

UHI | INVERNESS

Meeting	Learning, Teaching and Research Committee
Date and time	Tuesday 24 September 2023 at 4.30 p.m.
Location	Virtually – via Microsoft Teams

Governance Officer
09 September 2024

AGENDA

Welcome and Apologies

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

CREATIVE SESSION – HISA REPORT

ITEMS FOR DECISION

1. **MINUTES**
 - a. Minutes of the Learning, Teaching and Research Committee held on 11 June 2024
 - b. Confidential Note (CN-01-062024) of the Learning, Teaching and Research Committee held on 11th June 2024
2. **OUTSTANDING ACTIONS**

ITEMS FOR DISCUSSION

3. **ANNUAL REVIEW OF SUB-STRATEGIES**

Presentation on the day by Vice Principal Curriculum, Student Experience & Quality

 - a) Quality Assurance Enhancement Strategy

- b) Student Partnership and Engagement Strategy
- c) Access and Inclusion Strategy
- d) Digital Transformation Strategy
- e) Tertiary Education Strategy
- f) Learning and Teaching Enhancement Strategy

4. POLICIES FOR APPROVAL

Report by Vice Principal Curriculum, Student Experience & Quality

- a) UHI Safeguarding Policy (Reviewed Policy)
- b) UHI Generative AI Policy (NEW Policy)

5. STUDENT OUTCOMES FORECASTING AND PROGRESS TO DATE

Report by Vice Principal Curriculum, Student Experience & Quality & Information Systems Manager

6. STUDENT SURVEY OVERVIEW (CONFIDENTIAL)

Report by the Quality Manager

- a) National Student Survey (NSS)

7. QUALITY ENHANCEMENT PLANNING 2024/25 & TERTIARY QUALITY FRAMEWORK

Joint Report by Vice Principal Curriculum, Student Experience and Quality & Quality Manager

8. RESEARCH KPIs UPDATE

Report by Director – Centre for Living Sustainability & Director of Research – Biodiversity & Freshwater

9. COMMITTEE AND CHAIR EVALUATION FEEDBACK- to follow

Report by Governance Officer

ITEMS FOR NOTING

10. ANNUAL COMPLIANTS REPORT FOR 2023-24, INCLUDING QUARTERLY DATA

Report by Quality Team

11. ON TREND UPDATE

Report by Vice Principal Curriculum, Student Experience & Quality

12. MINUTES FROM COMMITTEES - CONFIDENTIAL

- a) Minutes of the Student Journey and Enhancement Committee held on 18th June 2024.
- b) Minutes of the Student Journey and Enhancement Committee held on 21st August 2024
- c) Research & Innovation Committee held on 4th June 2024

- d) Research & Innovation Committee held on 10th September 2024
- e) Research & Innovation Committee held on 10th September 2024 - Paper from Institute for Biodiversity and Freshwater Conservation
- f) Research & Innovation Committee held on 10th September 2024 - Postgraduate Research Student Report

13. AOCB

14. DATE OF NEXT MEETING – 10 December 2024 at 4.30 p.m.

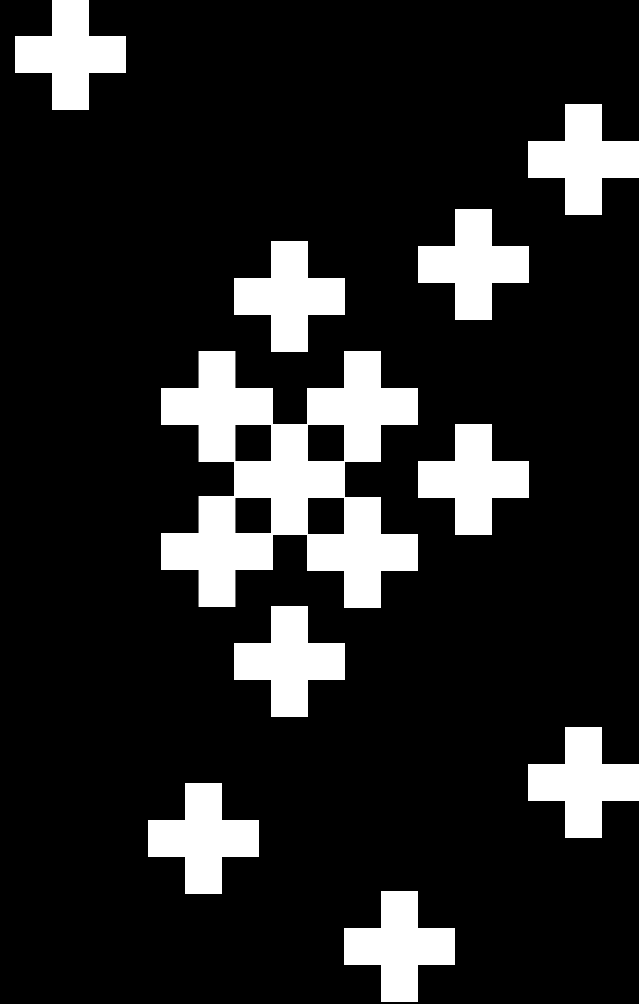
If any member wishes to add an item of business to the Agenda, please inform the Chair and the Governance Officer as soon as possible. Additional items of business will only be considered for inclusion in the agenda in advance of the start of the meeting.

Outstanding Actions from LT&R Committee Meetings

Item	Action	Responsibility	Timeline	ACTIONED
11 June 2024				

Strategies Update

September 2024



A range of strategies were published in October '22 which underpin the current 2022-26 strategic plan. The below are of relevance to the work of this committee:

Tertiary Education Strategy

Quality Assurance Enhancement Strategy

Student Partnership and Engagement Strategy

Access and Inclusion Strategy**Digital Transformation Strategy**

Learning and Teaching Enhancement Strategy

Overall, very good progress is being made across all strategies. Much of the work / objectives are 'ongoing' due to their nature and the nature of continuous improvement.

*Ensuring our **curriculum offer for senior phase school pupils** is ambitious and creative and provides access to tertiary education pathways*

Sector Development Plans

HNCs



Curriculum Planning 25/26

HE Pipeline

GA's

New subject areas

Meta-Skills



25/26, new subjects?

Completion
Dates

*Continuing our **active collaborations** with **sectors and employers** to ensure our students can contribute to the development of sustainable economies*

*Supporting lecturing staff to **embed teaching practice** that develops **students' digital capabilities***

Adapting Our Estate

Staff Learning Hub

Generative AI

Policy



Age consent



Staff & Student
Training



Flexible spaces

*Providing **high quality facilities and resources** to support staff learning and skills development across the organisation.*

Considering the **evolving needs of learners** of our priority groups to inform the way we approach curriculum planning, **course design, and learning, teaching, and assessment**, to best support learner needs and outcomes.

Investment in Counselling Resource

Soft Starts

Holistic Assessment

Flexible
Pathways



Curriculum Design Principles

Classroom
Assistants

Continuing to be **responsive** to the wellbeing and mental health needs of our students through the provision of **tailored support solutions**.

Converting Partial Success

Impact

- **Graduate Apprenticeship** enrolments have grown significantly this year
- **Senior Phase** applications up by 15% on last AY
- **L&T satisfaction** remains high at 86%
- **Overall satisfaction** remains very high at 92%
- **Retention** for FT FE & HE has improved
- **FT FE successful completion** up by a further 2.9% in AY 23/24, up by 13.4% since AY 21/22
- Further improvements made in the successful outcomes of **learners with care experience, +6.3%** above sector benchmark

- + Progress against each of the strategies and their objectives can be found here where specific actions and evidence have been detailed and progress to date ragged.
- + We will begin to develop a new organisational strategy later this AY for publication in AY 25/26 alongside a range of new underpinning strategies.

Subject/Title:	Policy & Procedure Approvals: <ul style="list-style-type: none"> - Reviewed Safeguarding Policy - New UHI Generative AI Policy
Author: [Name and Job title]	Emma Baillie, Quality Officer
Meeting:	LTR Board Committee
Meeting Date:	September 2024
Date Paper prepared:	17/09/24
Brief Summary of the paper:	The LTR Committee is asked to approve the Reviewed Safeguarding Policy and New UHI Generative AI Policy. Both were approved at approved at Policy & Procedure Review Panel on 6 th August and EMT Committee in September.
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: Policies review and development required to ensure compliance with legislation and awarding body regulations.
Equality and Diversity implications:	Yes If yes, please specify: Policy EIAs included
Consultation: [staff, students, UHI & Partners, External] and provide detail	Staff and students consulted as part of policy review and development.

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



Safeguarding Policy

POL/TBC

Lead Officer (Post):	Vice Principal – Curriculum, Student Experience & Quality
Responsible Office/ Department:	Safeguarding
Responsible Committee:	Learning, Teaching & Research
Review Officer (Post):	Safeguarding Leads
Date policy approved:	02/09/2022
Date policy last reviewed and updated:	30/05/2024
Date policy due for review:	30/05/2025
Date of Equality Impact Assessment:	September 2024
Date of Privacy Impact Assessment:	Click or tap to enter a date.

Policy Summary

Overview	<p>Why is the policy required?</p> <p>This policy is required to fulfil the safeguarding obligations of UHI and all partners.</p>
Purpose	<p>What will the policy achieve?</p> <p>The policy will provide a unified approach to safeguarding across the university partnership and ensure parity of student experience.</p>
Scope	<p>Who does the policy apply to?</p> <p>The policy applies to UHI and all partners.</p>
Consultation	<p>Who has been consulted on the policy, and who will be notified?</p> <p>The policy has been developed by a group of practitioners from the university partnership to ensure that best practice is reflected in the policy and accompanying procedures.</p>
Implementation and Monitoring	<p>Who will be responsible for implementing and monitoring the policy, and what resources/ costs will be incurred?</p> <p>Partners are responsible for ensuring that the policy and procedures are followed in their own organisation.</p>
Risk Implications	<p>What are the risk implications of this policy?</p> <p>This policy will reduce risk for the university partnership by ensuring that best practice from across the partnership is being shared and followed.</p>
Link with Strategy	<p>How is this policy linked to University strategy?</p> <p>This policy supports UHI Inverness commitment to provide a safe and supportive learning environment for all. It also aims to ensure that all partners meet legislative requirements on safeguarding and discharge their duty of care.</p>
Impact Assessment	Equality Impact Assessment: Completed June 2022. No action required.
	Privacy Impact Assessment: n/a

1. Policy Statement

- 1.1 The policy outlines our commitment to provide a safe and supportive learning environment for all. In addition, the policy sets out strategies to manage known risk (and any potential risk) to ensure we do all we can to protect individuals from harm, abuse, neglect or exploitation.
- 1.2 UHI Inverness recognise and comply with our legal and statutory obligations that arise from legislation including the Protection of Children (Scotland) Act 2003, the Adult Support and Protection (Scotland) Act 2007, the Counterterrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014, National Guidance for Child Protection in Scotland 2021, Prevent and CONTEST, and other relevant guidance and regulations.

2. Definitions

- 2.1 **UHI and partners:** UHI is an integrated university, made up of a distinctive partnership of independent colleges and research institutions. The partners are: UHI Argyll, UHI Inverness, UHI Moray, UHI North West Hebrides, UHI Shetland, Highland Theological College UH (HTC), Orkney College UHI, Perth College UHI, Sabhal Mòr Ostaig, and Scottish Association for Marine Science (SAMS).
- 2.2 **Safeguarding:** Safeguarding is the action we take to promote the welfare of children and vulnerable adults to protect them from harm. This includes making sure we meet our legislative requirements and ensuring the appropriate policies and procedures are put in place. Safeguarding includes child protection but goes further and extends to all vulnerable groups.
- 2.3 **Duty of Care:** Our responsibility to use professional expertise and judgement to protect and promote the best interests of students and staff, and to ensure that we exercise an appropriate level of care towards them, as is reasonable within the parameters of our relationship.
- 2.4 **Vulnerable Adults:** Vulnerable adults or adults at risk are adults who meet all 3 of the below criteria as detailed in the Adult Support and Protection (Scotland) Act 2007:
 - That they are unable to safeguard their own well-being, property, rights or other interests.
 - That they are at risk of harm; and
 - That because they are affected by disability, mental disorder, illness or physical or mental infirmity they are more vulnerable to being harmed than adults who are not so affected.
- 2.5 **Child / Children:** As per the Children and Young People (Scotland) Act 2014, UHI Inverness define a 'child' as someone who has not yet attained the age of 18. However, UHI Inverness acknowledges the complexities in some legislation and the need to assess under 18s on an individual basis as per their unique circumstances and needs. UHI Inverness also acknowledges that some children are more vulnerable than others and aim to provide support and take actions based on individual circumstances and needs.
- 2.6 **Corporate parenting:** UHI Inverness has responsibilities as a corporate parent under the Children and Young People (Scotland) Act 2014.
- 2.7 **Confidentiality** – Confidentiality relates to a set of controls on the use and disclosure of information. These controls are not absolute. Information that is 'confidential' should always be handled with care and attention, noting the limits of the confidentiality and any

conditions on the use or sharing of that information. To keep information 'confidential' means an institution will not share any data or information provided by students unless in exceptional circumstances. There are some cases where UHI Inverness cannot guarantee confidentiality (see Safeguarding Procedure, Section 4). However, UHI Inverness will always try to treat any information provided discretely and with sensitivity and respect.

