

MEETING OF ARGYLL COLLEGE BOARD OF GOVERNORS

Friday, 2nd October 2020 1pm to 3.30pm

A G E N D A Via Webex Teams

Join using 'Argyll College Board' - Tel 07384 246325

'For information' items will be taken as read, unless a governor wishes to raise a specific issue arising from these papers.

ITEM	SUBJECT	STATUS	
20.3.1	Welcome and apologies		
20.3.2	Declarations of Interest & to identify any items deemed confidential 20.3.19 – Confidential Item, Summary of HR and Recruitment 20.3.20 – Confidential Item, Dismissal		
20.3.3	Minutes of previous meeting: 26 th June 2020	To approve	Attached
20.3.4	Matters arising (<i>not covered elsewhere in agenda</i>) i) Update on nursery ii) National Bargaining	For information To approve	Oral report Oral report
20.3.5	Chair's Report: Overview of activity and key issues	To note	Oral report
RESOURCES			
20.3.6	Draft Finance & General Purposes Committee minute of 2nd October 2020 will follow w/c 5 October.		
20.3.7	Management accounts for year to 31 July 2020	To note	Attached
20.3.8	Draft Audit Committee minute of 18 September 2020	To approve	Attached

Please send any apologies or questions to Vicky (Secretary to Board): victoria.daveney@uhi.ac.uk / mobile: 07384 246325

20.3.9	Draft Internal Audit Report – Staff Development	For information	Attached
20.3.10	External Audit Plan	For information	Attached
20.3.11	Health And Safety (standing item): H&S issues		
	STRATEGY AND PERFORMANCE		
20.3.12	Principal's Report for period ended 31 August 2020	For consideration	Tabled
20.3.13	Draft minute of Learning, Teaching & Engagement committee held on 18 September 2020	To approve	Attached
20.3.14	Update on final HE FTEs and FE Credit Count a) FE Credits b) HE FTEs	To note	Attached
20.3.15	Update on student recruitment 2020/21	To note	Attached
20.3.16	Update on learning, teaching and enhancement items in last quarter: a) Online induction b) Joint shared delivery across UHI partnership and between courses c) Teaching induction for new tutors	To note	Attached
20.3.17	Policies for approval a) UHI Safeguarding Policy Approved by LTE Committee 18/9/20.	To note	Attached
	PEOPLE		
20.3.18	Draft minute of HR&R committee meeting of 18 September 2020	To approve	Attached
20.3.19	Summary of HR and Recruitment in last quarter – Confidential Item • Quarterly trends report	To note	Attached
20.3.20	Confidential Item • Dismissal	For information	Verbal
20.3.21	Draft Union recognition agreement	For discussion	Attached

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	BOARD GOVERNANCE AND DEVELOPMENT		
20.3.22	Recruitment of Chair and Depute Chair	For discussion	Oral
20.3.23	AOCB <ul style="list-style-type: none"> SFC Institutional Efficiency Return 	To note	Attached
20.3.24	Date of next meeting: Committee Meetings – Friday 27 th November, Location TBC Board Meeting and AGM – Friday 11 th December, Location TBC	To note	

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Final Version
MINUTES OF MEETING OF ARGYLL COLLEGE BOARD
Held on Friday 26 June 2020 at 1 pm
Via Webex

Present: Andrew Campbell (AMC) Chair, John Colston (JC) Vice Chair, Martin Jones (MJ), Tony Dalgaty (TD), Jim Findlay (JF), Jennifer Swanson (JS), Faye Tudor (FT), Maggie Tierney (MT), Vicky Gunn (VG), Bettina Sizeland (BS), Rosemary Allford (RA), Elodie Nowinski (EN), Billie Smith (BKS)

Apologies: Scott Matheson (SM)

In attendance: Elaine Munro (EM), Ailsa Close (AEC), Vicky Daveney (VD) Board Secretary, Ian Beach (IB)

No	Minute	Who	Action	Date
20.2.1	Welcome and apologies for absence. The Chair welcomed all governors to the meeting and welcomed Ian Beach of Education Scotland. Apologies received from Scott Matheson.			
20.2.2	Declarations of interest & to determine any items as confidential. JF declared his position as a local authority councillor. 20.2.3, 20.2.23, 20.2.24, 20.2.25 and 20.2.27ii were deemed to be confidential items.			
	Presentation by Ian Beach, Education Scotland IB explained that the Progress Visit took place in December over 2 days. Overall progress was positive, the main findings were:- <ul style="list-style-type: none"> Argyll College has put in place a range of interventions to support full-time learners in particular, and improved access to mental health support with a view to reducing withdrawal rates. The piloting of timetabled guidance sessions has been well received by students. Improved induction and mentoring programmes are in place for staff. Increased use of digital platforms, specifically Brightspace. Additional HISA staff and increased communication between college staff and HISA. An increased number of student course representatives. 			

	<ul style="list-style-type: none"> • More flexible approach to timetabling. • Expansion of FE and HE apprenticeships programmes and increased work placement opportunities. <p>Items which need more attention are:-</p> <ul style="list-style-type: none"> • The plans in place to address retention and achievement of FE full-time students. • Finding spaces for confidential meetings, eg student support meetings. Currently many of the centres do not have space for this. • Ensure all staff engage with Brightspace training. • Feedback to students on what college has done or could not be done and why in relation to student suggestions. <p>Overall it is clear that the college is systematically monitoring and working well to complete actions, with positive progress and a strong report.</p> <p>AMC asked the board for comments. EM stated that it had been a very positive process and it was useful to have a dialogue with Ian and the panel, with areas of good practice and areas requiring further action being highlighted. MJ welcomed the outcomes and felt it was useful that the issue of lack of confidential spaces was raised as this is a priority for the college. RA, as new Chair of LTE, felt it was very positive for the college and was particularly pleased to see the improvement in provision for students and mental health support in particular. AMC thanked IB and asked what opportunities there might be to make use of the report to secure funding for confidential spaces? IB stated that the report could be used and there may be opportunities for partnerships with 3rd sector organisations to provide spaces and suggested that Peter Connelly may be able to advise further. AMC thanked Ian for the feedback and IB left the meeting.</p>			
20.2.3	<p>Minutes of the last meeting.</p> <p>These were approved by the board and are to be signed by the Chair as an accurate record of the meeting.</p>	VD/AMC	To sign	
20.2.4	<p>Matters arising.</p> <p>(i) Nursery:- MJ reported on the background of the nursery, for the benefit of new board members, and confirmed that today (26 June) was the final operating day of the nursery, although it had closed its doors in March because of staff isolating due to Covid-19. The college continues to offer support to the staff made redundant and is working with SDS in terms of signposting support. Children graduating this year will be given a small gift and certificate. The second stage is to decide what to do with the building the college is now left with. This will be progressed once the building has been emptied. AMC commented that the nursery had been a cause of stress for management over the years and was pleased that parents had received the closure in a measured and reasonable way.</p> <p>(ii) Helensburgh:- MJ reported that Argyll College successfully bid for strategic funds from UHI in 2017 to support the development of a centre in Helensburgh. To date that money has not been received, although there has now been an undertaking from EO that funds will now be released to the college. MJ will follow up if this is not received.</p> <p>ACTION: MJ to follow-up funding</p>	MJ	Follow-up	
20.2.5	<p>Chair's report.</p> <p>The chair provided a report on his recent activity:</p>			

	<ul style="list-style-type: none"> • Attended 2 College Scotland meetings, at which the Minister, Richard Lochhead, was in attendance. As a result of Covid-19 the minister wants a review of the FE and HE sector, although there is no more detail at present. • Had a meeting with the recruitment consultants tasked with finding a new Principal for UHI, no feedback as yet. • Attended a meeting of the 'Regional Strategy Committee', the successor to FERB, the Chair is Gary Coutts and Vice-Chairs are Michael Foxley and Beverley Clubley. • Had a telephone conversation with Diana Murray, the new Chair of SAMS, looking at possibilities for Argyll College and SAMS to work more collaboratively. <p>AMC informed the board that the hard work of staff over the last few months, in relation to Covid-19, had been commented on at committees and he proposes writing a thank you to all staff.</p>	AMC	Write to staff	
	RESOURCES			
20.2.6	<p>Draft Finance & General Purposes Committee Minute of 12 June 2020</p> <p>Minute approved, to be signed at next committee meeting.</p>	JC/VD	To sign	
20.2.7	<p>Management accounts for period to 30 April 2020</p> <p>AEC confirmed that a schedule showing breakdown of deferred grants has been added to the accounts. The majority is deferred capital grant funding but also included are proceeds from Riverside which was sold last year and grant funding for car charge points and leased electric vehicles. Funds have been set aside for agreed buildings maintenance and alterations which have not yet been able to proceed due to Covid-19. The college also received a legacy from a Campbeltown resident last year, to be spent on educational purposes which may be used for a building for construction and engineering. AMC mentioned to board members that it is worth visiting the centres to see the variety of building type within the College and the lack of purpose-built buildings. JC thanked AEC and asked for confirmation that the Helensburgh funds had not been received yet. AEC confirmed that this was the case. JC asked whether the distribution of 'unallocated' UHI HE teaching grants, as discussed at committee, was going to happen. AEC stated that it is still uncertain and distributing the underspend between partners had been discussed and feedback from UHI varied.</p> <p>AEC stated that £500,000 is proposed spend from reserves for land in Dunoon. AMC stated that there is confidence that financial assistance will be forthcoming for the costs of building a new centre in Dunoon. MT asked if the government is expected to repay some of it to the college and whether there is risk to depleting reserves without a funding source to re-coup from. AEC confirmed that discussions had taken place with HIE who have suggested that they will help with funding and the Rural Growth Deal has also committed to investing in Dunoon, but we would necessarily be looking to invest some of our own funds, and that any land purchased would be an asset.</p> <p>MT asked about the requirement to find 3% running costs when salaries are increasing and non-teaching staff numbers are already minimal and is there a plan to find 3% efficiencies. AEC stated that looking at joint initiatives within the partnership can reduce costs but the only way to realistically reduce running costs would be to reduce staff numbers or the number of centres. MJ stated that the original model of the college was that tutors received lower wages as class sizes were smaller and therefore workloads were smaller.</p>			

	Achieving further efficiencies in teaching will be looked at. There is some concern with support staff being too lean in some areas. MT agreed that operations can become inefficient very quickly if support staff numbers are not kept in balance.		Noted	
20.2.8	Draft Audit Committee Minute of 12 June 2020 Minute noted by board in the absence of SM Audit Chair, to be signed at next committee meeting.	SM/VC	To sign	
20.2.9	Internal Audit Plan AEC confirmed that the payroll audit is now underway.			
20.2.10	SFC Financial Forecast and Return AEC confirmed that this is due for submission on 30 th June, and stated that forecasting is difficult due to Covid-19. The main point is that SFC has assumed 2% increase in salaries and AEC had assumed 1.5% in budget presented to Board committees. AMC asked if SFC are asking for confirmation on how Argyll College will produce a breakeven budget? AEC confirmed this is correct and thinks breakeven will be achieved due to National Pay Bargaining funding covering salary costs. Figures for the return will be as per revised draft budget, and FFR commentary was approved.			
20.2.11	Health and Safety (Standing item) : H&S issue AMC asked if there are any specific issues. MJ confirmed there are no current issues, but more generally none of the UHI partners employ a Health and Safety Officer and there is talk amongst the partnership of investing in a resource that all partners can use.			
20.2.12	Draft Budget 2020/21 AEC confirmed that this has been amended for a 2% increase in salaries. Capital budget indicates proposed expenditure of up to £500k towards architect's fees and land in Dunoon and £60,000 to Helensburgh to improve premises. There are also old desktops which need to be replaced with laptops and VC equipment which needs upgrading. JC recommended that the estates plan be revisited and the intention for each part of the estate be set out for as and when funds become available. ACTION: AEC to revisit estates plan.	AEC	Approved Revisit plan	
STRATEGY AND PERFORMANCE				
20.2.13	Principal's Report for Period ended 31 May 2020 MJ updated the board on recent activity. <ul style="list-style-type: none"> Marine Industry Training Centre (MITC) – MJ reported that MITC is a £7.5m project, for which funding is not yet in place but will potentially be part of the Rural Growth Deal. It is an outcome from Oban as a University Town project and matches regional requirements of employers with support from Highlands & Islands Enterprise. A member of Argyll College staff has been seconded to the project for 2 years, with funding from the council, for whom the project is a high priority. This will be the largest infrastructure project the college has been involved in. 			

