

UHI | INVERNESS

Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 10 June 2025 at 4.30 p.m.
Location	Virtually – via Microsoft Teams

Governance Officer
28 May 2025

AGENDA

Welcome and Apologies

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

CREATIVE SPACE

DIGITAL SKILLS FOR LECTURERS

Joint Presentation by Head of Professional Development & Digital Learning Lead

ITEMS FOR DECISION

1. MINUTES

- a. Minutes of the Learning, Teaching and Research Committee held on 11 March 2025
- b. Creative Space Session Note (CSS-01-032025) of the Learning, Teaching and Research Committee held on 11 March 2025
- c. Confidential Note (CN-01-032025) of the Learning, Teaching and Research Committee held on 11 March 2025

2. OUTSTANDING ACTIONS – none

3. POLICIES FOR APPROVAL

- a.) FE Academic Appeals Policy
Report by Quality Manager

ITEMS FOR DISCUSSION

- 4. STUDENT RETENTION AND OUTCOMES FORECAST FOR FE & HNs REPORT**
Joint Report by Vice Principal – Curriculum, Student Experience and Quality and Management Information Systems Manager
- 5. SENIOR PHASE & GRADUATE APPRENTICESHIP UPDATE (CONFIDENTIAL)**
Report by Vice Principal – Curriculum, Student Experience and Quality & Tertiary Education Leaders
- 6. END OF YEAR STUDENT SURVEY (SSES)**
Report by Quality Manager and Team
- 7. HISA ELECTIONS**
Report from HISA
- 8. HISA END OF YEAR SUMMARY REPORT**
Report from HISA
- 9. KPI MATRIX**
Report by Vice Principal – Curriculum, Student Experience and Quality
- 10. QAA QUALITY ENGAGEMENT VISIT**
Report by Vice Principal – Curriculum, Student Experience and Quality
- 11. PUBLIC SECTOR EQUALITY DUTY REPORT & AND NATIONAL EQUALITY OUTCOMES 2025-2029**
Report by Vice Principal – Curriculum, Student Experience and Quality
- 12. RESEARCH UPDATE – HIGHLIGHTS & CHALLENGES**
Verbal Report by Director – Centre for Living Sustainability
- 13. COMMITTEE AND CHAIR EVALUATION PROCESS**
Report by Governance Officer

ITEMS FOR NOTING

- 14. QUARTER 3 - COMPLAINTS REPORT**
Report by Quality Team
- 15. MINUTES FROM COMMITTEES - CONFIDENTIAL**
 - a) Minutes of the Student Journey and Enhancement Committee held on 19 March 2025
 - b) Minutes of the Student Journey and Enhancement Committee held on 23 April 2025

- c) Minutes of the Student Journey and Enhancement Committee held on 21 May 2025
- d) Minutes of the Research & Innovation Committee held on 22 January 2025
- e) Research & Innovation Committee paper – June 2025

16. AOCB

17. DATE OF NEXT MEETING – 09 September 2025 at 4.30 p.m.

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



Outstanding Actions from LT&R Committee Meetings

Item	Action	Responsibility	Timeline	ACTIONED

Subject/Title:	Policy Approvals
Author: [Name and Job title]	Quality
Meeting:	LTR Committee
Meeting Date:	10 th June 25
Date Paper prepared:	29/05/2025
Brief Summary of the paper:	<p>The LTR Committee is asked to approve the reviewed FE Academic Appeals Policy:</p> <ul style="list-style-type: none"> • Minimal changes of titles throughout • Removal of paragraph at section 7.3 group which referenced a group which is no longer in place. • PPRP May 2025 and EMT Approval 28th May 2025.
Action requested: [Approval, recommendation, discussion, noting]	Approval
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • 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: Policy review and development required to ensure compliance with legislation and regulations.
Equality and Diversity implications:	Yes If yes, please specify: Completed Equalities Impact Assessment included.
Consultation: [staff, students, UHI & Partners, External] and provide detail	
Status – [Confidential/Non confidential]	Non-confidential
Freedom of Information Can this paper be included in “open” business* [Yes/No]	Yes

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

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



Further Education Academic Appeals Policy

PL/QU/2022/001

Lead Officer (Post):	Vice Principal – Curriculum, Student Experience & Quality
Responsible Office/ Department:	Quality
Responsible Committee:	Learning, Teaching & Research
Review Officer (Post):	Quality Manager
Date policy approved:	17/08/2022
Date policy last reviewed and updated:	n/a
Date policy due for review:	17/08/2025
Date of Equality Impact Assessment:	18/04/2022
Date of Privacy Impact Assessment:	n/a

Accessible versions of this policy are available upon request. Please contact the Governance and Policy Officer on 01463 279000.

Policy Summary

Overview	<p>Why is the policy required?</p> <p>This policy, together with the associated Academic Appeals Procedures, represents an appeals framework that ensures students can request a review of an assessment decision made by UHI Inverness, where there are grounds to do so.</p>
Purpose	<p>What will the policy achieve?</p> <p>The purpose of the policy is to set out the circumstances in which a student may wish to appeal against a decision provided during an assessment process or against a decision about progress between levels (e.g. a decision by a progression board).</p>
Scope	<p>Who does the policy apply to?</p> <p>This policy applies to all further education courses (normally up to and including SCQF Level 6)</p>
Consultation	<p>Who has been consulted on the policy, and who will be notified?</p> <p>The policy was developed by a group of practitioners made up from across the UHI partnership. All relevant staff and students will be notified.</p>
Implementation and Monitoring	<p>Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred?</p> <p>Colleges will be responsible for local implementation of the policy. The policy is part of the business-as-usual function of the college.</p>
Risk Implications	<p>What are the risk implications of this policy?</p> <p>Failure to adopt a strong policy and follow the procedures would undermine the student experience and the academic reputation of the college.</p>
Link with Strategy	<p>How is this policy linked to University strategy?</p> <p>n/a</p>
Impact Assessment	<p>Equality Impact Assessment: 18/04/2022– Assessed as having no negative impact, some positive impact and some neutral impact. Reviewed May 2025.</p>
	<p>Privacy Impact Assessment: n/a</p>

1. Policy Statement

- 1.1 This policy, together with the associated Further Education Academic Appeals Procedure, represents an appeals framework that ensures students can request a review of an assessment decision made by UHI Inverness, where there are grounds to do so.
- 1.2 The policy aims to ensure appropriate, fair and consistent treatment of all parties involved in any further education academic appeal across the partnership.

2. Definitions

- 2.1 **Academic appeal:** a procedure through which students may in certain circumstances ask for a review of a decision relating to their academic progress or award.
- 2.2 **Progression board:** a panel of staff from the College who consider and determine student awards and progression to a more advanced stage.
- 2.3 **Awarding body:** an organisation that designs, develops, delivers and awards the recognition of learning outcomes (knowledge, skills and/or competences) of an individual following an assessment and quality assurance process.

3. Purpose

- 3.1 The purpose of the policy is to set out the circumstances in which a student may wish to appeal against a decision provided during an assessment process or against a decision about progress between levels (e.g. a decision by a progression board).
- 3.2 The procedure allows the student to raise an appeal at an informal level and, if the outcome of this is not satisfactory, to use the formal procedure.

The internal formal Further Education Academic Appeal Procedure should be followed before escalation to external awarding body appeals processes. Students will be signposted to relevant external awarding body appeal processes at the start of their programme of study.
- 3.3 External appeals procedures vary, depending on the type of qualification for which the appeal is being made and the awarding body. The overriding principle is that all appeals will be treated fairly and objectively.
- 3.4 Without prejudice to the outcome of an appeal, a student may continue to attend classes and make use of the facilities of the college whilst their appeal is being heard.
- 3.5 Students who have completed their programme, who have grounds to appeal an award decision or programme progression board, will be unable to receive their award until the matter has been fully resolved.
- 3.6 The timescales set out in the Further Education Academic Appeal Procedure must be followed. Students and staff should note where there may be variations between awarding bodies.

4. Scope

- 4.1 This policy applies to students enrolled on courses normally up to and including SCQF Level 6 (see Section 4.2 for variations to this criteria). Academic appeals relating to National and Higher qualifications must follow the SQA Results Service process, as detailed on the SQA website.

[SQA \(Scottish Qualifications Authority\)](http://www.sqa.ac.uk)

- 4.2 Scottish Vocational Qualification (SVQ) courses at SCQF Level 7 are considered as Further Education courses for the purposes of the UHI Partnership. This policy applies to these students.
- 4.3 **Grounds for Appeal**
Appeals against an assessment decision will normally only be considered on one or more of the following grounds:
- 4.3.1 That a student's performance in the assessment was adversely affected by illness or other factors. The student must have been unable to, or have a valid reason not to, divulge the information to their lecturer prior to assessment. In the case of a progression board, the information must have been unavailable at the time the determination was made. In these cases, the appeal must be accompanied by documentary evidence to the relevant member of staff (see Further Education Academic Appeal Procedure).
 - 4.3.2 Evidence of college academic assessment administrative error or that an assessment was not conducted in accordance with the college's specific assessment policies/procedure.
 - 4.3.3 That evidence is produced that some other material irregularity has occurred.

5. Exceptions

- 5.1 This policy does not apply to Higher Education students, e.g. normally those students studying courses at SCQF Level 7 and above (see Section 4.2 for variations to this). These students should refer to the UHI Academic Standards and Quality Regulations.
- 5.2 Appeals that question the academic judgement of a member of staff or an academic assessment body will not be considered.
- 5.3 Students undertaking non-regulated qualifications (NQs), have no further right of appeal against internal assessment decisions. The final decision rests with the college. External awarding bodies will not accept internal assessment appeals.
- 5.4 Appeals will not normally be permitted from third parties on behalf of a student.
- 5.5 SQA Post-results Services for National Qualifications and other external assessments. Please refer to relevant awarding body guidance for further details.
- 5.6 Exceptional Circumstances Considerations: please refer to relevant awarding body guidance for further details.

6. Notification

- 6.1 All staff members will be notified of changes to the Academic Appeals Policy and Procedure through the normal channels.
- 6.2 Teaching staff and staff advising students should have a detailed knowledge of the Further Education Academic Appeals Policy and Procedure.
- 6.3 Any changes to awarding body regulations will be reflected in the annual review process of this policy and associated procedure.
- 6.4 Students will be made aware of the policy within four weeks of commencing their course.
- 6.5 The policy will be publicly available on the college's website.

7. Roles and Responsibilities

- 7.1 College Boards of Management are responsible for approving the policy and ensuring that it is followed. Boards of Management are also responsible for ensuring the strategic effectiveness of the policy.
- 7.2 Principals / Executive Management Teams are responsible for operational compliance with the policy set by the Board of Management, and making recommendations to the Board about updates to the policy. Principals / Executive Management Teams are also responsible for ensuring the operational effectiveness of the policy and making provision for training for relevant staff.
- 7.3 Line managers are responsible for ensuring staff participate in training and follow the policy in their day-to-day role.
- 7.4 All relevant staff are responsible for familiarising themselves with the policy and procedure.

8. Legislative Framework

- [Data Protection Act 2018](#)
- [Equality Act 2010](#)
- [General Data Protection Regulations](#)

9. Related Policies, Procedures, Guidelines and Other Resources

- Academic Standards and Quality Regulations
- Further Education Academic Appeals Procedure
- Complaints Policy and Procedure
- Student Conduct Policy and Student Disciplinary Procedure
- Support to Study Procedure
- Tertiary Learner Support Policy and Procedure
- Progression Board Guidance

Related Policies and Procedure can be found here: [Published Policies & Procedures \(sharepoint.com\)](#)

10. Version Control and Change History

Version	Date	Endorsed by	Amendment(s)	Author
0	January 2018	Partnership Council	New single policy.	FE Academic Appeals Policy Ownership Group
1	April 2022	n/a	Formatting changes and grammar corrections; changes related to UHI rebrand; 5.3: replaced 'academic partner' with 'college' for consistency; 7.3: replaced 'annual' with 'periodic' to reflect practice; 9: replaced 'Promoting a Positive Learning Environment Policy' with 'Student Conduct Policy and Student Disciplinary Procedure',	FE Academic Appeals Policy Ownership Group

			replaced 'Fitness to Study Guidelines' with 'Support to Study Procedure'.	
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Appendix 4

Equality Impact Assessment Form

Department/Section:
Author/Owner:

Date of Assessment:
Signature:

Review Due:
Date:

Step 1

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

New ☐
Revised ☐
Existing ☐

Who will be affected?