Please read and consider Appendix 1 for further important information and definitions that help partners fulfil their safeguarding duties.

3. Purpose

- 3.1. Safeguarding, and the emerging agendas connected to safeguarding and duty of care are posing ever increasing challenges and demands in tertiary education. It is a key part of our remit and responsibilities to manage any real (or potential) risk we face, including in online environments, as a learning community and in our student halls of residencies.
- 3.2. Our duty is to provide a safe and supportive learning environment for all users within a framework set out by Scottish and UK government legislation. The increasing demands and complexity of these responsibilities make it imperative that UHI and all partners utilise and develop shared expertise, models, systems and processes to meet these challenges.
- 3.3. The following underpinning principles are shared by UHI and all partners:
 - 3.3.1. We will utilise a system of named staff (Safeguarding Leads) in UHI and each partner with key responsibilities and duties linked to this role. Some partners also have Safeguarding Deputies to support Safeguarding Leads.
 - 3.3.2. Safeguarding Leads and Deputies are invited to join the UHI Safeguarding Group and there is an expectation that each academic partner will have representation at each committee meeting (3 times a year).
 - 3.3.3. Some partners have local safeguarding groups or practitioner networks.
 - 3.3.4. We are committed to continuing professional development and ongoing training for safeguarders.
- 3.4. **Criminal Convictions**
 - 3.4.1 UHI and all partners have a Student Criminal Offence Data Policy which should be referred to alongside this policy.
 - 3.4.2 UHI Inverness recognise the transformative power of education and do not consider criminal convictions and offences or related security measures to be insurmountable barriers to learning. Where possible, we are committed to supporting those with spent and unspent criminal convictions in our communities as part of their rehabilitation.
 - 3.4.3 We encourage all applicants and students to disclose information about any criminal convictions or police proceedings which may affect their ability to complete key aspects of their programme or placement. This includes personal restrictions or other conditions arising from court orders or parole conditions e.g. travel, contact with others and use of equipment.
 - 3.4.4 We will offer support and guidance to applicants/students disclosing with criminal convictions about course selection and career planning and advise on the scope for any potential course or placement adjustments.
 - 3.4.5 We undertake to ensure that, by this policy and related procedures, we operate in consideration of all relevant statutory legislation and professional body requirements.

4 Scope

- 4.1 This policy applies to UHI and all partners.
- 4.2 This policy applies throughout UHI and partner premises and campuses, including:
- Student accommodation managed by UHI and partners directly
 - Sports facilities operated by UHI Inverness
 - Nurseries operated by UHI Inverness
 - Any other areas or facilities where UHI or partner activities are carried out
- 4.3 This policy applies to activities undertaken by all students as part of their studies, including but not limited to:
- Work placements and work experience
 - Summer schools, field trips and outreach activities
- 4.4 This policy applies in all environments, including physical and virtual (e.g. social media and online learning platforms).
- 4.5 HISA has their own Safeguarding Policy and associated procedures however, all 3rd party organisations, including HISA, must follow this policy in relation to safeguarding concerns at any campus operated by UHI Inverness or at any event run under the auspices of UHI Inverness or involving any student or staff member of UHI Inverness. Any concerns must be referred to the UHI Inverness Safeguarding Lead in line with UHI Inverness Safeguarding Procedure.

5 Exceptions

- 5.1 This policy does not apply to accommodation advertised by or signposted to by UHI and partners (e.g. privately managed student accommodation or listings of private tenancies).
- 5.2 Students attending activities organised and hosted by another academic institute or body e.g. conferences, symposiums, sports tournaments and society gatherings.
- 5.3 Safeguarding considerations related to work placements should refer to the relevant policy (see Section 9).

6 Notification

- 6.1 All staff are responsible for safeguarding students through their student journey and will be made aware of any changes to the policy.
- 6.2 Safeguarding Leads and Deputies will be briefed and trained on the policy and procedures.
- 6.3 The policy will be publicly available on our website.
- 6.4 We will make information available about our Safeguarding Lead and Deputies and how to contact them. This information will be available on the UHI website.
- 6.5 The regional Student Support Group (SSG) will include any updates to the policy or procedure as an agenda item to ensure that staff group have a forum to discuss changes and best practice.

7 Roles and Responsibilities

- 7.1 The Learning, Teaching & Research Committee is responsible for approving the policy, ensuring the legal compliance of the policy and ensuring that it is followed. The Learning, Teaching & Research Committee is also responsible for ensuring the strategic effectiveness of the policy.

- 7.2 Principals and Senior Management Teams are responsible for operational compliance with the policy set by the Learning, Teaching & Research Committee making recommendations to the Board about updates to the policy. Principals and Senior Management Teams are also responsible for ensuring the operational effectiveness of the policy and making provision for training for all staff.
- 7.3 Safeguarding Leads are accountable for responsibilities as detailed in the Safeguarding Procedures.
- 7.4 Line managers are responsible for ensuring staff participate in training and follow the policy in their day-to-day role.
- 7.5 All staff are responsible for familiarising themselves with the policy and procedures.

8 Legislative Framework

- [Adults with Incapacity \(Scotland\) Act 2005](#)
- [Adult Support and Protection \(Scotland\) Act 2007](#)
- [Children and Young People \(Scotland\) Act 2014](#)
- [Counter-Terrorism and Security Act 2015](#)
- [Council of Europe Convention on Action against Trafficking in Human Beings](#)
- [Data Protection Act 2018](#)
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)
- [Equalities Act 2010](#)
- [EU Directive of 5th April 2011 on Preventing and Combating Trafficking in Human Beings and Protecting its Victims](#)
- [Forced Marriage etc. \(Protection and Jurisdiction\) \(Scotland\) Act 2011](#)
- [General Data Protection Regulation \(GDPR\) 2018](#)
- [Getting it right for every child \(GIFREC\)](#)
- [Human Trafficking & Exploitation \(Scotland\) Act 2015](#)
- [Mental Health \(Care and Treatment\) \(Scotland\) Act \(2003\)](#)
- [National Guidance for Child Protection in Scotland 2021](#)
- [Police Act 1997](#)
- [Police and Fire Reform \(Scotland\) Act 2012](#)
- [Protection of Children \(Scotland\) Act 2003](#)
- [Protection of Children and Prevention of Sexual Offences \(Scotland\) Act 2005](#)
- [Protection of Vulnerable Groups \(Scotland\) Act 2007](#)
- [Rehabilitation of Offenders Act 1974](#)
- [Sexual Offences Act 2003](#)
- [Sexual Offences \(Scotland\) Act 2009](#)
- [United Nations Convention on the Rights of the Child 1992](#)

9 Related Policies, Procedures, Guidelines and Other Resources

- [Complaints Handling Procedures](#)
- [Fitness to Practise Guidelines \(course-specific\)](#)
- [IT Acceptable Use Policy](#)
- [Placement and Externally Supported Learning Policy](#)
- [Student Code of Conduct](#)

- [Student Conduct Policy](#)
- [Student Criminal Offence Data Disclosure Policy](#)
- [Support to Study Procedure](#)

10 Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0	March 2019	AP Board of Management	New single policy	UHI Safeguarding Group
1	May 2022	AP Board of Management	Minor spelling, grammar, formatting changes, in addition to changes related to the UHI rebranding. 1.1: Changed second sentence to include 'we do all we can to protect individuals'; 1.2: added 'National Guidance for Child Protection in Scotland 2021' and 'Prevent and CONTEST'; 2.1: New definition to reflect rebranding; 2.2, 2.4 and 2.5: revised definitions; 3.2 and 3.3: revised and combined into single 3.2; 3.3: new 3.3.2 and 3.3.3, previous 3.3.2 has become 3.3.4; 3.5: Section on criminal convictions revised and has become 3.4 due to removal of previous 3.3, new information related to Student Criminal Offence Data Disclosure Policy; 4.2: 'UHI or partner name' added to sports facilities and nurseries; 4.5: new section regarding HISA; 5.2: 'It is expected the third party will have their own Safeguarding Policy but UHI and partners cannot be held responsible for the content of any external policies' added to the end; 8: added National guidance for child protection in Scotland 2021; 9: updated policy list to reflect current policy names and framework.	UHI Safeguarding Group
1b	Dec 2022	AP Board of Management	Changes in response to Education Scotland advice: changing 4.5 from ' <i>HISA has their own Safeguarding Policy and associated procedures, but there is an expectation on behalf of both organisations to work collaboratively to safeguard our community</i> ' to the above; deleting historic 5.2 ' <i>Third parties using UHI or partner facilities (e.g. Highlands</i>	UHI Safeguarding Group

			<i>and Islands Student Association (HISA), other academic institutes, external sports clubs and societies). It is expected the third party will have their own Safeguarding Policy but UHI and partners cannot be held responsible for the content of any external policies'.</i>	
1C	June 24	AP Boards of Management	<p>Addition of 2.7 to include definition of Confidentiality.</p> <p>Addition of 3.3.2 to include Safeguarding Deputies to join the UHI Safeguarding Group</p>	UHI Safeguarding Group

Policy/Procedure/Strategy: UHI Safeguarding

Author/Owner: Lindsay Snodgrass

Signature: Lindsay Snodgrass

Review Due: 02.09.2025

Date of Assessment: 19.08.2024

Department/Section: Quality

Date: 19.08.2024

Step 1

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

Standardised UHI Safeguarding Policy, Procedure and Referral Form. This policy is required to fulfill the safeguarding obligations of UHI and all partners. The policy will provide a unified approach to safeguarding across the network and support parity of student experience.

 New

Revised

 Existing

Who will be affected?

Who will be consulted?

Evidence available:

This policy applies to all UHI and all partners.

- UHI Safeguarding Group
- Partner local staff consultation including relevant staff and student groups
- HISA representatives

Evidence available of Policy Ownership Group proceedings from Single Policy Environment Project Manager.

Local evidence available from UHI and partners via notes/minutes of meetings and approval committee.

Step 2

[illegible]

Step 3

No Action to be taken

The policy and procedure has been assessed as having a positive impact on all protected characteristics for the Eliminating Discrimination and Advancing Equality of Opportunity categories. This is due the policy and procedure having a clear process that treats all students equitably and transparently with regard to safeguarding. For the Promoting Good Relations category the policy and procedure has been assessed as having a neutral impact as the documents do not engage with relations with and between protected characteristics groups. It is possible that there may be an implied positive impact for this category but it would be challenging to evidence.

Due to this assessment there is no further action to be taken in relation to the policy and procedure.

Equality Impact Assessment Form

Summary of EIA Outcome – please tick

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

Please forward completed EIA forms to the Quality Unit



UHI Generative AI Policy
REFERENCE: PL/LT/2024/XXX

Lead Officer	Vice Principal – Curriculum, Student Experience & Quality
Review Officer	ICT Manager Digital Skills Training Officer
Date first approved by BoM	
First Review Date	April 2025
Date review approved by BoM	
Next Review Date	
Equality impact assessment	Completed March 2024
Further information (where relevant)	

Reviewer	Date	Change Log
ICT Manager Digital Skills Training Officer	August 2024	Reviewed in line with UHI Inverness template and management names.

