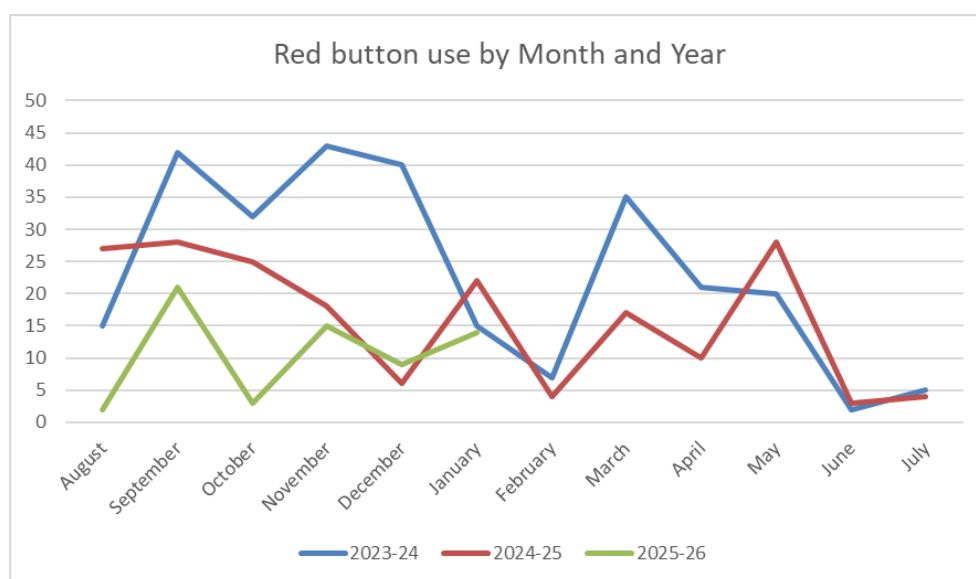


Red Button quarter 2 report, November to January 2025-26

1.0 Introduction

- 1.1 This report outlines the use of the Red Button student feedback system during the second quarter of academic year 2025 – 2026 (November to January).
- 1.2 The Red Button is an informal feedback and problem resolution mechanism. Students are encouraged to submit questions, suggestions, issues of concern and positive feedback. Students are advised that they should raise any concerns with staff directly at their HAP in the first instance.
- 1.3 The number of Red Buttons relating to a particular Academic Partner or Cognate Subject Area should not necessarily be viewed as an indicator of poor quality: students often use the Red Button to express satisfaction, and a higher number of contacts can also reflect effective promotion of the service to students. Providing an early opportunity for student feedback and problem resolution through the Red Button is an important way to improve the student experience, and can affect measures of satisfaction, such as the NSS.
- 1.4 A total of 38 enquiries were made to the Red Button during this quarter, and this report highlights the overall themes. In quarter one of 2024-2025, 46 enquiries were received.
- 1.5 User satisfaction with the service continues to be extremely high, as evidenced by regular user feedback.
- 1.6 The chart below shows use of the service by month and year:



2.0 Use by Cognate Subject Area

- 2.1 Data is provided below on the use of the Red Button by cognate subject area.

Cognate Subject Group	Number	%
Business, Leisure and the Creative Economy	5	13%
Education	1	3%
Engineering, Computing and the Built Environment	7	18%
Further Education	12	32%
Health, Social Care and Life Sciences	2	5%
Humanities, Applied Social Studies and Gaelic	9	24%
Land and Marine Sciences	1	3%
Not specified	1	3%
	38	100%

3.0 Red Button Use by Academic Partner

3.1 The chart below shows use of the Red Button by academic partner.

Place of Study	Number	%
UHI Argyll	1	3%
Executive Office	0	0%
HTC	1	3%
UHI Inverness	7	18%
UHI Moray	13	34%
UHI North, West and Hebrides	12	32%
UHI Orkney	0	0%
UHI Perth	2	5%
SMO	1	3%
SAMS	0	0%
UHI Shetland	1	3%
Non student/unknown	0	0%
	38	100%

4.0 Use by Category

4.1 Almost every Red Button enquiry is different from the next: very individualised and personal to the students. However, it is important that we try to identify generic themes and issues which might point more systemic issues that might need to be addressed. The following chart categorises enquiries by theme.

