

<b>Item</b>	UHI NWH Student Experience Strategy 2025-2028
<b>Committee</b>	Board of Management
<b>Date paper prepared</b>	03/06/2025
<b>Date of committee meeting</b>	17/09/2025
<b>Subject</b>	UHI North, West and Hebrides Student Experience Strategy 2025-28
<b>Author</b>	Hannah Ritchie-Muir, Fiona Grant, Fiona Hamilton, Anne Maree Dykes
<b>Action requested</b>	<input type="checkbox"/> For Information <input type="checkbox"/> For Discussion <input type="checkbox"/> For recommendation <input type="checkbox"/> For Endorsement <input checked="" type="checkbox"/> For Approval
<b>Purpose of the paper</b>	To approve the UHI NWH Student Experience Strategy 2025-2028.
<b>Brief summary of the paper</b>	<p>The <b>Student Experience Strategy 2025–2028 for UHI North, West and Hebrides (UHI NWH)</b> outlines a bold and inclusive vision to place students at the heart of the institution. Aligned with our mission to connect remote, rural and island communities through distinctive education and research, this strategy defines an approach to enhancing student engagement, wellbeing, and partnership.</p> <p>Key priorities include:</p> <ul style="list-style-type: none"> <li>• <b>Embedding student partnership</b> across all levels of decision-making and service design.</li> <li>• <b>Enhancing wellbeing and mental health support</b>, informed by national research and aligned with the UHI Partnership Student Mental Health Strategy 2024–2027.</li> <li>• <b>Fulfilling corporate parenting responsibilities</b>, ensuring care-experienced students are fully supported.</li> <li>• <b>Upholding safeguarding standards</b> to provide a safe and inclusive learning environment.</li> <li>• <b>Strengthening strategic alignment</b> with key strategic enablers including the Tertiary Curriculum Strategy, Infrastructure Strategy, and Research and Knowledge Exchange Strategy.</li> </ul> <p><b>Strategic Aims and Objectives</b></p> <p>Our approach is driven by three strategic aims:</p> <ol style="list-style-type: none"> <li>1. <b>Inclusion</b> – Ensuring students feel part of a supportive and inclusive organisation.           <ul style="list-style-type: none"> <li>○ Key objectives include staff CPD, accessible support services, mental health provision, and alignment with national wellbeing strategies.</li> </ul> </li> </ol>

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	<ul style="list-style-type: none"> <li>○ Success will be measured through staff training uptake, service usage data, and increased engagement with wellbeing platforms.</li> </ul> <p>2. <b>Involvement</b> – Encouraging active student participation in college life.</p> <ul style="list-style-type: none"> <li>○ Objectives focus on strengthening the HISA partnership, enhancing student representation, and increasing engagement opportunities.</li> <li>○ KPIs include increased student voice reps, improved event participation, and joint staff briefings.</li> </ul> <p>3. <b>Influence</b> – Empowering students to shape quality and governance.</p> <ul style="list-style-type: none"> <li>○ Objectives include representation at governance levels, feedback mechanisms, and support for elected student leaders.</li> <li>○ Success will be tracked through KPIs, survey feedback, action logs, and representation coverage.</li> </ul> <p>Each aim is supported by clear objectives and measurable success criteria, including staff development, student support access, representation, and engagement.</p> <p><b>Shared Key Performance Indicators</b></p> <p>To monitor progress and ensure accountability, we have established shared KPIs with curriculum and other departments:</p> <ul style="list-style-type: none"> <li>• <b>Student success</b> is maintained at or above both the <b>National</b> and <b>UHI average</b>.</li> <li>• <b>Student retention rates</b> are sustained in 2025/26 and exceed regional and national benchmarks by 2026/27 and 2027/28.</li> <li>• <b>Student satisfaction</b> remains high, at or above the UHI average and above the sector average.</li> <li>• <b>Student survey participation</b> reaches 50% or higher.</li> </ul> <p>These KPIs will be tracked through an internal document and reported to the Learning, Teaching and Research Committee. This ensures transparency and continuous improvement across the institution.</p> <p><b>Key Priorities for 2025/26</b></p> <ul style="list-style-type: none"> <li>• Strengthen collaboration with HISA under the MoU.</li> <li>• Increase participation in student satisfaction surveys.</li> <li>• Expand student voice representation across FE courses.</li> <li>• Enhance student involvement in governance structures.</li> <li>• Promote and improve access to wellbeing and support services.</li> </ul>

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<b>Consultation</b> <b>How has consultation with partners been conducted?</b>	<ul style="list-style-type: none"> <li>+ NWH Student Support</li> <li>+ NWH Curriculum</li> <li>+ NWH Centre Managers &amp; Co-ordinators</li> <li>+ NWH Student Engagement Group</li> <li>+ NWH HISA &amp; Regional</li> <li>+ NWH Operational Delivery Group Leads</li> <li>+ NWH ASET Group</li> <li>+ NWH Curriculum Managers</li> <li>+ UHI Student Support</li> </ul>
<b>Resource implications</b> <b>What are the risks with this proposal?</b>	This strategy is resourced through the department of student experience budget.
<b>Risk implications</b>	<p>It is good practice to have key enabling strategies that support the overall college strategic aims and objectives. This strategy relates specifically to our obligations in supporting our students to stay on course and succeed, operate as an inclusive organisation, and support students as partners. This directly impacts on our core grant income.</p>
<b>Link with strategy</b>	Works alongside the Tertiary Curriculum Strategy 2025-2028, Corporate parenting plan 2025-2028, Infrastructure strategy 2025 -2028 and Research and knowledge exchange strategy 2025-2028.
<b>Equality, Diversity and Inclusion</b>	The strategy supports and promotes all aspects of inclusion and diversity throughout its aims and objectives.
<b>Island Community Impact</b>	N/A - UHI EO are the relevant authority.
<b>Paper status</b>	<p>Highlight the paper status in the list below:</p> <p><input type="checkbox"/> <b>Open</b> – the paper may be circulated to non-members of the committee and published online without restriction.</p> <p><input checked="" type="checkbox"/> <b>Restricted</b> – the paper must not be circulated to non-members or published online until after the committee meeting.</p> <p><input type="checkbox"/> <b>Confidential</b> - the paper must not be circulated beyond the committee members and should not be published online. [Please note</p>

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	papers may still be subject to Freedom of Information requests, as specified in the next section].
<b>Freedom of information (FOI)</b>	<p>Highlight the FOI status in the list below. Refer to <a href="#"><u>NWH Freedom of Information Site</u></a> for more information:</p> <p><input checked="" type="checkbox"/> <b>Open</b></p> <p><input type="checkbox"/> <b>Closed</b> – disclosure would substantially prejudice a programme of research.</p> <p><input type="checkbox"/> <b>Closed</b> – disclosure would substantially prejudice the effective conduct of public affairs.</p> <p><input type="checkbox"/> <b>Closed</b> - Disclosure would substantially prejudice the commercial interests of any person or organisation.</p> <p><input type="checkbox"/> <b>Closed</b> - Disclosure would constitute a breach of confidence actionable in court.</p> <p><input type="checkbox"/> <b>Closed</b> - Disclosure would constitute a breach of the Data Protection Act.</p> <p><input type="checkbox"/> <b>Closed</b> - Other, please specify.</p>
<b>Freedom of information (FOI) disclosure date</b>	<p>If closed/ withheld is selected above, enter the date when this will become 'open':</p> <p>Click or tap to enter a date.</p>