	<ul style="list-style-type: none"> Dunoon campus – MJ stated that HIE recognise the deficit of the campus in one of the largest centres of population in the region. The Rural Growth Deal could be useful with approximately £1m earmarked for Dunoon but now at the stage where the college needs to make some investment if SFC are to be approached for funding. <p>AMC asked if there were any questions or comments. MT commented that MITC sounded very interesting. MJ said that it is important to capture commercial courses and CalMac are very interested.</p>			
20.2.14	<p>Draft Minutes of Learning, Teaching and Engagement Committee held on 12 June 2020</p> <p>Minute approved, to be signed at next committee meeting.</p> <p>RA, as the new Chair of LTE, confirmed that the committee will be looking at ways in which enhancement activity has been implemented following on from Education Scotland's report.</p>	RA/VD	To sign	
20.2.15	Early and further withdrawal KPIs for full time FE courses to date 2019/20		Noted	
20.2.16	<p>Update on progress towards targets – 2019/20</p> <p>a) FE Credits – EM confirmed that the credit target has again been exceeded, by 538 credits. This includes the May and June Schools Link activity. The board were reminded that there is no additional income for any credits that exceed the target set by the region.</p> <p>b) HE FTEs – EM stated that the final count is likely to be 201 FTEs</p> <p>c) HE FTE predictions for 2020/21 – Recruitment is being closely monitored. There are reductions in some courses, although this could be the time of year. There may be an increase in applications after SQA results are published.</p> <p>MT asked who sets target for credits. EM confirmed they are set by FERB (Further Education Regional Board) but the targets had not changed for approximately 3 years. MT commented that surely forecasting should be as real as possible and perhaps there should be a different discipline applied if the targets are not going to be moved, particularly if no extra funding is received for exceeding targets, taking into account this may not be the best way forward in terms of learning and teaching. MJ stated that there are other ways to get more credits via strategic development and a conversation should be had with SFC to bring extra credits into the region. EM confirmed that there had previously been a policy of achievement only but by exceeding targets it shows there is a need for additional credits in Argyll. JF commented that Argyll College may have an important role to play for students concerned about leaving Argyll to attend university until Covid-19 has settled down.</p>		Noted	
20.2.17	Student Mental Health Paper		Noted	
20.2.18	<p>Update on learning, teaching and enhancement items in last quarter:</p> <p>EM commented that the online open day was well received and VD had circulated a brief overview to board members for information.</p>		Noted	
20.2.19	<p>Policies for approval</p> <p>a) UHI PVG Policy</p> <p>b) UHI FE Guidance</p> <p>Approved by LTE Committee 12/6/2020</p>		Noted	

20.2.20	Student Survey Summary AMC commented that this is a useful summary of students views and concerns during lockdown.		Noted	
20.2.21	UHI Strategic Developments Executive Office Review – MJ commented that it is useful for the board to understand the circulation of money and provision of services within the partnership. EO has governance roles in reporting back to SFC and distributing funds. It also has a service provision function for which a top slice is taken from academic partners from the FE/HE teaching grant. It has not been transparent in strategy and in the way it spends money and opened itself up to a quasi-independent review. The scope of the review is outlined in page 2 of the report but it could have gone further, in terms of whether EO is providing value for money, but it is a step in the right direction. There seems to be an appetite for restructure in EO and beyond and change needs to happen as a consequence of the report. VG commented that there is a constant push to produce a coherent narrative in response to SFC and the government which makes it difficult to carry out the distributed work. BS commented that there are some serious recommendations within the report, MJ confirmed that there has not been any watering down of the initial recommendations and stated that if the resources that colleges bring in are precious and there is no scope for waste. Overall it was positively received and will provide a route map for the new Vice Chancellor.			
20.2.22	Academic calendar 2020/21		Noted	
	PEOPLE			
20.2.23	Draft HR & R Committee Minute 12 June 2020 Minute approved, to be signed at next committee meeting.	JS/VD	To sign	
20.2.24	Confidential item – Summary of recruitment			
20.2.25	Confidential item – Redundancy			
20.2.26	NRPA Shadowing Update MJ provided an update report on pay harmonisation. To date Argyll College has not signed up to NRPA but is shadowing it. There is some work left to do, but once full alignment is reached the college would make an approach through the employers association with a view to signing up formally. The negative impact is extra costs, however the positives are that the pay scales are in line with all other colleges which will help to attract talent from further afield. AMC confirmed that the colleges decision to shadow unless fully funded was the correct decision at the time and asked that the board delegate powers to MJ to sign up. BKS was in agreement as there are benefits as well as the extra costs to signing up. BKS asked what the timescales for achieving sign up are and for a work plan so progression can be monitored by the board. MJ stated that meetings with staff to discuss contracts and transferring to permanency be held when staff return from summer leave, to be completed by August. Other issues are dependent on a response from SFC in relation to an aspect of funding. In a communication received last week, there was an indication from SFC that this would be determined very soon. The structure of how the college implements promoted lecturers requires review. MJ also confirmed that Argyll is not the last college to sign up and some have agreed to it only for teaching staff.			

	ACTION: MJ to produce work plan for the board	MJ	Approved Produce plan	
20.2.27	Confidential item - Trade Union Recognition			
	BOARD GOVERNANCE AND DEVELOPMENT			
20.2.28	AOCB Board Strategy and Induction Day – MJ stated that this is better done face-to-face and once we have more guidance from the government on easing of lockdown and social distancing we will start making plans for August/September provided that an appropriate third party venue can be found.			
20.2.29	Date of next meeting. Committee meetings – Friday 11 th September, Location TBC Board meeting – Friday 2 nd October, Location TBC (3 weeks between meetings as graduation originally planning for Friday 25 th September)			
	<p>.....</p> <p>Signed by Chair of meeting</p>	Date.....		

Chair's Report

October 2nd 2020

Since our last Board meeting I have continued to have regular contact with our Principal on a number of significant issues relating to good governance and the strategic development of our College and UHI.

I have had individual conversations with most of our newest Board members as well as some others seeking feedback on the operation of the Board and updating them on current issues. I have similarly consulted our Depute Chair and Chairs of our Committees on a number of topics.

I have attended 3 Colleges Scotland meetings, two of which were attended by the Minister for FE and HE.

I have attended 3 Regional Strategic Committee meetings and seminars, an Options Appraisal meeting and an RSC workshop. I have had telephone conversations with the Chairs of 2 of our geographically closest UHI partners as well as conversations with other partner Chairs. There is considerable discussion going on within the partnership about its future structure.

I would like to highlight to the Board the extremely hard work and long hours being undertaken by the College's staff and particularly the SMT to ensure that our students can study safely. Covid coupled with a number of significant changes to the operation of the College have produced huge challenges. I would also like to thank our students for working with us to ensure safe study and working conditions for everyone associated with Argyll College UHI.

Agenda Item 20.3.7



Management accounts to 31 July 2020

The draft accounts for the year are showing a surplus of £104k against a budgeted surplus of £98k. It must be emphasised that these accounts are draft, with long term staff absences in the accounts team of two, some further work on the figures is required. A new member of the team has been recruited but is not due to start until 19th October.

The Balance Sheet shows a draft figure for unrestricted reserves at the year end of £1.81m, but this is before any adjustment for pension liability, which has increased from £815k in 2018/19 to £2.1m in 2019/20.

2019/20 AUDIT

Owing to lack of staff resources in the accounts department for most of 2020 to date, it is looking certain that the timescales for the audit will not be able to be met. I have spoken with Scottish Funding Council this week to make them aware that having signed accounts by 31 December deadline will be difficult for us to meet. They are sympathetic to the situation, and have quoted me the following excerpt from their communications re COVID

'Deadlines

2. Incorporated and non-incorporated colleges are required to provide their annual report and accounts, together with the associated audit reports, to us by 31 December 2020. We understand that, due to the exceptional circumstances arising from COVID-19, this deadline may not be achievable for some colleges. If you consider that your college will be unable to meet this deadline, please contact SFC. '

With the agreement of the Board, i would like to take that option and delay the audit. The new timescales will have to be agreed with the auditors and then with SFC.

Ailsa E Close
01/10/20

Argyll College UHI Ltd

	Actual 2019/20	Budget 2019/20	
INCOME			
SFEFC SUMs Income	3,448,348	2,697,403	Incls NB
SFEFC SUM's Income - ESOL	0	0	
UHI Income - RAM	563,365	633,235	Lower HE numbers
UHI Income - PGDE	47,238	67,000	Per UHI
UHI Income - Other	97,906	130,000	Flatrate £20k, SSC£108550, final payment due
SAAS Income	258,704	309,000	Lower HE numbers
ILA Income	5,716	11,000	No more expected
DYW income	71,898	180,000	2 qtrs still to be received
MITC funding	21,667		5 months year 1
Modern/Foundation Apprenticeships	21,642		Not originally budgeted separately
Bursary Income/Student support	27,665	50,000	
Other PPE reimbursement/CITB	0	10,000	
Maintenance/Capital Grant income	62,027	80,000	
ESF	54,389		ESIF not budgeted originally
Bank Interest Received	96	3,000	Still to be accrued
FE Student Fees	104,540	105,000	
HE Student Fees - Taught	33,743	20,000	
Commercial Training Activity	24,382	40,000	
Commercial Training Activity - CSCS Income	3,690	8,000	Lower because we had to stop tests in all but 1 centre
Nursery Income - Fees	91,454	0	This is the actual income received to date
Property Lease Income	3,959	0	Leased building delay in sale
Room/Facility Hire - With Own Insurance	1,104	1,500	
Room/Facility Hire - Without Own Insurance	1,210	500	
Vending Machine Income	896	3,000	
Hairdressing Income - General	6,143	9,100	
Hairdressing Income - Retail	0	0	
Hairdressing Income - Other	0	0	
Catering Income	5,149	11,500	COVID
Feed-In Tariff	2,336	6,500	
Other income	15,005	0	Greenfleet grants
National Bargaining Grant funding	403,604	860,000	Incls £100k for Superann
Income from Staff	321	700	
Graduation Income	375	550	
Branded clothing income	1,017	700	
	5,379,589	5,237,688	
LESS: EXPENDITURE			
MicroRam	209,638	150,000	Higher number of hosted HE students
Staffing Costs - Salaries	1,381,762	1,200,000	staff costs not included in original budget, backfill for MITC post from Apr 20
Staffing Costs - Employer's NI	112,417	108,000	
Staffing Costs - Employer's Pension	181,630	168,000	
Staffing Costs - Maternity Pay	(14,493)	1,000	
Staffing Costs - Sick Pay	0	10,000	Costs still to be analysed
Staffing Costs - Travel and Subsistence	7,022	20,000	COVID
Staffing Costs - Training	1,370	6,000	
Staffing Costs - Disclosure	385	1,000	
Staffing Costs - Recruitment	360	15,000	
Staffing Costs - Other	61,739	0	Other & Redundancy costs
Teaching Staff Costs - Salaries	1,726,151	1,677,040	Higher payrise than forecast
Teaching Staff Costs - Employer's NI	137,631	150,934	

Teaching Staff Costs - Employer's Pension	309,927		335,408	
Teaching Staff Costs - Maternity Pay	0		1,000	
Teaching Staff Costs - Sick Pay	0		10,000	Costs still to be analysed
Teaching Staff Costs - Travel and Subsistence	6,994		12,000	
Teaching Staff Costs - Training Other	4,317		12,000	
Teaching Staff Costs - Disclosure	403		1,300	
Teaching Staff Costs - Recruitment	24		3,000	
Teaching Staff Costs - Other	31,125		12,000	Predominantly cost of subcontractors for Maritime courses
Payments to Subcontractors	64,021		65,000	
Learning Resources/Matls	45,185		60,000	
Student PPE/Kit	8,890		20,000	
Payments to Awarding Bodies - SQA	66,081		60,000	
Payments to Awarding Bodies - CITB	3,603		5,000	
Payments to Awarding Bodies - BCS	5,480		8,000	
Payments to Awarding Bodies - Activ Training	1,741		3,500	
Apprenticeship levy	16,224		16,000	
Marketing and Promotion	28,494		50,000	Some costs stil to be accrued
Health and Safety Costs	35,975		25,000	COVID and increased H & S requirements
Non Chargeable Catering Costs	2,380		5,000	
Property Costs - General maintenance	53,657		70,000	
Property Costs - Lease Costs	61,521		72,000	Move from WHHA back to Centre in Dec
Property Costs - Venue Costs	3,650		10,000	
Property Costs - Rates and Water Charges	17,501		17,000	
Property Costs - Utilities	83,351		80,000	
Property Costs - Cleaning	25,712		30,000	
Property Costs - Other Property Costs	3,342		4,000	
Insurance	27,664		31,000	
ICT Maintenance and Support	95,967		117,000	
Equipment repairs	4,374		5,000	
Equipment Lease Costs	44,042		40,000	
Company Vehicle Costs - Fuel	1,762		5,000	
Company Vehicle Costs - Repairs and Maintenance	2,992		3,000	
Company Vehicle Costs - Road Tax	30		300	
Company Vehicle Costs - Other	52,823		40,000	Extra car lease costs, covered by grants
Supplies and Copying	13,175		10,000	
Postage	5,196		7,000	
Telecoms	9,457		18,000	
Other expenses	3,248		4,000	
Donations	277		0	
Subscriptions	51,356		27,000	
Professional Fees - Audit and Accountancy	12,210		20,000	Larger accrual required
Professional Fees - Legal	21,524		12,000	
Professional Fees - Other	1,831		5,000	
Payments To/On Behalf of Students - Travel & Subsist	15,076		20,000	
Payments To/On Behalf of Students - Hardship	2,643		10,000	
Payments To/On Behalf of Students - Disclosure	1,510		3,000	
Payments To/On Behalf of Students - Graduation	5,522		5,000	
Payments To/On Behalf of Students - Other	190		3,500	
Governance Costs - Travel & Subsistence	80		1,500	
Governance Costs - Other	300		500	
Bank Charges	516		550	
Loan Interest - BoS Fixed Rate	2,979		2,000	
Bad debts	0		1,500	
Vending Machine Costs	2,112		5,000	

Hairdressing Supplies - General	300		8,500	
Hairdressing Supplies - Retail	0		0	
Hairdressing Costs - Other	36		400	
Food Purchases	8,554		15,000	
	5,072,956		4,914,932	
Operating surplus	306,633		322,756	
Non Capital Fixed Assets	33,726		40,000	New laptops to replace the PCs
Depreciation	168,490		185,000	
Net surplus/(deficit) for the year	104,417		97,756	

Argyll College UHI Ltd
Statement of Comprehensive Income
For the period ended 31 Jul 2020

	Actual 2019/20 £	Budget 2019/20 £	2018/19 £
Income			
SFC grants	3,851,952	3,557,403	3,616,214
UHI grants	615,287	760,235	630,334
Tuition fees and education contracts	424,345	455,000	872,390
Other operating income	250,199	264,050	340,250
Commercial training activity	28,072	48,000	51,534
Release of deferred capital grant	0	0	126,188
Investment income	96	3,000	7,145
Total income	5,169,951	5,087,688	5,644,055
Expenditure			
Staff costs	3,948,764	3,743,682	4,236,833
Other operating expenses	944,785	1,057,200	1,250,050
Depreciation	168,490	185,000	184,842
Interest and other finance costs	3,495	4,050	9,720
Total expenditure	5,065,534	4,989,932	5,681,445
Income/(Deficit) before other gains and losses	104,417	97,756	(37,390)
Impairment loss	0		(122,639)
Total comprehensive income for the period	104,417	97,756	(160,029)

Argyll College UHI Ltd
Balance Sheet
As at 31 Jul 2020

	31/07/2020	2018/19
Tangible fixed assets	3,750,222	3,836,896
Debtors		
Trade debtors	20,017	18,282
Other debtors	123,913	130,635
	<hr/> 143,930	<hr/> 148,917
Cash at bank	2,699,070	1,701,517
	<hr/> 2,843,000	<hr/> 1,850,434
Creditors <1yr		
Trade Creditors	156,903	115,704
Bank Loans	0	15,105
Accruals	935,087	553,633
Deferred Grants	3,566,380	3,171,082
Tax & Social Security creditor	61,949	67,017
Other creditors	61,016	57,319
	<hr/> 4,781,335	<hr/> 3,979,860
Net current assets	(1,938,335)	(2,129,426)
Net Assets	<hr/> <hr/> 1,811,886	<hr/> <hr/> 1,707,470
Reserves		
Unrestricted funds	1,707,470	1,707,470
Comprehensive income for the period	104,417	0
	<hr/> <hr/> 1,811,887	<hr/> <hr/> 1,707,470