Who will be consulted?

Evidence available:

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									
Advancing Equality of Opportunity.									
Promoting Good Relations.									

Step 3

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 Nicholas Oakley, Governance and Policy Officer.

Board of Management

Subject/Title:	STUDENT RETENTION AND OUTCOMES FORECAST FOR FE & HN ^s 2024/25
Author: [Name and Job title]	Jane MacLennan, Information Systems Manager Lindsay Snodgrass, VP Curriculum, Quality & Student Experience
Meeting:	Learning Teaching and Research
Meeting Date:	10 June 2025
Date Paper prepared:	02 June 2025
Brief Summary of the paper:	To provide the committee with an update on student retention and progress against targets for 2024/25
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: a) compliance • partnership services • risk management • strategic plan • new opportunity/change	This paper links to the strategic plan, particularly in relation to the student experience and the curriculum.
Resource implications:	Yes
Risk implications:	Yes – quality of the student experience
Equality and Diversity implications:	Yes – equity of the student experience
Consultation: [staff, students, UHI & Partners, External] and provide detail	n/a

Status – [Confidential/Non confidential]	Non-confidential		
Freedom of Information Can this paper be included in “open” business* [Yes/No]	Yes		
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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)	
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STUDENT RETENTION AND OUTCOMES FORECAST FOR FE & HNs 2024/25

Executive Summary

The report provides an update on student withdrawals, and progress against targets for 2024/25.

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

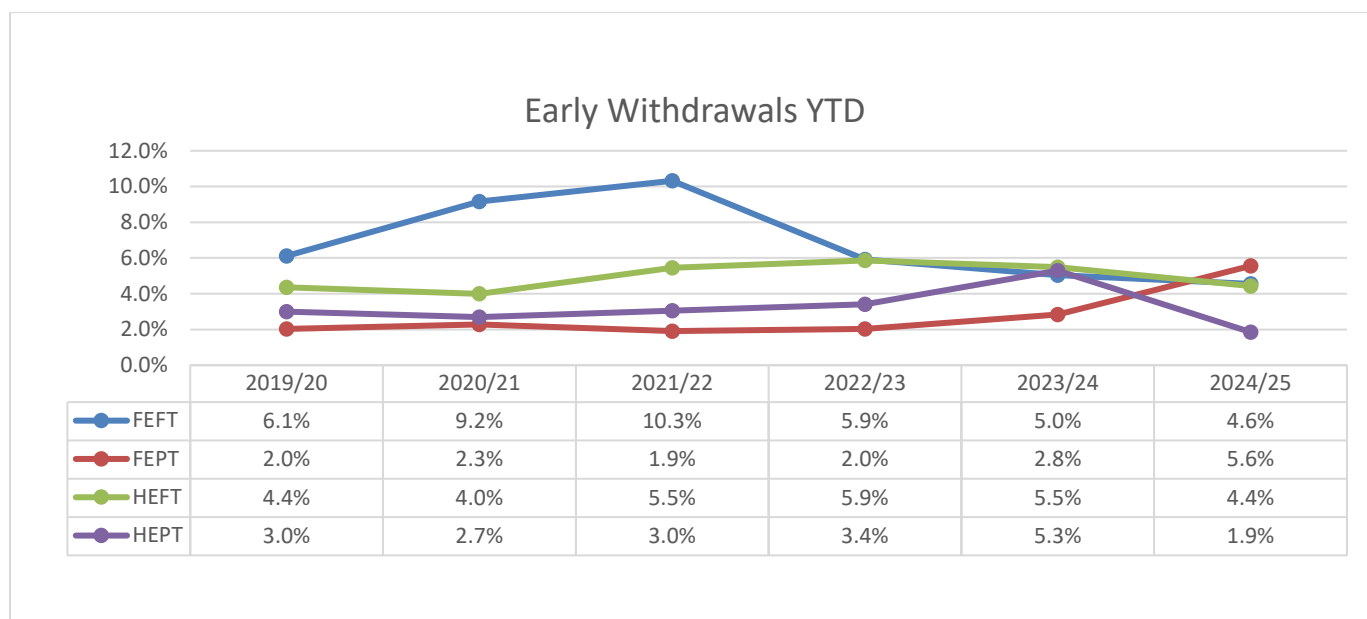
FE further withdrawals are currently higher than the year end position for 2023/24, however they are lower for HE students.

Progress in achieving our full-time FE and HN targets indicates that we are in line with our overall success targets.

Many Body of Information

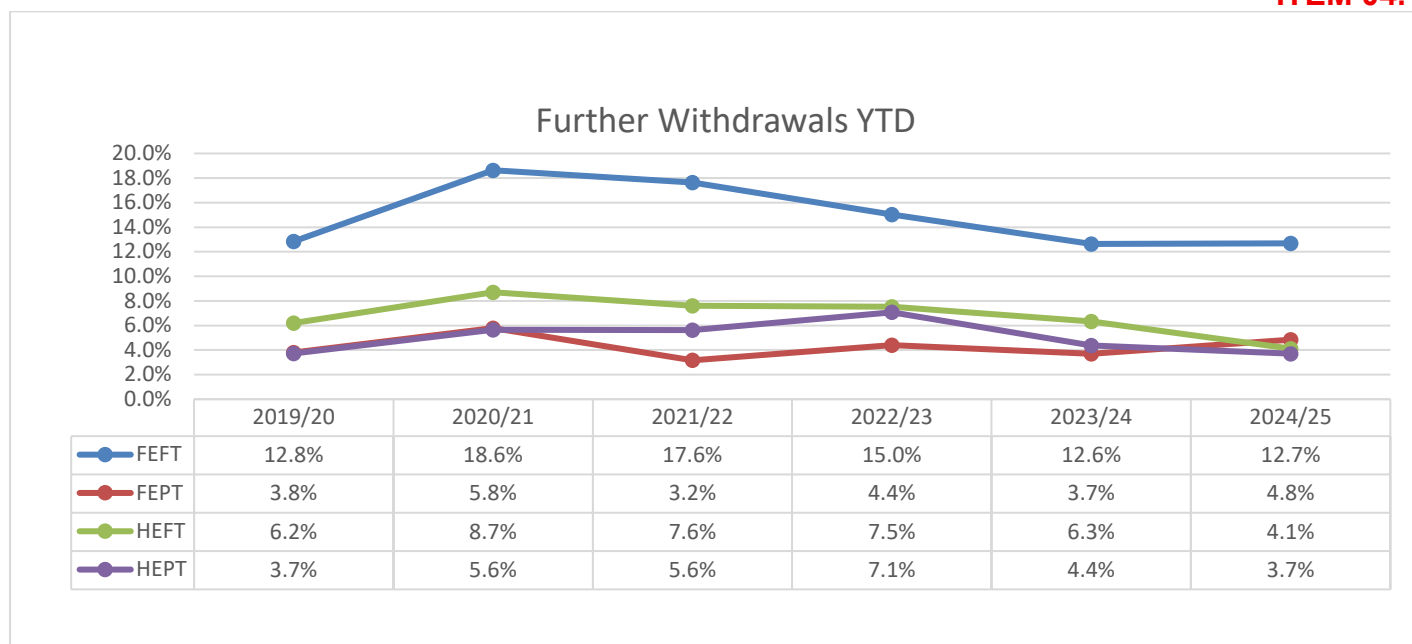
Early Withdrawals

The chart below shows the end of year figures for previous years and the year to date for 2024/25. It is not expected that there will be further change to the early withdrawal rates. Whilst the early withdrawal rates are lower for both FE full time and HE students than the previous year, they are higher for FE part-time students.



Further withdrawals

The chart below shows the Further Withdrawal end of year figures for previous years and the year to date for 2024/25. FE further withdrawals are currently higher than the year end position for 2023/24, however they are lower for HE students.



Currently, our overall withdrawal rate for FE FT is 17.3%, which is higher than the target set of 17%. The overall withdrawal rate for HE FT is 8.5%, at the same point last year the position was 10.8%. It is anticipated that there will be minimal further withdrawals.

Reasons for withdrawal

The most frequent reason for withdrawal for FE full time students is written off after lapse of time, which accounts for 22.3% of withdrawals, followed by health reasons at 21.8%. For FE part time students it is academic failure/non progression at 46.5% of withdrawals followed by written off after lapse of time at 19.8% of withdrawals.

For HE full time students the most frequent reason is other personal reasons at 42.6% followed by health at 12%, and for HE part time students is other personal reasons at 50% followed by health at 13%.

Progress against targets for full time students

Targets have been set for 2024/25 as below:

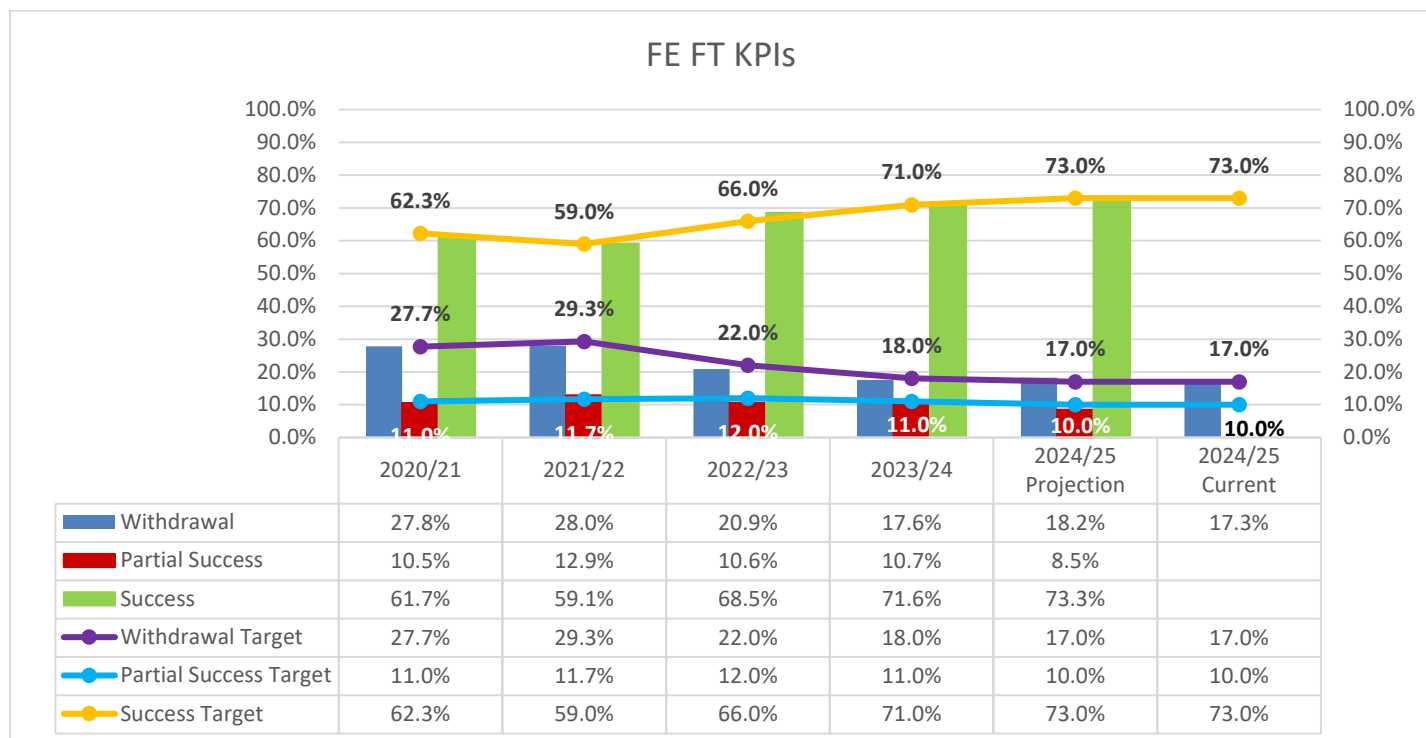
Targets 2024/25	% Completed Successful	% Partial Success	% Withdrawal
FE on recognised qualifications (full-time)	73%	10%	17%
HE HNC & HND (full-time)	65.5%	14%	20.5%

In the charts below the bars illustrate the FE full-time and HE HN 4-year figures for Withdrawal, Partial Success and Success. The two end columns illustrate the projected outcomes and the current figures, the targets for each year are illustrated as lines.