Subject Category	Number	%
Accommodation	0	0%
Administrative issues	1	3%
Course administration and advice	13	34%
Exams and assessment	1	3%
Facilities	7	18%
Industrial Action	0	0%
Information Technology	1	3%
Lecturing staff	8	21%
Libraries	1	3%
Other	0	0%
Positive Feedback	3	8%
Student services	3	8%
Unknown / blank	0	0%
	38	100%

Kevin Sinclair, Quality Assurance and Enhancement Lead
February 2026

Appendix 1 – Summary of Red Button Enquiries and Resolutions

Sorted A-Z by academic partner. Where lines are repeated, each line refers to a separate red button enquiry which may be the same as the previous but has been submitted by a separate student.

Academic Partner	Cognate Subject Area	Category	Issue	Resolution
Highland Theological College	Humanities, Applied Social Sciences and Gaelic	Student services	Student feels incredibly isolated and does not believe their lecturers understand that they have a PLSP in place due to having certain needs. They don't think it is fair the way they are being treated and also stated they missed an assessment being set which they were unaware of.	It was confirmed the student had been communication with their lecturers and the local Student Support team, and the issue has been resolved.
Sabhal Mor Ostaig	Humanities, Applied Social Sciences and Gaelic	Lecturing staff	Student anonymously reported that there are difficult dynamics within their year group and highlighted a recent incident when a class member used extreme and offensive language while giving a presentation. Rather than addressing it, the lecturer laughed and encouraged them. The content of the presentation was also distressing and extreme, expressing hostility to religious beliefs. The lecturer joined in with this, asking the class to identify themselves if they were Catholic. This made the atmosphere in the room feel unsafe and hostile. Several in the class were very distressed and felt that raising the issue locally would not be taken seriously. The student believes it represents a failure to protect students from religious harassment.	The matter was dealt with and the staff member issued with guidance to ensure the situation is not repeated.
UHI Argyll	Engineering, Computing and the Built Environment	Course administration and advice	Student believes the course is disadvantaging their cohort as there has been an unrealistic progression jump and the content is not relevant. The new class is also too large, leaving many unsupported, and without the in-depth knowledge they are struggling and do not feel they can complete the course successfully. They think joining the two classes together has been a mistake which is negatively impacting the students.	Following an investigation by the Subject Leader, which included discussions with staff and students and a review of progression and articulation routes into third year, it was agreed that whilst there are differences there is no explicit disadvantage to the Interactive Media cohort. However, several actions were taken including; support to ensure assessment policy is complied with, learning activities to be discussed with MLs to ensure smooth transition and progression, additional scaffolding tutorials, a review of the assessment scenario in third year to ensure fairness to all learners, and consideration of alternative module options to give more choice to third year students where viable.

Academic Partner	Cognate Subject Area	Category	Issue	Resolution
UHI Inverness	Land and Marine Sciences	Course administration and advice	Student is listed in the wrong year in Brightspace, with the wrong modules showing. The system also shows them as Full-Time when they are actually work-based.	The Depute Curriculum Lead confirmed the student's RPL had been accepted and once the Programme Leader returns on 6th October they will ensure the request for them to be transferred into second year is actioned. An apology was given for the error and delay.
UHI Inverness	Health, Social Care and Life Sciences	Facilities	Student has had issues collecting parcels from Reception on two occasions. The first time they were asked to return later and the second time the staff member seemed 'stressed' and told the student they were rude for knocking lightly on the window to get their attention. The student has suggested that the parcel lockboxes could be made fully operational, to reduce the workload for staff and make it more comfortable for students as well.	The suggestion was passed on to the Accommodation Team, who noted that there is an 'In post' locker in the halls which could be used as an alternative option for parcel deliveries, if possible.
UHI Inverness	Business, Leisure and the Creative Economy	Facilities	Student reports that one of the computers in the lecture room they use is not fit for purpose; the screen is blurred, meaning they cannot see what the lecturer is showing.	It was advised that in the short-term the lectures have been moved to another classroom, while a long-term solution is sought.
UHI Inverness	Education	Course administration and advice	Student has informed their PAT that they have experienced mistreatment from their mentor whilst on placement. They do not wish to continue with the placement as a result but have been told they must. The only option provided has been to switch to a different mentor but at the same school, which means they would still encounter the person who mistreated them. The student is finding the situation very stressful and does not feel they have been listened to.	The local Quality Team investigated the complaint and whilst it was not upheld, the matter was resolved to the student's satisfaction. No further detail was given.
UHI Inverness	Further Education	Positive feedback	Student commended their lecturer for their passion for the subject, and for wanting the best for the class. The lecturer's knowledge and ability for explaining things leaves the student feeling like they've learned something every time. The also stated the lecturer has a firm but fair style of teaching which keeps the class engaged.	The student was thanked for their comments, which was passed on to relevant staff.
UHI Inverness	Further Education	Positive feedback	Student finds this class 'the most enjoyable of the week' and praised the lecturer as a true professional with a plethora of knowledge and passion. They stated the lecturer simplifies problems and makes it easy to learn, whilst	The student was thanked for their comments, which was passed on to relevant staff.