Argyll College UHI Ltd
Deferred grants
For the period ended 31 Jul 2020

	Balance at 1 August 2019 £	Recd in year £	Balance at 31 Jul 2020 £	
Capital Reserve	3,125,665	73,882	3,199,547	Capital grants recd by the college since its inception being w/o in line with depreciation
Beam Suntory (Laphroaig Fund)	7,289	0	7,289	Funds rec'd from Laphroaig Distillery for courses in Islay
Princes Trust	10,000	0	10,000	Dates back to Fraser Durie's first year
A & B Council MITC funding	0	52,000	52,000	Funding for Maritime Industry Training Centre for 1 year
Scottish Govt Greenfleet	14,446	98,014	112,460	Funding for lease of 9 electric vehicles
Foundation Scotland	2,000	0	2,000	Funding for courses in Islay
Muir of Laurieston Trust	11,682	0	11,682	Funding for tractor for agriculture courses in Campbeltown, w/o in line with depreciation
Campbeltown Legacy		46,590	46,590	New fund for educational activities in Campbeltown area, legacy bequest
Centre alterations alterations		118,456	118,456	Backlog maintenance grant, work not commenced as yet
Hardy PL Society Bursary		6,356	6,356	Funding for horticulture vists
	<u>3,171,082</u>	<u>395,298</u>	<u>3,566,380</u>	

**Draft Minutes of the Audit Committee
held at 11.30am on Friday 18th September 2020
via Webex Teams**

Present: Scott Matheson (SM) Chair, Elodie Nowinski (EN), Billie Kirkham (BK)
Apologies: Tony Dalgaty (TD)
In Attendance: Steven McNaught (SMcN) Henderson Loggie for 20.3.6, Martin Johnston (MJAW) Armstrong Watson for 20.3.7, Martin Jones (MJ), Ailsa Close (AEC), Elaine Munro (EM), Vicky Daveney (VD)(Secretary)

No	Item	Action
20.3.1	Welcome and apologies for absence The chair welcomed members.	
20.3.2	Declaration of interest & to identify if any items deemed to be confidential. BS confirmed that AEC has contacted her firm of solicitors to deal with the nursery lease but that she would not be directly involved. There were no confidential items.	
20.3.3	Minutes of the meeting held on 12th June 2020 were approved. The minutes to be signed by Chair as an accurate record of the meeting.	VD/SM
20.3.4	Matters arising (a) Nursery update – MJ confirmed that since the previous committee meeting the nursery had closed and that there is some interest in a short-term lease of the building. SM was pleased that progress was being made.	
20.3.5	Risk Register SM commented that the Risk Register is more user friendly and asked whether there had been further action on the college estates and KPIs. MJ confirmed that an application has been made to SFC to access funding in relation to the Dunoon building. The Rural Growth Deal may allocate funds too, as well as UHI, Highlands & Islands Enterprise plus the colleges own reserves. SM commented that this was good progress. SM asked how the issues created by covid-19 are being managed at a leadership and governance level. MJ stated that Argyll College already uses online learning and some of the practical courses, such as horticulture and agriculture are outdoors based so problems are mitigated. In other course areas, such as hairdressing, students have not been recruited as social distancing makes it impossible to operate due to size of buildings. Practical elements have been delayed or minimised and practical guidance from the government fed in. The college uses an external Health & Safety consultant who has been providing risk assessments across the centres. There is a UHI H&S group meeting regularly, as well as a campus re-opening group which includes Principals and some members of UHI Executive Office which meets twice a week. Colleges Scotland also meets regularly.	

	<p>SM asked committee members for comments. EN asked how Argyll College is dealing with staff quarantine and whether there is a contingency plan for cancelling lessons. AEC stated that it would be dealt with in the same way as other staff illness. BS suggested putting a policy in place for staff returning from holiday who then have to self-isolate.</p>	
20.3.6	<p>Internal Audit report:- Staff Development</p> <p>SM welcomed Steven McNaught and asked him for his comments. SMcN talked the committee through the draft Staff Development Report and stressed the importance of:</p> <ul style="list-style-type: none"> • Developing a Workforce Plan to identify gaps in skills and expertise. • Ensuring training has value and is in line with what the college wants to achieve. • Requirement for a staff Learning & Development Policy. • Creating a skills database which could be used to identify gaps. • Identifying the statutory training requirements for each post. • Improving upon the current training request form which currently does not facilitate follow-up to see if the required outcomes were achieved. <p>SM asked if the remaining 2 reports would be received soon. SMcN stated that there were a few pieces of information outstanding but they would be completed soon.</p> <p>SM suggested that the report was reasonable for an organisation the size of Argyll College and that there should not be too much work involved to achieve satisfactory status and that Workforce Planning should help. SMcN said that the college should use it to upskill staff, particularly in digital skills and stressed that it a draft report for discussion. EM stated that it is a fair report highlighting issues that the college is aware of. MJ agreed with this and stated that the Staff Development Committee needs to be more strategic and highlighted the need to develop staff so they become more engaged with the college.</p> <p>SM thanked SMcN and he left the meeting.</p>	Noted
20.3.7	<p>External Audit Plan</p> <p>SM welcomed Martin Johnston and asked MJAW if there was anything in particular to highlight from the plan. MJAW thanked the board for the appointment and welcomed the opportunity to work together. MJAW stated that</p> <ul style="list-style-type: none"> • Armstrong Watson will assess key areas of audit and recommend improvements on an ongoing basis. • Materiality will be set at planning stage. • Key audit risks identified are revenue recognition, including the nursery; Management Override; pension scheme and liabilities – ensuring it is not out of kilter with similar schemes; Covid-19 – preparing a forecast for 12 months minimum. • Field work is scheduled to commence 19 October <p>SM thanked MJAW and he left the meeting.</p>	Noted
20.3.8	AOCB – there was no other business.	
	Signed by	

	<p>..... Date</p> <p>Chair of Audit Committee</p>	
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Argyll College UHI Ltd

Staff Development

Internal Audit Report No: 2020/02

Draft Issued: 11 September 2020

Final issued:

LEVEL OF ASSURANCE

Requires Improvement

Contents

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Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

Good	System meets control objectives.
Satisfactory	System meets control objectives with some weaknesses present.
Requires improvement	System has weaknesses that could prevent it achieving control objectives.
Unacceptable	System cannot meet control objectives.

Action Grades

Priority 1	Issue subjecting the organisation to material risk and which requires to be brought to the attention of management and the Audit Committee.
Priority 2	Issue subjecting the organisation to significant risk and which should be addressed by management.
Priority 3	Matters subjecting the organisation to minor risk or which, if addressed, will enhance efficiency and effectiveness.

Management Summary

Overall Level of Assurance

Requires Improvement	System has weaknesses that could prevent it achieving control objectives.
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Risk Assessment

This review focused on the controls in place to mitigate the following risks on the Argyll College UHI Ltd ('the College') Register:

- 14 – Disruption to services/projects and/or partnership working resulting from loss (temporary or permanent) of a key staff member (risk rating: medium)

Background

As part of the Internal Audit programme at the College for 2019/20 we carried out a review of the College's staff development arrangements. Our Audit Needs Assessment identified this as an area where risk can arise and where Internal Audit can assist in providing assurances to the Board of Governors and Principal that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

Within the College sector recruitment and retention of key staff is of vital importance. The College must ensure that it has the organisational capacity to implement its strategic plans and make full use of the abilities of its staff. It should therefore explicitly relate its staffing requirements to its strategic and operational objectives in terms of numbers, skills, knowledge, deployment, structure, etc.

The College should ensure that all staff are managed effectively and efficiently. Managers should communicate business priorities and objectives to staff and ensure that those objectives are translated into tasks that teams and individuals undertake. Staff should know what is expected of them; their performance should be regularly assessed; and they should be assisted in improving their performance.

Scope, Objectives and Overall Findings

This audit considered whether the College is making best use of its staff and included a review of workforce planning; training; and the personal development plan system.

The table below notes the objective for this review and records the results:

Objective		Findings		
The specific objective of this audit was to obtain reasonable assurance that:		1	2	3
1. the College has a systematic approach for ensuring that its staff resources match what is required in order to deliver its commitments. Where gaps are identified, timely action is taken to close these.	Satisfactory	0	0	1
2. the College's approach to training, including induction training, is clearly informed by an assessment of where there are skills / knowledge / performance gaps.	Requires Improvement	0	2	1
3. the College has a systematic approach to evaluating its training to ensure that it is achieving the desired impact.	Satisfactory	0	0	1
4. there is a systematic approach for translating business objectives into actions / tasks for members of staff.	Satisfactory	0	0	1
5. a systematic approach is used for communicating objectives and performance expectations to staff.	Good	0	0	0
6. a systematic process is used for providing feedback to staff on performance and agreeing action to improve performance.	Good	0	0	0
Overall Level of Assurance	Requires Improvement	0	2	4
		System has weaknesses that could prevent it achieving control objectives.		

Audit Approach

The HR Officer and Director of Finance were interviewed, and the College's policies, procedures and structure reviewed, to assess compliance with the above objectives.

Summary of Main Findings

Strengths

- The College continually monitors student and staff numbers to ensure that sufficient staff resources are attached to each course.
- The College has a dedicated Learning and Development (L&D) Coordinator who coordinates training and development activities delivered across the College.
- The College provides a range of learning and development opportunities for staff, including supporting staff in undertaking the Professional Development Award in Teaching Practice.
- Staff have access to a suite of online training modules which provides them with flexible opportunities for learning and development.
- Staff Development Request Procedures are in place which outline the application, review, and approval process for training requests.
- There are mechanisms in place to communicate the College's objectives to departments and to staff and to review departmental and College performance.

Weaknesses and Opportunities for Improvement

- The College has not developed a Workforce Plan which reflects the College's medium-term strategy for managing its workforce (including the provision of support through learning and development). Such a Workforce Plan would include an analysis of the current workforce and identify future staffing requirements (as well as setting out a strategy describing how any potential gaps could be addressed).
- The Staff Development Committee is responsible for approving staff development requests. Our review noted that the Staff Development Committee was chaired by a Head of Curriculum and previously met every six weeks. However, the committee has not convened since August 2019.
- Although guidance is available to staff on the appraisal process, and information is available on a range of learning and development activities, the College has not established an overarching staff Learning & Development policy which clearly outlines the College's aims and objectives or outlines the responsibilities of staff, line managers, senior management and the Board in relation to staff training.
- The current staff development request form requires staff to document how the College will benefit as well as what the individual hopes to gain from attendance at a training event. However, there is scope to expand this to document the expected learning outcomes which would later allow a formal evaluation of the impact of training received by requiring staff to revisit the expected learning outcomes recorded on the development request form a period of time after having received the training in order to confirm that the learning needs have been met.
- The staff appraisal form, and associated guidance notes, do not provide a clear linkage between the training needs identified on the appraisal forms and the departmental operational or College Strategic Plan objectives.

Acknowledgements

We would like to take this opportunity to thank the staff who helped us during our audit.



Main Findings and Action Plan

Objective 1: The College has a systematic approach for ensuring that its staff resources match what is required in order to deliver its commitments. Where gaps are identified, timely action is taken to close these.

Our review found that although there is no formal workforce plan or skills database currently in place (see **R1** below) there are alternative processes in place which ensure that staff resources are available to meet commitments.

There is an approved establishment list and staffing budgets are based on approved posts. Management conduct recruitment in line with available budgets and approval for new posts. Management monitor student and staff numbers to ensure that sufficient resources are aligned to each curriculum area and support service so that operational commitments and service levels can be met. Skills gaps are filled, either through redeployment of staff, by supporting staff through further training or, where necessary, through external recruitment in line with the staff budget model. During the last 12 months the College has undertaken some re-organisation, particularly within curriculum teams, to ensure that the right staffing structure and capabilities are in place to meet the College's needs going forward and to address identified succession planning challenges.

Staff Development - DRAFT

Objective 1: The College has a systematic approach for ensuring that its staff resources match what is required in order to deliver its commitments. Where gaps are identified, timely action is taken to close these.

Observation	Risk	Recommendation	Management Response	
The College has not developed a Workforce Plan which reflects the College's medium-term strategy for managing its workforce (including the provision of support through learning and development). Such a Workforce Plan would include an analysis of the current workforce and identify future staffing requirements (as well as setting out a strategy describing how any potential gaps would be filled).	Without a Workforce Plan there is a risk that changes to the way the College delivers services in one curriculum or support area may have unplanned or unintended effects on other curriculum or support areas; and the College may not be able to manage workforce changes to ensure that it is making best use of its staff resources to achieve its objectives.	R1 In order to meet the anticipated future challenges around curriculum delivery and College budgets, the College should consider undertaking an exercise to forecast expected staff numbers and staff costs and also identify skill needs aligned to the future shape of the curriculum portfolio on a rolling three-year basis, using scenario planning where necessary.	<p>To be actioned by:</p> <p>No later than:</p>	
			Grade	3

Staff Development - DRAFT

Objective 2: The College's approach to training, including induction training, is clearly informed by an assessment of where there are skills / knowledge / performance gaps.

The skills of new staff are considered during the recruitment process to ensure that they have adequate skills for undertaking the relevant role being filled. All permanent teaching staff are required to undertake a teaching qualification, either the Teaching Qualification Further Education (TQFE) or a suitable Professional Development Award. If new staff do not possess a teaching qualification the College will provide support to staff to achieve this qualification.

All new staff must complete a mandatory induction programme, which consists of online training modules covering areas of statutory compliance including health and safety and data protection. Induction also includes a departmental induction provided by the relevant staff member's line manager.

Training needs can also be identified by individual staff members or managers as part of the annual staff appraisal process or at any time during the year.

Our review noted that the College provides a range of learning and development opportunities for staff, including:

- two days of structured Continuing Professional Development (CPD) activity each year to all staff.
- staff are provided access to a suite of online learning modules.
- staff have access to the College Virtual Learning Environment where they can find training information.
- staff can apply to attend an external training course where there is a valid justification; and
- teaching staff can apply to undertake the Professional Development Award in Teaching Practice.

Staff Development - DRAFT

Objective 2: The College's approach to training, including induction training, is clearly informed by an assessment of where there are skills / knowledge / performance gaps.