At the time of writing the overall withdrawal rates for full-time FE students is higher at 17.3% than the target set of 17%, however the work that has been undertaken to minimise partial success, would indicate that the targets for success are likely to be achieved or exceeded.

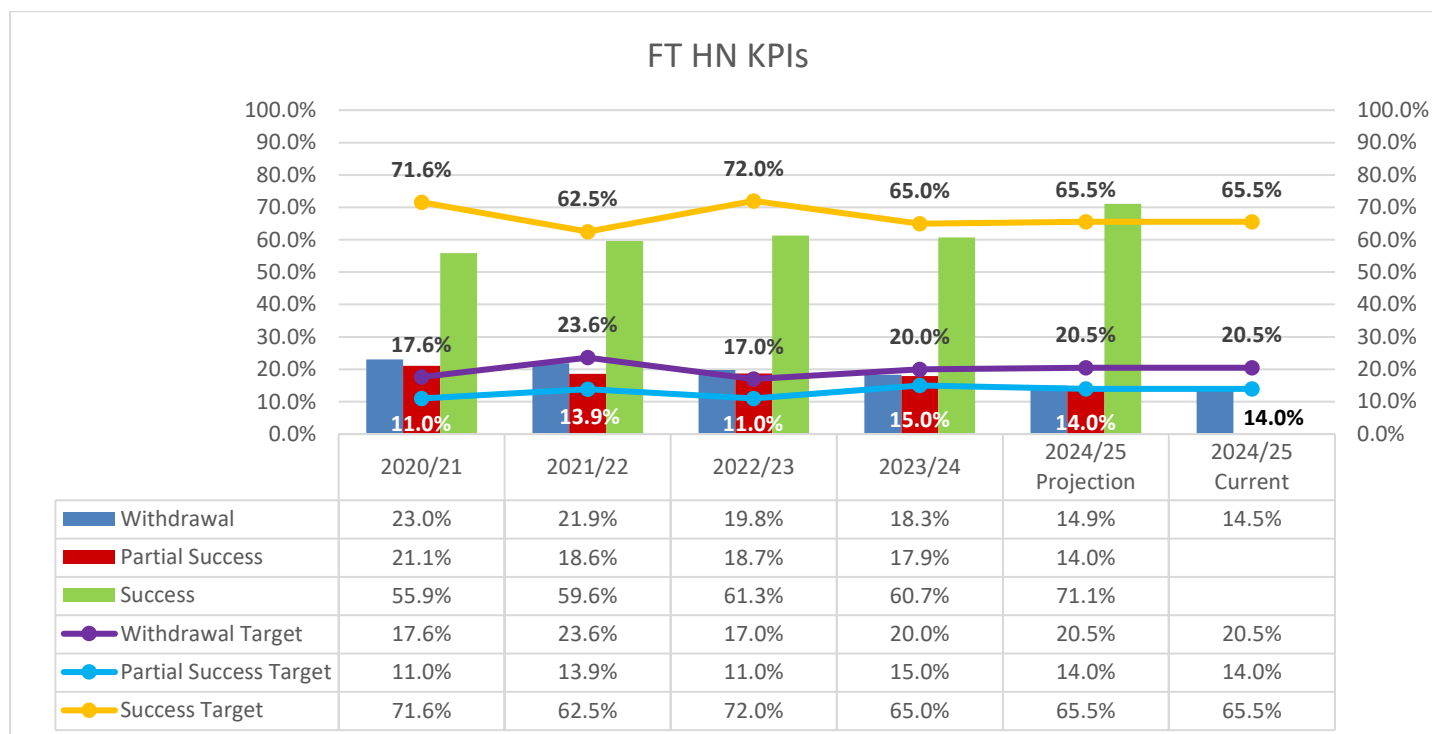
ITEM 04.

The current projection based on information gathered from Curriculum Teams is that the projected partial success rate will be lower at 8.5% than the target of 10%. As a consequence, the projected success rate is 73.3% which is marginally ahead of the target 73%.



Whilst the overall HE withdrawal rate is 8.5%, for full time HN it is currently greater at 14.5%. As teaching is complete for HN students, it is expected that there will be minimal further withdrawals prior to the Progression Boards taking place during June.

The current projection based on information gathered from Curriculum Teams is that the projected partial success rate will be in line with the target at 14%. As a consequence, the projected success rate is 71.1% which is significantly ahead of the target 65.5%.



Learning, Teaching and Research Committee

Subject/Title:	Student Engagement and Satisfaction Survey – summary report
Author: [Name and Job title]	Liz Cook, Quality Manager & Chloe Ugle, Quality Officer
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	10 th June
Date Paper prepared:	April 2025
Brief Summary of the paper:	This paper sets out a high-level overview of participation and satisfaction rates in our end of year student survey of AY 24 - 25.
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<ul style="list-style-type: none"> • Risk Management – student experience / reputation / retention / recruitment • Strategic plan – excellent experience for all • New opportunity/change – identifying aspects of best practice / further development
Resource implications:	If yes, please specify:
Risk implications:	If yes, please specify:
Equality and Diversity implications:	If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Non confidential]	
Freedom of Information Can this paper be included in “open” business* [Yes]	Yes
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End of Year Student Experience Survey: Summary Report 2025

Executive Summary

This report presents the findings of the recent Student Satisfaction & Engagement Survey (SSES) which was conducted to assess the feedback and satisfaction levels of all aspects of student experience at UHI Inverness. The overall survey response rate was **53.17%**, a decrease of 3.95% compared to last year's response rate of 57.12%. The overall satisfaction score was higher than last year with an increase of 1.6% to **94.4%** from 92.82%. The high response rate unlocked £1,000 which was donated to our charity partner, charity Autism and Neurodiversity North Scotland (A-ND).

Charity Partnership

To engage students and gather valuable feedback, we partnered with Autism and Neurodiversity North Scotland (A-ND), a charity focused on supporting the needs of autistic individuals, their parents and carers. Their involvement helped raise awareness of the SSES survey but also boosted their profile within our student community, aligning with our broader mission of community engagement and collective responsibility.

Survey Approach

Most students were eligible to complete the SSES. The SFC SSES eligibility criteria was:

- Students with a current enrolment status
- Students studying a full time or part time of 160hrs or more of learning (4 credits or more)
- Students on courses at SCQF level 4 – 11.

The survey was open for two weeks leading up to the Easter break and was distributed electronically to all eligible students via email with a unique survey link, taking around 5 minutes to complete.

ESOL students were given translated help sheets to aid online completion and Supported Education students were given paper versions of the survey including graphics and symbols. Work based students were asked additional questions to the core question set and were also able to access paper versions of the survey to enable increased response rates. School students were also given the option to identify themselves as such, which aided their identification onto infill programmes.

The SSES was split into three sections:

- **Satisfaction Survey:** a set of core questions based on previous years' regionally devised core questions.
- **Satisfaction Ratings:** section where students can rate the quality of UHI Inverness services which they have used.
- **Additional Service Questions:** were included as a result of projects in the organisation or sector:
 - Please tell us what information you wish you had known before starting your course.
 - How would you describe your experience with your digital student ID?
 - A small set of questions to support the Student support review.
 - What has made you feel like you belong at UHI Inverness?

The results of these additional questions have been extracted and provided to the relevant teams for their own analysis.

SSES results

All staff have access to the [SSES Results](#) and are asked to reflect upon the response and satisfaction rates and comments in their area to identify potential areas for improvement. The dashboard also includes a 5-year trend analysis which allows teams to drill down to course details / personal characteristics; teams are encouraged to use this tool to further interpret the feedback specific to their areas.

The target response rate was set at **55%**, the same target that was set for last year. This year, the SSES response rate marginally missed out on achieving the target response rate, with **53.17%** of the student sample completing the survey (See *Figure 1*). Whilst marginally down on last year response rate (57.12%), it remains a positive response rate and demonstrates a willingness by students to engage with feedback. It also reflects the effort made by staff to encourage their students to participate. The slight decline in the response rate may be due to multiple other surveys being conducted simultaneously (See *Figure 2*). Even though UHI Inverness did not directly promote all of the surveys (for example, SQA AI Survey), there may have been an element of survey fatigue felt across the student cohort.

The results also identified 33 courses with a survey response rate of 33% or less, up from 24 courses last year. Curriculum teams are encouraged to review individual course response rates and liaise with the Quality team to identify reasons for the low responses and take steps to improve the response rates in next AY.

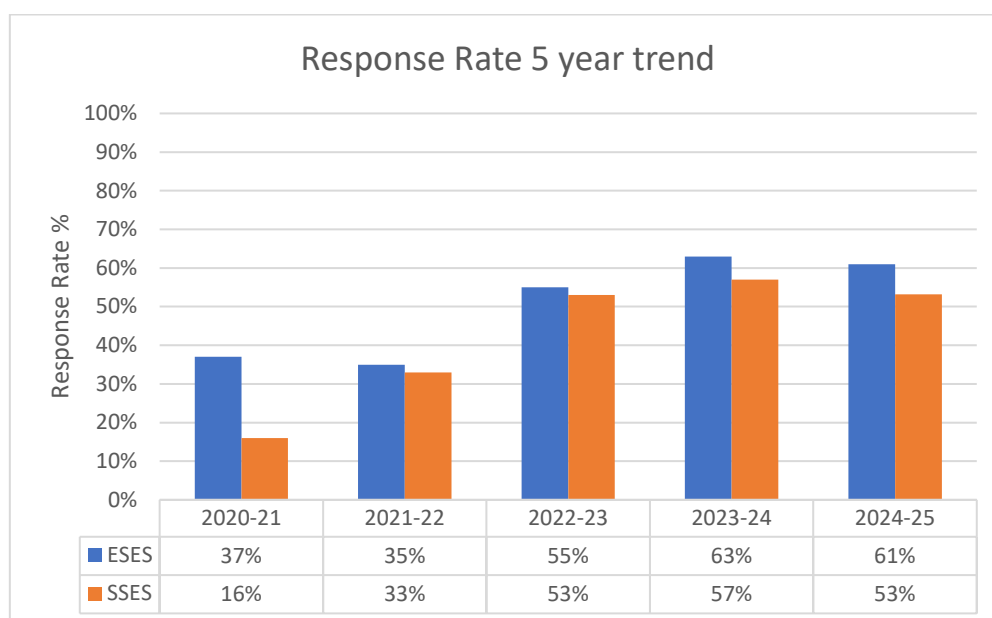


Figure 1. ESES & SSES response rates 5-year trend.