Item	Description
Overview	<p>Generative Artificial Intelligence (GAI) tools and sites have the potential to significantly enhance and potentially revolutionise the way in which we learn, teach, conduct research, and carry out professional duties.</p> <p>The use of GAI within these contexts must be governed by considerations for ethics, privacy, and legislation.</p>
Purpose	<p>The policy discharges UHI's moral and legal duty to ensure that it complies with relevant legislation and maintains its general duty of care to its students.</p>
Scope	<p>All UHI Inverness staff and students</p>
Consultation	<p>UHI Inverness PPRP EMT LTR Board of Management</p>
Implementation and monitoring	<p>The University and academic partners are individually responsible for ensuring that the policy and procedures are followed in their own institution.</p>
Risk implications	<p>This policy will reduce risks associated with the use of Generative Artificial Intelligence tools and sites.</p> <p>Failure to adhere to the policy:</p> <ol style="list-style-type: none">1. Legislative: risk of the university not meeting the requirements of relevant data protection and Copyright laws.2. Reputational: risk of damage to the reputation of the University.3. May disadvantage students.
Link with strategy	<p>Learning and Teaching Enhancement Strategy (LTES)</p>
Equality Impact Assessment	<p>27/03/2024</p>
Privacy Impact assessment	<p>DPIA screening: 20/03/2024, no DPIA required.</p>

1. Policy statement

The UHI Inverness is committed to embracing new technologies that can enhance the quality of education and the overall student experience. Generative Artificial Intelligence (GAI) has the potential to revolutionise the way in which we learn, teach, conduct research, and carry out professional duties. The use of GAI within these contexts must be governed by considerations for ethics and privacy. GAI is subject to bias and discrimination, and there are serious concerns about the potential for unauthorised access to sensitive data. As such, it is essential that use of GAI is implemented in a responsible and ethical manner, guided by the principles of transparency, accountability, sustainability, and privacy.

Only [UHI approved GAI tools](#) may be used. The policy of non-proliferation of technologies applies to GAI tools.

2. Definitions

Algorithm: in computing, this is a set of instructions enabling machines to carry out tasks.

Artificial Intelligence (AI): a broad field of computer science that focuses on developing machines and computer systems capable of performing tasks that would typically require human intelligence.

Chatbots: can handle routine administrative tasks such as answering student inquiries, providing course information, and assisting with enrolment procedures. They can be available 24/7, reducing the burden on administrative staff and improving the overall student experience.

Generative Artificial Intelligence (GAI): a category of AI that includes chatbots and Large Language Models (LLMs) that generate content (text, images, audio, movies, music, computer code etc.) by responding to questions and/or instructions (called prompts) from users.

Large Language Models (LLMs): An Artificial Intelligence algorithm that is trained on large amounts of data, enabling it to generate what appears to be coherent content, despite having no understanding of the content it is generating.

Prompts: instructions or questions input into GAI tools to obtain generated content, e.g. text, images, audio, movies, music, computer code etc.

3. Purpose

This policy governs the use of Generative Artificial Intelligence (GAI) tools and sites for all UHI Inverness staff and students. Any use of GAI for non-learning and teaching professional services staff will be regulated in a separate policy.

This policy is guided by [UHI Principles on the use of Generative AI tools](#).

4. Scope

This policy applies to UHI Inverness staff and students.

5. Exceptions

None.

6. Notification

The policy will be published on UHI's website and SharePoint Policies area.

UHI Inverness staff will be made aware of the policy, principles and associated guidance through team meetings and information being cascaded from senior management teams.

Students will be made aware of the policy at induction, in unit, module and programme related information, (including programme handbooks) as appropriate, and (where appropriate) the VLE.

7. Roles and responsibilities

QAEC is responsible for approving the policy and ensuring its legal compliance.

The Tertiary Education Leadership Team are responsible for overseeing operational compliance with the policy, and cascading information to appropriate teams.

Line managers are responsible for supporting relevant staff to follow the policy in their day-to-day role.

Relevant staff are responsible for following the policy in their day-to-day role and highlighting any operational challenges that arise.

The UHI Head of Corporate Systems Compliance is responsible for developing the policy, accommodating any legislative changes, and submitting the policy to Academic Council and Partnership Council for endorsement.

8. Legislative framework

[Copyright, Designs and Patents Act 1988.](#)

[Data Protection Act 2018.](#)

[Freedom of Information \(Scotland\) Act 2002.](#)

[Section 61 Code of Practice 61 on Records Management.](#)

[The Strategic Framework for a Cyber Resilient Scotland.](#)

9. Related Policies, Procedures, Guidelines and Other Resources

[Academic Standards and Quality Regulations.](#)

[Acceptable Use Policy.](#)

[Copyright Policy.](#)

[Data Protection Policy.](#)

[Freedom of Information and Environmental Information Regulations Policy.](#)

[Learning and Teaching Enhancement Strategy.](#)

[Research Policy and Ethics.](#)

[Student Conduct Policy.](#)

[UHI Intellectual Property Policy.](#)

[UHI Partnership Bring Your Own Device Policy.](#)

[UHI Partnership Information Security Policy.](#)

[UHI Partnership Retention and Disposal Policy](#) (staff access).

[University Records Management Policy](#) (staff access).

[UHI Principles on the use of Generative AI tools.](#)

[Staff guidance on the use of Generative AI.](#)

[Student guidance on the use of Generative AI.](#)

10. Procedures

This policy is to be read and applied in conjunction with [UHI's Generative AI guidance for LTR staff](#), [Student guidance on the use of Generative AI](#) and [UHI's Principles on the use of Generative AI tools](#). All use of GAI tools must comply with [UHI's Acceptable Use Policy](#). UHI Inverness staff and students conducting research must comply with [UHI's Research Policy and Ethics](#).

GAI tools may not be used to generate harmful content or messages with the intent to harm others, spread false information, or engage in unethical activities. Use must be informed by professional ethical standards.

Use of GAI: This policy's purpose is to address the use of researchers, learning and teaching staff and learning and teaching support staff. Any use of GAI for non-learning and teaching professional services staff will be regulated in a separate policy. In the interim, professional services staff should adhere to the terms of this policy, such as not using GAI for UHI records or personal data. Please see the section "Learning and Teaching Staff use of GAI" below for the full list of restrictions.

Copyright

UHI Inverness staff and students must comply with [UHI's Copyright Policy](#). GAI generated work may include unacknowledged or incorrectly cited and referenced copyrighted or licensed work. Content generated by GAI tools must be verified against reliable sources before using or sharing such information.

GAI referencing

UHI Inverness staff and students must reference their use of GAI tools as follows.

Note: SQA position of using GAI for assessment tasks that contribute towards an SQA qualification with them stating that 'Learners cannot submit AI outputs as their own work' and 'AI cannot be referenced as a source' more information can be found here [Generative artificial intelligence \(AI\) in assessments - SQA](#)

1. UHI Inverness staff and student use of GAI to help inform work, research etc., but not directly quoted or paraphrased in such work. For every GAI tool used:
 - a. list the tool name and version;
 - b. list the name of the company that owns the GAI tool;
 - c. list the tool URL;
 - d. state how you use the GAI tool;
 - e. state if you or someone else wrote the prompt(s) (if someone else, provide their details);
 - f. provide the date you used the GAI tool and
 - g. state how the GAI answers helped you with your work.

Example: ChatGPT-3.5, OpenAI, [OpenAI](#), I needed inspiration when creating a training session for staff on how to use Generative Artificial Tools, including ideas for poem and story examples. I wrote the prompt. Date used 06.12.23. Using ChatGPT helped give me suggestions in using GAI tools in giving inspirational hints and tips that helped frame my training sessions.

2. UHI Inverness staff and student use of GAI content (paraphrase, directly quote from or input GAI generated content into your work, course work or assessment). Clearly cite and reference such content as personal communication using the appropriate UHI referencing system.

Example using Cite Them Right, Harvard.

Name of AI (Year of communication) Medium of communication Receiver of communication, Day/month of communication.

'In-text citation

When prompted by the author, ChatGPT responded with a 'definition of academic integrity' (OpenAI ChatGPT, 2023). A copy of this response is in Appendix 1.

Reference list

OpenAI ChatGPT (2023) ChatGPT response to John Stephens, 2 April

Generated AI tools' terms, conditions, and privacy policies

UHI Inverness staff and students must:

- read, understand, and accept the terms, conditions, and privacy policies of GAI tools before using them; and
- know how to control cookies and trackers that GAI sites place on their devices as explained on UHI's [External web site disclaimer](#).

Accounts and passwords

UHI has approved several GAI tools that require you to sign up with an email address and create a password.

- For study and work purposes, (where an email address is required) use your UHI email address to sign up. **Do not use** your university password to log in to any external account.
- You must use a strong, unique password, that is only used to access that tool **and no other system**. The password must comply with [UHI policy - strong password information](#).
- GAI accounts created using UHI email addresses may not be used for personal or matters unrelated to UHI.

Student use of generative AI (GAI)

You will be informed by your tutor/lecturer if and how you may use GAI for your studies and assessed work. **Note:**

Please refer to your awarding body guidelines of use of GAI tool in your studies, with this information normally found in your handbook, e.g. SQA qualifications.

- If you have not been told anything about the use of GAI, then its use is not permitted.
- If you have not been given information on, and do not understand, the ethical use of GAI, you may not use it.
- If you are not certain if you may use it, check with your tutor/lecturer first.

You must not submit content created by GAI as your own work, this is plagiarism.

You may not use GAI to alter, paraphrase or edit content that has been written by someone else. For example, you may not input content from a journal or book into a paraphrasing tool and submit the generated content as your own work.

You must acknowledge that you have used GAI in your submitted course work and/or assessments as follows:

1. If you use GAI to help you with your course work or assessment but **did not submit** anything created by GAI in your submission, for every GAI tool you used you must follow the instructions in the Referencing section, point 1 above.
2. If you paraphrase, directly quote from or input GAI generated content into your course work or assessment, you must follow the instructions in the Referencing section, point 2 above.

Your tutor/lecturer may also ask you to provide a list of your prompts, the GAI responses, and the details in point 1 above, as an appendix to your assessed work. Make sure you keep detailed records each time you use GAI for course work or assessed work.

You **may not** put any course materials or assessment questions into GAI tools.

If you use material created by GAI in work you submit for assessment and do not acknowledge this or (where appropriate) cite and reference it correctly as described in the Referencing section above, this is plagiarism as you will be using work that you did not create yourself. This is a form of academic misconduct.

If you are in any doubt, or have questions regarding this policy, you must contact your

tutor/lecturer or Personal Academic Tutor (PAT) **prior to using GAI.**

Staff use of generative AI (GAI)

UHI Inverness staff must comply with UHI's Generative AI Policy and [UHI's Acceptable Use Policy](#). Researchers must comply with [UHI's Research Policy and Ethics](#). Any use of GAI for non-learning and teaching professional services staff will be regulated in a separate policy.

UHI Inverness staff may only use [approved GAI tools](#) for work purposes. These are also listed on the [Artificial intelligence](#) (staff access) of the [Staff Resources index](#) (staff access).

For work purposes, UHI Inverness staff may not sign in to any GAI tool using a Facebook or Google account. UHI Inverness staff must sign in using their UHI email and password unique to that service and may not sign up to any GAI tools that have not been approved.

All use of GAI must be acknowledged as specified in the Referencing section above.

Note: be aware that any content that UHI Inverness staff curate, create or produce using GAI will potentially make that same content (in 'as is' or further amended form) available to other users of GAI. This requires careful consideration of the appropriate point at which the refinement of content to create a specific resource is to be taken forward without any further use of GAI.

UHI Inverness staff may not use GAI generated content or resources in unreviewed and/or unrefined form (that is, in the form originally generated by GAI) for learning and teaching purposes, unless their review of that content has confirmed it can be used 'as is.' Such content must be acknowledged as specified in the Referencing section above.

UHI Inverness staff may not disseminate or submit for publication in any form (including blogging, short articles, journal papers, book chapters) any written scholarly or research publications that have been generated by GAI. While GAI generated content can inform research and scholarship, the published work of staff must be original and the direct result of their own individual or collaborative writing (not withstanding normal academic conventions of referencing and citing other sources).

The following **may not** be included as GAI prompts or partial prompts or input into any chatbot:

1. UHI and UHI Partnership records.
2. Personal data.
3. Sensitive or confidential information about UHI, the UHI Partnership, students, clients, or colleagues.
4. Student work.
5. Commercially sensitive information.
6. Research proposals.
7. Research data. Research data analysis should be conducted using dedicated data analysis applications.
8. Material copyrighted by third parties.
9. Items listed in the policy guidance.

This is not an exhaustive list, for more information, and what constitutes a learning and teaching record, consult the policy guidance.

GAI tools may not be used to transcribe interviews and meetings. Recording and transcribing must comply with [UHI's recording policy and instructions](#).

Use of GAI with students

UHI Inverness staff will determine student use of [UHI approved GAI tools](#) in their units or modules. **Note:** if it is decided that GAI may not be used for assessment, then use of authentic assessment is recommended.

Students must be informed if and how they can use [UHI approved GAI tools](#) at induction, in unit, module and programme related information, (including programme handbooks) as appropriate, and (where appropriate) in UHI's Virtual Learning Environment. Students must be directed to this policy, the [Student guidance on the use of Generative AI](#) and [UHI's External web site disclaimer](#). UHI Inverness staff should familiarize themselves with the information in the [Student guidance on the use of Generative AI](#).