Observation	Risks	Recommendation	Management Response	
<p>Staff Development Request Procedures are in place which outline the application, review, and approval process for training requests. The procedures describe that:</p> <ul style="list-style-type: none"> the Staff Development Committee is responsible for approving staff development requests. costs of training events up to a maximum amount of £200 can be approved by the Chair of the Staff Development Committee, with requests above this limit needing approval by the full committee. the process for evaluating staff development activity, including issuing training evaluation forms to staff following training; and evaluation forms are reviewed by the Staff Development Committee at their regular meetings, as a standing agenda item, in order to inform any changes in the scope or form of future occurrences of the same training session as well as informing the overall College staff development plan. <p>Our review noted that the Staff Development Committee was chaired by a Head of Curriculum and previously met every six weeks. However, the committee has not convened since August 2019.</p>	<p>Staff development opportunities are restricted due to a failure in the approval procedures.</p> <p>Failure to evaluate the effectiveness of training could lead to poor use of resources by continuing training that does not result in more efficient or effective working practices or provide value for money.</p>	<p>R2 Ensure that the Staff Development Committee operates as outlined in the Staff Development Request Procedures. A review should be conducted to clarify the circumstances which have led to the committee not convening since August 2019 and to identify any barriers which may prevent the committee convening (including timing of meetings, composition of the committee and use of technology).</p>	<p>To be actioned by:</p> <p>No later than:</p>	
			Grade	2

Staff Development - DRAFT

Objective 2: The College's approach to training, including induction training, is clearly informed by an assessment of where there are skills / knowledge / performance gaps (continued).

The identification of training needs is not currently directly aligned with the College's annual budget setting cycle. This misalignment creates a weakness whereby budgets are assigned for training costs without the identification of training requirements for the year ahead. Although this does create a potential risk that insufficient budgets are allocated to meet training and development needs, the Director of Finance expressed confidence that the budget available is sufficient to meet existing training needs. If there was an urgent training requirement, such as to satisfy legal compliance, then management would be committed to the identification of resources to deliver the necessary training.

Staff appraisals are conducted annually by managers and any training needs are identified from this process and recorded on the forms provided which are then shared with the Learning & Development (L&D) Coordinator to aid future planning of L&D activities.

All new staff are required to complete a corporate and departmental induction. The induction process is coordinated by managers and covers all service areas. The College makes use of a suite of e-learning modules which must be completed by all new staff. The results of completion of e-learning modules are recorded on individual employee training records.

Observation	Risk	Recommendation	Management Response	
Although guidance is available to staff on the appraisal process, and information is made available on a range of learning and development activities, the College has not established an overarching staff L&D policy which clearly outlines the College's aims and objectives or outlines the responsibilities of staff, line managers, senior management and the Board in relation to staff training.	The College's policy and ethos on training is not clearly communicated resulting in variations in approach across the College.	R3 A Staff Learning & Development Policy should be created which outlines: <ul style="list-style-type: none"> the scope aims and responsibilities in relation to learning, development and training. options for learning and development available to staff. how training and development is prioritised. specific areas of learning which are essential for all staff. responsibilities in terms of recording, monitoring, and evaluating learning; and Personal Development Review arrangements. 	To be actioned by: No later than:	
			Grade	2

Staff Development - DRAFT

Objective 2: The College's approach to training, including induction training, is clearly informed by an assessment of where there are skills / knowledge / performance gaps (continued).

Observation	Risk	Recommendation	Management Response	
<p>The College does not make use of skills databases at either an organisational level (i.e. through the L&D team) or at a departmental level, which can be utilised to identify any skills or knowledge gaps in departments or for individual members of staff.</p> <p>Our review noted that the identification and recording of training needs across the College is currently a largely manual (and therefore less efficient) process. L&D staff are required to analyse employee appraisal forms to identify training needs, which are then scrutinised to determine if there is a business justification for the training. This relies on L&D staff maintaining an understanding of staff roles or seeking clarification from line managers on the need for specific training. Once training has been provided, L&D staff must manually add training records into the Cascade HR system based on a review of several different records, such as course attendance sheets and training application forms.</p> <p>It would be more efficient to identify a base level of training expected for each post and utilise this data to populate Cascade. As employee training records are added to Cascade they can then be matched to the training requirements established for each post. This could allow L&D to identify skills gaps and target training to specific groups or to individual staff members. As the curriculum portfolio changes, any changes in staff skills mix should also be notified to L&D to allow Cascade to be updated. This would allow L&D to identify any revised training needs across the College.</p> <p>Refresher training, such as health and safety training, is currently recorded separately on spreadsheets. However, the information is then recorded in Cascade to provide a historic record of training received. Potentially, Cascade could be utilised in a more proactive manner whereby L&D could identify the refresher training due in the next 12 months. This would allow more efficient forward planning in terms of developing a training plan and the associated budget.</p>	<p>Information is not available to identify where training requirements or skills gaps exist.</p>	<p>R4 Conduct a training needs assessment across the College to identify the basic training and skills requirement associated with each post. The data obtained from the training needs assessment should then be used to populate Cascade, which will allow L&D and management to identify training gaps as staff training records are updated.</p>	<p>To be actioned by:</p> <p>No later than:</p>	
			<p>Grade</p>	<p>3</p>

Staff Development - DRAFT

Objective 3: The College has a systematic approach to evaluating its training to ensure that it is achieving the desired impact.

Observation	Risk	Recommendation	Management Response	
<p>Discussions with staff, and review of appraisal procedures, identified that there is a formal means of evaluating the impact of previous training provided on staff performance through the staff appraisal process, and also an informal mechanism through regular one to one meetings held with staff. However, it was also identified that there is no formal means of obtaining feedback on the quality, relevance or usefulness of the training activity undertaken.</p> <p>The current staff development request form requires staff to document how the College will benefit as well as what the individual hopes to gain from attendance at a training event. However, there is scope to expand this to document the expected learning outcomes which would later allow a formal evaluation of the impact of training received by requiring staff to revisit the expected learning outcomes recorded on the development request form a period of time after having received the training in order to confirm that the learning needs have been met.</p>	<p>Failure to evaluate the effectiveness of training could lead to poor use of resources by continuing training that does not result in more efficient or effective working practices or provide value for money.</p>	<p>R5 Work should be undertaken to expand the current development request form to capture expected learning outcomes. This will provide the opportunity for staff to subsequently formally evaluate the achievement of anticipated learning outcomes and to record feedback after attending the relevant training course. Completed forms should then be signed-off by managers and form part of the staff appraisal process. Feedback provided on the forms should also be reviewed, and the results used to inform future selection of training providers and an analysis of training spend and benefits derived to ensure that best value is being achieved from training spend.</p>	<p>To be actioned by:</p> <p>No later than:</p>	
			Grade	3

Staff Development - DRAFT

Objective 4: There is a systematic approach for translating business objectives into actions / tasks for members of staff.

The College's Strategic Plan is used as the basis for developing departmental operational plans, which are prepared annually around September / October, and which link to the key objectives in the College Strategic Plan.

Our review confirmed that there are a range of mechanisms in place to communicate the College's objectives to departments and to staff, including:

- the staff appraisal process.
- informal one-to-one discussions held between senior management and Heads of Curriculum and other senior managers.
- the annual departmental self-evaluation review process facilitated by the College's Quality team.
- faculty meetings which are held several times a year; and
- annual staff development events.

Observation	Risk	Recommendation	Management Response	
The staff appraisal form, and associated guidance notes, do not provide a clear linkage between the training needs identified on the appraisal forms and the departmental operational or College Strategic Plan objectives.	Learning and development activities are not effectively linked to the departmental operational objectives and/or to the College strategic objectives.	R6 As part of the staff appraisal process a review should be completed on how staff learning and development actions can be more clearly linked to departmental objectives on the staff appraisal forms.		
			To be actioned by: No later than:	
			Grade	3

Staff Development - DRAFT

Objective 5: A systematic approach is used for communicating objectives and performance expectations to staff.

Objectives are communicated to staff via a range of mechanisms, including through one to one meeting, team meetings, and the annual staff review process. Performance expectations should be clearly set out by line managers as well as formally through job descriptions. Where there is a need to clarify performance expectations then this should take place through ad hoc discussions with staff, through the staff review process, or if necessary, through the Performance Improvement Policy and Procedure

Each member of staff undergoes an annual staff appraisal with their line manager to discuss performance against previously agreed objectives; to agree objectives for the coming period; and identify training and development needs. Performance and training objectives are then agreed for the next 12-month period. As noted above, staff objectives are linked to the departmental operational plans with individual responsibility assigned. A key objective of the staff appraisal is to offer each member of staff a formal means to clarify and review their responsibilities and relationships and to embrace the opportunities for training and development.

Objective 6: A systematic process is used for providing feedback to staff on performance and agreeing action to improve performance.

Ad hoc issues should be dealt through regular contact between the line manager and the staff member concerned.

If there are concerns around staff performance, then these should be dealt with through the Performance Improvement Policy and Procedure. We reviewed this procedure and confirmed that it provides a robust framework for dealing with performance issues. We also noted that it allows for a range of informal and formal means for addressing issues and has appropriate options including discussion, escalation, warnings, suspension, and dismissal.

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Argyll College UHI Limited

Audit Strategy Memorandum

For the period ended 31 July 2020

This document is strictly private and confidential

ArmstrongWatson[®]

Accountants, Business & Financial Advisers

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Introduction

Scope and Limitations

This document is strictly confidential and although it has been made available to management to facilitate discussions, it may not be taken as altering our responsibilities under our audit engagement letter. The contents of this audit strategy memorandum should not be disclosed to third parties without our prior written consent. No responsibility to any third party is accepted as this memorandum has not been prepared for, and is not intended for, any other purpose.

The purpose of this memorandum is to set out the scope of the audit and to highlight the key elements in our proposed audit strategy for the period ended 31 July 2020. It encompasses relevant audit risks, accounting issues and matters that we believe will be significant to the financial statements and is supplementary to our letter of engagement, which sets out the respective responsibilities of ourselves as auditors and yourselves as trustees.

The auditors are required to inform those charged with governance of the following matters in relation to audit planning:

- Any issues that may bear on the auditors' independence and the integrity and objectivity of the audit engagement Responsible Individual (RI) and staff;
- The principal ways in which the risks of material misstatement will be addressed;
- The concept of materiality and its application to the audit approach; and
- The audit approach to the assessment and reliance on internal controls

Scope of the Audit

The purpose of our audit, which will be conducted in accordance with International Standards on Auditing (UK) (hereafter "ISAs") issued by the United Kingdom Financial Reporting Council (FRC), is to enable us to express an opinion on the college's financial statements.

We are not aware of any expected limitations in the scope of our work.

This memorandum covers our work in respect of the audit of Argyll College UHI Limited.

Responsible Individual

The RI responsible for the audit engagement and issue of the audit report will be Martin Johnston.

Audit Independence and Objectivity

We will conduct our audit in accordance with the Code of Ethics of the Institute of Chartered Accountants in England and Wales and the Ethical Standards published by the FRC.

We have considered our independence and objectivity in respect of the audit for the period ended 31 July 2020.

In addition to auditing the financial statements we have been asked to prepare the financial statements for Argyll College UHI. We have outlined below the safeguards that we have put in place to ensure that these services do not cause any breaches in our independence and objectivity in relation to the audit.

Non-audit services provided	Safeguards put in place, to reduce the threat to our integrity, independence and objectivity
Preparation of the statutory accounts from the Trial Balance supplied by you.	<p>The accounts are prepared by the input of numerical data to a software package. They are reviewed by a manager and checked using a disclosure checklist application to ensure that the disclosures are appropriate and up to date.</p> <p>Any accounting judgements and adjustments are made by you.</p>

We can also confirm that:

- Armstrong Watson Audit Limited, its directors and the audit team have no family, financial, employment, investment or business relationship with the college; and
- Audit and non-audit fees paid by the college do not represent a significant proportion of total fee income for either the firm or office.

We confirm that, in our professional judgement, the firm is independent within the meaning of regulatory and professional requirements and the objectivity of the audit engagement RI and audit staff is not impaired.

Informed Management

We are required by ISAs to agree with you which individuals we consider at Argyll College UHI Limited to be "informed management" for the purposes of communication of issues surrounding the audit of the financial statements of the college.

Informed management are the management team used by the college for considering advice provided and agreeing decisions to be taken during the course of audit and non-audit services that may be provided to your college, particularly those relating to our independence as external auditors.

We consider Ailsa Close of Argyll College UHI Limited to be informed management.

Ethics

In accordance with auditing standards, we can confirm that any relationships that may bear on the firm's independence and the objectivity of the RI and audit staff have been identified and assessed.

There are no ethical issues that we believe the management board should be made aware of under the latest ethical standards issued by the FRC.

Our Audit Approach

Audit strategy

We will be working closely with you to ensure that we meet deadlines and conduct an efficient audit, with the minimum of disruption to your staff.

Our audit strategy comprises:

- Updating our understanding of the business through discussions with management and a review of the latest financial information;
- A review of the design and implementation of the internal financial control systems to the extent that they have a bearing on the financial statements;
- An assessment of the risk of fraud resulting in a material misstatement in the financial statements;
- An assessment of materiality and audit area risk and, based on that assessment, developing and implementing an appropriate audit strategy for all material account balances; and
- Reviewing material disclosure issues in the financial statements.

Internal controls

We are required to evaluate the design of an entity's internal controls over risks which could lead to material misstatement in the financial statements, and determine whether they have been implemented in accordance with that design.

We will review your internal controls relevant to our audit of principal transaction cycles. In practice, we cannot examine every accounting procedure in the college, your controls over every operating activity or all the financial information used within your business. Nor can we substitute for management's responsibility to maintain adequate controls at all levels of the business, including safeguarding assets. Our work cannot, therefore be expected to identify all risks in your business or all weaknesses in your systems and controls, which a special investigation might reveal.

Where during the course of our audit work we become aware of any significant weaknesses within the college's systems or internal controls we will draw these to your attention.

Fraud

Under ISAs, auditors are required to assess the risk of fraud. We will consider the susceptibility of the college to fraud, taking account of the business and control environment established and maintained by management, as well as the nature of transactions, assets and liabilities recorded in the accounting records. However, the principal responsibility for the prevention and detection of fraud rests with management, who should not rely on the audit to discharge those functions. There are many kinds of fraudulent activity, particularly those involving forgery, collusion and management override of control systems, as well as fraudulent financial reporting, which it would be unreasonable to expect the audit to uncover.

We will report to you, as soon as practicable, any suspected or discovered fraud which comes to our attention, even if the potential effect on the financial statements is immaterial, unless there is a legal or regulatory requirement to report direct to a third party.

Materiality

An item is considered material if its omission or misstatement could influence the economic decisions of users taken on the basis of the financial statements.

Materiality is an area of judgement and therefore subjective. Under ISAs, materiality must be considered quantitatively and qualitatively, not only at an overall financial statements level but also in relation to classes of transactions, individual account balances and disclosures.

Materiality will be continually re-assessed throughout the audit process and in particular on receipt of the year end management accounts and again at finalisation of the accounts.

In carrying out our work we will apply an appropriate level of materiality and as such the audit cannot be relied upon to identify all potential or actual misstatements.