Academic Partner	Cognate Subject Area	Category	Issue	Resolution
			providing lots of support. The lessons are structured to encourage learning and engagement.	
UHI Inverness	Humanities, Applied Social Sciences and Gaelic	Course administration and advice	Student sought clarification regarding the cancellation of Gaelic Learners 2A & 2B. They are unhappy as it presents an unexpected difficulty in their progression along an established pathway. They also enquired whether it reflects a change in UHI's approach to Gaelic medium education.	The Associate Dean advised that there are a number of complex reasons for the removal of the course, and that affected students would be contacted directly in due course to discuss the situation and offer alternative pathways.
UHI Moray	Further Education	Course administration and advice	Student queried a second class which they've been told will be in addition to the one they were already aware of. This has not been advertised nor is it in the 'Study Mode' tab.	The local Registry Team dealt with the query.
UHI Moray	Engineering, Computing and the Built Environment	Course administration and advice	Student feels the course has been unfair to their cohort, for several reasons. They are at a disadvantage to other computing students with an unrealistic progression jump and the material on Brightspace does not support their needs. The cohort do not have the same in-depth knowledge and the time allowed is too short to complete the unit successfully.	Following an investigation by the Subject Leader, which included discussions with staff and students and a review of progression and articulation routes into third year, it was agreed that whilst there are differences there is no explicit disadvantage to the Interactive Media cohort. However, several actions were taken including; support to ensure assessment policy is complied with, learning activities to be discussed with MLs to ensure smooth transition and progression, additional scaffolding tutorials, a review of the assessment scenario in third year to ensure fairness to all learners, and consideration of alternative module options to give more choice to third year students where viable.
UHI Moray	Further Education	Lecturing staff	Student reports that the lecturer has 'not been teaching properly'. They state the discussions are often on topics unrelated to the subject and that the class was only given 6 days' notice of the deadline for a final assessment. The general feeling amongst the cohort is that the lecturer 'doesn't care and can't be bothered'.	It was reported the issue had been dealt with and a response sent to the student; no detail was given.
UHI Moray	Humanities, Applied Social Sciences and Gaelic	Lecturing staff	Student is unhappy their PAT takes time off when assessments are due and feels they are not supported when they are dealing with personal issues. They think it highly unfair the lecturer can 'pick and choose' their days and does this at short notice. They also feel the way the lecturer speaks to students is sometimes	The local Quality Team asked the student to confirm the lecturer's name to allow them to investigate further. They chased the student again after a few weeks but never received any response so the case was closed.

Academic Partner	Cognate Subject Area	Category	Issue	Resolution
			'belittling'. The student is struggling and it is making them feel they cannot successfully progress.	
UHI Moray	Further Education	Lecturing staff	Student reports that the lecturer 'doesn't teach us' and talks about unrelated topics for the majority of the class before giving out assessments at the last minute, with no information. The student is frustrated and fears this will lead to them failing.	It was reported the issue had been dealt with and a response sent to the student; no detail was given.
UHI Moray	Further Education	Lecturing staff	Student reported that the lecturer behaved badly towards them and another student during class, in particular criticising them for being on their phone when they were in the middle of switching it off.	It was reported the issue had been dealt with and a response sent to the student; no detail was given.
UHI Moray	Business, Leisure and the Creative Economy	Lecturing staff	Student is "shocked" that a new member of staff chose not to be available on the day of submission for the class. Several had issues with their digital submissions and as a result of this had no one to help them. They note it has been a common theme, with some classes being cut due to lack of staff cover and poor communication with the students. There is a feeling that senior staff members in the Dept are unable to cope and this is to the detriment of the students and their education. The student is concerned that if this continues then attendance will drop and those who have previously excelled will fall behind.	As the student had submitted the RB anonymously, the feedback was passed on to relevant staff, for information.
UHI Moray	Not provided	Facilities	A staff member wished to raise a complaint about the inadequacy of the workspace assigned to the social sciences dept since the closure of their original workroom in 2023 due to RAAC. Concerns have been raised repeatedly but remain unresolved. The staff member provided a detailed outline of the numerous issues with the current workspace and stated this is having a detrimental effect on their wellbeing and performance.	It was advised this issue is now being dealt with through existing staff related procedures, and the RB was closed as a result.
UHI Moray	Business, Leisure and the Creative Economy	Lecturing staff	Student feels they have been discriminated against due to their disability. They have a PLSP in place which agrees that they can work from home when necessary. During online lectures, the student also has to have their camera off due to the effects of their medical condition. At different times there have been emails to the class regarding expectations for students to be on-	The issue was investigated locally with no details of the outcome.