If use of GAI is permitted for assessed work:

1. UHI Inverness staff should decide if they wish to see evidence of how students used GAI. For example, students may be asked to provide all prompts and answers to each prompt in an appendix to their submitted work.
2. As required for all assessments, the appropriate coversheet containing the GAI statement must be used:
 - a. [Assessment coversheet SQA](#).
 - b. [Assessment cover sheet undergraduate](#).

c. [Assessment cover sheet postgraduate.](#)

To ensure compliance with legislation and fulfil their duty of care, UHI Inverness staff may only ask students to use [approved GAI tools for teaching and research](#), **providing** students have attained the minimum age for the use of the technology. Students must be directed to the relevant privacy notice and terms and conditions prior to use.

UHI Inverness staff may not:

- request or require their students to sign up for non-approved GAI accounts in the context of their programme of studies or associated learning, teaching, assessment, or research activities; or
- suggest that students create non-approved GAI accounts to support their university work; or
- require students to use GAI tools if they have not attained the minimum age specified in the terms and conditions of use.

Use of GAI detectors


Due to the flaws of GAI detectors, such as generating false negatives and positives, their bias, and the failure to provide supporting evidence, coupled with the speed of the development of GAI tools, UHI is not using a GAI detector. UHI Inverness staff may not submit student work to any AI detector.

11. Version control and change history

Version	Date	Endorsed by	Amendments	Author
0	05 March 2024	QAEC	N/A	Andy Brown
0.1	20/08/24	PPRP	Changes to apply to UHI Inverness such as appropriate leadership	Martin Robinson / Fiona McConnell

Policy/Procedure/Strategy: Generative AI Policy

Author/Owner: Martin Robinson

Signature: 

Review Due:

Department/Section: ICT Services

Date of Assessment:

Date: 22/05/24

Step 1

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

This is a UHI policy written by EO staff to provide guidance to learning and teaching staff with regards to the use of generative AI. This has been tweaked to not exclude professional services staff from using a generative AI (as they are not in scope of policy) but instead to follow the guidelines with regards to personal and corporate data etc.

- ☒ New
- ☐ Revised
- ☐ Existing

Who will be affected?	Who will be consulted?	Evidence available:
Staff.	Staff across UHI already been consulted on the policy	Meetings history.

Step 2

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

Step 3

Sustainability	N/I
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Step 4

No Action to be taken

Summary of EIA Outcome – please tick

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

Please forward completed EIA forms to the Quality Unit

Learning, Teaching and Research Committee

Subject/Title:	STUDENT OUTCOMES FORECASTING AND PROGRESS TO DATE
Author: [Name and Job title]	Lindsay Snodgrass, Vice Principal Student Experience & Quality Jane Maclellan, MIS Manager
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	
Date Paper prepared:	18 th September 2024
Brief Summary of the paper:	To provide an update on student outcomes for 2023/24 and targets for 2024/25
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 	Strategic Plan – Student Experience
Resource implications:	No If yes, please specify:
Risk implications:	Yes If yes, please specify: Operational: risk to operational effectiveness if appropriate improvement and enhancement in student outcomes is not being achieved Organisational: risk to organisational reputation, impact on recruitment / finance if student outcomes not as they should be
Equality and Diversity implications:	Yes If yes, please specify: reference to student outcomes across priority groups/sector benchmarking
Consultation: [staff, students, UHI & Partners, External] and provide detail	Key managers consulted

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

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

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

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

STUDENT WITHDRAWALS AND OUTCOMES

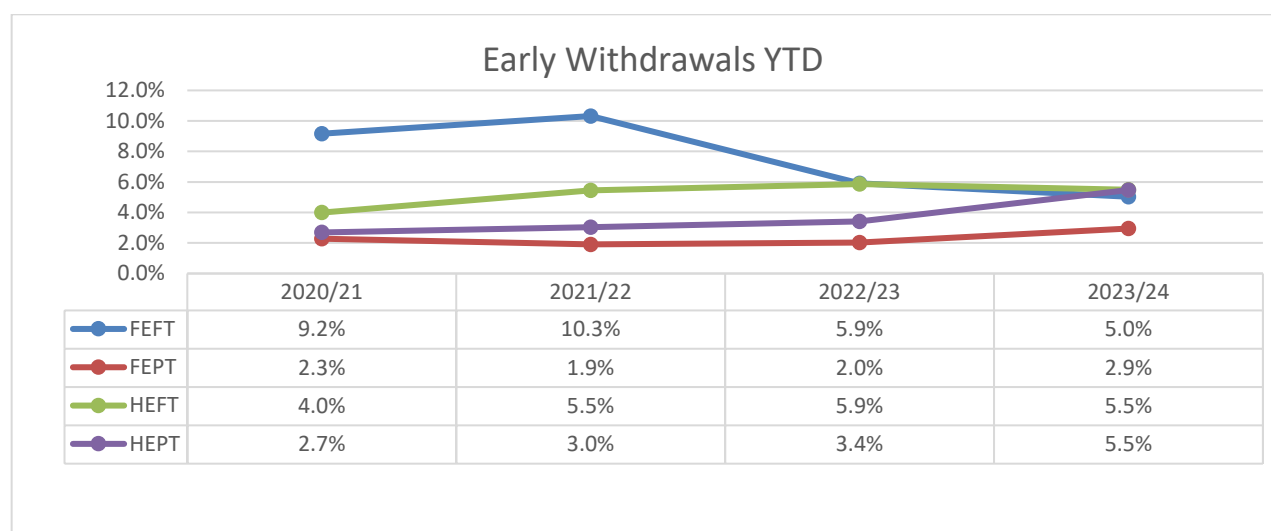
Executive summary

The report provides an update on outcomes for 2023/24 and targets for 2024/25.

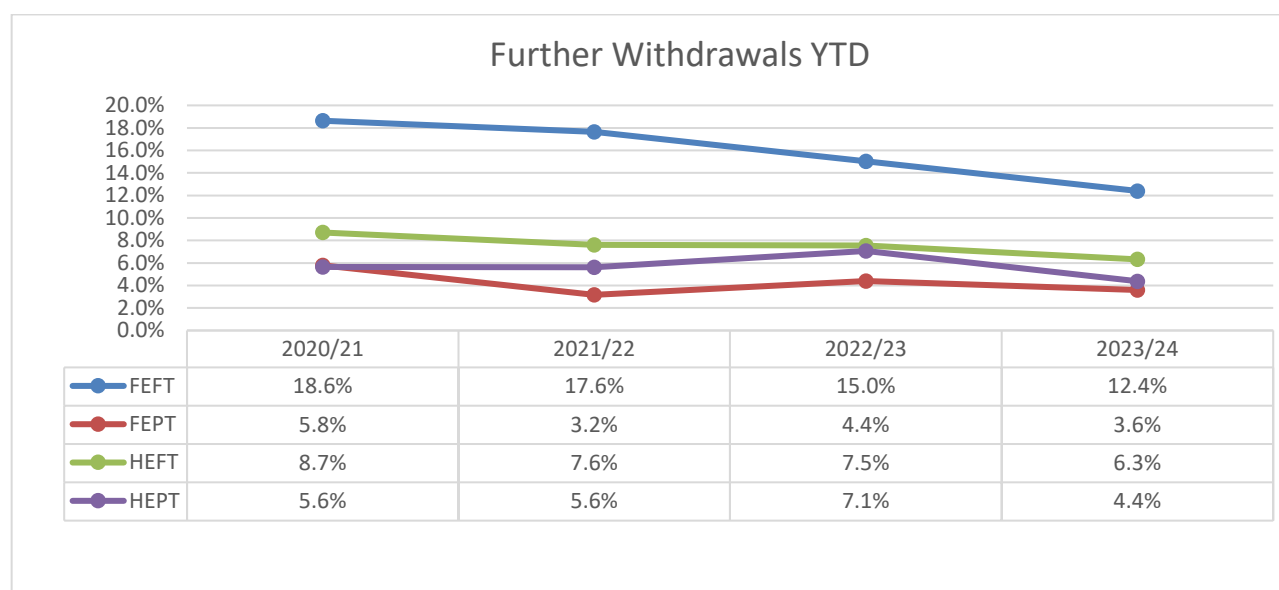
Main Body of Information

Early Withdrawals

Early withdrawals have decreased for both FE and HE full time students as compared to 2022/23. There has been an increase in withdrawals for Part Time students.

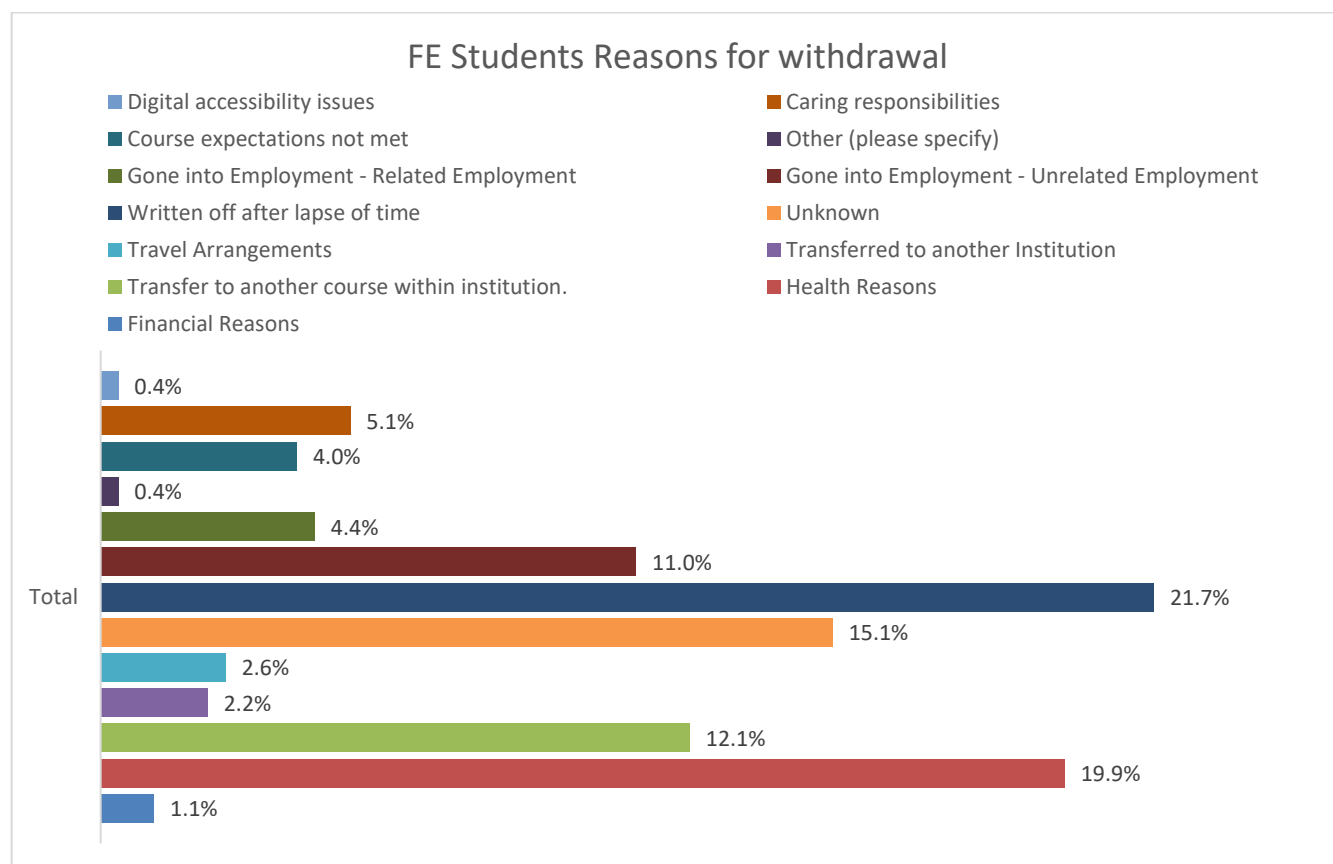


Further withdrawals have decreased across both FE and HE students as compared to 2022/23.