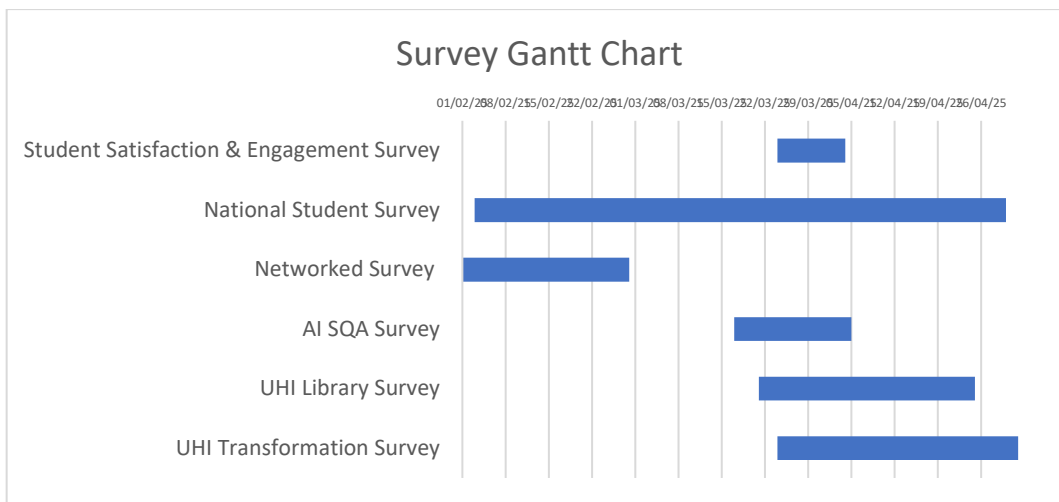


Figure 2. Survey Gantt Chart 2024-25.

Overall satisfaction is measured by respondents selecting “strongly agree” or “agree” with their experience so far. Student satisfaction rate remains high at **94.69%**, showing a marginal increase from 2023-24 (91.63%). Figure 2 below displays the five-year trend in overall satisfaction. The 2024-25 result achieved the 94% target set for overall satisfaction for the SSES this academic year. Over the last five-year period, **2024-25** has seen the closest gap in satisfaction rates between the ESES and SSES, with a difference of just **1.01%**, compared to 4% last year and 2.3% the year before.

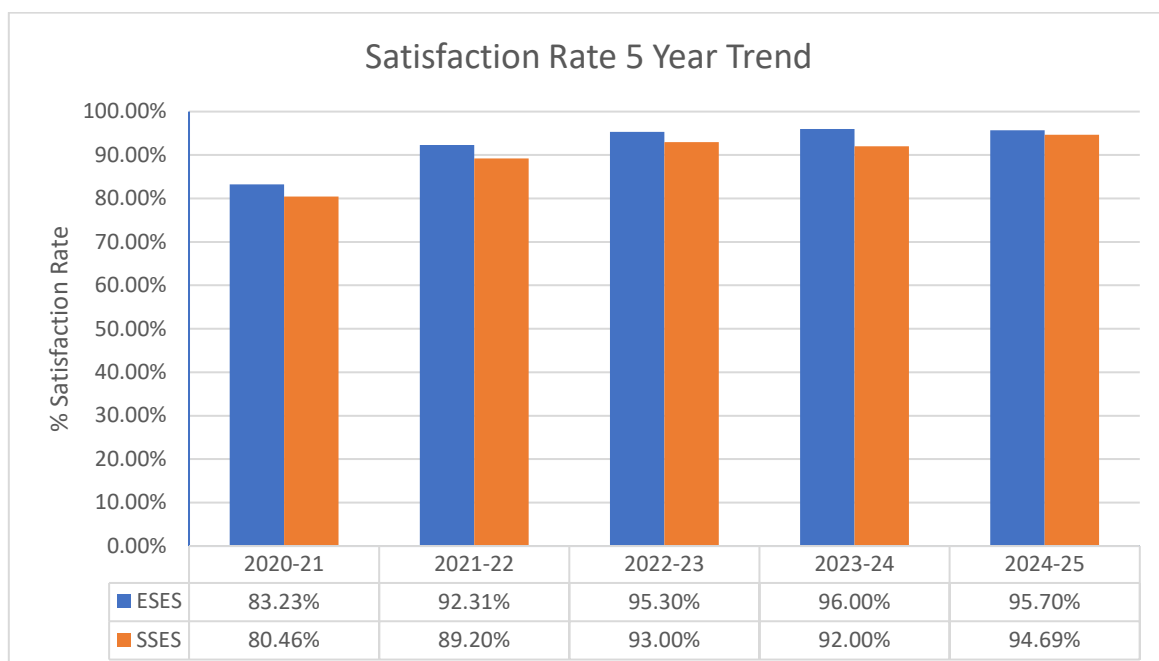


Figure 3. ESES & SSES overall satisfaction five-year trend.

Figure 4 below shows the curriculum area response rate and satisfactions rates, along with overall UHI Inverness results. Overall, it shows a continuing trend that FE students are more satisfied (95.62%) than HE (92.65%). This is the same for all curriculum areas, apart from Business & Creative Industries, where HE students are slightly more satisfied than FE students.

Curriculum Area	Sample Size	No. of Responses	% Response Rate	% Overall Satisfaction	FE Satisfaction	HE Satisfaction
Business & Creative Industries	541	406	75.05%	95.29%	95.26%	95.4%
Care, Arts, Sport & Humanities	983	445	45.27%	94.17%	95.26%	92.99%
Construction & Engineering	788	380	48.22%	95.26%	96.33%	91.25%
Forestry, Applied Science, Computing & Education	637	337	52.90%	94.01%	95.56%	90.82%
Overall results	2949	1568	53.17%	94.69%	95.62%	92.65%

Figure 4. Curriculum Area high-level results

Equality & Diversity

Figure 5 provides an overview of the equity and diversity percentage of respondents against percentage of overall satisfaction rates. 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.

		% 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%

Figure 5. Equality and Diversity Results

Free Text Comments

Free text comments have been made available on the SSES Results Dashboard. Each comment has been categorised by Partnership Agreement theme. There were 174 comments received around students learning and teaching experience, and 169 comments were received about the overall student experience. Additional free text comments regarding information known prior to starting course (176) were received and what has made students feel like they belong at UHI Inverness (307).

Partnership Agreement theme	Learning & Teaching	Overall Experience	Information Prior	Belonging to UHI IC
Advice, Support & Progression	16	13	36	23
Assessment & Feedback	11	2	9	3
Collective Responsibility	0	7	0	4
Learning & Teaching	59	44	64	66
Organisation & Management	35	8	31	1
Student Life	22	80	16	200
Student Voice in Partnership	0	2	0	0
Tools for Learning	28	13	20	10

Figure 6. Number of comments by partnership agreement theme.

Themes Emerging from Learning & Teaching:

Positive Feedback

- Praised for being helpful and good at teaching.
- Students enjoyed and felt they were making progress.
- Lessons were described as helpful and well-explained.

Negative Feedback

- Varied quality of teaching among lecturers.
- Dissatisfaction about the relevance and quality of online materials.
- Disappointment with the absence of hands-on practice.

The following student comments reflect the themes above:

- “I am happy and feel fully supported in my studies.”

- “I have found some lecturers have rules about layout and some don’t. It would be good to have some consistency as I am someone who isn’t familiar with what is proper way to do it, so the differing opinions make it hard.”
- “Strongly feel that practical subjects should be taught in person.”

Themes Emerging from Overall Experience:

Positive Feedback

- Many students praised the supportive and helpful nature of the staff and lecturers.
- Students appreciated the quality of the course materials and resources provided.
- The overall learning environment was described as positive and encouraging.
- Several students mentioned that they enjoyed their time at the institution and found the courses engaging.

Negative Feedback

- Complaints about the condition and management of student accommodation, including cleanliness and maintenance issues.
- Some students felt that online classes lacked engagement, with issues such as cameras being off and poor participation.
- There were concerns about the organisation of courses and communication from staff, particularly regarding sudden changes and lack of information.

The following student comments reflect the themes above:

- “I am enjoying my college experience and I am impressed with the facilities and benefits offered by UHI.”
- “Student accommodation is filthy.”
- “I have put disagree for lecturers regularly discuss progress because it has not been something I have had up until when I needed more support with my mental health. Since then, the staff have been amazing in supporting me.”

Themes Emerging from Information Prior:

Positive Feedback

- Some students felt well-prepared and informed before starting their course.
- Students appreciated the helpful information given during induction.

Negative Feedback

- Important details like timetables and course content were not provided early enough.

- Students found online learning difficult and wished for more information beforehand.
- The intensity and workload of courses were higher than expected.

The following student comments reflect the themes above:

- “I think the induction (even during COVID) was in-depth and detailed and prepared me well for what the course involved and the expectations concerning my study time, reading, etc.”
- “Timetables earlier so childcare can be planned in advance.”
- “I didn't realise how much work we would have to do at home between the blocks.”

Themes Emerging from Belonging to UHI Inverness:

Positive Feedback

- Friendly and helpful staff and lecturers create a welcoming environment.
- Camaraderie among students fosters a sense of belonging.
- Modern and spacious campus facilities are appreciated.
- The relaxed and inclusive atmosphere is valued.

Negative Feedback

- Some students feel a gap in community and culture, especially for those in halls.
- Feelings of isolation and insufficient resources and activities.
- Some students did not feel a strong sense of belonging or were unsure.

The following student comments reflect the themes above:

- “The inclusion of gender neutral backgrounds and the positive and welcoming atmosphere have really helped make me feel far less awkward about being here.”
- “Class community is good and feel we are all in the same boat. Lecturers are kind in their help and assessments of our work and very good at what they do.”
- “Belonging at UHI Inverness comes with the feeling of being at the bottom of the rung of a ladder. It comes with the feeling of immense isolation, a lack of resources, a lack of any sort of activity.”
- “We haven't developed a sense of belonging, it feels like we're not a part of the community, but an offshoot.”

Next steps

- Team level analysis of the SSES results – response rates, satisfaction rates and any areas for improvement. Please encourage staff to speak to Quality if they require support.
- Headline results to be shared with students via Course Committee Meetings (CCMs) and Student Voice Rep Council.
- Quality, HISA and EMT to investigate college level themes for improvement.
- Communicate the headline results to all students along with the actions taking forward using all media platforms.
- Raise the question about survey fatigue with the regional survey group, Quality Forum and QAEC.

-

Thank you to all teams for your continued support in all aspects of the Student Satisfaction & Engagement Survey. We hope the published results are useful in your evaluation and enhancement activities. We value feedback from all staff in how we can continue to improve our survey processes.



HISA's 2025 elections: Report to governing bodies

Summary

Over the spring of 2025, HISA conducted elections for the 16 Student Officer roles across the UHI partnership. These positions collectively form the Executive Committee of the Students' Association, and usually take up governing body positions across UHI. All students were able to vote for the two cross-campus roles and then one, two or three local officer roles (depending on our structures at each Academic Partner).

This year, we made substantial revisions and enhancements to our 2024 processes, including updated candidate training and resources, election rules and publicity, plus the important addition of Single Sign-On for the HISA website's voting platform, which aimed to give us up to date access to records of eligible UHI students.

There were two elections in 2025: our main **Student Elections** running from December to March, and a **by-election** in April to May to fill two remaining positions (Depute Presidents for UHI Argyll and SAMS). All posts were filled, giving HISA a full Executive team going into the 2025-26 academic year.

Turnout in the main Student Elections was 4.17%, an increase on last year's 3.02%, which in fact due to changes in our reported membership represents a 51.09% increase on the turnout (due to differing total memberships over the two years).

This report aims to update governing bodies in UHI and the Academic Partners on these elections, contributing towards their responsibility under the 1994 Act to ensure free and fair elections in their students' association.

1: Introduction

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

Our main Student Elections saw nominations open in December and voting took place during the week of 10th March 2025, while nominations for the by-election for the UHI Argyll and SAMS Depute Presidents opened in April with voting during the week of 5th May 2025.



From July 2025 HISA's new Insight and Democracy Coordinator, who is responsible for operational delivery of processes such as our elections, undertook a review of key processes including our election nomination and voting stages. From this, a number of changes were introduced including:

1. Development of a new "brand" for our elections, with graphics specific to each stage (eg nomination and voting).
2. Revised [election rules](#), drawing on effective practice from across the sector.
3. A comprehensive [candidates' pack](#).
4. Updated [training for candidates](#), including a compulsory introductory session, training on campaigning and expenses, and a chance to meet with key HISA staff to better understand the roles of those they might be working with.
5. A [social media competition](#) with cash reward/prize to raise profile of voting.
6. The addition of Single Sign-On for the HISA website, where nomination and voting took place, enabling students to use their regular UHI login details rather than create a new account. This also has the advantage of enabling students to easily access other member-only functions such as joining a club or society.



