## Meeting Minutes

| Meeting | Trustee Board | |
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| | Management Board | |
| | Executive Committee | |
| | Finance & Commercial Development | |
| | Appointments & Renumeration | |
| | Compliance, Governance & Risk | |
| | Other: **SVR meeting** | |

| Meeting Date | Thursday 12th February 2026 |
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| Meeting Time | 12.30pm to 1.30pm |
| **Attendance** | |
| Present | • 9 SVRs<br>• 2 HISA team |

| Section | Minutes |
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| 1. SVR Teams space | Promotion and discussion of the SVR Teams space. Emphasis placed on turning on notifications. |
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| 2. Feedback on December's SLE theme (learning and teaching delivery). | The Depute President gave a quick update on what's been done with feedback from December's theme.<br>• SVRs were interested to hear that the topic of Brightspace had been raised last month across the whole of UHI, and that it was being focussed on this month. |
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| 3. SLE theme: Resources, Environment and Technology.<br><br>3.1. What do your classmates tell you about how they find Brightspace?<br><br>3.2. How useful are physical learning spaces on campus? | SVRs contributed to our discussion about our SLE theme. Key points included:<br>• (3.1) Brightspace felt to be hard to navigate at times. Hannah shared that the previous feedback was being acted upon, and that the teaching staff would be following a template to improve navigability.<br>• (3.1) Several issues around accessing slides on Brightspace were raised, broadly appearing to stem from conversion issues when a PowerPoint presentation from a lecture is converted to PDF for upload. |

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| 3.3. How do staff help you and your classmates to use resources and technology in learning? | • (3.1) Particular praise for the support that students receive in learning to use Brightspace and Turnitin was shared (especially Helena, and Niall Burnside).<br><br>• (3.2) Spaces largely felt to be suitable and well equipped.<br>• (3.2) SVRs raised a concern that the Silent Study Room was becoming less silent, and that this needs to be reinforced.<br>• (3.2) Request for whiteboards in open study spaces, such as Camus and The Base was raised. This led to some SVRs expressing sadness that the interactive whiteboards in the teaching rooms do not work.<br><br>• (3.3) A lot of very positive feedback. SVRs mentioned appreciating being offered one-to-one sessions to support their learning and having access to detailed tutorials regarding assignments. SVRs also shared that lecturers are seen as always willing to help if a student needs help with software (such as R), or lab equipment.<br>• (3.3) Some SVRs requested that they would appreciate some context to the teaching of the use of technical resources, to allow them to gain a greater sense of what they might use something for, both within their degree and beyond.<br>• (3.3) The dissertation data drop-in sessions were stated to be a very valuable resource.<br>• (3.3) It was shared that there has been a lot of inconsistency from staff as to the use of AI in assessed work, with some ruling it out entirely, some setting projects designed to demonstrate how unreliable it is, and some actively suggesting its use.<br><br>Main actions:<br>• Liaise with teaching staff to ensure that crucial parts of lecture slides are not omitted through conversion to PDF<br>• Create some signage to remind students that the Silent Study Room is for silent study<br>• Look into possibility of whiteboards for student use in casual study spaces<br>• Raise concerns regarding AI at upcoming PL meeting |
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| 4. Student Elections | The nomination window for the Student Elections was promoted, with SVRs encouraged to consider standing and telling their classmates. Current officer added some detail as to what the role entails. |
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| 5. What's coming up? | Officer shared some key headlines from HISA, including:<br>• Promotion of national surveys (NSS, PTES, PRES).<br>• HISA Awards coming up.<br>• SVR Impact Competition for 2026 coming soon.<br>• An opportunity to be give views on the redesign of SVR training.<br>• Details of March meeting.<br>• Valentine's Ceilidh<br>• Easter Critter Hunt |
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