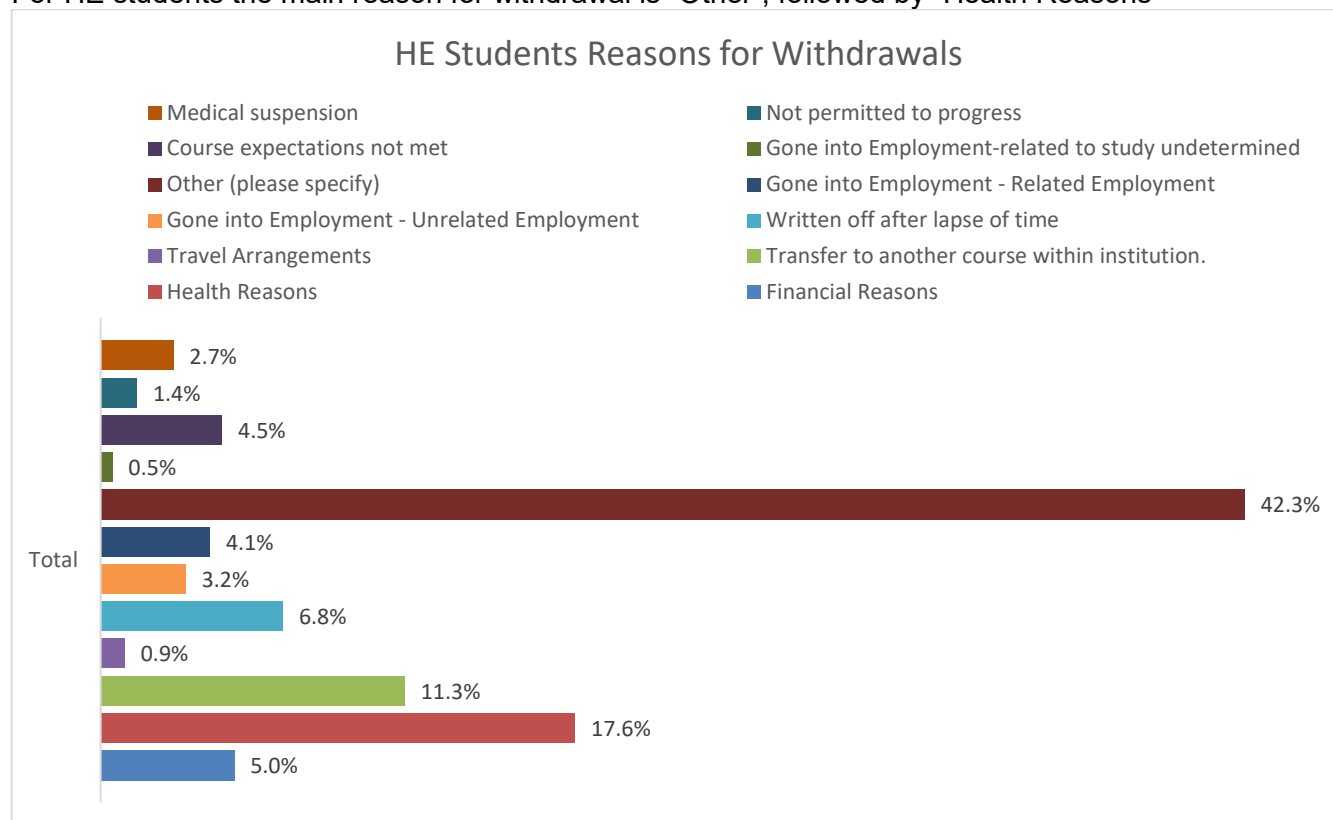


The following charts below shows the reasons students have withdrawn in 2023/24.

“Written off after lapse of time” is the most common reason for withdrawal for FE students, followed by “Health Reasons”.

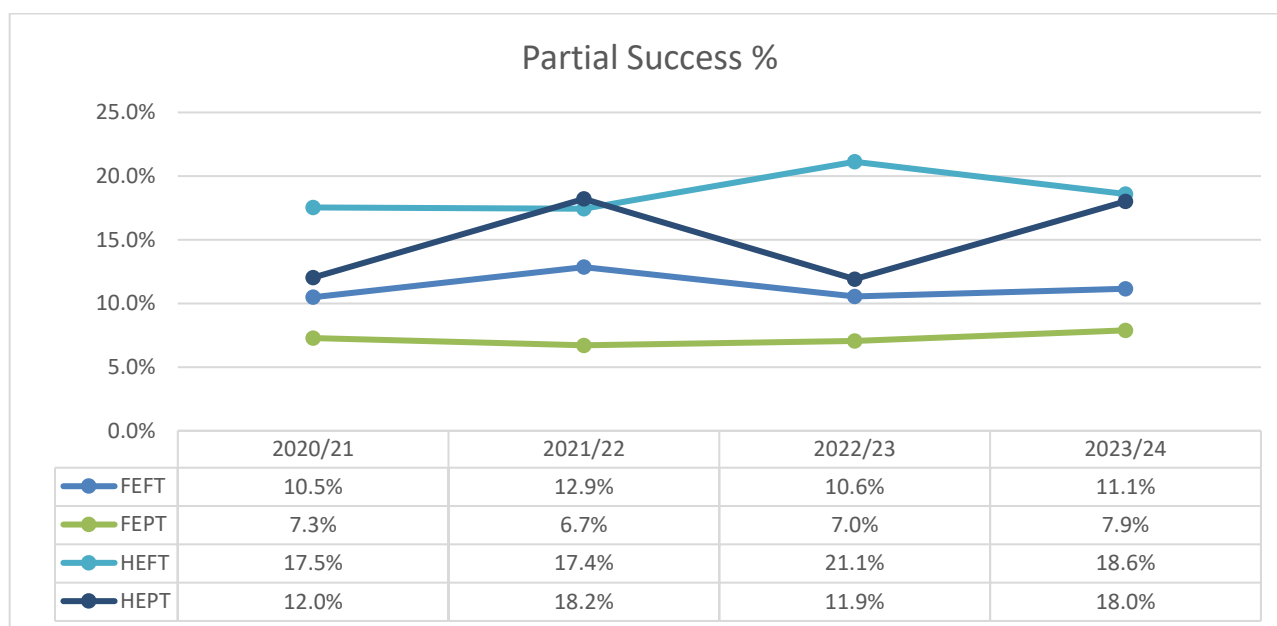


For HE students the main reason for withdrawal is “Other”, followed by “Health Reasons”

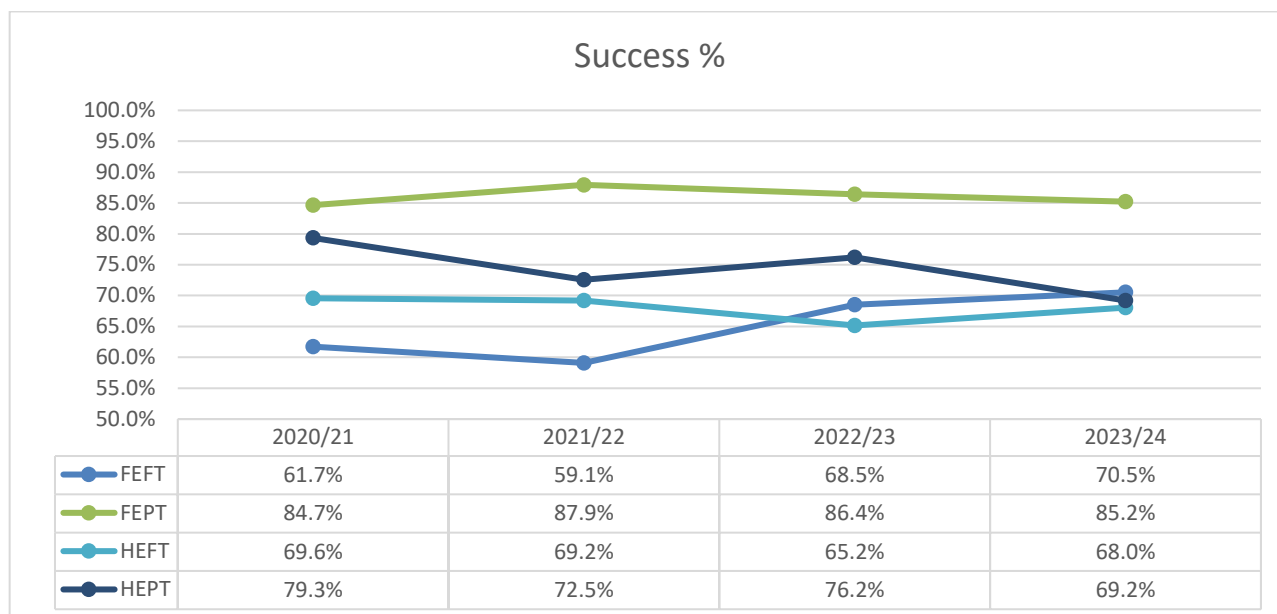


The following charts show Student Outcomes. **These are indicative for 2023/24 as some outcomes are yet to be determined.**

The partial success rates have increased for FE Full Time and Part Time students and for HE Part Time students in 2023/24. **As further outcomes are entered this will change.**



The success rates have increased for Full Time students in 2023/24, to date we are currently below target for FE full time, however, **as further outcomes are entered this will change.**



Target Setting 2024/25

From 2023/24, following consultation, the Scottish Funding Council will now exclude early withdrawals (students who leave before the funding cut off date) from KPI calculations. The actual values for 2023/24 based on the new calculations have been included in the tables below. Initial Targets have been set for 2024/25 as shown in the tables below. 2024/25 targets based on the new PI Calculation will be provided at the next committee meeting once all outcomes have been entered. Data highlighted in blue is subject to change following all outcomes being determined.

Outcomes for FE on recognised qualifications (full-time)

	Scotland			UHI Inverness			UHI Inverness New PI Calculation		
Year	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal
20-21	60.9%	11.7%	27.3%	59.9%	9.9%	30.1%			
21-22	59.0%	11.7%	29.3%	58.0%	12.5%	29.5%			
22-23 Target				66.0%	12.0%	22.0%			
22-23 Actual	63.6%	11.1%	25.3%	68.5%	10.6%	20.9%			
2023-24 Target				71.0%	11.0%	18.0%			
2023-24 Actual	TBC			70.5%	11.1%	17.4%	74.3%	11.7%	13.1%
2024-25 Target				73.0%	10.0%	17.0%			

Outcome Totals for FE on recognised qualifications (part-time)

Year	Scotland			UHI Inverness			UHI Inverness New PI Calculation		
	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal
20-21	76.2%	13.7%	10.1%	79.8%	9.1%	11.1%			
21-22	76.3%	13.0%	10.7%	85.0%	8.4%	6.6%			
22-23 Target				83.0%	9.0%	8.0%			
22-23 Actual	77.3%	12.2%	10.6%	84.7%	6.7%	8.7%			
2023-24 Target				87.0%	7.0%	6.0%			
2023-24 Actual	TBC			83.6%	8.7%	7.3%	85.1%	8.9%	4.1%
2024-25 Target				87.0%	5.0%	8.0%			

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

Year	Scotland			UHI Inverness *not published			UHI Inverness New PI Calculation		
	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal
20-21	71.6%	10.9%	17.6%	55.7%	21.3%	23.0%			
21-22	62.5%	13.9%	23.6%	58.8%	19.9%	21.3%			
22-23 Target				72.0%	11.0%	17.0%			
22-23 Actual	65.5%	14.0%	20.6%	60.6%	19.9%	19.5%			
2023-24 Target				65.0%	15.0%	20.0%			
2023-24 Actual	TBC			60.8%	17.8%	18.4%	66.7%	19.5%	10.5%
2024-25 Target				65.5%	14.0%	20.6%			

Outcome Totals for HE on recognised qualifications (part-time) HNC & HND

Year	Scotland			UHI Inverness *not published			UHI Inverness New PI Calculation		
	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal	% Completed Successful	% Partial Success	% Withdrawal
20-21	80.9%	9.9%	9.2%	75.3%	13.1%	11.6%			
21-22	78.8%	11.7%	9.5%	77.0%	13.2%	9.8%			
22-23 Target				82.9%	8.5%	8.8%			
22-23 Actual	78.6%	12.0%	9.4%	73.2%	13.8%	8.7%			
2023-24 Target				79.0%	12.0%	9.0%			
2023-24 Actual	TBC			76.7%	11.9%	10.0%	71.6%	17.5%	8.1%
2024-25 Target				78.6%	12.0%	9.4%			

Outcomes by key group on courses lasting 160 hours or more

	UHI Inverness 23-24 Target			UHI Inverness 23-24 Actual			UHI Inverness 23-24 Actual (New PI Calculation)			UHI Inverness 24-25 Target		
	% Successful	% Partial	% Withdrawal	% Successful	% Partial	% Withdrawal	% Successful	% Partial	% Withdrawal	% Successful	% Partial	% Withdrawal
10% Most deprived postcode areas	65.0%	13.0%	22.0%	65.3%	14.9%	19.8%	70.2%	16%	13.8%	67.0%	13.5%	19.5%
20% Most deprived postcode areas	66.0%	12.0%	22.0%	73.8%	13.1%	13.1%	75.0%	13.3%	11.7%	75.0%	12.0%	13.0%
Ethnic minority	69.0%	14.0%	17.0%	67.8%	6.8%	25.4%	76.9%	7.7%	15.4%	69.0%	7.0%	24.0%
Disability	68.0%	11.0%	21.0%	67.1%	14.2%	18.3%	71.9%	15.2%	12.6%	68.0%	14.0%	18.0%
Care Experienced	62.0%	15.0%	23.0%	61.7%	15.8%	22.5%	68.5%	17.6%	13.9%	61.7%	15.8%	22.5%

Learning, Teaching and Research Committee

Subject/Title:	Quality Enhancement Planning 2024-25 and Tertiary Quality Enhancement Framework
Author: [Name and Job title]	Vice Principal Curriculum, Student Experience and Quality & Quality Manager
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	24 th September 2024
Date Paper prepared:	16 th September 2024
Brief Summary of the paper:	The paper outlines the introduction of the TQEF and the actions taken to date.
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 	The process assists with the Quality Assurance and Enhancement Strategy: <ul style="list-style-type: none"> • Strategic objective 4: To further enhance our culture of quality monitoring • Strategic objective 5: To maintain a focus on quality enhancement
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	Not required for this update

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

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

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

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

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

Background

Academic year 2024-25 sees the introduction of the new [SFC Guidance on Quality for Colleges and Universities 2024-25 to 2030-31 - Scottish Funding Council](#) (July 2024) which confirms the arrangements for quality for academic year 2024-25 and beyond.