Academic Partner	Cognate Subject Area	Category	Issue	Resolution
			campus which the student has felt were 'targeted' at them. Also, during a lecture there was a lengthy discussion which was judgemental of those who do not have their camera on and the lecturer actively agreed with the comments, which made the student very uncomfortable. The student believes the lecturer shows a lack of empathy, respect, and support for those with additional needs and that this has led to some students to withdraw from the course already.	
UHI Moray	Humanities, Applied Social Sciences and Gaelic	Positive feedback	Student reported that, since their recent need to use a wheelchair, the staff on campus have been amazing at helping them to get around.	The student was thanked for their comments, which was passed on to relevant staff.
UHI Moray	Engineering, Computing and the Built Environment	Information technology	Student requested the installation of some software to save stress and time, as the newer version allows for faster working.	It was confirmed the issue raised has been resolved.
UHI Moray	Humanities, Applied Social Sciences and Gaelic	Lecturing staff	Student anonymously reported that one of the lecturers consistently returns work late and outside of the 15 working days for marking. There is also often no second markers signature when assessments are returned and there have been discrepancies with the dates of comments as well, which have often been different to the information given by the lecturer.	The feedback was passed to the local Quality Team, to share with the relevant programme.
UHI Moray	Business, Leisure and the Creative Economy	Libraries	Student enquired why there were so few books in the library for drama and performing art. They stated every other subject has shelves full of books, while there are less than ten drama and art, which they feel is 'ridiculous'.	The Librarian responded directly to the student. No detail was given.
UHI North, West and Hebrides	Engineering, Computing and the Built Environment	Facilities	Student complained the changing rooms smell strongly of body odour and that it is "quite horrible". They requested air fresheners be provided.	The Site Services Team added air fresheners to the changing rooms.
UHI North, West and Hebrides	Engineering, Computing and the Built	Facilities	Student requested air fresheners as the changing rooms "stink of sweat".	The Site Services Team added air fresheners to the changing rooms.

Academic Partner	Cognate Subject Area	Category	Issue	Resolution
	Environment			
UHI North, West and Hebrides	Engineering, Computing and the Built Environment	Course administration and advice	Student feels that the course content for one unit is inappropriate and not relevant. It also has a very large number of students on it, which means their cohort are not receiving enough support. Because they do not have the prior knowledge others on the unit have the student believes the work required would take much longer and they are risking their grades suffering for a unit which they shouldn't be on in the first place. The student feels joining two courses together has been a mistake as they are so different.	Following an investigation by the Subject Leader, which included discussions with staff and students and a review of progression and articulation routes into third year, it was agreed that whilst there are differences there is no explicit disadvantage to the Interactive Media cohort. However, several actions were taken including; support to ensure assessment policy is complied with, learning activities to be discussed with MLs to ensure smooth transition and progression, additional scaffolding tutorials, a review of the assessment scenario in third year to ensure fairness to all learners, and consideration of alternative module options to give more choice to third year students where viable.
UHI North, West and Hebrides	Engineering, Computing and the Built Environment	Course administration and advice	Student has serious concerns about their course experience, which they feel has been unfair to their cohort. With two classes joined together they feel they have been left disadvantaged, and without the in-depth skills and knowledge required to succeed.	Following an investigation by the Subject Leader, which included discussions with staff and students and a review of progression and articulation routes into third year, it was agreed that whilst there are differences there is no explicit disadvantage to the Interactive Media cohort. However, several actions were taken including; support to ensure assessment policy is complied with, learning activities to be discussed with MLs to ensure smooth transition and progression, additional scaffolding tutorials, a review of the assessment scenario in third year to ensure fairness to all learners, and consideration of alternative module options to give more choice to third year students where viable.
UHI North, West and Hebrides	Further Education	Facilities	Student complained that one of the rooms was "freezing".	It was confirmed the room in question has no air conditioning unit so is expected to be colder during Winter. The student was advised there are other rooms which can be used which do have heating.
UHI North, West and Hebrides	Further Education	Course administration and advice	Student stated they are learning 'random things' which have no connection to the course and think they should be doing	The local Team responded directly to the student and advised them that the units are new for this academic year and the feedback will be considered.