If there are any areas of the financial statements where you would like us to apply a lower level of materiality we will be pleased to discuss this with you, including whether our audit approach can be readily adapted to accommodate such a level in that area, or whether it will be more appropriate for a special exercise to be carried out on the area.

Adjusted and unadjusted misstatements

During the course of the audit we may identify potential audit adjustments arising from misstatements in the financial statements and shall discuss these with you. The decision to make an adjustment to the financial statements is one which you alone can make.

Where the effects of accumulated uncorrected misstatements approach materiality; there may be an unacceptable risk that undetected misstatements might also exist. In such a situation we will discuss this with you with a view to making further adjustments of identified misstatements.

There may also be other instances where we will request adjustment of errors which appear to be individually immaterial where we consider it necessary for a proper appreciation of the financial results and position of the entity.

At the conclusion of the audit, we shall provide you with a schedule detailing those misstatements that we identified during our audit work which you agreed should be adjusted in the financial statements.

We shall also provide you with a schedule detailing those misstatements which have not been adjusted in the financial statements, other than those differences which are clearly trivial. As a general rule, trivial is assessed as 3% of overall materiality.

We will require you to confirm that you have considered these items and where you have made the decision not to adjust for them in the financial statements, ask you to confirm whether you believe the effects of uncorrected misstatements are immaterial, individually and in aggregate, to the financial statements as a whole; this will be included in the letter of representation.

If you decide not to make an adjustment, which in our opinion should be made in order for the financial statements to show a true and fair view, it is likely that we will have to qualify our audit opinion.

Risk materiality assessment

Our audit approach is based on an assessment of the audit risk relevant to the individual financial statement assertions. As a result of our materiality and audit area risk analysis we classify all material account balance assertions or classes of transactions as having either: high; medium or low risk of material misstatement.

High risk assertions are subject to a more detailed level of testing, often relying on controls where possible, as we are required to obtain more persuasive audit evidence the higher our assessment of risk.

Significant audit risks

A significant risk is an identified and assessed risk of material misstatement that requires special audit consideration. There is a rebuttable presumption that two significant risks exists, the risk of management override and the risk of misstatement of the revenue recognised.

Key audit risks

The key audit risk areas we have identified through our planning process are as follows:

Risk identified	Our Approach
<p>Fraud/ Error in Revenue Recognition</p> <p>Risk of fraud and or error in revenue recognition is a presumed risk under International Auditing Standards.</p> <p>Income may be recognised incorrectly, either by over/under statement or through recognition in the wrong period.</p>	<p>Initially we will perform walkthrough testing of the sales and debtors systems to confirm our understanding of the processes and controls in place.</p> <p>We will also consider the design and implementation of the controls in terms of their ability to prevent misstatement of income.</p> <p>We will perform a detailed review of all income streams independently from each other and design substantive tests of detail verifying to sufficient third party evidence to ensure that revenue is not materially misstated.</p> <p>This will include the nursery income which we understand was closed in the year however we will still require to verify the completeness and accuracy of income. We understand that there have been historical issues with regards to the accounting for nursery revenue and will seek to address any current year issues early on and work with you to audit the related account balances.</p>
<p>Management Override</p> <p>The risk of misstatement due to management override of controls is a presumed risk under International Auditing Standards.</p>	<p>We will perform journal entry testing in order to provide us with assurance that journal entries are authorised and indicative of the business.</p> <p>We will perform a walkthrough of the systems in place in order for us to gain an understanding of any key controls that are in place and review any significant judgements and estimates for signs of management bias.</p>

Key audit risks continued...

Risk identified	Our Approach
<p>Defined Benefit Pension Scheme – Actuarial Valuation</p> <p>The nature of Defined Benefit Pension's lends itself to a degree of estimation based on a number of underlying assumptions. Any variation in these assumptions could have a material impact on the Pension liability within the financial statements.</p>	<p>We will undertake the following approaches;</p> <ul style="list-style-type: none"> • The year-end actuarial report will be obtained and the asset/liability compared to the financial statements. • The underlying assumptions contained within the report will be assessed and agreed to third party documentation to ensure they are reasonable. • A benchmarking exercise will be undertaken to determine the reasonableness of the assumptions made.
<p>Going Concern</p> <p>The COVID-19 pandemic has had a significant impact on the global economy. The economic risks and uncertainties surrounding the outbreak have resulted in going concern being identified as a significant risk at this stage of the audit.</p>	<p>In order to establish the going concern basis is appropriate the following measures will be taken:</p> <ul style="list-style-type: none"> • We will require management to prepare budgets and cash flow forecasts covering the period of at least 12 months from the date of the financial statements being signed. <p>These budgets should demonstrate management's consideration of the future impacts of the ongoing pandemic.</p> <p>We will scrutinize these schedules to ensure projected figures are reasonable by discussing with senior management the underlying assumptions applied to these forecasts.</p> <p>We will then carry out sensitivity analysis on the forecasts and underlying assumptions to ensure that the college has sufficient financial headroom to continue its operations for the foreseeable future if any unforeseen changes were to occur.</p> <ul style="list-style-type: none"> • A second partner review of our assessment of going concern will be carried out.

Going Concern Requirements

In September 2019, the Financial Reporting Council (FRC) issued revisions to International Standard on Auditing (ISA) (UK) 570 'Going Concern'. The revisions increase the work that auditors are required to do when assessing whether an entity is a going concern.

The revisions have been made in response to recent enforcement cases and a number of corporate failures where the auditor's report failed to highlight concerns about the prospects of entities which collapsed shortly after.

The revised standard requires greater work on the part of the auditor to more robustly challenge management's assessment of going concern, thoroughly test the adequacy of the supporting evidence and evaluate the risk of management bias.

Related parties

As part of our audit, we are required to obtain sufficient appropriate audit evidence about related party relationships and transactions, and to determine whether these have been appropriately identified, accounted for and disclosed in the financial statements in accordance with the relevant accounting framework.

At the planning stage we are required to obtain from management a list of all the related parties of the entity (as defined by the relevant accounting framework) regardless of whether transactions have taken place or not. Included in Appendix 1 is a template, we would be grateful if you could update this for any related parties.

Reporting

We will report to you in a number of ways:

- Meetings with Senior Management and the Board of Trustees.
- A Management Report, which sets out the key findings and recommendations arising from the audit. The management report will include a follow up of recommendations made in the previous year, where applicable.
- Our Audit Opinion on the financial statements of the College.

If any significant matters arise during the course of the audit we will report these to you at the earliest opportunity.

Audit Arrangements and Timetable

The audit process is underpinned by effective project management to ensure that we co-ordinate and apply our resources efficiently to meet your deadlines. It is therefore essential that we work closely with your team to achieve this timetable. Key dates for the audit have been agreed as follows:

Event	Expected timetable
Planning commences	Mid-August 2020
Fieldwork commences	19 th October 2020
Audit close meeting with Management	TBC
Present findings to Audit Committee	TBC
Board of Trustees approval, sign off and submission of accounts	18 th December 2020

Audit team

The key members of the audit team are as follows:

Role	Name	Contact
Responsible Individual	Martin Johnston	E: Martin.Johnston@armstrongwatson.co.uk T: 0141 233 0700
Manager	David MacLeod	E: David.MacLeod@armstrongwatson.co.uk T: 0141 233 0700
Senior	Simon Wrighthouse	E: Simon.Wrighthouse@armstrongwatson.co.uk T: 0141 233 0700

Information requested for audit purposes

We have sent a list of information required to enable us to complete the audit fieldwork. This list details the date for the expected information to be received by in order to ensure we achieve the timescales set out above.

If you have any queries regarding the information requested or if you anticipate not being ready for us on the dates specified, then please contact David MacLeod as soon as possible.

Fees

The proposed fees for the period ended 31 July 2020 is as follows:

	Current Year £
Fee for the audit of the statutory accounts	9,025
Fee for the preparation of the financial statements	2,550
Total	11,575

All prices quoted exclude VAT. The price excludes all disbursements with the exception of bank letter confirmation fees.

Should there need to be changes to the anticipated scope of work, we will agree with you the effects of such changes on our fees.

Our ability to deliver the services outlined to the agreed timetable and fee will depend upon the information requested above being available in the agreed form and content. Should all information not be available on a timely basis, it is likely that we will incur additional costs due to the impact on the efficiency of the audit process and we may seek to recover these costs from you. We will aim to keep such costs to a minimum and discuss these matters with you in advance.

All fees are due 30 days from invoice in accordance with our standard terms and conditions. A copy of these is attached to our engagement letter. Invoices will be raised at the following stages of the audit: 25% at completion of planning, 50% at completion of fieldwork and 25% at completion of the audit.

There is an option available to pay over 12 months in advance of the work being completed by way of Direct Debit. For more information on the payment plan option please speak to Martin Johnston.

Confirmation of Arrangements

If there are any matters that you would like to discuss further with me please do not hesitate to contact me. Otherwise I would be grateful if you could confirm that this document has been considered by management and that the proposed fees and timetable have been agreed by signing below and returning the signed copy of the document to David MacLeod.



Martin Johnston

Responsible Individual

For and on behalf of Armstrong Watson Audit Limited

Martin.Johnston@armstrongwatson.co.uk

On behalf of Argyll College UHI Limited, I acknowledge receipt and acceptance of the arrangements set out in this document with respect to the audit for the year ended 31 July 2020.

Signed: Position:

Name:

Date:

Related Party	Nature of relationship with entity	Type and purpose of transactions entered into (if applicable)
Ms Rosemary Allford	Trustee	Expenses
Mr Tony Dalgaty	Trustee	Expenses
Mr Scott Matheson	Trustee	Expenses
Mr Andrew MacFarlane Gordon Campbell	Trustee	Expenses
Mr James Ferguson Findlay	Trustee	Expenses
Ms Elodie Nowinski	Trustee	Expenses
Mr John Patrick Colston	Trustee	Expenses
Mr Martin Christopher Jones	Trustee	Expenses
Ms Bettina Sizeland	Trustee	Expenses
Ms Jennifer Swanson	Trustee	Expenses
Ms Maggie Tierney	Trustee	Expenses
Dr Faye Tudor	Trustee	Expenses
Ms Ailsa Elizabeth Close	Company Secretary and Finance Director	Salary and expenses.
University of the Highlands and Islands	Affiliated University, college is a constituent partner of the university.	Purchases and sales - e.g. students tuition fees.
Free Church of Scotland Pension Scheme Trustees Limited	Common directorship - Mr Scott Matheson	
Free Church of Scotland General Trustees' Nominees	Common directorship - Mr Scott Matheson	
Bute Marketing and Tourism Ltd	Common directorship - Mr James Ferguson Findlay	
Argyll, Lomond and the Islands Energy Agency	Common directorship - Ms Ailsa Elizabeth Close	
Interloch Transport	Common directorship - Ms Ailsa Elizabeth Close	
Argyll and Bute Rape Crisis	Common directorship - Ms Ailsa Elizabeth Close	
Kbuilt Limited	Common directorship - Ms Ailsa Elizabeth Close	
Argyll and Bute Council	Mr James Ferguson Findlay sits as a councillor on the council.	Purchases and Sales.
West Highland Housing Association	Lesley McInnes is Chief Executive.	Purchases.



**Draft Minutes – Learning, Teaching &
Engagement Committee
held at 12.30 pm on Friday 18th September 2020
via Webex Teams**

Present: Rosemary Allford, Chair (RA); Elodie Nowinski (EM); Faye Tudor (FT); Vicky Gunn (VG); HISA Depute (FD); Martin Jones (MJ)
Apologies: Andrew Campbell (AMC)
In Attendance: Elaine Munro (EM); Ailsa Close (AEC); Vicky Daveney (VD)(Secretary)

	Item	Action
20.3.1	Welcome & apologies for absence. The Chair welcomed all governors to the meeting and welcomed Filip Dabrowski, HISA Depute to his first committee meeting. Apologies received from Andrew Campbell.	
20.3.2	Declarations of interest & any items deemed to be confidential. There were no declarations of interest.	
20.3.3	Minute of previous meeting held on 12th June 2020 To be signed by Chair.	Approved RA/VD
20.3.4	Matters arising: There were no matters arising	
20.3.5	Final HE FTEs and FE Credit Count 2019/20 a) FE Credits – MJ confirmed these were positive and Argyll College is one of only 3 in the UHI region to have exceeded its target, although this does not receive extra funding. EM confirmed that UHI have not confirmed individual partners credit targets yet for 2020/21. EN asked whether credit target likely to be increased this year. EM stated that this is unlikely. RA asked whether the balance of curriculum offer will be looked at instead. EM stated that there are unlikely to be many part-time evening classes offered this year. b) HE FTEs – EM confirmed that HE FTE target was achieved.	Noted
20.3.6	Update on student recruitment 2020/21 MJ confirmed that full time FE recruitment is slightly down on last year but that decisions were taken earlier in the summer, mainly due to the pandemic, not to teach certain parts of the curriculum or to adjust the way some courses are taught. All students impacted have been offered alternatives. The SMT are mindful of making sure students are supported in the best way possible. EM confirmed that there is an amount of flux at this time in the academic year and the final full-time FE student number will be circa 157, down 16 from last year. Schools Link provision has mainly continued as normal, with over 600 school pupils starting their teaching in schools in mid August. On-line enrolled of these students is taking longer than normal. HE is very positive, above predicted numbers with circa 240 FTEs, of which 122 FTEs are taught by Argyll College teaching staff (mainly HNs) with the remainder hosted students, taught by other UHI partners and primarily enrolled	