2: Preparing for the elections

Working with staff, especially in teaching and support roles, at Academic Partners is crucial to the success of our elections, because of the day-to-day contacts with students that they have. As such, we arranged this year through AP management teams the promotion of our "recommend a friend" form whereby staff (and students) can trigger an anonymous email of encouragement to a student to consider standing, and a heavy programme of class visits to promote the opportunities available through nominations. Our local teams have also undertaken promotional work through stalls in campus open spaces, digital communications through our website, social media and newsletter, and through AP-based services such as display screens, plus our various channels of engagement with Student Voice Reps (SVRs) including meetings.

Across UHI, we worked closely with UHI's data protection and student records teams to ensure Single Sign-On was effectively implemented.

This partnership working is further crucial given the roles local officers usually play as student member posts of governing bodies, so liaison with governing bodies and governance professionals is a key part of our election processes – not least in the form of this report.

At UHI Inverness, PDA/PAT's were happy to discuss elections in their classes online & in-person once we shared the information with them. They also allowed HISA to enter classes to discuss elections with the students which made a positive impact on Inverness' nomination & voting results. The Inverness marketing team also played a big part of promotion locally, allowing our material on the big screen in the atrium as well as other screens distributed throughout the Beechwood & Forestry Campuses.



3: Elections process and results

Key dates for our elections were as follows:

- **Nominations Open:** Noon (12:00) Monday 9th December 2024
- **Nominations Close:** Noon (12:00) Thursday 20th February 2025
- **Candidates Briefing:** 5pm, Thursday 20th February 2025
- **Candidates Training Workshops:** Friday 21st February 2025
- **HISA Staff Speed Meet:** Tuesday 25th February 2025
- **Manifestos Deadline:** Noon (12:00) Thursday 27th February 2025
- **Online Campaigning Starts:** 10am, Monday 3rd March 2025
- **Voting Opens & Physical Campaigning Starts:** 10am Monday 10th March 2025
- **Voting Closes:** 4pm Thursday 13th March 2025
- **Election Results Announcement:** 5pm, Friday 14th March 2025

Due to significant publicity and promotion work, candidacy was significantly higher than 2024's Spring Elections, albeit there was some candidate withdrawal upon engaging with briefings and training and due to personal circumstances. At the opening of voting, we had 25 candidates in total.

Voting took place by Single Transferable Vote. Voting was available through our website, and at polling stations at many campuses using a desktop polling app from MSL, our website provider.



Lecturers, PDA's & PAT's were happy to either take their class to a voting booth or let their students leave class slightly early to come and have a chat about what elections are, why it's important to vote and most importantly – how to vote! Thanks to all of the hard work promoting on the ground (from HISA staff to candidates), Inverness had a brilliant turnout of voters.

The National Union of Students acted as Returning Officer, a service available as part of our affiliation to NUS by which they provide external validation of results and advice on complaints or complex judgements. HISA's Director of Student Engagement and Representation () acted as Deputy Returning Officer, meaning he was responsible for decisions about the elections and declaring the results. Our Insight and Democracy Coordinator () was responsible for day-to-day operational delivery.

The [results of the Student Elections in March, including our declaration video, are on our website](#), and the names of candidates returned in each role, with the numbers of votes cast in total for each position (not just for the winning candidate), are as follows:

Role	Total votes cast	Winning candidate
President	776	
Vice-President Education	738	
HTC Depute President	5	



Inverness President	186	
Inverness Depute President	186	
Moray President	92	
Moray Depute President	91	
North, West & Hebrides Depute President (North)	79	
North, West & Hebrides Depute President (West)	76	
North, West & Hebrides Depute President (Islands)	71	
Shetland Depute President	64	
Orkney Depute President	38	
Perth President	294	
Perth Depute President	288	

Our May by-election for the two remaining positions led to candidates returned as follows:

Role	Total votes cast	Winning candidate
Argyll Depute President	1	
SAMS Depute President	7	

This means we have a complete membership on our Executive at the end of elections which was not the case in recent years (Sabhal Mòr Ostaig have their own local students' association, with an entitlement to an appointed place on the Executive).

4: Election statistics

Thanks to Single Sign-On, we were able to extrapolate some useful data about voting via MSL, our website provider.

In the main Student Elections in March, 946 members voted (4.17%), casting 2984 individual votes. This represents an increase in turnout of around 51.09% compared to the 2024 Spring Elections where 613 members cast 1731 individual votes. Among those who voted:

- 85% of voters voted for a Cross-Campus Officer role (President or Vice-President Education), 75% for both roles and the remaining 10% for only one or other.
- 88% of voters voted for a Local Officer (all other posts based within APs).
- 65% of voters voted via the HISA website, nearly double last year's figure, demonstrating the ease which Single Sign-On provides for the voting process.

Over the **four days of voting** (Monday 10th to Thursday 13th March), voting was broadly spread out but with some tail off towards the later days. There were significant spikes in voting during typical working hours and very little overnight turnout.

Day One (Monday)	Day Two (Tuesday)	Day Three (Wednesday)	Day Four (Thursday)
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Votes	852	848	661	623
% Votes	28.55%	28.42%	22.15%	20.88%

There was a number of notable differences in turnout with regards to **student type** in the 2025 Student Elections. Postgraduate Research (PGR) students were significantly more likely to vote than others, and Postgraduate Taught (PGT) students were the least likely to have voted in the 2025 Student Elections.

	Voters	Total Membership	Turnout
Further Education (FE)	479	12541	3.82%
Undergraduate (UG)	422	8195	5.15%
Postgraduate Taught (PGT)	22	1765	2.25%
Postgraduate Research (PGR)	21	203	10.34%

Similarly, a breakdown of the vote by **mode of study**, highlights that there was a significant difference in turnout between students on full-time programmes of study and students on part-time programmes of study.

	Voters	Total Membership	Turnout
Full-Time (FT)	747	13650	5.47%
Part-Time (PT)	197	9054	2.18%

In terms of **age**, turnout ranged from 0.51% for under 16s to 6.34% for 18-21s.

By **Academic Partner**, some interesting things can be noted: including a correlation between SAMS' high turnout (despite the lack of a local officer candidate) and its high full-time HE numbers, and UHI Argyll's turnout and its low full-time and HE numbers.

	Voters	Total Membership	Turnout
Highland Theological College (HTC)	5	126	3.97%
Sabhal Mor Ostaig	6	355	1.69%
Scottish Association for Marine Sciences (SAMS)	30	192	15.63%
UHI (Executive Office)	17	713	2.38%



UHI Argyll	20	1517	1.32%
UHI Inverness	217	5290	4.10%
UHI Moray	102	2979	3.42%
UHI North, West & Hebrides	108	4126	2.62%
UHI Orkney	39	1117	3.49%
UHI Perth	336	5287	6.36%
UHI Shetland	63	992	6.35%

5: Evaluation and analysis

There are considerable successes we can point to in our 2025 Student Elections:

1. An increased turnout from last year, due to increased publicity and visibility of the elections.
2. An increased level of candidacy from last year, with all positions filled by the end of the May by-election.
3. Positive feedback from surveys conducted of all candidates and of HISA staff, complementing how well organised the elections are and how supportive the process was, and the value and effect of the elections' new branding.
4. The implementation of Single Sign-On for our website.
5. Improved materials for publicity and candidate information, including higher profile on-campus presence, class talks and engagement with the student population.
6. A revised candidate training process.

On the other hand, there are some continuing challenges:

1. Turnout for our Student Elections, while up on last year, is poor by sector standards (the National Union of Students reported a national average of 16.4% among its member unions in 2024). Our figure is exacerbated by UHI's distributed student population including a high number of online and part-time students who are typically less likely to engage with democratic processes. We attempted to address this by reaching out to online programme leaders to offer class visits or VLE content to promote the elections but uptake of this was low.
2. While Single Sign-On was a success, there were some difficulties in ensuring we had timely access to full and up to date lists of UHI's student population.
3. Also, some variation in AP student enrolment practices (for example relating to short course students) meant that our overall membership in practical terms was several hundred lower than it should have been. Related questions also remain about legal entitlements to membership (for instance for under-16s) and legacy student accounts still being in the system. One consequence of this is that fully reliability of reporting on our percentage turnout is difficult to achieve.



In terms of action for the future, it should be noted in the first instance that HISA's democratic structure may change for 2026-27 in light of a current democracy review and/or following UHI Transformation. For instance, any reduction in the number of officers from our current total of 16 (already considerably higher than any other students' association in Scotland) would allow a simplification of message to students regarding candidacy and voting.

Beyond that, a second action relates to the engagement of online students, which as stated above is a wider dynamic. As part of broader aims to engage with those studying entirely online, we are working with Academic Partners to ensure that students are made aware of the value of engaging with their local campus where they have one, and that we can access online classes and learning spaces throughout the year for key intervention such as Welcome activities and election promotion. This relates to a wider point about scope for further partnership working with UHI and academic partners on a shared understanding of the value of the elections and how most effectively to promote them to students.

A final challenge relates to harmonisation of practices relating to student records. HISA is unique in its membership being shaped by 11 different processes for recording students, and this risks variation in our reportable membership. We will continue to explore this through academic, administrative and data protection processes.

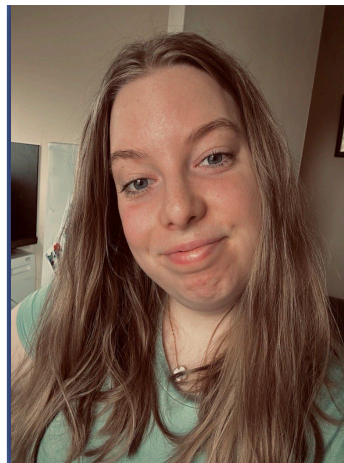


Director of Student Engagement and Representation
Highlands and Islands Students' Association

End of Year Report HISA Inverness 2025



HISA Inverness Update – Officers and Staff



Holly Pearce

Inverness Depute
President Education.

Title & Role Change come
July 2025:
Vice President Education



Elizabeth Keegan

Inverness President



Méabh O'Connor

Inverness Local
Coordinator

Started 16th October
2023 and left 9th May
2025



Sophie MacGregor

Inverness
Development
Manager

Student Inductions



Between Liz, Holly and Meabh, HISA were able to attend 34 student induction sessions in person between 21st and 31st August 2024. Although this was fewer than last year due to officer availability, we addressed this by creating an induction video. The video was shared with DCLs and PDAs and played on a loop on the screen in the second-floor social space to ensure students still received the key information.



In both the sessions and the video, we introduced ourselves and delivered a PowerPoint presentation outlining our roles, the support available and what students can expect from us over the coming year.



We also introduced the role of Student Voice Representatives, encouraged students to get involved and explained the benefits of representing their classmates and making their voices heard.

Student Voice Representatives



This year, we were proud to have an impressive 121 Student Voice Representatives, with two-thirds successfully completing their training through one of our three available formats: online, self-led, or in-person.



Engagement and participation have been exceptional, and the feedback we received has been incredibly valuable. Thanks to the insights shared by our reps, we have been able to implement meaningful improvements that are genuinely shaping the student experience in a positive way.



Examples include:



Food Focus Groups:
These sessions provided students with a platform to share feedback on canteen and food services, raise concerns, and collaborate on practical solutions to improve the overall dining experience.



Assessment Feedback: Reps highlighted what is working well and where improvements are needed, helping us to better understand and enhance the feedback process for assessments.