The new arrangements replace the Education Scotland framework, How Good is Our College, and its associated activities ie engagement visits from Education Scotland, the requirement of an Evaluative Report and Enhancement Plan (EREP), thematic reviews.

The principles of the new Tertiary Quality Enhancement Framework are:

- Excellence in learning, teaching and assessment
- Supporting student success
- Student engagement and partnership
- Enhancement and quality culture
- Externality
- Data and evidence

SFC have created a short (4min) video explaining the new framework: [Framework for Quality in Scottish Colleges and Universities \(youtube.com\)](#)

2024-25 represents an introductory year where some elements of the new framework will be further explored with the sector, for example, Institution Lead Quality Review, Scottish Quality Concerns Scheme.

What have we done since the implementation of the new framework?

Analysis of the framework requirements. Whilst the detail is yet to be provided for some aspects, it is clear that the broad criteria contained within the principles of the framework have similarities with previous external quality frameworks.

Awareness raising with staff through staff briefings and SJEC. In these sessions, starting to use the language associated with the framework, and explainers about the requirements of the framework.

Evidence collation for the SEAP. The SEAP is tertiary in nature and requires institutions to reflect on annual institutional quality assurance and enhancement activities and outcomes, including progress made since the last external review, and to identify and plan for key strategic enhancements, which will be articulated through the action plan.

Drafting the institution wide action plan, which identifies the key aspects of further development to ensure our continuous improvement. This building on the

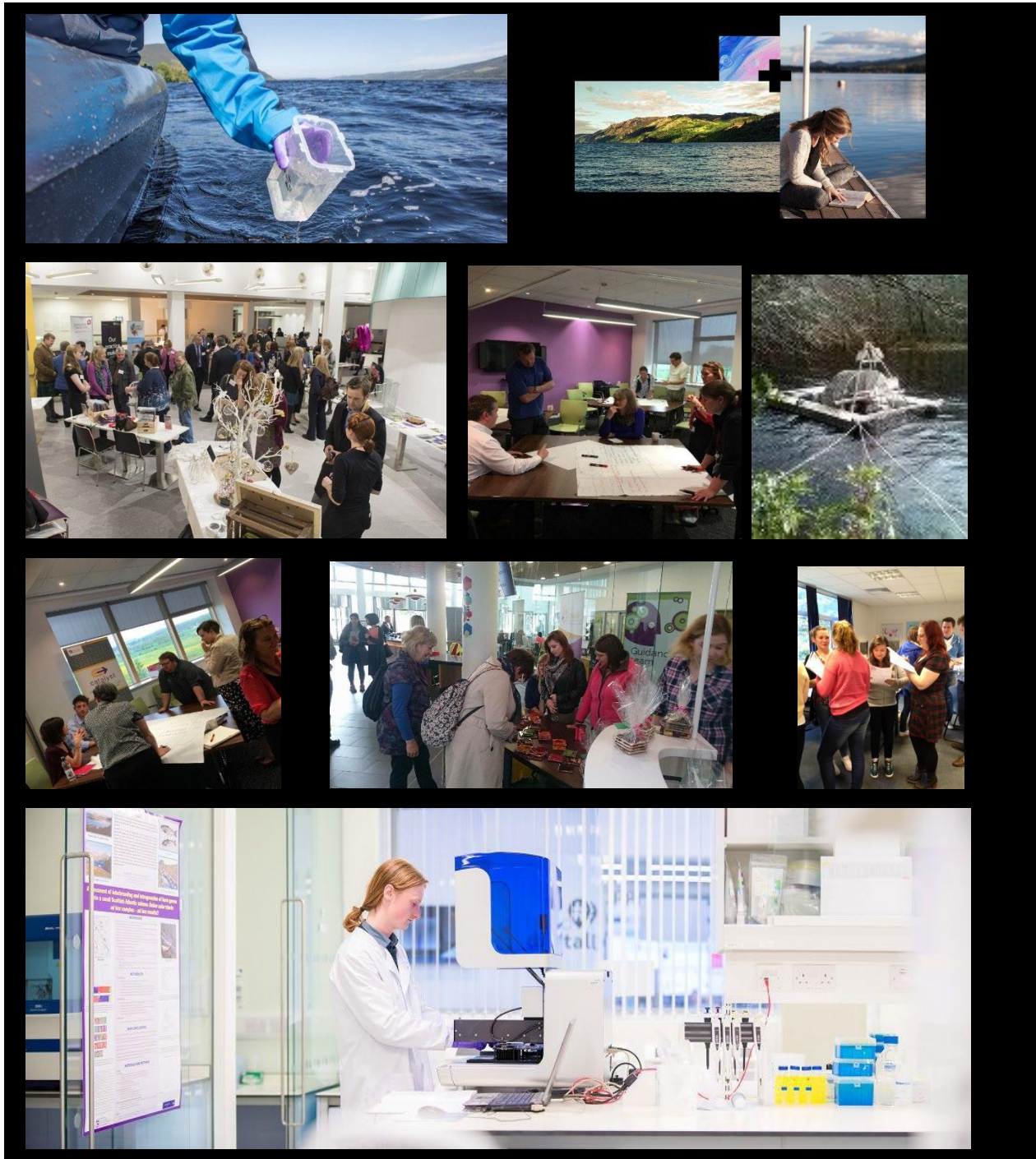
progress made against during 2023-24, and has been mapped to the principles and key themes.

Next steps

- Further awareness raising for staff through open training sessions, information provided through usual staff communication channels eg connect+, Quality SharePoint page
- Awareness raising with the wider student body – through partnership working with HISA
- Continue to contribute to the live discussion at regional level about the approach to the development of the Self Evaluation and Action Plan, and the future approach to review visits.
- Drafting of the SEAP, with input from a range of key colleagues, for review and approval prior to submission to the SFC by 2nd December.
- Continue to engage in sector wide discussions on the detailed implementation of the new framework

UHI | INVERNESS

Research and Innovation Strategy 2023 - 2027



Academic Years 2023/24 – 2026/27

How to use this Strategy

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

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

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

Context

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

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

The five strategic themes are:

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

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

Strategic aim

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

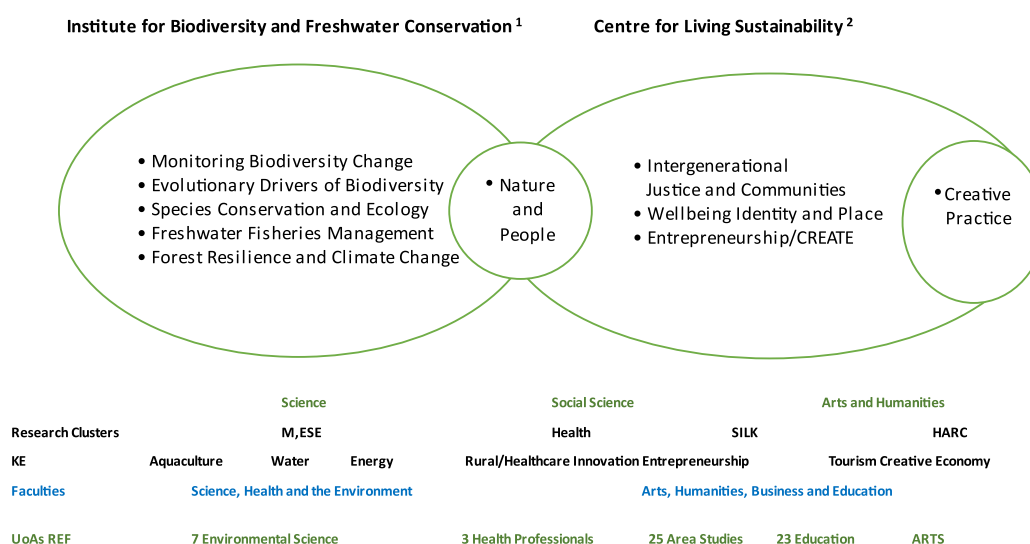
Vision for the Tertiary Education and Research Environment

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

Introduction to Research at UHI Inverness

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

Research at UHI Inverness



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

¹ Formerly Rivers and Lochs Institute and Forestry Conservation Group

² Formerly Centre for Remote and Rural Studies

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

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

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

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

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

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

Subobjectives

- 1.1 Enhance research infrastructure including investment capital and human resources
- 1.2 Grow and diversify our research income
- 1.3 Maximise the number and quality of research outputs
- 1.4 Grow our postgraduate researcher (PGR) student numbers and building capacity in supervision.

Activities and enablers

1.1 Enhance research infrastructure including investment capital and human resources

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

1.2 Grow and diversify our research income

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

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

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

1.3 Maximise the number and quality of research outputs

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

1.4 Grow our PGR student numbers and building capacity in supervision

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

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

Subobjectives

2.1 Focus on development and delivery of impactful research

2.2 Communication and profiling of research and KE

2.3 Increase KE funding

Activities and enablers

2.1 Focus on development and delivery of impactful research

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

2.2 Communication and profiling of research and KE

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

2.3 Increase KE funding

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

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

Subobjectives

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

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

3.3 Facilitate interdisciplinary research

3.4 Enhance the profile of our research through effective communication

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

Activities and enablers

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

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

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

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

3.3 Facilitate interdisciplinary research

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

3.4 Enhance the profile of our research through effective communication

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

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

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

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

Subobjectives

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

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

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

Activities and enablers

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

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

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

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

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

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

Key Performance Indicators

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

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

Subject/Title:	Complaints Report for 2023-24 incorporating Quarter 4
Meeting and date:	Sept 2024
Author:	Stephen Wells, Quality Officer
Decision, Discussion or Noting:	Noting
Link to Strategic Plan:	Paper assists with compliance as the College is required to monitor complaints as per SPSO requirements.
Cost implications:	Yes / No <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 2023-24 incorporating Quarter 4

Background

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

Main body of information

See attached.