	<p>on degree programmes. RA stated that this sounds positive. FT confirmed that HE numbers were positive in both Dunoon and Helensburgh. VG stated that the sector as a whole has been surprised with how well HE numbers have held up and asked whether Argyll College will struggle with student numbers once buildings are re-opened to students. MJ confirmed that timetabling is based on room capacity and student numbers for courses and realistically social-distancing will have to end before students can be brought back to centres. RA asked FD what opinion is from the student association, FD stated that the information is not available as yet, although most students are in favour of a return to centres. RA asked that FD come back to the board with the information when it is available.</p> <p>ACTION: RA asked that a note of thanks be sent to admissions, finance and student services.</p>	Noted
20.3.7	<p>Learning and teaching processes impacted or amended in response to Covid</p> <p>MJ reported that over the summer a new online student induction was developed, which will also enables students to refer to sections and information throughout the year. This was Covid initiated but a positive development. Work is being done on supporting students with technology where there might be a digital divide, laptop stocks have been increased to loan to students. SFC funds are helping with this.</p> <p>EM stated that work placements will be impacted, in particular within childcare provision where it is an integral part of many of the courses. Guidance is expected and needed from SQA, SSSC and other regulatory bodies before students will be able to access work placements. Guidance is also expected from awarding bodies, by end September, on closed book assessments and alternative assessment arrangements. Providing student support remotely can be difficult, the small student services team are working very hard to provide this. Regular contact with students and staff is more crucial than ever to make them feel engaged and supported. VG asked whether work related experiences could be developed. RA agreed this was an interesting point to consider and was pleased to hear about the new standardised student induction.</p>	
20.3.8	<p>Update on learning, teaching and enhancement items in last quarter:</p> <ul style="list-style-type: none"> a) Online induction – EM stated that this has been a very useful development and welcomed any feedback from students. The college is looking at how this on-line portal model can be adopted for other internal processes, such as staff induction, and induction into teaching and learning at Argyll College. RA expressed an interest in receiving ongoing student feedback. b) Joint shared delivery across UHI partnership – EM confirmed that within a number of HN programmes it had been agreed to jointly deliver these across a number of smaller UHI partners. This will ensure continued sustainability of this provision year on year to students in Argyll as well as providing teaching staff with a wider peer group and shared internal verification. Teaching teams were involved at the early stages of the process and were integral to agreeing the fair and equitable split in teaching between partners. Further discussions will be held with partners over this year to explore whether this approach can be widened, including within FE. c) Teaching induction for new tutors – EM confirmed a new induction programme for teaching staff has been developed. It is for those new to teaching for Argyll College, those new to teaching or those new to teaching online and is a 16 week programme taking teaching staff through every stage ending in observation. HMIE have engaged with Argyll College to ask for examples of best practice in delivering on-line learning. College staff will present to HMIE in mid October. 	
20.3.9	<p>Policies for approval</p> <p>EM explained that this policy is part of the UHI single policy project to align policies across the partnership and create common policies.</p> <ul style="list-style-type: none"> a) UHI Safeguarding Policy <p>ACTION: VD to inform Head of Student Services that policy is approved.</p>	Approved VD

20.3.10	AOCB RA asked whether the planned Awayday was to take place. MJ confirmed that a meeting will take place on that date but it may not be in person.	
20.3.11	Date of next meeting. Board Meeting/Awayday – Friday 2 nd October, details TBC Committee Meetings – Friday 27 th November, Location TBC Board Meeting – Friday 11 th December, Location TBC	
	Signed by Date Chair of Learning, Teaching & Engagement Committee	

To: Learning, Teaching and Engagement committee

Date: 18 September 2020

Status: To Note

Subject: 2019-20 Final HE FTEs and FE credit count

a) FE 2019/20

The FE credit target for 2019/20 was 6716 - core credit target is 6582, with 134 ESIF credits.

To final credit count was 7,543 exceeding target by 827credits.

The final regional position, by partner, is shown below. There is still uncertainty whether UHI will receive the funding for the ESIF credits, given the region did not overall achieve credit target.

Academic partner	Core credit target	ESIF credit target	Total credit target	Current position (31.08.20)	Over/under achievement
Argyll	6,582	134	6,716	7,543	+827
Inverness	28,915	296	29,211	28,404	-807
Lewis	5,348	0	5,348	3,988	-1,360
Moray	18,807	0	18,807	17,596	-1,211
NHC	12,335	155	12,490	11,928	-562
Orkney	3,603	145	3,748	3,781	+33
Perth	23,655	1,200	24,855	24,415	-440
Shetland	4,309	0	4,309	4,262	-47
WHC	6,828	270	7,089	7,180	+82
Regional	110,382	2,200	112,582	109,097	-3,485

Argyll, Orkney and West Highland Colleges are the only UHI partners to have achieved 2019/20 credit target.

The Argyll College four year trend is the following:

Year	Core credit target	ESIF target	Total credit target	Final credit count	Over/under achievement
2019/20	6582	134	6716	7543	827
2018/19	6582	100	6682	7504	822
2017/18	6617	0	6617	7149	532
2016/17	6617	0	6617	6702	85

The UHI region four year trend showing the Argyll percentage contribution to the regional credit target is shown below:

Academic year	Regional core credit target	Regional ESIF credit target	Total regional credit target	Final regional count	Over / Under achievement	Argyll - % contribution to regional count
2019-20	110,382	2,200	112,582	109,097	-3485	6.91%
2018-19	110,382	2,200	112,582	114,525	1943	6.55%
2017-18	110,968	2,200	113,168	114,843	1675	6.23%
2016-17	110,968	4,400	115,368	116,735	1367	5.74%
2015-16	110,968	3,490	114,458	116,778	2320	5.74%

b) HE 2019/20

Predicted FTEs were 201. The final FTE count at 31/8/20 was 200.9

In addition, funded outwith the RAM, there were 13 PGDE teacher education students: 9 studying primary teaching and 4 secondary teaching; and 2 Early Education and Childcare Graduate Apprentices (GA)

The table below compares FTEs and student headcount for the last 4 academic years:

	FTEs	Headcount		
		Total	Full time	part time
2019/20	200.9	287	160	127
2018/19	200.1	280	170	110
2017/18	221.6	290	195	84
2016/17	180.5	226	165	61

c) Predicted HE FTEs for 2020/21

The first round of predicted FTEs for 2020/21 academic year, set at 195.3, have been submitted to UHI.

In addition, funded outwith the RAM, there will be PGDE teacher education student FTE numbers and Graduate Apprentices.

To: Learning, Teaching and Engagement committee

Date: 18 September 2020

Status: To Note

Subject: Update on student recruitment 2020/21

FE

The table below compares full time FE students enrolled in 2019/20 and 2020/21. These numbers are still subject to slight flux given the first day of the new term was 7th September. During the first few weeks some students can enrol but fail to engage and drop out; others can apply late and start. Students still to enrol are those who have applied, accepted their offer but have yet to complete the on-line enrolment process. Centre and admissions staff are in contact with these students supporting them through the on-line enrolment process.

Some courses have higher student numbers than last year (Beauty, Horticulture) while others have had lower applications than required to make the course financially viable and have not started this year.

Students who applied for SVQ Childcare at SCQF level 6 were offered places on Childhood Studies or NC Early Education and Childcare, due to the uncertainty of being able to have students on work placement. While the NC Early Education and Childcare course also contains a work placement it is more straightforward to replace the work placement elements with other SQA units than it would be to do the same within a vocational qualification. SVQ Childcare at level 7 was continued since all students were progressing from the SVQ level 6 course. Work placements remain a concern within this course and have been delayed until further guidance from SQA has been received.

Access to Nursing remains a popular course with all students who completed successfully in 2019/20 being offered degree places at universities across Scotland.

Overall, based on current enrolled students, full time FE student numbers are 14% lower than the previous year which equates to ~ 400 credits.

In addition there are 690 senior phase school pupils enrolled on skills for work programmes across the 11 secondary schools in Argyll.

FE Full time courses 2020/21 comparison with 2019/20				
Course	2019/20 Enrolled	2020/21 Applied	2020/21 Enrolled	2020/21 still to enrol
Access to HN Business Administration & Computing	12	10	7	3
Access to Nursing (SWAP)	18	22	22	
Agriculture NC at SCQF Level 6	7	10	8	2
Art and Design NC Level 6	6			
Beauty Care and Make-Up NC Level 5	6	20	19	1

Computing with Digital Media NC at SCQF Level 5	11	8	8	
Childhood studies: An Introduction		10	9	1
Early Education and Childcare NC at SCQF Level 6	10	17	16	1
SVQ Social Services (Children & Young People) SCQF 6	29			
SVQ Social Services (Children & Young People) SCQF 7	30	25	25	
Horticulture NC at SCQF Level 5	4	15	13	2
Social Sciences NC at SCQF Level 6	8	11	11	
SP Education for Life	11			
SVQ in Hairdressing at SCQF level 4, 5, 6	12			
SVQ in Professional Cookery at SCQF Level 4, 5, 6	9			
Professional Cookery at SCQF 5		13	11	2
Subtotal	173	161	149	12

HE

The table below provides information on HN student numbers taught by Argyll College, with a comparison on the previous year. Applications compared to enrolments last year have increased by 45 FTE; current enrolled students indicate an increase in 24FTE compared to the previous year (112 full time students and 10 part time students = 117 FTE compared to 93 FTE in the previous year). There are still 16 students who applied, accepted their offer but have yet to complete the on-line enrolment. Admissions and centre staff are making contact with each student to offer appropriate support to encourage the student to enrol on-line and engage with the teaching of the course.

	2019/20	2020/21				
	Enrolled students	Applications	Total enrolled to date	FT	PT	still to enrol
Administration and Information Technology HNC	8.5	6	4	4		2
Administration and Information Technology HND	5	5	5	5		
Business HNC	9	7	7	7		
Agriculture HNC		10	9	9		1
Childhood Practice HNC	20	12	11	10	1	1
Social Services HNC		10	7	5	2	3
Computing HNC	6.5	8	7	7		1
Computer Science HND		5	5	5		
Contemporary Art Practice HNC	6	10	7	6	1	3
Contemporary Art Practice HND	4	4	3	3		1
Digital Design and Web Development HNC	4	5	5	4	1	
Digital Design and Web Development HND		1	1	1		
Horticulture HNC	4	19	15	12	3	4
Horticulture HND	4	3	3	3		
Hospitality HNC		4	4	3	1	
Social Sciences HNC	22	29	29	28	1	
Totals	93	138	122	112	10	16

In addition to the HN courses taught by Argyll College staff there are 143 students enrolled on 20 different degree programmes and HNs delivered by other UHI partners. 67 of these students are full time and 76 are part time. In total it is estimated this will equate to a maximum of 99 FTEs. 60% of these students are enrolled on two programmes: BA Child & Youth Studies and BA Childhood Practice. These qualifications are required by staff working as managers in the early years sector.

In addition, there are 7 students enrolled on the Early Education and Childcare Graduate Apprenticeship (GA) – 2 in Argyll and 5 in South Lanarkshire, supported and assessed by Argyll College teaching staff.

In total it is estimated that the final HE student count for 2020/21 will be in the region of 230 FTE, an increase in 30 from 2019/20.

In addition there are 17 students enrolled on teacher education programmes: 15 on PGDE Primary and 2 enrolled on PDGE Secondary. The funding for these is outwith the RAM and MicroRAM.

To: Learning, Teaching and Engagement committee

Date: 18 September 2020

Status: To Note

Subject: Update on learning, teaching and enhancement items in last quarter

a) On-line Induction

In response to the current health crisis resulting in the inability to have students in college centres for normal face to face course induction, a completely on-line induction was developed during the summer. The induction covered all the usual topics students are made aware of when they have a face to face induction, which includes finance, bursary applications/student loans, SQA requirements, their local centre contact details, the academic year, their timetable as well course and teaching staff information.

It was developed in Brightspace with separate sections and students encouraged to work through the sections sequentially. It also now provides an on-line resource for students to refer to throughout their course. Students and staff welcomed this approach which we will continue to adapt and improve for use in future years to supplement face to face induction.

The on-line portal approach may be used to develop other areas in the college, such as generic staff induction and the teaching induction outlined below.

b) Joint shared delivery across UHI partnership and between courses

Argyll College is involved in the joint delivery of a number of HN programmes across the smaller UHI partners this academic year. This will ensure continued sustainability and viability of the programmes across the partners and guarantees delivery of these courses to students based in Argyll.

Teaching teams have been involved in discussions from the outset and have taken the lead in agreeing an even split in unit delivery between the teaching partners. The funding for each partner will be calculated via the UHI resource allocation model, currently the MircoRAM.

Courses currently offered in this way include the following:

HNC and HND Computing – Teaching from Argyll, WHC, NHC

HNC and HND Digital Design and Web Development – Teaching from Argyll and WHC, also to students in Moray College.

HNC Hospitality – Teaching from Argyll to WHC (5 credits)

Discussions will be on-going between the smaller UHI partners on how this model can be expanded for the start of 2021/22 delivery and how this could include full time FE provision.

In addition where the same unit is delivered in more than one Argyll College course it is being timetabled and taught at the same time this academic year. This is a new process for the college but a logical one given most classes have low student numbers.

c) Teaching induction for new tutors

A new induction into teaching at Argyll College has been introduced this year, led by a very experienced tutor who supports staff as they work through the PDA Teaching in Scotland's Colleges. The tutor is also part of the UHI programme team developing a UHI TQFE programme, anticipated to start in semester 2 of this academic year.

The induction programme is 16 weeks duration, delivered on-line via our Brightspace VLE, and is for tutors new to teaching, new to Argyll College or new to teaching using technology. The programme guides tutors through the process of teaching, with a new topic introduced each week: topics range from the CDN Professional Standards; through preparing and then reviewing and evaluating at lesson; observing colleagues and being observed; to assessing, internal verification and external verification. It should be a comprehensive and very useful introduction to teaching in Argyll College.



Safeguarding Policy

POL

Lead Officer (Post):	Click or tap here to enter text.
Responsible Office/ Department:	Click or tap here to enter text.
Responsible Committee:	Click or tap here to enter text.
Review Officer (Post):	Click or tap here to enter text.
Date policy approved:	Click or tap to enter a date.
Date policy last reviewed and updated:	Click or tap to enter a date.
Date policy due for review:	Click or tap to enter a date.
Date of Equality Impact Assessment:	Click or tap to enter a date.
Date of Privacy Impact Assessment:	Click or tap to enter a date.

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

Policy Summary

Overview	<p>Why is the policy required?</p> <p>This policy is required to fulfil the safeguarding obligations of the University of the Highlands and Islands and all Academic Partners.</p>
Purpose	<p>What will the policy achieve?</p> <p>The policy will provide a unified approach to safeguarding across the network and ensure parity of student experience.</p>
Scope	<p>Who does the policy apply to?</p> <p>The policy applies to the University and all Academic 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 and Academic Partners 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>The University and Academic 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 and Academic Partners 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 the University's commitment to provide a safe and supportive learning environment for all, aligned with the Strategic Theme of "Our Students", responding to the diversity of our student population by enhancing inclusive practice, and widening access and participation. It also aims to ensure the University discharges its duty of care and meets legislative requirements on safeguarding.</p>
Impact Assessment	Equality Impact Assessment: Completed 09/01/19. No action required.
	Privacy Impact Assessment:

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 all are protected from harm, abuse, neglect or exploitation.
- 1.2 **University/Academic Partner Name** recognises and complies 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 Counter-Terrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014 and other relevant guidance and regulations.

2. Definitions

- 2.1 **Safeguarding:** Involves carrying out our 'Duty of Care' responsibilities in relation to minors, children, adults at risk, students and staff, ensuring the safety and welfare of all. It involves protecting people's health, wellbeing and human rights, thus enabling all to live and study free from harm, abuse, neglect or exploitation. It is fundamental to high quality learning and engagement.
- 2.2 **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.