Team Projects

- A key focus for us this year has been hosting events aimed at fostering a strong sense of community across the university, helping to make UHI Inverness a vibrant, welcoming and enjoyable place to study.
- In response to student requests for a dedicated student bar on campus, we collaborated with local venue *The Tooth and Claw*, based in Inverness city centre, to establish a student-focused bar space as a practical alternative.
- We have also continued to advocate on student transport issues through our ongoing Stagecoach campaign. Students and HISA officers attended a meeting with Stagecoach Area Operations Manager, Mike MacMillan, where they shared feedback about challenges with local bus services. One of the main concerns raised was the inaccuracy of the Stagecoach app regarding bus times and cancellations. While Mike explained that these issues are managed nationally, he committed to ensuring they would be investigated further.



Officer Projects

Holly's Network Student Project - Holly is actively working to ensure network students have a dedicated space to study, whether online or at their nearest campus. The goal of this project is to create opportunities for students to connect with their peers, build a sense of community, and interact with those studying across the wide range of degree programs UHI offers. Additionally, it aims to provide insight into how network students feel about their academic experience so far.

So far, Holly has received 48 responses, reflecting a mix of positive and constructive feedback. She is now collaborating with colleagues to thoroughly analyse the data and identify key areas for improvement. This initiative is an important step in enhancing student engagement and ensuring network students feel supported in their studies.

Liz's Mental Health Agreement – Carrying over from the work undertaken last year on the mental health policy, Liz, William, and HISA CEO Rachel Burn worked together with UHI staff to create the Student Mental Health Agreement between HISA and UHI through Think Positive, which went live in November.

Since then, Liz has been working on her other manifesto points – continuing to organise and promote events, being a safe space for students to vocalise any concerns and suggest areas for improvement and visiting SSF weekly to increase HISA visibility and involvement at the Balloch campus.

Events held in the 1st academic term

**Freshers'
Fayre**

**Forestry
Freshers'**

Graduation

**Halloween
Trick or Treat**

**Trans
Remembrance
Vigil**

Cash for Kids

Events held in the 2nd academic term

Refreshers

**Valentines
Gift Bags**

**Feel Fab
Feb**

Pride Party

UHI Varsity

**NUS
Scotland**

**Stress
Less**

**HISA
Elections**

Election Results 2025

The elections took place in March, and Holly made the decision to run again for a Cross-Campus position—successfully securing the role! Meanwhile, after completing her two-year term, Liz chose not to re-run this year, instead focusing on her studies and future academic goals.

In the main Student Elections in March, 946 members voted (4.17%), casting 2984 individual votes. This represents an increase in turnout of around 51.09% compared to the 2024 Spring Elections where 613 members cast 1731 individual votes.

Role	Total votes cast	Winning candidate
President	776	Xander McDade
Vice-President Education	738	Holly Pearce
HTC Depute President	5	Susan Loughlin
Inverness President	186	Chloe Young
Inverness Depute President	186	Holly Storton
Moray President	92	Sarah Marshall
Moray Depute President	91	Emmaleigh Hay
North, West & Hebrides Depute President (North)	79	Cole Garscadden
North, West & Hebrides Depute President (West)	76	Abigail Teague
North, West & Hebrides Depute President (Islands)	71	Alasdair Macleod
Shetland Depute President	64	Harley Green
Orkney Depute President	38	Mila Tabone
Perth President	294	Andi Garrity
Perth Depute President	288	Millie Haokip



SSES Feedback

Positive Feedback	Negative Feedback
Welcoming environment, the supporting staff and HISA.	Physical student ID is better due to bus drivers and my phone dies sometimes
Inter-student community is quite small however, those who do participate are friendly and welcoming.	Student accommodation does not change after reporting
My classmates and friends that I made through the HISA student networks The student societies are fantastic for finding people with similar interests, however, it would be nice if they were more active and promoted around the place.	There needs to be some more events or gatherings that allows for socialisation amongst the students.
Good relationship between teachers and classmates as well as taking part in clubs.	I have not yet once felt connected to the college community.
The basketball club, and the students in my class are all friendly.	Nothing to do. Anything there is to do or anything that is set up by any student association or club does not consider anyone that relies on public transport
	Student accommodation is filthy.

Our plans for over the summer...



Record videos to be shared at induction



Plan Halls Check-In Weekend



Plan Freshers and upcoming events for the next academic year



Tidy up the office for the incoming officers



Subject/Title:	KPI Report
Meeting and date:	LTR Committee, 10 June 25; EMT Committee 5 June 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 the performance measures year to date – period 9, April 2025.

Main body of information

The KPI matrix for period 9, April 2025 accompanies the paper and presents performance for each active measure in the period and YTD against respective targets.

Period Update

Twenty-three measures were active in the period.

Thirteen of the twenty-three measures active in the period are satisfactory / met (Green).
Six of the measures are unsatisfactory / not yet met (Red),
Four measures are marginal / not yet met (Amber).

YTD Update

Thirty-four measures are in scope year to date. Two HR measures are also reported but have no target.

Sixteen of the thirty-four measures are satisfactory / met (Green).
Twelve of the measures are unsatisfactory / not yet met (Red).
Six measures are marginal / not yet met (Amber).

A column has been added detailing the sector benchmark for each measure, where applicable. Some measures have sector benchmarks defined as TBC as further

investigation is needed to establish if easily accessible sector data is held. Respective managers aim to identify if sector benchmark data is available for 25/26 reporting. N/A indicates that the measure and data is specific to UHI Inverness and lacks meaningful sector comparison.

Comment on In Scope Measures – April 25.

HE Active Applications (next AY). Serial 1. 94.8%. RED.

The number of active applications fell in April primarily due to the adjustment for BSc Oral Health Science applications. The course has a capacity of 12 and received well over 100 applications. After offers were accepted, the remaining applications have been removed. Offer acceptance rates remain higher than last year. Data in MIS Manager report.

FE Active Applications (next AY). Serial 2. 102.5%. GREEN.

32 applications more than profile expectation at the end of period 9. Many courses have established waiting lists. Unmet/suppressed demand data is being captured and shared with the RSB.

MIS Manager report contains up to date data.

FE Credits. Serial 3. 102.7%. GREEN.

SFC FE funded threshold has been exceeded. We have delivered 708 FE Credits beyond the threshold.

Note - this is the equivalent of 41 additional full-time FE students for which we receive no funding.

Apprenticeship Starts. Serial 4. 80.4%. RED.

New apprentice starts have reached 291 for the year. While below the target number it has exceeded 2023/24 starts by 15, which means that our average number of apprentices in learning will remain high.

Apprentices in Learning. Serial 5. 104.8%. GREEN.

Average apprentices in learning are 33 over expectation. The high number of apprentices is reflected in SDS Apprenticeship income.

Apprenticeship Income. Serial 6. 116.8%. GREEN.

Income YTD is 86% of annual expectation as at the end of period 9. Strong performance in apprenticeship income.

Commercial Short Course Income. Serial 8. 88.3%. RED.

YTD actual income has increased to £66,200 from circa. £33,600 in the previous period. Several commercial courses were undertaken in the period. Staff capacity enabled courses to be undertaken. In addition, £40k of Other Grant funding relating to net zero training has been carried out in year.

HE Enrolments. Serial 9. 105.8%. GREEN.

Enrolment numbers increased by 1 in the period. Overall, HE headcount is very good and reflects efforts made across college to attract applications and convert them.

HE FTE (APC figure). Serial 11. 99.6%. AMBER.

5.8 FTE below the FTE target provided to APC. MIS Manager is working with student records colleagues (Inverness and EO) to ensure that all student course loadings are complete to ensure that FTE data is accurate. Some student records require completion/review.

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

Actual SSES result for AY 24/25 is 94.7% satisfaction. National benchmark 89.7%. Excellent satisfaction and engagement results.

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

Actual survey response rate was 53.2% of students. Internal target 55%. National benchmark is 50%. Exceeded the benchmark but did not achieve our internal target and is lower than the response rate in 23/24. Increased 'campaign' activity planned in 25/26 and extend duration the survey is open to support completion by work-based students.

MA Successful Outcomes. Serial 32. 76.1%. RED.

MA outcomes are below the sector benchmark (57.1% / 72%). Outcome % reduced in April, holidays will have impacted unit achievement data. As the AY nears a close, unit completions increase as many elements are undertaken and assessed holistically. Data for frameworks/subjects are closely monitored by curriculum and Business Solutions.

Mental Health Support Appt. Serial 35. 103.2%. GREEN.

All enquiries received an appointment within 3-10 working days in April. Objective 95%. YTD overall is 98%. The counselling team continue to deliver a tremendous service to our students.

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

YTD performance is 100% of ASN appointments receive an appointment within 6-20 working days. Tremendous. Very high number and proportion of ASN referrals so the workload is not insignificant. This also impacts the team and resources at exam time (now).

Sickness Levels. Serial 40.

Absence rates for Q3 are to be reported. HR will include the most recent data in their paper to HR Committee and this will be captured in the next iteration of the KPI report. No change to data presented in the previous report to audit committee.

% Staff Turnover. Serial 43.

% staff turnover data for Q3 to be reported. HR will include the most recent data in their paper to HR Committee and this will be captured in the next iteration of the KPI report. No change to data presented in the previous report to audit committee.

PRD Completion. Serial 44.

PRD data for Q3 to be reported. HR will include the most recent data in their paper to HR Committee, and this will be captured in the next iteration of the KPI report. No change to data presented in the previous report to audit committee.

Number of Workplace Injuries. Serial 47. GREEN.

This measure remains well below the previous year which is pleasing. 6 injuries in the period. 4 minor cuts in Hairdressing, 1 staff member tripped in the car park and one student injured playing football during break on campus. HS&S Manager monitors closely.

% of Staff Completed Mandatory iHASCO Training. Serial 49. 101.2%. GREEN.

Performance remains over the target of 80% completion. There are mandatory modules (not H&S related) that are to be completed by all staff by the end of June. Managers are asked to keep a close eye on completions and utilise staff development days in June to ensure all are complete.

Room Occupancy – Frequency %. Serial 59. 119.1%. GREEN.

Occupancy for the period was at 54% increasing average occupancy to 45.1% across the year. School programmes have largely ended at Easter which will lower occupancy on Fridays from this point. Occupancy will reduce each month as teaching ends for different qualification levels.

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

87 tonnes below expectation YTD which is pleasing. Estates and HS&S Manager continue to monitor energy use and energy mix data with GTFM.

Estates Reactive Task Completion Rate %. Serial 62. 98.8%. AMBER.

The team achieved 95% completion in the period, marginally below the expectation of 96%. Estates supervisor monitors estates requests and completion rates. YTD average is 94.9% completion.

GTFM % Reactive Task Completion Rate. Serial 63. 99.4% AMBER.

GTFM met their objective in April delivering 96%. YTD average completion rate now stands at 94.4%. Completion rates are a key part of the contract management discussions that take place each month.