UHI | INVERNESS

Annual Report 2023-24

Introduction

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

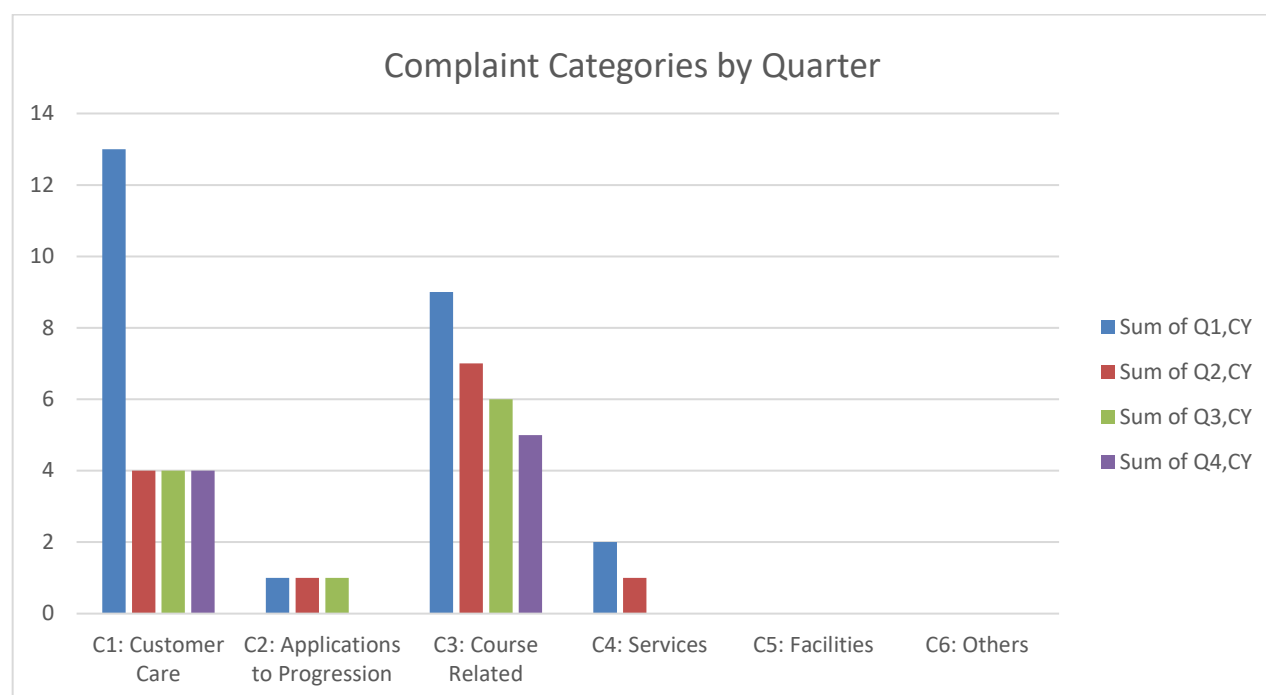
Complaints are grouped into quarters depending on the time of year in which they are received. The quarter dates are detailed below:

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

This report provides an overview of the complaint categories and outcomes across academic year 2023-24 (Q1 – Q4) including Q4 statistics.

Complaints by Category

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



Customer Category: Current Year (Quarter) 2023/24	YTD CY	Q1,CY	Q2,CY	Q3,CY	Q4,CY
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

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

A total of 9 complaints were received in Q4, compared to 10 in the same quarter last year.

The category of 'Customer Care' received 4 complaints in Q4, compared to 3 complaints for the same period last year. These all fell within the 'staff conduct' sub category, and related to the verbal communication used by staff towards students. Three complaints related to the same event.

The 'Course Related' category received 5 complaints compared to 2 in Q4 last year. 3 complainants from the same course were dissatisfied with being required to change their unit choice due to staff absence and the subsequent lack of timely feedback from the tutor. 1 complaint was from an employer concerning the delay in resulting and certification of apprentices. The final complaint in this category concerned the mismanagement of a competition the student was entered into.

The other categories received no complaints in Q4.

In 2023-24 there was a 10% decrease in complaints compared to 2022-23, which also saw a 11% decrease in complaints received in 2021-22.

The category of 'Course Related' received the most complaints this year, of which 46% were within the 'Assessment Exam and Certification' subcategory. Of these, 3 complaints related to the same incident concerning assessment support and 4 complaints related to the impact of ASOS. The remaining complaints included concerns regarding poor course

management, a lack of support from staff, poor quality and availability of learning materials, and elements of the course not being perceived as relevant.

The category of 'Customer Care' received the second most complaints in 2023-24 with the subcategory of 'Staff Conduct' accounting for 74% of these. These concerned the manner in which students are spoken to, poor communication, bullying, mistreatment and lack of support by staff. The remaining complaints in this category were varied in nature.

The categories of 'Application to Progression' and 'Services' received 3 complaints each this year, compared to 5 and 8 complaints respectively last year. The reasons for the complaints were varied with no reoccurring theme.

No complaints were received for Facilities or Others.

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

Category	2022-23	2023-24	Change
C1: Customer Care	2022-23	2022-23	Change
C1S01: Health & Safety	0	0	0
C1S02: Security	0	0	0
C1S03: Diversity & Equality	1	0	-1
C1S04: Data Protection	1	0	-1
C1S05: Environmental	0	1	0
C1S06: Staff Conduct	7	16	+9
C1S07: Student Conduct	0	4	-4
C1S99: Other	1	4	0
C2: Applications to Progression	2022-23	2023-24	Change
C2S01: Marketing	0	0	0
C2S02: Application, Admission, Interview, Enrolment, Induction	5	1	-4
C2S03: Progression, Articulation, Withdrawal	0	1	+1
C2S99: Other	0	1	+1
C3: Course Related	2022-23	2022-23	Change
C3S01: Learning & Teaching	8	6	-2
C3S02: Environment/Resources	1	0	0
C3S03: Course Management	6	4	-2
C3S04: Facilitated Learning & Support	1	3	-6
C3S05: Assessment, Exams & Certification	3	11	+9
C3S99: Other	1	3	0
C4: Services	2022-23	2022-23	Change
C4S01: Finance	2	0	-2
C4S02: Funding / Bursary	4	1	-3

C4S03: Student Records	0	0	0
C4S04: Providing Learning Support	0	0	0
C4S05: Library / Learning Technology	2	0	-2
C4S06: Quality etc.	0	0	0
C4S99: Other	0	2	+2
C5: Facilities	2022-23	2023-24	Change
C5S01: Catering	3	0	-3
C5S02: Student Accommodation	0	0	0
C5S03: Maintenance, Lifts, Car Parking	7	0	-7
C1S05: Environmental	0	0	0
C5S99: Other	9	0	-9
C6: Others	2022-23	2023-24	Change
C6S01: Others	2	2	0
C6S99:	0	0	0
TOTAL	64	58	-6

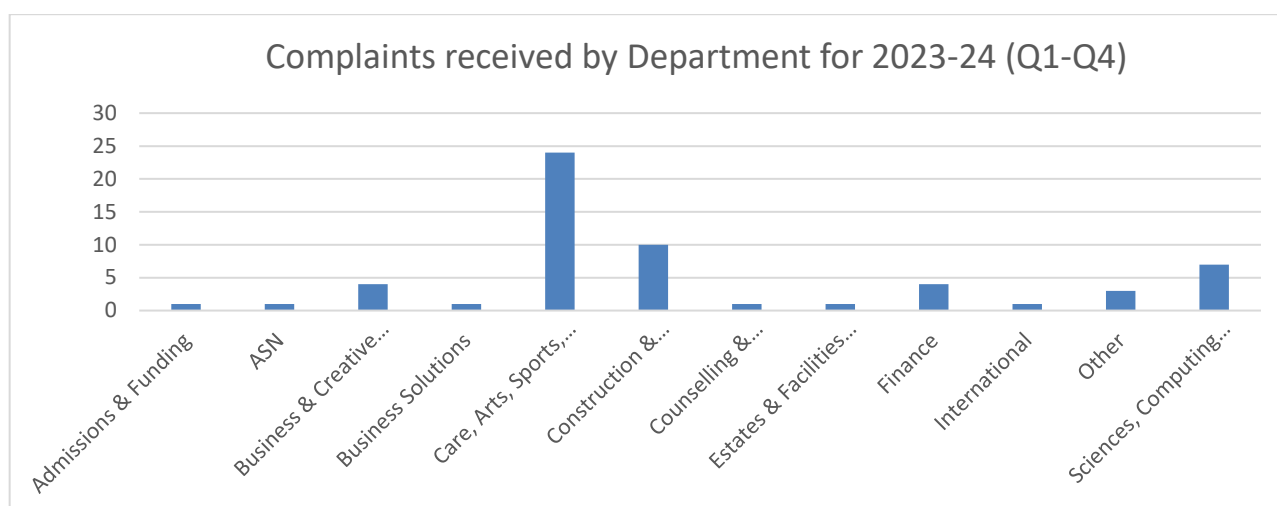
Complaints by Department

The graph below displays the number of complaints received by department throughout academic year 2023-24. Care, Arts and Sport received the greatest number of complaints, with 24 in total. The reconfiguration of the curriculum areas for this academic year prevents a direct comparison with previous years. However, Care, Arts and Sport comprises several areas from the previous areas of Care, Health & Wellbeing, and Creative Arts which were the highest and joint second highest areas for complaints received last academic year. Concerns regarding the impact of ASOS received 4 complaints, 5 complaints related to staff behaviour and lack of support, 4 complaints related to lack of timely feedback. Other complaints related to issues with course content, the lack of PLSP support, and poor communications within the area and across departments affecting students within this area.

Construction and Engineering received the second most complaints by department, half of which related to concerns about staff conduct, the remainder covering concerns with a competition, the accuracy of registers and time keeping (raised by an employer), the competence and qualification of a member of staff (raised by a parent), and two concerns regarding student conduct.

The areas of Business & Creative Industries, Finance, and Sciences, Computing & Education received between 4 and 6 complaints over the year, and whilst they covered a range of concerns, 50% fell within the staff conduct subcategory.

The other areas received between 1 and 2 complaints which covered a diverse range of concerns.



Complaints by Mode of Delivery

In relation to mode of delivery in Q4 only in 2023-24, HE and FE accounted for 4 complaints each, with 1 complaint from a stakeholder (employer).

In 2023-24 (Q1-Q4), 28% of complaints were submitted by FE students, 43% by HE and 29% by Members of Public, Stakeholders and Other.

The table below provides a breakdown for 2022-23 and 2023-24.

FE / HE	No. Received 22/23	No. Received 23/24
FE	21	16
HE	28	25
Members of Public/Other	15	17
Total	64	58

Complaint Outcomes

In Q4, 1 complaint was resolved, 2 were partially upheld, 6 were upheld.

The table below shows the breakdown in stage 1 and stage 2 complaints in 2023-24 (Q1-Q4) and whether they have been resolved, upheld, partially upheld, not upheld or other outcome.

- Resolved – 34.5%
- Not upheld – 8.6%
- Partially upheld – 27.6%
- Upheld – 24.1%

- Other – 5.1%

Outcome	Stage 1	Stage 2	Total
Resolved	19 (57% of St 1) <i>FE: 3, HE: 9, MoP/Other: 7.</i>	1 (4% of St 2) <i>HE: 1</i>	20 <i>FE: 3, HE: 10, MoP/Other: 7.</i>
Not upheld	3 (9% of St 1) <i>FE: 2, MoP: 1</i>	2 (8% of St 2) <i>MoP: 2</i>	5 <i>FE: 2, MoP 3.</i>
Partially upheld	5 (15% of St 1) <i>FE: 2, HE: 2, MoP: 1</i>	11 (44% of St 2) <i>FE: 4, HE: 4, MoP: 3</i>	16 <i>FE: 6, HE: 6, MoP: 4.</i>
Upheld	3 (19% of St 1) <i>FE: 2, HE: 1, .</i>	11 (44% of St 2) <i>FE: 4, HE: 6. Other: 1</i>	14 <i>FE: 6, HE: 7, Other: 2</i>
Withdrawn	0	0	0
Still under Investigation	0	0	0
Not Investigated*	3 (9% of St 1) <i>FE: 1, MoP 2</i>	.	3 <i>FE: 3.</i>
Total	33	25	58

Not investigated complaints summary:

1 Complaint submitted at stage 1 relating to ASOS, approved 'standard' response sent and complaint not investigated.

1 anonymous complaint submitted, focus group held to address concerns

1 complaint regarding progression opportunity was dealt with as a service request

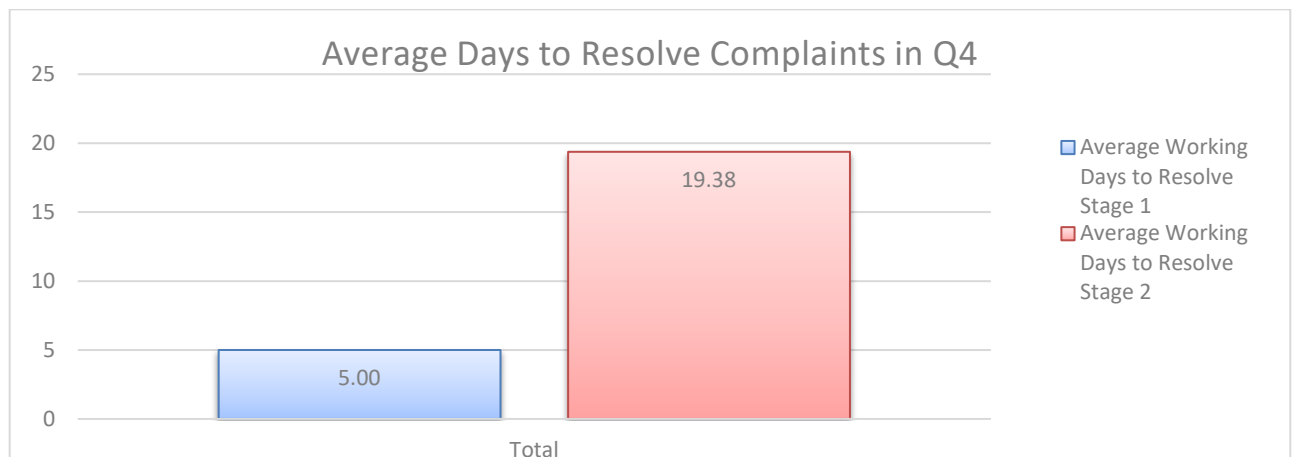
In 2023-24, 24 complaints were received directly at Stage 2, with 1 complaint (4%) escalated from Stage 1 to Stage 2.