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 online, as a learning community.
- 3.2. Our duty is to provide a safe and supportive learning environment for all users. For example, recent Scottish and UK government legislation has placed new legal duties and obligations on all Colleges and Universities.
- 3.3. The increasing demands and complexity of these responsibilities make it imperative that the University and all Academic Partners utilise and develop shared expertise, models, systems and processes to meet these challenges going forward.
- 3.4. The following underpinning principles are shared by the University and all Academic Partners:
 - 3.4.1. We will utilise a system of named staff (Safeguarding Leads) in the University and each Academic Partner with key responsibilities and duties linked to this role.
 - 3.4.2. We are committed to Continuing Professional Development and ongoing safeguarding training, especially for Safeguarding Leads.
- 3.5. **Criminal Convictions**
 - 3.5.1 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.

3.5.2 We will offer support and guidance to applicants/students with criminal convictions about course selection and career planning, and advise on the scope for any potential course or placement adjustments.

3.5.3 We have a duty of care to students, staff, visitors and clients to provide a safe and secure environment for all, and will undertake a risk assessment in the event of receiving criminal offence data relating to an applicant/student, to ensure that we do not admit or retain individuals who may pose a significant risk to our community.

3.5.4 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 the University and all Academic Partners.

4.2 This policy applies throughout University and Academic Partner premises and campuses, including:

- Student accommodation managed by the University or Academic Partners directly
- Sports facilities
- Nurseries operated by the University or Academic Partners
- Any other areas or facilities where University or academic 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).

5 Exceptions

5.1 This policy does not apply to accommodation advertised by or signposted to by University or Academic Partners (e.g. privately managed student accommodation or listings of private tenancies)

5.2 Third parties using University or Academic Partner facilities (e.g. Highlands and Islands Student Association, other academic institutes, external sports clubs and societies)

5.3 Students attending activities organised and hosted by another academic institute or body e.g. conferences, symposiums, sports tournaments and society gatherings.

5.4 Safeguarding considerations related to studying abroad, ERASMUS or work placement should be referred 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 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 how to contact them. This information will be available both on our website and the University of the Highlands and Islands 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 **Academic Partner Boards of Management/University Court are/is** responsible for approving the policy, ensuring the legal compliance of the policy and ensuring that it is followed. **Boards of Management/University Court are/is** also responsible for ensuring the strategic effectiveness of the policy.
- 7.2 Principals / Senior Management Teams are responsible for operational compliance with the policy set by the **Board of Management/University Court**, and making recommendations to the Board about updates to the policy. Principals / 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 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 2000](#)
- [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](#)
- [Human Trafficking & Exploitation \(Scotland\) Act 2015](#)
- [Mental Health \(Care and Treatment\) \(Scotland\) Act \(2003\)](#)
- [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 1990](#)

9 Related Policies, Procedures, Guidelines and Other Resources

- [Approved Placement Policy](#)
- [Complaints Handling Procedures](#)
- [Fitness to Study Guidelines](#)
- [IT Acceptable Use Policy](#)
- [Promoting a Positive Learning Environment Policy](#)
- [Student Code of Conduct](#)
- [Study Abroad Policy and Guidance](#) (forthcoming)

10 Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0				
1				
2				
3				
4				

University of the Highlands and Islands: Safeguarding Procedures

1 Introduction

1.1 Purpose

This document provides staff with information about safeguarding and duty of care in the University of the Highlands and Islands and all Academic Partners. It should be read in conjunction with **Academic Partner's** Safeguarding Policy.

Definitions, context and guidance are provided in order that staff can fulfil their responsibilities and work with their local Safeguarding Lead. Guidance is provided about how to report concerns and disclosures. Additional training will be provided to staff to support these procedures.

The University of the Highlands and Islands and Academic Partners operate a system of named Safeguarding Leads, with one in each institution. An up-to-date list of Safeguarding Leads and local Safeguarding Deputies can be found online here (insert hyperlink).

The Safeguarding Leads and other key staff make up the Safeguarding Group. The Group meets twice a year normally, or more regularly when the Safeguarding Policy and/or Procedures require to be updated.

These procedures outline proportionate and appropriate responses if staff have any concerns about care, welfare and the safety of a student. If staff have any doubts at all as to whether or not it is a safeguarding issue, they should discuss with their designated Safeguarding Lead.

1.2 Definitions

1.2.1 Safeguarding is carrying out our 'Duty of Care' responsibilities as an Academic Partner, in relation to minors, children, adults at risk, students and staff, ensuring the safety and welfare of all. It involves protecting people's health, wellbeing and human rights, thus enabling all to live and study free from harm, abuse, neglect or exploitation. It is fundamental to high quality learning and engagement.

1.2.2 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.

1.2.3 Legal obligations: We 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 Counter-Terrorism and Security Act 2015, the Children and Young People (Scotland) Act 2014 and other relevant guidance and regulations.

1.2.4 Individual and Corporate Responsibility: Every member of staff has an individual responsibility to ensure the safety and protection of all students and visitors to the **University/AP Name**, including children and adults at risk of harm. The requirement is for staff to respond proactively and protectively to alleged or actual harm. This is not optional.

Safeguarding involves ensuring the welfare and safety of children and adults at risk, as well as our general duty of care towards students and staff, therefore the procedure applies to all students. Contractors, volunteers and other people working for or with the **University/AP Name** will also be required to operate within the ethos and parameters of the procedure.

The **University/AP Name** relies on members of staff fulfilling their individual responsibility in order to fulfil its corporate responsibility. The **University/AP Name** will ensure appropriate systems are in place to facilitate confidential reporting, disclosure and addressing of safeguarding concerns by staff. Senior staff are open to feedback in order to improve the process.

2 Role Description for Safeguarding Lead

2.1 Overview

The University and Academic Partners each have a named Safeguarding Lead. The Safeguarding Lead has ultimate responsibility for when to refer out to Police Scotland and other agencies. The Safeguarding Lead is responsible for providing general updates to senior members of staff about safeguarding in their institution, and will inform a senior member of staff about referrals out before (or as soon as practical after) they occur. Safeguarding Leads should note that informing senior members of staff is not a prerequisite of referring out and should not delay an urgent referral.

In some institutions, the Safeguarding Lead may be supported by one or more Safeguarding Deputies. The specific duties of the Safeguarding Lead are set out below, although they may delegate some of these duties to Safeguarding Deputies. In this case, Safeguarding Deputies will have been provided with an appropriate role description detailing their duties and responsibilities.

Staff should not undertake the duties of the Safeguarding Lead, but should instead engage with their Safeguarding Lead for advice or if they have concerns.

2.2 Safeguarding Lead Responsibilities

2.2.1 General Responsibilities

- Be the first point of contact for safeguarding concerns and advice, including Gender Based Violence
- Participate in University of the Highlands and Islands Safeguarding Group
- Work with local Safeguarding Officers/Deputies/Contacts, who may be the first point of contact if the Safeguarding Lead is not available
- Be safeguarding champions, keeping the profile of safeguarding high and raising awareness to staff on related themes e.g. hate crime, e-safety, Gender Based Violence
- Provide/facilitate training for all new staff and update existing staff on confidentiality, roles, responsibilities and procedures to be followed in any causes for concern.
- Attend training as needed.
- Coordinating necessary risk assessments
- Main point of contact for contractor safeguarding protocols
- Keep secure records of all safeguarding issues, risk plans, concerns raised - as part of wider University of the Highlands and Islands approaches and for planning and training purposes as we move forward

2.2.2 Managing Concerns

- Collate information regarding any concerns raised.
- Liaise with Senior Management Team about procedures to follow in concerns raised.
- Coordinate investigation and make decisions about which incidents should be reported to external partners or internally investigated.

- Ensure correct documentation is accurately completed and stored correctly.
- Creation and maintenance of risk plans to follow for students who may have placement experience impacted on by outcome of PVG
- Liaise with colleagues regarding any potential disciplinary procedures arising

2.2.3 External Partner Working and Managing Known Risks

- Work with external agencies as necessary, i.e. third sector, social work teams, Police Scotland - including Offender Management Units and Multi Agency Public Protection Arrangements (MAPPA), liaise with/be part of Child Protection & Adult Protection Committees locally
- Make decisions on offer / acceptance / continuing enrolment of prospective or current students with a known risk - this can be a collective decision within a small local team or wider Safeguarding Group team if requested/required.
- Draft Risk Plans for prospective or current students with a known risk, where the student has accepted an offer / is continuing study.
- Meet all students with a risk plan in place to monitor the effectiveness of the conditions and discuss any issues, support student etc. (meet formally once per semester - more often if appropriate)
- Act and guide staff on students with a known risk (and a college risk plan) regarding any course or mandatory placements.

3 Reporting and Escalation

3.1 Overview

3.1.1 If a student who is a child or vulnerable adult makes a disclosure you **must** report it. If you have concerns about a student, you should report it using the Safeguarding Reporting Form. If staff have any doubts at all as to whether or not to report an issue, they should discuss it with the Safeguarding Lead.

3.1.2 In general, as a member of staff you should not:

- Make promises you cannot keep.
- Make the person repeat the story unnecessarily
- Delay
- Panic
- Investigate the matter

3.1.3 Should you have cause to report a concern or a disclosure, you should use the Safeguarding Reporting Form. It is important to fill the form out in as much detail as possible, but only fill out the relevant sections.

3.1.4 If you have a concern you wish to discuss with the Safeguarding Lead, you can do so face-to-face. A Safeguarding Reporting Form can be filled out after the discussion.

3.1.5 All staff members must fill out Section A of the form. Remember to maintain strict confidentiality and store the form and any information relating to it securely.

3.2 Recognising and reporting a concern for or about a student

3.2.1 If you have concerns for or about a student, you should complete Section B.

3.2.2 Through day-to-day contact with students, staff in are well placed to observe outward symptoms of abnormality or change in appearance, behaviour, learning

pattern or development. Such symptoms could be due to a wide variety of causes including mental ill-health, bereavement, changes in family circumstances, drug, alcohol or solvent misuse and relationship problems. Sometimes, however, they could be due to harm.

- Concerns regarding the protection of children or adults at risk may arise because:
 - A child or adult at risk discloses that they are being harmed.
 - There are suspicions or indicators that a child or adult at risk could be being harmed.
 - There are observable changes in the behaviour of a child or adult at risk that could relate to harm.
 - The behaviour of a member of staff towards a child or adult at risk causes concern or there is a suspicion that a staff member or volunteer is harming a child or adult at risk.
- **Possible** signs of harm include:
 - Bruises and injuries with which the explanation given seems inconsistent.
 - Possible indicators of neglect, such as inadequate clothing, poor growth, hunger, poor hygiene.
 - Possible indicators of emotional harm, such as excessive dependence; attention seeking; self-harming.
 - Possible indicators of sexual harm – physical signs such as bruises, scratches or bite marks; or behavioural signs such as precocity, withdrawal or inappropriate sexual behaviour.
- Other **possible** signs are:
 - Withdrawn behaviour.
 - Agitated or anxious behaviour.
 - A student being isolated by other students or isolating themselves from fellow students.
 - Nervousness when approached.
 - Inappropriate or improper dress.
 - Appearing unkempt or unwashed.
 - Being overly anxious to please.
 - Signs of discomfort or pain.
 - Frequent absences for admission to hospital.
 - Atypical incidence of absence from scheduled teaching events.
 - Uncharacteristic changes in the child or adult at risk's behaviour, attitude and commitment e.g. becoming quiet and withdrawn, or displaying sudden outbursts of temper.
 - Inappropriate sexual awareness or behaviour.
 - Fear of particular adults or students – especially those with whom a close relationship would normally be expected.
 - Children or adults at risk being reluctant to go home.

3.2.3 It is important to note there are often very powerful and persuasive reasons for a victim not to report harm:

- Emotional/psychological factors, and threats made by perpetrators.
- The perpetrator may be powerful, very significant and close to the individual such as a family member or carer.

- The experience of harm may show in changes in behaviour or in the person's appearance as described above.
- 3.2.4 Changes to behaviour which is atypical of the person is the key. Behaviour which is noted as a significant change in their usual presentation and functioning as an individual should be a cause for concern and further investigation.
- 3.2.5 You should also use this section if you have concerns about a student that could lead to them harming themselves or others.
- 3.2.6 When you have completed Section B, you should pass the form to the Safeguarding Lead. Where possible please send it electronically via email.
- 3.2.7 The police or other third parties may want to speak to you about the concern you have reported. This is normal and you should not be worried if the Safeguarding Lead lets you know someone wishes to talk to you.

3.3 Recognising and reporting a disclosure from a student

- 3.3.1 If a student has made a disclosure to you, you should complete Section C.
- 3.3.2 If a child or adult at risk tells you they are being harmed, as a member of staff you should:
- Be honest and transparent with the person making the disclosure in relation to your professional responsibilities. Make it clear that you will **have** to share information with appropriate others.
 - Allow the person to speak without interruption.
 - Listen to what the person says and show that you take them seriously.
 - Stay calm – do not rush into inappropriate action.
 - Reassure the person – confirm that you know it must be difficult to confide.
 - Ensure that you clearly understand what has been said so that you can refer the matter to the Safeguarding Lead.
 - Keep questions strictly to a minimum. If you must ask questions, use open ended questions i.e. those where more than a yes or no response is required. Make sure that you do not use leading questions or suggest words.
 - Record information in the relevant documentation.
 - Consult with the Safeguarding Lead ensuring that you communicate all the information accurately.
- 3.3.3 When you have completed Section C, you should pass the form to the Safeguarding Lead. Where possible please send it electronically via email.
- 3.3.4 The police or other third parties may want to speak to you about the disclosure you have reported. This is normal and you should not be worried if the Safeguarding Lead lets you know someone wishes to talk to you.

3.4 Recognising and reporting concerns about someone responsible for students

- 3.4.1 If you have concerns about someone responsible for students (e.g. a member of staff or volunteer), you should complete Section D.
- 3.4.2 The types of issue that may lead you to making a report could include:
- Hearing someone use inappropriate or suggestive language around students.
 - Seeing someone behaving towards students in a way that transgresses professional boundaries.

- Someone telling you something about someone responsible for students that makes you suspicious.

3.4.3 When you have completed Section D, you should pass the form to the Safeguarding Lead. Where possible please send it electronically via email.

3.4.4 If the report concerns a member of staff Human Resources will be involved at an appropriate point.

3.5 What happens next?

3.5.1 When you pass the form to the Safeguarding Lead they will complete Section E. They may contact you with follow-up questions related to the information on the Reporting Form.