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	27 May 2025
Period Month	April
No.Periods YTD	9

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	Sector Benchmark
Serial	Measure 1: CORE FE/HE OUTPUTS							
1	HE Active applications (next AY - Measure from Dec - Jul)	Monthly	1333	1,400.0	1,350	1,280	94.8%	N/A
2	FE Active applications (next AY - Measure from Dec - Jul)	Monthly	2281	2,300.0	2100	2,132	101.5%	N/A
3	FE Credits	Monthly	26543	26,442	26,200	26,908	102.7%	N/A
4	Apprenticeship starts	Monthly	276	374	362	291	80.4%	N/A
5	Apprentices in Learning (average in year)	Monthly	664	675	675	708	104.8%	N/A
6	Apprenticeship Income (excluding T&A)	Monthly	£1,222,884	£1,259,400	£927,076	£1,082,679	116.8%	N/A
8	Commercial Short Course Income	Monthly	£121,486	£100,000	£75,001	£66,200	88.3%	N/A
9	HE enrolments (head count)	Monthly	1,904	1,990	1,990	2,106	105.8%	N/A
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	1,319.0	1,313.2	99.6%	N/A
12	Research - Income less expenditure	Biannual	£140,043	-£150,000	-£150,000	-£299,930	-200.0%	N/A
13	GA Programmes - New Enrolments	Monthly	92	122	122	191.0	156.6%	N/A
14	Senior Phase Enrolments	Annual	667	677	677	574.0	84.8%	N/A
	MEASURE 2: SATISFACTION MEASURES							
18	Early Satisfaction & Engagement Survey (ESES)	Annual	96.0%	96%	96.0%	95.7%	99.7%	N/A
20	Student Satisfaction & Engagement Survey (SSES)	Annual	92.0%	94%	94.0%	94.7%	100.7%	89.70%
23	ESES % Response Rate	Annual	63.3%	60%	60.0%	61.0%	101.7%	N/A
24	SSES % Response Rate	Annual	57.0%	55%	55.0%	53.2%	96.7%	50%
	Measure 3: RETENTION, SUCCESS & PROGRESSION							
32	Modern Apprenticeship successful outcomes (contract year)	Monthly	63.0%	75%	75.0%	57.1%	76.1%	72%
33	FE progression to further FE study	Annual	37.0%	40%	40.0%	39.6%	99.0%	TBC
34	FE progression to HE - actual	Annual	30.0%	35%	35.0%	29.7%	84.9%	TBC
35	Mental Health Support appt (non-emergency) offered for within 3 - 10 working days	Monthly	99.0%	95.0%	95.0%	98%	103.2%	TBC
36	Learning Support appt offered for within 6 - 20 working days	Monthly	96.0%	95.0%	95.0%	100%	105.3%	TBC
	Measure 4: HR							
40	Sickness levels	Quarterly	2.98%	2.58%	2.67%	3.40%	127.5%	TBC
43	% Staff turnover	Quarterly	2.38%	3.01%	3.07%	2.30%	75.0%	TBC
44	PRD completion - full or review	Quarterly	57%	75%	50%	6%	11.8%	N/A
47	Number of workplace injuries	Monthly	138	138	134	105	78.36%	N/A
48	Number of RIDDOR reportable accidents and illness	Monthly	3			5		TBC
49	% of staff completed mandatory IHASCO (H&S) Trg	Quarterly	79%	80%	80.0%	80.9%	101.2%	N/A
	Measure 5: FINANCE							
53	Forecast Outturn Operational Surplus/(Deficit)	Quarterly	-£309,938	-£750,000	-£750,000	-£967,000	128.9%	N/A
	Measure 6: ESTATES & CAMPUS							
59	Room Occupancy - Frequency %	Monthly	36.0%	36.0%	37.9%	45.1%	119.1%	TBC
60	CO2 Emissions on Utilities (gross) Tonnes	Monthly	638	667	546	459	84.1%	TBC
61	CO2 Emissions on Waste - Tonnes	Quarterly	11.0%	0.930	0.257	0.197	76.5%	TBC
62	Estates reactive task completion rate %	Monthly	95%	96%	96%	94.9%	98.8%	N/A
63	GTFM % reactive task completion rate	Monthly	95%	95%	95%	94.4%	99.4%	N/A

Performance Measures

AY: 2024-2025

Performance Measures- EMT & Board of Management

Measures - Linked to Profile and Actual sheets

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20	Student Satisfaction & Engagement Survey (SSES)	Annual	92.0%	94%	94.0%	94.7%	100.7%	89.70%
24	SSES % Response Rate	Annual	57.0%	55%	55.0%	53.2%	96.7%	50%
32	Modern Apprenticeship successful outcomes (contract year)	Monthly	63.0%	75%	75.0%	57.1%	76.1%	72%
35	Mental Health Support appt (non-emergency) offered for within 3 - 10 working days	Monthly	99.0%	95.0%	95.0%	98%	103.2%	TBC
36	Learning Support appt offered for within 6 - 20 working days	Monthly	96.0%	95.0%	95.0%	100%	105.3%	TBC
40	Sickness levels	Quarterly	2.98%	2.58%	2.67%	3.40%	127.5%	TBC
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62	Estates reactive task completion rate %	Monthly	95%	96%	96%	94.9%	98.8%	N/A
63	GTFM % reactive task completion rate	Monthly	95%	95%	95%	94.4%	99.4%	N/A

LTR Committee

Subject/Title:	QAA Quality Engagement Visit
Author: [Name and Job title]	Lindsay Snodgrass, Vice Principal Curriculum, Student Experience & Quality
Meeting:	LTR committee
Meeting Date:	02.06.25
Date Paper prepared:	10.06.25
Brief Summary of the paper:	To provide a brief update on our introductory meeting with QAA
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Strategic Plan – Tertiary Education, Student Experience, Finance & Sustainability
Resource implications:	No
Risk implications:	Yes If yes, please specify: Organisational and reputational: risk of failure to engage in quality enhancement Financial risk – failure to meet relevant KPIs
Equality and Diversity implications:	NA
Consultation: [staff, students, UHI & Partners, External] and provide detail	NA

ITEM 10.

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 (S28)		Its disclosure would constitute a breach of confidence actionable in (S29)	
Its disclosure would constitute a breach of the Data Protection Act (S31)		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

This report provides a brief summary of activity this academic year to date with the new Tertiary Quality Enhancement Framework (TQEF) and our recent first institutional liaison meeting with our link QAA Quality Assurance Manager, Demelza Curnow.

Institutional liaison meetings are undertaken with every institution on an annual basis (apart from the year of review) to consider developments in, and impact of, an institution's quality assurance and enhancement approach and progress following external peer review.

These meetings are a component of external quality arrangements and the opportunity to share information two ways.

Main Information

All colleges and universities moved to new quality assurance arrangements this AY with the introduction of the Tertiary Quality Enhancement Framework (TQEF) and an intention of providing a streamlined tertiary education system.

Key components of the Tertiary Quality Enhancement Framework

1. **Tertiary Quality Enhancement Review (TQER):** A new review method that evaluates how institutions meet TQEF principles. It includes:
 - External peer reviews
 - Focus on student engagement and partnership
 - Judgements based on effectiveness in delivering quality and enhancement

UHI Inverness has received information to confirm our institutional review within the TQER cycle will be in AY 2026/27.

2. **Scotland's Tertiary Enhancement Programme (STEP):** A collaborative initiative to support innovation and improvement across the tertiary sector around identified themes. The overarching theme for this phase of the programme is 'Diverse Learner Journeys'.
3. **Institution-led and sector-wide activities:** Institutions are expected to lead their own quality enhancement efforts while also participating in national initiatives.

Activity this year to date

All institutions submitted a Self-Evaluation Report and Action Plan (SEAP) in early December '24 to the SFC. Each UHI college submitted their own SEAP in recognition of the diversity of colleges across the partnership and areas of strength and further development. EO submitted their own SEAP which incorporated Highland Theological college and the Scottish Association for Marine Science.

ITEM 10.

Since then, the SFC have had a feedback meeting about all the UHI partnership SEAPs. The feedback meeting was with colleagues from EO, as the regional strategic body, and unfortunately has meant that academic partners did not receive direct feedback on their SEAP. This has created inequity with all other Scottish colleges. The Vice Principal Curriculum, Student Experience & Quality has raised this at the partnership's Quality & Enhancement committee and requested this is discussed with SFC.

Separately to this feedback meeting, each institution has also had an annual engagement visit. Our first annual engagement visit took place last month with the purpose of:

- Getting to know us as an organisation and our wider context
- 'Checking in' on progress to date with our SEAP actions and since our last external review by Education Scotland (May '24).

Despite our lack of direct feedback, UHI Inverness has been approached by College Development Network (CDN) with a request to develop a new resource for use across the tertiary sector. This will share our journey to developing our SEAP, the data sets we used, the evidence of impact, our quality culture, and our approach to enhancement planning, for example.

LTR Committee

Subject/Title:	Public Sector Equality Duty Report
Author: [Name and Job title]	Lindsay Snodgrass, Vice Principal Curriculum, Student Experience
Meeting:	LTR committee
Meeting Date:	02.06.25
Date Paper prepared:	10.06.25
Brief Summary of the paper:	To provide an overview of our PSED report and the new national equality outcomes which focus on students
Action requested: [Approval, recommendation, discussion, noting]	Discussion
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	Strategic Plan – Student Experience & Organisation Development
Resource implications:	No
Risk implications:	<p>Yes</p> <p>If yes, please specify:</p> <p>Organisational and reputational: risk to organisational reputation if, as a public sector institution, UHI Inverness do not uphold the Public Sector Equality Duty (PSED) under the Equality Act 2010 by:</p> <ul style="list-style-type: none"> - eliminating unlawful discrimination - promoting equality of opportunity - fostering good relations between people who share protected characteristics and those who do not. - Failure to adopt the new national equality outcomes <p>Financial risk – equalities legislation claims</p>
Equality and Diversity implications:	<p>Yes</p> <p>Reference to student outcomes across priority groups/sector benchmarking</p>
Consultation: [staff, students, UHI & Partners, External] and provide detail	EDI committee input into reporting

ITEM 11.

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 (xxx)		Its disclosure would substantially prejudice the effective conduct of (xxx)	
Its disclosure would substantially prejudice the commercial interests of (xxx)		Its disclosure would constitute a breach of confidence actionable in (xxx)	
Its disclosure would constitute a breach of the Data Protection Act (xxx)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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

Executive summary

This report provides a brief overview of our public sector equality duty reporting and introduces the publication of our most [recent mainstreaming report](#). UHI Inverness, as a public sector institution, is legally obligated to uphold the Public Sector Equality Duty (PSED) under the Equality Act 2010. This duty requires the college to eliminate unlawful discrimination, promote equality of opportunity, and foster good relations between people who share protected characteristics and those who do not.

The publication of the new National Equality Outcomes (NEOs) by the Scottish Funding Council and the Equality and Human Rights Commission in November 2024 identified the most persistent inequalities which affect both students and staff in Scotland's tertiary education sector. Our report has taken full account of these and addresses how we plan to tackle these.

The purpose of the NEOs is to address the persistent inequalities across the key themes of:

- Age
- Disability
- Gender re-assignment
- Race
- Religion or belief
- Sex
- Sexual orientation

The NEOs will help to provide a more granular focus across key issues which affect both our students and staff, such as:

- Mental health and wellbeing of our staff and students
- Safety of our students and staff
- Proportionate representation of our staff and Board of Management, particularly in relation to gender, race and disability

Some NEOs are specific to students only:

- Success and retention rates of students across certain protected characteristic groups
- Satisfaction levels of certain protected characteristic student groups
- Gender imbalance on courses

Our report is in two parts:

1. Reflections on the progress made since 2023 and our last published report and an overview of our gender pay gap reporting (AY 2022/23 - 2023/24). This section details the significant progress has been made since 2023 across the 6 equality outcomes which were adopted, and the gender pay gap.
2. Part 2 details the NEOs which have been adopted and the specific action areas for the next reporting period, 2025-27. A forward-looking action plan is presented.

The action plan will be monitored through our usual monitoring and analysis mechanisms and more formally through the relevant committees in an on-going way.

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Subject/Title:	Committee & Chair Evaluation
Author: [Name and Job title]	Ludka Orlowska-Kowal Governance Officer
Meeting:	LTR Committee
Meeting Date:	10 June 2025
Date Paper prepared:	30 June 2025
Brief Summary of the paper:	Annual LTR Committee and Chair Evaluation Exercise
Action requested: [Approval, recommendation, discussion, noting]	
Link to Strategy: Please highlight how the paper links to, or assists with:: <ul style="list-style-type: none"> • compliance • partnership services • risk management • strategic plan • new opportunity/change 	<p>The Code of Good Governance for Scotland's Colleges establishes standards of good governance practice for all boards and provides the essential foundations for compliance within the legislative framework. One of the five principles around which the code has been developed is effectiveness.</p> <p>Paragraph D24 states that "The board must agree a process for evaluating the effectiveness of the board chair and the committee chairs"</p>
Resource implications:	
Risk implications:	Yes/No Operational: required for the proper Governance of the College
Equality and Diversity implications:	N/A
Consultation: [staff, students, UHI & Partners, External] and provide detail	

Status – [Confidential/Non confidential]	Non-Confidential		
Freedom of Information Can this paper be included in “open” business* [Yes/No]	Yes		
*If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

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In October/November 2025 UHI Inverness Board of Management will be undergoing an Externally Facilitated Effectiveness Review conducted by CDN. The review takes place every 3-5 years and the latest took place in autumn 2020. The CDN confirmed that the Board does not need to conduct its annual Internal Evaluation Process in the year the external review takes place.