In 2023-24 the number of complaints that were 'Resolved' decreased to 34% from 45% the previous year. The percentage of 'Not Upheld' outcomes fell to 9% from 10.9% the previous year. The percentage of 'Upheld' outcomes increased from 17.3% last year to 24.1% this year. The 'Partially Upheld' outcomes increased for 21.9% to 27.6% this year.

Within the academic year 2023-24, 1 complaint was escalated to SPSO who decided not the complaint had been dealt with correctly and no further action was to be taken.

Complaint Timescales

SPSO guidelines state pre-defined timescales of a 5 working day turnaround for Stage 1. An extension of 5 working days is permissible for stage 1 complaints subject to approval from the Quality Manager to complete an investigation but where escalation to a stage 2 is not required. For a Stage 2 complaint the timeframe for completion is 20 working days. As part of the Stage 2 process, where the complaint is complex and may take longer than 20 working days, an extension can be authorised by the Quality Manager, should this happen updates must be provided to complainants.



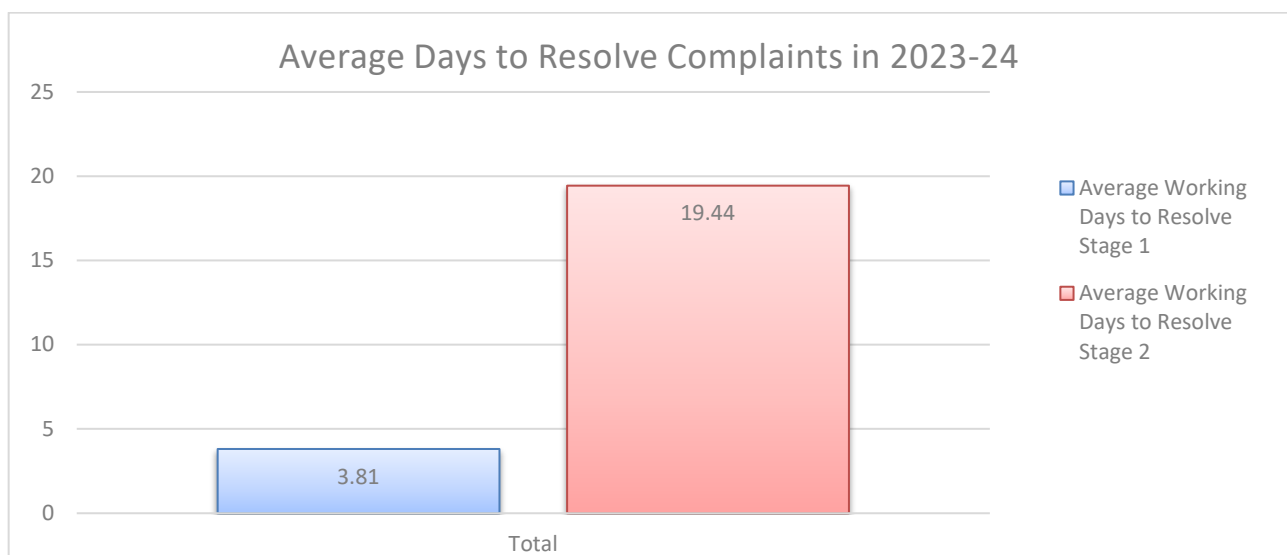
The chart above displays the average number of days taken to resolve complaints in Q4.

The range of days taken to resolve Stage 1 complaints in Q4 is between 5 days.

The range of days taken to resolve Stage 2 complaints in Q4 is between 14 – 58 days.

Two stage 2 complaints were granted extensions to complete thorough investigations, in both situations the complainants were kept informed. These were completed in 32 days.

The chart below displays the average number of days taken to resolve complaints in 2023-24 (Q1-Q4).



The range of days taken to resolve Stage 1 complaints in 2023-24 is between 1 – 10 days. 27 complaints (82%) were completed within the required 5 days. Staff availability (annual leave) were the reasons for exceeding the 5 working day timeframe for 2 complaints, 1 extension was granted to facilitate a face to face meeting with the complainant, 2 extensions were to gather additional evidence but did not necessitate escalating to stage 2.

The range of days taken to resolve Stage 2 complaints in 2023-24 is between 6 – 58 days. 19 complaints (76%) were completed within the required 20 days. Six Stage 2 complaints exceeded the 20-day timeframe and the complainant received notification of the delay. The delays were the result of the complexity and of the complaints and additional time was required to complete a thorough investigation.

The average number of working days to resolve a complaint after escalation from Stage 1 to Stage 2 was 18 days. The one escalated complaint was upheld (100%).

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.

Six responses were received in 2023-24. The outcomes from this small sample are summarised below:

- 4 complainants (66%) were not aware of the complaints process prior to submitting a complaint.
- 4 complainants (66%) found the complaints process easy to access.
- 2 complainants (33%) found the complaint form easy to use.
- 1 complainant (16%) agreed they were able to obtain assistance in making the complaint
- 5 complainants (83%) felt they received a prompt acknowledgement of their complaint.
- 4 complainants (66%) felt their complaint was taken seriously.
- 3 complainants (50%) agreed that their complaint was thoroughly investigated, 2 complaints (34%) did not and there was 1 no response.
- 3 complainants (50%) felt they were not kept informed during the process of the investigation.
- 3 complainants (50%) felt they did not receive a fair and objective response to their complaint.
- 2 complainants (33%) felt they did not receive a clear response to their complaint.
- 3 complainants (50%) felt they received a response within the appropriate timescale.
- 5 complainants (83%) felt they were dealt with courteously.
- 3 complainants (50%) did not feel that the complaint was closed off satisfactorily.

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

Learning from Complaints

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

Below are examples of actions taken as a result of complaints received during 2023-24

- The Bothy has provided guidance on how to turn notifications off. The complainant has been put in touch with the learning technologist to resolve the issue.
- Meeting arranged between a complainant and funding team to explain application process and resolve the complaint.
- A class were reminded of the Student Code of Conduct by their lecturer and the consequences of breaching it. This action occurred on two occasions following separate complaints.
- Lecturer and PDA spoke with a class to reinforce the National Care Standards around confidentiality and reminded students of the Student Code of Conduct.
- Student disciplinary informal stage implemented as a result of a complaint.
- A delivery team have built in remediation for the first 3 weeks of semester 2 in 2024 to ensure all course content is fully covered, following operational issues (staff resignation) in Semester 1.
- Students to be notified a minimum of 1 hour ahead of their class start time, if their attendance on campus is not required to avoid unnecessary travel cost and time.
- Staff have completed a Customer Service training course following an anonymous complaint regarding unprofessional behaviour by staff in a professional services team.
- Clear communications on Mitigating Circumstances dates required. Raised with UHI.
- Following concerns being raised regarding staff conduct, HR are monitoring a specific situation and providing support to the staff member.
- Department head is undertaking a review of PLSP process to identify process improvement to ensure the correct sharing of information in a timely manner. As an interim measure additional manual actions are being implemented by the Wellbeing & Support team to mitigate against students with an existing PLSP's not having that rolled forward as they progress.
- Quality team have created templates for capturing actions & key details from complaint meetings - ensure this is distributed via email to all attendees.
- Enrolment Open Day for continuing apprentices to be put in place to assist with resolving the issue of non-enrolled students not showing on resulting registers.
- Department asked to review outstanding results with the relevant member of the Student Records Team. And training given on the Resulting Dashboard to assist in identifying where results are missing.

Themes emerging from complaints through the academic year 2023-24:

The 'Resolved' complaint outcome continues to enable many complaints to be dealt with swiftly and effectively when approached proactively by staff, accounting for 34% of all complaint outcomes.

The categories of 'Course Related' and 'Customer Care' accounted for 89% of complaints this academic year. An emerging theme within both categories is the number and nature

of complaints directed at members of staff. The range of perceived 'unsatisfactory staff behaviour' is varied, and has included accusations of bullying behaviour and discrimination. There has been an increase in complex cases requiring HR involvement, this has resulted in four investigations significantly exceeding the 20 working day SPSO timeframe for completion (between 32 and 58 days).

The decline in complaints for other categories is notable, with the categories of 'Facilities' and 'Other' receiving no complaints in 2023-24.

Raising Awareness of Complaints Process

Students are made aware of the complaints handling process during orientation week and can be advised by college staff how to submit a complaint if required. The complaints process is available on the UHI Inverness website and can be accessed via the Red Button tile on MyDay.

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

Complainants are asked to complete an Equality, Diversity and Inclusion form or in the case of enrolled students, consent was requested to obtain this information from their student record. Only 9 complainants (15.5%) provided either full or limited details, and the remainder did not provide a response or did not give permission to obtain this information from student records. Of the respondents who provide full or partial details, one person identified with one or more of the characteristics listed.

Staff Training

A training resource is available on the Professional Development Brightspace shell, located in the mandatory training area. 73 staff completed the training in 2023-24, bringing the overall total to 237 or 46% of all staff. The link to the training is here: [Complaints Handling Procedure Guidance - UHI Inverness Mandatory Staff Training](#)

Twenty nine staff have completed the SPSO complaint investigation training course, this assists staff tasked with undertaking complaint investigations (Stage 2) to complete the investigation thoroughly and provide an outcome whilst adhering to SPSO guidelines. Having sufficient trained staff across all departments enables the distribution of complaint investigations amongst a larger number of staff and allows trained staff to support colleagues as required. Quality Officers continue to provide support to investigating officers throughout the complaint process.

Further Information

Further information on the complaint handling process can be found here: [About us - Complaints handling \(uhi.ac.uk\)](#) or by contacting quality.ic@uhi.ac.uk

FE Quarterly and Year End reports can be found here: [Complaints handling - Complaints Handling Reports \(uhi.ac.uk\)](#)

The link to SPSO is here: [We are Scotland's Ombudsman | SPSO](#)

Learning, Teaching and Research Committee

Subject/Title:	On Trend Update
Author: [Name and Job title]	Quality Manager
Meeting:	Learning, Teaching & Research Committee
Meeting Date:	24 th September 2024
Date Paper prepared:	14 th August 2024
Brief Summary of the paper:	The paper provides an update about the implementation of the On Trend process in 2023-24, and plans for 2024-25.
Action requested: [Approval, recommendation, discussion, noting]	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 	The process assists with the Quality Assurance and Enhancement Strategy: <ul style="list-style-type: none"> • Strategic objective 2: To maintain a culture of robust quality assurance to support improvement • Strategic objective 4: To further enhance our culture of quality monitoring. • Strategic objective 5: To maintain a focus on quality enhancement
Resource implications:	No If yes, please specify:
Risk implications:	No If yes, please specify:
Equality and Diversity implications:	No If yes, please specify:
Consultation: [staff, students, UHI & Partners, External] and provide detail	Members of SJEC

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

[illegible][illegible]

Programme / Area	Recommendation from review team
L5 Sports and Fitness	<ul style="list-style-type: none"> • Refined programme for 2024/25 • No further engagement with OT
HNC Accounting	<ul style="list-style-type: none"> • NextGen HN pilot 2024/25 • Programme Board in place • No further engagement with OT
L5 Applied Science	<ul style="list-style-type: none"> • Further engagement with OT
L5 Computing and Web Design	<ul style="list-style-type: none"> • Further engagement with OT
PPFI	<ul style="list-style-type: none"> • Launch of new curriculum 2024/25 • Programme Board in place • No further engagement with OT
Plumbing	<ul style="list-style-type: none"> • Sound engagement with themes identified through OT process • Abridged OT process (DCL discretion)

[illegible]