3.5.2 The Safeguarding Lead will liaise with you about the issue as and when they can. Some issues may require confidential and extensive discussions with external organisations in order to protect the person who has been harmed.

4 Other Safeguarding and Duty of Care Areas

4.1 Adult students who disclose childhood abuse

4.4.1 Staff in any organisation who work in a supportive capacity with adults may experience disclosures. In an educational setting this would be from our adult students who, perhaps for the first time, feel able to talk about harm they suffered as children. This will be a significant step for the person making the disclosure. These incidents are unlikely to represent a current safeguarding concern, but similar principles apply:

- Allow the person to speak without interruption.
- Listen to what the person says and show that you take them seriously.
- Stay calm – do not rush into inappropriate action.
- Reassure the person – confirm that you know it must be difficult to confide.
- Ensure that you clearly understand what has been said
- Keep questions strictly to a minimum. If you must ask questions, use open ended questions i.e. those where more than a yes/no response is required. Make sure that you do not use leading questions or suggest words.

4.4.2 The adult may wish to make contact with police about the disclosure. Should this be the case, staff may provide support to the student to help them make contact with the police.

4.2 Adults who disclose ongoing abuse or harm

4.2.1 Staff may experience disclosures from adults who are experiencing ongoing abuse or harm. Staff should provide support to the student using the following principles:

- Allow the person to speak without interruption.
- Listen to what the person says and show that you take them seriously.
- Stay calm – do not rush into inappropriate action.
- Reassure the person – confirm that you know it must be difficult to confide.
- Ensure that you clearly understand what has been said
- Keep questions strictly to a minimum. If you must ask questions, use open ended questions i.e. those where more than a yes/no response is required. Make sure that you do not use leading questions or suggest words.

4.2.2 Staff should signpost to relevant external organisations and provide support to the student to access support if necessary. The student may wish to make contact with police about the disclosure. Should this be the case, staff may provide support to the student to help them make contact with the police.

4.2.3 If the disclosure is in relation to gender based violence, staff should refer to the Gender Based Violence Guidance and support the student accordingly.

4.3 Criminal convictions disclosures

Students are not normally required to disclose criminal convictions when making their application to the college or university. However, information may come to light about an individual's criminal convictions that could lead to a risk assessment being carried out by staff to ensure the safety of other students and staff. Dependent on the result of the risk assessment, an offer of place on the course may be rescinded if the risk cannot be managed.

4.4 School Students attending University/AP Name

4.4.1 If a school pupil discloses an issue that that has taken place within **University/AP Name**, the Safeguarding Lead will investigate the issue, keeping the school's Child Protection Officer up-to-date and informed.

4.4.2 If a school pupil discloses an issue that that has taken place outwith **University/AP Name**, the Safeguarding Lead will liaise with the school's Child Protection Officer in order to facilitate an investigation by the school. The Safeguarding Lead will have no further involvement unless their help is requested by the school's Child Protection Officer.

4.4.3 If a school pupil due to attend **University/AP Name** presents a risk to staff or students, the school should notify **University/AP Name** so if necessary a risk assessment can be carried out and a decision can be made regarding whether the student should be offered a place on the course.

4.4.4 Where teaching staff are required to record the attendance of school pupils who are attending classes, any absenteeism will be reported to the relevant school in order that they can take appropriate action in the interests of safeguarding.

4.5 Nurseries on University/AP Name Premises

Nurseries and childcare facilities on premises have local procedures that should be consulted and followed in liaison with nursery staff.

4.6 Prevent and CONTEST

4.6.1 The Prevent strategy is part of the wider counter-terrorism strategy known as CONTEST, it aims to safeguard people from becoming radicalised or supporting terrorism. Prevent addresses all forms of terrorism and includes the radicalisation of others and associated grooming behaviours.

4.6.2 An integral part of Prevent's success is involving people who already have the skill and support to allow them to recognise when someone may be becoming involved in or supporting terrorism, and can help make a decision not to carry on that path, before any crime is committed.

4.6.3 Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda.

4.6.4 Changes to look out for fall into three categories – Emotional, Verbal or Physical/Circumstantial.

Emotional changes:	Verbal Changes:	Physical/Circumstantial
<ul style="list-style-type: none">• Short tempered• Angry• New found arrogance• Withdrawn• Depressed• Crying	<ul style="list-style-type: none">• Fixated on a subject• Closed to new ideas/conversations• Change in language/use of words• Asking inappropriate questions• “Scripted” speech• Saying inappropriate things – a call to action	<ul style="list-style-type: none">• Extreme right wing tattoos• Use of internet• Change of routine• New circle of friends• Absent• Letting themselves go (in terms of appearance)

5 Related Documents

Gender Based Violence Guidance

Any local procedures

University of the Highlands and Islands: Safeguarding Reporting Form

Remember to maintain strict confidentiality and store this form securely.

Section A: Reporter's Name and Information

Your Name	
Your Position	
Office Location	
Phone Number	
Email Address	
What is your reason for completing this form? <i>Select one option below.</i>	
Concerns about a student	<input type="checkbox"/> <i>Now complete Section B</i>
Disclosure from a student	<input type="checkbox"/> <i>Now complete Section C</i>
Concerns about someone responsible for students	<input type="checkbox"/> <i>Now complete Section D</i>

Section B: Concerns for or about a student

Student's Name		
Student's Date of Birth		
Student's ID Number		
Student's Contact Number		
Name of School (if applicable)		
Is the student a child, a vulnerable adult or neither?	A child	<input type="checkbox"/>
	A vulnerable adult	<input type="checkbox"/>
	Neither	<input type="checkbox"/>
Your Concerns (Include as much relevant detail as possible including reasons for concern, name(s) of person(s) involved, dates and times, any discussion that has taken place.)		
Please now pass the form to the Safeguarding Lead		

Section C: Disclosure from a student

Student's Name		
Student's Date of Birth		
Student's ID Number		
Student's Contact Number		
Name of School (if applicable)		
Is the student a child, a vulnerable adult or neither?	A child	<input type="checkbox"/>
	A vulnerable adult	<input type="checkbox"/>
	Neither	<input type="checkbox"/>
Date and time of disclosure		
What did the student tell you? Record exactly what the student said in their own words and any questions you asked if the situation needed clarified. Continue on separate sheet if necessary.		
Provide any additional relevant information. Examples may include changes in the student's behaviour, any observations prior to the disclosure etc.		
Please now pass the form to the Safeguarding Lead		

Section D: Concerns about someone responsible for students

Person of Concern's Name	
Person of Concern's Position	
Your Concerns (Include as much relevant detail as possible including reasons for concern, name(s) of person(s) involved, dates and times, any discussion that has taken place.)	
Please now pass the form to the Safeguarding Lead	

Section E: Safeguarding Lead

Safeguarding Lead's Name		
Consultation Undertaken		
Decision Made	No further action	<input type="checkbox"/>
	Continued monitoring	<input type="checkbox"/>
	Formal referral	<input type="checkbox"/>
Rationale for Decision		
Formal Referral Details Include details of which agency has been informed, including name and contact number where possible.		
Formal Referral Date		
Senior Management Liaison Include details of which member of Senior Management has been made aware of the situation, any discussions that took place and the date the exchanges took place.		
Safeguarding Lead's Signature		
Date of Reporting Form Closure		



University of the
Highlands and Islands
Argyll College

Oilthigh na Gàidhealtachd
agus nan Eilean
Colaiste Earra-Ghàidheil

**Final Version Minutes of the Argyll College Management Board
Human Resources & Remuneration Committee
held at 2.15pm on Friday 18th September 2020
via Webex Teams**

Present: Maggie Tierney (MT) Acting Chair; Andrew Campbell (AMC); Martin Jones (MJ); Billie Smith (BS)
Apologies: Jennifer Swanson (JS)
In Attendance: Elaine Munro (EM); Ailsa Close (AEC); Vicky Daveney (VD)(Board Secretary)

No	Item	Action
20.3.1	Welcome & apologies for absence. The chair welcomed members to the meeting.	
20.3.2	Declaration of interest & to identify if any items deemed to be confidential. 20.2.5 is a confidential item. 20.2.8 is a confidential item.	
20.3.3	Minute of previous meeting The minutes to be signed by Chair as an accurate record of the meeting.	JS/VD
20.3.4	Matters arising <ul style="list-style-type: none"> Awayday/Induction MT asked whether the awayday is still taking place. MJ confirmed that it will take place but is unlikely to be face-to-face. MT asked whether any more thought had gone into adding a point about location into the redundancy policy. 5.4 Selection Criteria, location should be added as it may have implications, ie is it reasonable to be asked to move? MJ confirmed that it should be kept as an ongoing action. ACTION: MJ to revisit Redundancy Policy and requirement for location to be added.	MJ
20.3.5	Summary of Recruitment and HR in last quarter Confidential item	
20.3.6	Draft Union recognition agreement MJ reminded the committee that at the last board meeting a request had been received from a teaching union and the support side separately. The Head of HR at North Highland College, who has experience of working with national bargaining and unions, has been seconded for 1 day per week to draft a local EIS recognition agreement.	
20.3.7	Confidential item MJ confirmed that, as per the email sent to board members by AMC on 17 th September, AEC will be sending out letters to teaching staff about their current terms and conditions. This is a required part of the national bargaining process which the board agreed to in June.	
20.3.8	AOCB Confidential item	

20.3.9	Date of next meeting Awayday/Board Meeting – Friday 2 nd October, details TBC Committee Meetings – Friday 27 th November, Location TBC Board Meeting – Friday 11 th December, Location TBC	
	Signed by <div style="display: flex; justify-content: space-between;"> <div>.....</div> <div>Date</div> </div> Chair of Human Resources & Remuneration Committee	

Name of institution: Argyll College UHI
Institutional Efficiency - Collection of information about savings for 2018-19

Workstream codes: BPI - business process improvements; C - collaboration; S - shared service; E - estates; i - income; P - procurement (non-APUC); and O - other.

Workstream code	Name and description of project/activity and how benefits have been delivered (each project/activity should be a separate entry)		2018-19 £000	Brief description of calculations/comments
BPI	Centre Manager in Oban took on management of Tobermory centre when Tobermory manager retired rather than recruit new manager. Joined up approach, more links able to be made between the two communities as well as reduction in direct costs.	Cash First year of a recurring efficiency 20.0 One-off efficiency 0.0 Total cash efficiency 20.0 Time First year of a recurring efficiency 0.0 One-off efficiency 0.0 Total time efficiency 0.0		Annual cost savings of CM salary, with costs of on- site centre admin asst offset
E	Sale of building in Lochgilphead, which had been rented out. Was bringing in income of only £6500 per annum	Cash First year of a recurring efficiency 0.0 One-off efficiency 89.0 Total cash efficiency 89.0 Time First year of a recurring efficiency 0.0 One-off efficiency 0.0 Total time efficiency 0.0		Proceeds of sale
E	Use of further 5 fully electric vehicles provided through grant funding by Scottish Govt in 2018/19 which have done approximately 7500 miles each.	Cash First year of a recurring efficiency 13.0 One-off efficiency 0.0 Total cash efficiency 13.0 Time First year of a recurring efficiency 0.0 One-off efficiency 0.0 Total time efficiency 0.0		Cost per mile for EV is 10p per mile. Based on saving 45p per mile for 37500 miles less 10p per mile, this amounts to just over £13k
		Cash First year of a recurring efficiency 0.0 One-off efficiency 0.0 Total cash efficiency 0.0 Time First year of a recurring efficiency 0.0 One-off efficiency 0.0 Total time efficiency 0.0		
		Cash First year of a recurring efficiency 0.0 One-off efficiency 0.0 Total cash efficiency 0.0 Time First year of a recurring efficiency 0.0 One-off efficiency 0.0 Total time efficiency 0.0		
		Cash First year of a recurring efficiency 0.0 One-off efficiency 0.0 Total cash efficiency 0.0 Time First year of a recurring efficiency 0.0 One-off efficiency 0.0 Total time efficiency 0.0		
		Cash First year of a recurring efficiency 0.0 One-off efficiency 0.0 Total cash efficiency 0.0 Time First year of a recurring efficiency 0.0 One-off efficiency 0.0 Total time efficiency 0.0		
Total annual cash efficiencies			122.0	
Total annual time-releasing efficiencies			0.0	

Check Totals:

Cash		
First year of a recurring efficiency	33.0	
One-off efficiency	89.0	
Total cash efficiency	122.0	
Time		
First year of a recurring efficiency	0.0	
One-off efficiency	0.0	
Total time efficiency	0.0	

2	Institution's Responsible Officer	<i>Martin Jones</i>
3	Total cash efficiency achieved	£122k
4	Efficiency achieved as % of SFC total grant	3%
5	Summary of efficiency activity e.g. <ul style="list-style-type: none"> The main initiatives the institution has taken over the year to ensure a strategic approach to increased efficiency and productivity and the improvements achieved in these areas. The main information the institution uses to assess productivity, service, quality and performance and how the scope, usefulness or reliability has been improved during the year. Specific steps the institution has taken during the year to improve collaboration and joint working to deliver efficient and user-focused services and the improvements achieved. 	<p>Review of staffing when natural wastage occurs through retirement/resignations occur. Staffing efficiencies through shared centre management of smaller centres had been effective in previous years so this opportunity was taken when it arose in different centre.</p> <p>Grants sought where possible for vehicle and travel costs through Greenfleet funding for energy efficiency (electric vehicles leased) and more cars available for staff to use given the large distances travelled in Argyll between centres.</p> <p>Estates reviewed and leases on premises reviewed when they come up for renewal. Opportunity to sell building which was not used by the college taken when it arose as the income from renting the building was minimal, and future opportunities to sell the building thought to be unlikely given its location.</p> <p>Dialogue with partner colleges in UHI maintained at all times to identify any areas of collaboration.</p>
6	How have savings been applied?	<i>Mitigate budget pressures of increased costs in other areas.</i>
7	Breakdown of efficiency savings by procurement and shared services (Only where relevant – not all efficiencies will fall into these categories, so the figures here may not match the overall total).	<p>Procurement=</p> <p>Shared services=</p>
8	Evidence: what performance measures and/or quality indicators are used to ensure that efficiencies were achieved without any detriment to services?	<p><i>Tobermory centre still available for teaching purposes and adds to the local school curriculum.</i></p> <p><i>Building sold was not part of the teaching estate so will not affect performance or quality.</i></p> <p><i>Leased cars were grant funded.</i></p>

I confirm that the efficiencies delivered during the year 2018-19 are detailed in the above table and I am satisfied that the efficiencies identified fall within the definition given in the SFC Call for Information.

Signed:Martin Jones..... (Head of Institution)

Date:30/09/2020.....