The Governance Officer will contact other Governance Professionals within the partnership and wider network to ask for examples of best practice being used by other institutions when it comes to internal reviews in order to plan for 2025/26 process.

Subject/Title:	Complaints Report for Quarter 3 (Feb - April) 2024-25
Meeting and date:	Learning, Teaching & Research Committee, 10 th June
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 Quarter 3 of 2024-25

Background

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

Main body of information

See attached.

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Summary Report: Complaints 2024-25 (Q3)

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.

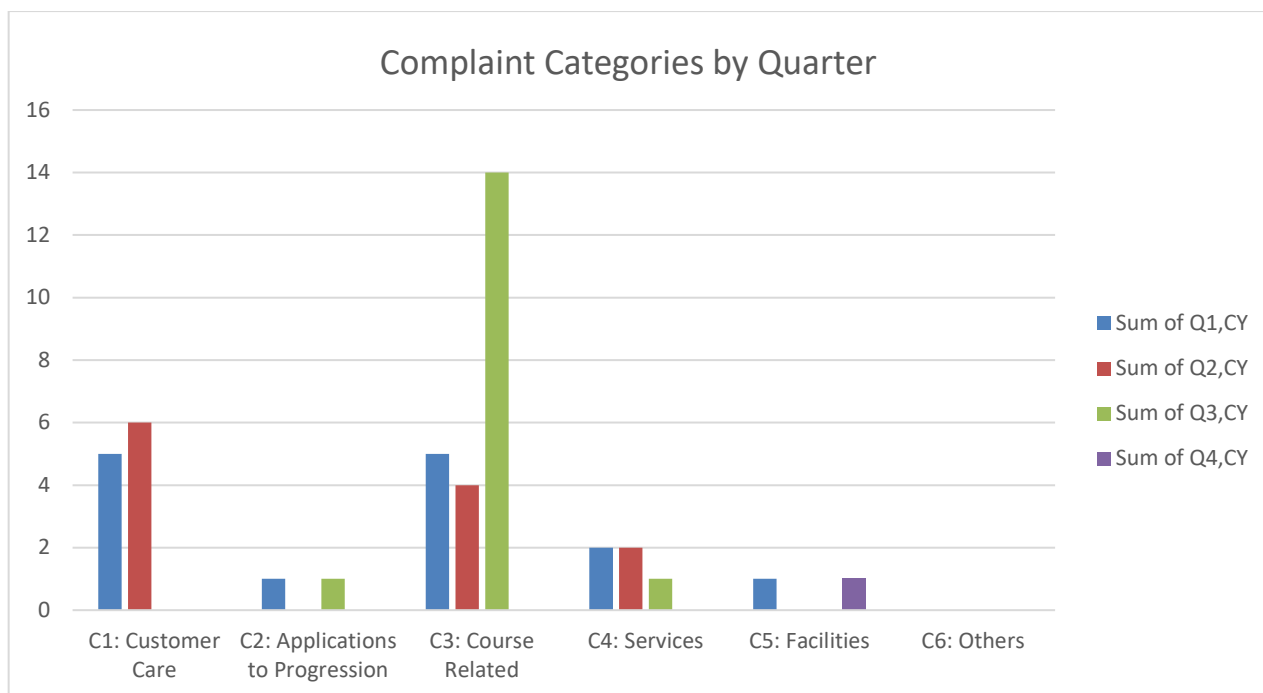
This report provides an overview of the complaint categories and outcomes in Quarter 3 of 2024-25.

Complaints by Category

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

Customer Category: Current Year (Quarter) 2024/25	YTD CY	Q1, CY	Q2, CY	Q3, CY	Q4, CY
C1: Customer Care	5	5	6	0	
C2: Applications to Progression	1	1	0	1	
C3: Course Related	5	5	3	14	
C4: Services	2	2	2	1	
C5: Facilities	1	1	0	0	
C6: Others	0	0	0	0	
TOTAL	14	14	11	16	

Customer Category: Previous Year (Quarter) 2023/24	YTD PY	Q1,PY	Q2,PY	Q3,PY	Q4,PY
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 sixteen complaints were received in Q3, compared to eleven in the same quarter last year.

The 'Course Related' category received fourteen complaints compared to six in Q2 last year. These were spread across the range of sub-categories including two for learning & teaching, five for course management, three about facilitated learning and support, two assessment related, and two related to staff conduct.

The one 'Services' complaint fell within the 'Funding/Bursary' category, the complainant disputing the funding made available to them following absence.

The one 'Applications' complaint related to entry requirements for a commercial course, and conflicting advice received by the customer.

Complaints by Mode of Delivery

The complaints by mode of delivery are as follows:

- Three complaints made by FE students
- Eight complaints made by HE students
- Two complaints made by members of public
- Three complaints made by people in the 'other' category

For each category this was across a range of issues.

Complaints by Department

CASH received six complaints in Q3; two regarding delays in module allocation and supervisor allocation, one about another student's behaviour, two in relation to learning & teaching, and one regarding staff conduct.

Construction & Engineering received six complaints in Q3, two from parents about their child's experience, two regarding assessment feedback, one about a delay in certification, the final one about course access requirements.

Complaint Outcomes

The table below shows the breakdown in stage 1 and stage 2 complaints in Q3. It identifies where the outcome has been resolved, upheld, partially upheld or not upheld.

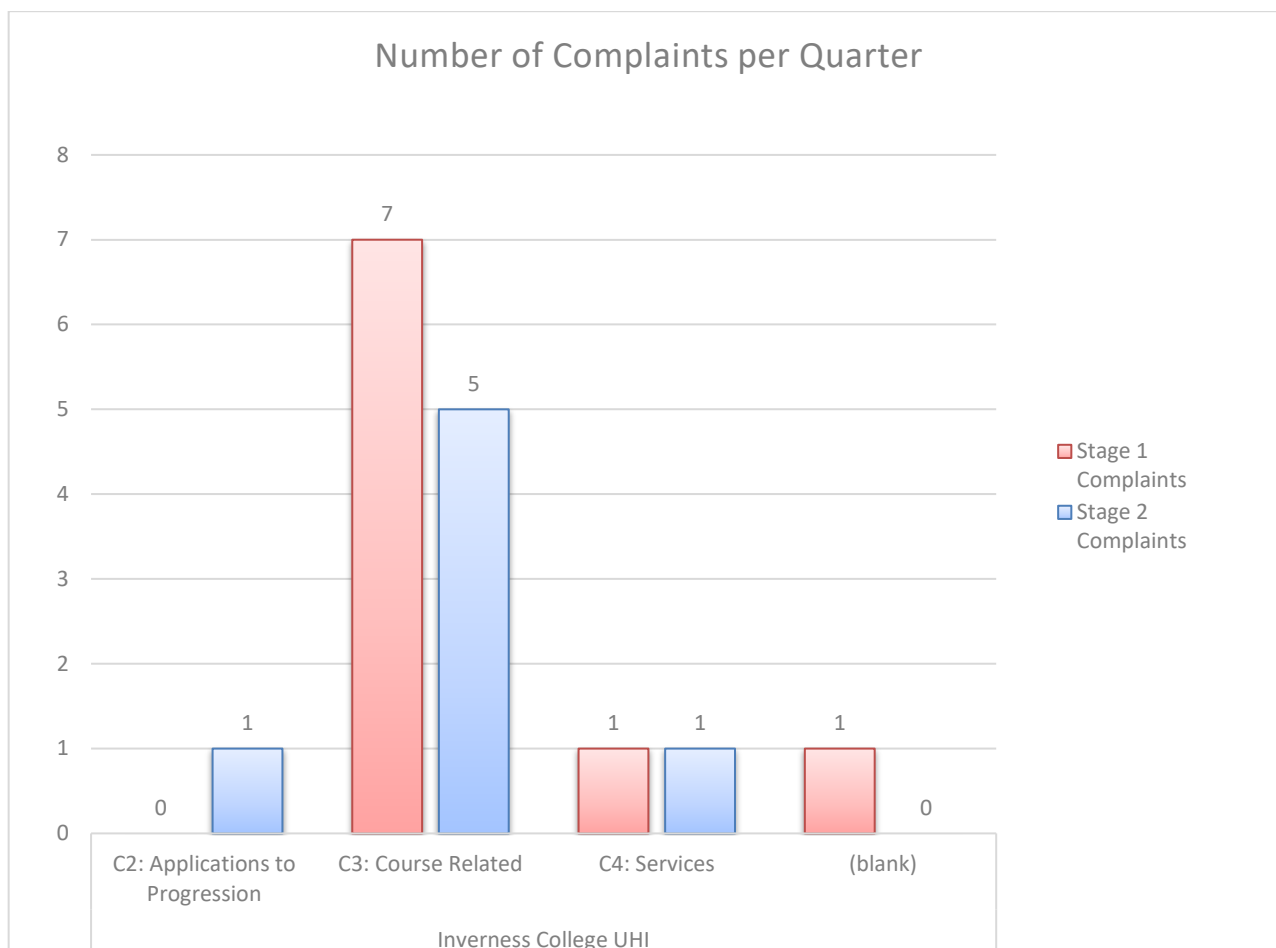
Outcome	Stage 1	Stage 2	Total
Resolved	6	0	6
Not upheld	1	2	3
Partially upheld	0	2	2
Upheld	2	2	4
Still under Investigation	0	2	2
Total	8	8	16

- 38% of complaints received an 'Upheld' or 'Partially Upheld' outcome in Q3 compared to 91% in Q2 this year.

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 below displays the average number of days taken to determine a complaint outcome Q3.



The range of days taken to resolve Stage 1 complaints in Q2 is between 1 - 12 days.
 The range of days taken to resolve Stage 2 complaints in Q2 is between 15 – 30 days.

Three complaints exceeded the 5-day turnaround for Stage 1 complaints, this equates to 33% of stage 1 complaints not being completed within the required timeframe. One complaint that took 12 days to resolve was due to the Easter break, and the availability of staff to resolve the issue. One complaint took 9 days to resolve, this was due to the availability of staff to resolve the issue. The final complaint took 6 days to resolve; this was due to staff availability to answer queries to feed into the outcome.

Two complaints exceeded the 20-day turnaround for Stage 2 complaints. One complaint took 21 days to resolve, the other 30 days. Both due to staff availability, including a colleague from another Academic Partner.

One complaint was escalated from Stage 1 to Stage 2 in Q3.

Two complaints were still under investigation at the end of Q3.

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.

Three responses were received in Q3. The outcomes from this small sample are summarised below:

- Most complainants reported that they were not aware of the complaints process prior to submitting a complaint, did not feel that their complaint was investigated thoroughly, did not receive an objective response or that their complaint was closed off to their satisfaction.
- Complainants did find it easy to submit a complaint, receive support in submitting the complaint and they received a prompt acknowledgment. They felt they were kept informed of progress, dealt with courteously throughout and received a clear response within an appropriate timeframe.

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 Q3:

1. Recommendation of a review of the Fitness to Practise Procedure
2. Pre-reading material and FAQs for degree programme to be revised
3. Recommendations made to implement early support interventions
4. Improved assessment feedback timelines
5. Improved communications around progression from HNC to HND
6. FE Admissions Guidelines to be made accessible to students through MyDay Publications area
7. Individual learning plans to be implemented to support qualification achievement

Themes emerging from complaints in Q3

Specific programme complaints highlights the diversity of programme types staff are working across. Clear guidance and procedures are needed to further support staff and students in some areas.