal stage implemented as a result of a complaint.
- 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
- Anonymous complaint regarding unprofessionalism of staff. This was raised with the department manager to resolve with team, Staff have completed a Customer Service training course.
- Following concerns being raised regarding staff conduct, HR are monitoring the specific situation and providing support to the staff member.
- PLSP not been followed, the systems in place are not suitable as there is no way to check who the PLSP has been sent to. Senior UHI Inverness staff are speaking to EO to resolve as this relates to HE students particularly.
- Quality team to create template for capturing actions & key details from complaint meetings - ensure this is distributed via email to all attendees. Actions ongoing.

Themes emerging from complaints through the academic year 2024-25:

22.2% complaints received this year were related to course management. These complaints were largely around the late communications received in relation to their chosen programme, including the withdraw of a programme, or late notification of class changes.

There has been a clear reduction in the number of complaints directed at individual members of staff from the previous academic year, although this category remains one of the highest. The primary type of complaint is the manner in which staff are communicating with students, for example, rudeness, inappropriate level of challenge.

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.