Academic Partner	Cognate Subject Area	Category	Issue	Resolution
			something which benefits them, like maths or communications.	
UHI North, West and Hebrides	Further Education	Course administration and advice	Student advised they would rather do something 'more beneficial and educational' in class. When they applied they were under the assumption the course would cover maths, too, but instead the student feels they spend all their time doing 'meaningless' tasks.	The local Team responded directly to the student and advised them that the units are new for this academic year and the feedback will be considered.
UHI North, West and Hebrides	Further Education	Course administration and advice	Student feels the subject they are learning is not going to be used in construction or engineering, and should be changed to something like maths.	The local Team responded directly to the student and advised them that the units are new for this academic year and the feedback will be considered.
UHI North, West and Hebrides	Further Education	Exams and assessments	Student reported their tutor has been trying to get confirmation for the date of the practical assignment in January, but has been unable to. With students having to travel considerable distances to Fort William and book accommodation this is causing stress.	It was confirmed the date has now been finalised.
UHI North, West and Hebrides	Further Education	Student services	Student reports they have been badly bullied and are now uncomfortable attending classes. They have sent screenshots to Learning Support but the situation has escalated and they are now being called names.	The Curriculum Manager investigated and a Learning Development Manager spoke to the class about appropriate and inappropriate use of social media. The bullying has been over Snapchat, which is not affiliated with the college, and due to this no further action can be taken.
UHI North, West and Hebrides	Humanities, Applied Social Sciences and Gaelic	Course administration and advice	Student is unhappy that next year the Gaelic Learners 2A & 2B will not be running. They find it upsetting that at a time when there is a resurgence of the Gaelic language, UHI is once again cancelling the course when there is a demand for the modules.	The Associate Dean advised that there are a number of complex reasons for the removal of the course, and that affected students would be contacted directly in due course to discuss the situation and offer alternative pathways.
UHI North, West and Hebrides	Humanities, Applied Social Sciences and Gaelic	Course administration and advice	Student wished to officially protest the removal of Gaelic Learners 2A & 2B. When they applied for the course this was one of the main selling points, and they do not believe this has been properly communicated. The student does not feel the decision makes any sense given UHI's promotion of Gaelic, and it is making them consider whether to withdraw as the pathway they signed up for is no longer available.	The Associate Dean advised that there are a number of complex reasons for the removal of the course, and that affected students would be contacted directly in due course to discuss the situation and offer alternative pathways.
UHI Perth	Humanities, Applied Social	Administrative issues	Student enquired how to change their address and how to get confirmation of their status for council tax purposes.	Student was provided with the email address to contact, for both their requests.

Academic Partner	Cognate Subject Area	Category	Issue	Resolution
	Sciences and Gaelic			
UHI Perth	Business, Leisure and the Creative Economy	Student services	Student reported that a member of their class has openly shown bigoted behaviour multiple times, including calling things 'gay' as an insult and making misogynistic jokes. It is making them uncomfortable and they believe it is against the Student Code of Conduct.	The local Quality Team advised the complaint would be dealt with as part of their Student Conduct Procedure.
UHI Shetland	Health, Social Care and Life Sciences	Facilities	Student wished to raise awareness of a potential hazard to public health; with an outbreak of Norovirus on the island they do not feel the standard of cleaning and hygiene on campus is up to standard. They highlighted the bathrooms have been without hand towels and soap for some time and are unclean, with broken tiles and dirty sinks. They also report dirty tissues and food waste in classrooms and communal areas.	The student was thanked for their feedback and an apology given. It was confirmed the Facilities Manager has personally ensured the soap and hand towels have been refilled, and the specific areas of concern raised will be added to the maintenance schedule.