

MEETING OF ARGYLL COLLEGE BOARD OF GOVERNORS

Friday, 7th June 2019 1pm to 4pm

Lunch available from 12.30 VC Code 54934

A G E N D A

To be held in Room OB16 at the Oban Centre

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

ITEM	SUBJECT	STATUS	
19.2.1	Welcome and apologies		
19.2.2	Declarations of Interest		
19.2.3	Minutes of previous meeting: 15 th March 2019	To approve	Attached
19.2.4	Matters arising (<i>not covered elsewhere in agenda</i>) i) Update on Helensburgh ii) NRPA update iii) Risk Register	To discuss To discuss To note	Oral report Oral report Oral report
19.2.5	Chair's Report: Overview of activity and key issues	To note	Oral report
	RESOURCES		
19.2.6	Draft Finance & General Purposes Committee minute of 24 May 2019	To approve	Attached
19.2.7	Management accounts for period to end of April 2019	To note	Attached
19.2.8	Draft Audit Committee minute of 24 May 2019	To approve	Attached
19.2.9	Property update	For discussion	Attached
19.2.10	Health And Safety (standing item) : H&S issues	For information	Oral Report

19.2.11	Draft budget	To approve	To follow
	STRATEGY AND PERFORMANCE		
19.2.12	Principal's Report for period ended 31 May 2019	For consideration	Tabled
19.2.13	Minutes of Learning, Teaching & Engagement committee held on 24 May 2019	To approve	Attached
19.2.14	How Good is Our College Evaluative Report and Enhancement Plan – action plan update	To note	Attached
19.2.15	SFC Student Satisfaction and Engagement Survey (SSES) 2018/19	To note	Attached
19.2.16	Early and further withdrawal for full time FE courses to date 2018/19	To note	Attached
19.2.17	Update on progress towards targets – 2018/19	To note	Attached
19.2.18	Academic Calendar 2019/20	To note	Attached
	PEOPLE		
19.2.19	Draft minutes of HR&R committee meeting of 24 May 2019	To note	Attached
19.2.20	Summary of Recruitment and HR in last quarter	To note	Attached
	BOARD GOVERNANCE AND DEVELOPMENT		
19.2.21	Board recruitment	To discuss	Attached
19.2.22	Board of Governors Code of Conduct	To discuss	Attached
19.2.23	Programme Board	To discuss	Oral report
19.2.24	Any other business <ul style="list-style-type: none"> i) Policy of discretions LGPS ii) Long Term Sickness Policy - amendments iii) Attendance Policy and Procedure - amendments iv) UHI Essential Skills Policy 	To note To note To note To note	Attached Attached Attached Attached

	Date of next meeting – 13th September 2019 at 1pm		
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Argyll College UHI

Board of Governors Code of Conduct

Policy Number:	Pol2
Revision Number:	2
Status	Final
Date of Approval:	23 March 2016
Responsibility for Policy:	Board Secretary
Responsibility for Review:	Board Secretary
Date of Last Review:	2014
Date of Last Revision:	September 2014
Date of Next Review:	April 2019
Date of Equality Impact Assessment	24 March 2017

ARGYLL COLLEGE UHI LTD

Board of Governors Code of Conduct

Introduction

- 1.1. The Scottish public has a high expectation of those who serve on the boards of their public services and the way in which they should conduct themselves in undertaking their duties. You, as a member of the Board of Governors of Argyll College UHI Ltd., must meet those expectations by ensuring that your conduct is above reproach.
- 1.2. As a member of the Board of Governors, it is your responsibility to make sure that you are familiar with, and that your actions comply with, the provisions of this Code of Conduct.

Guidance on the Code of Conduct

- 1.3. It is your personal responsibility to comply with the rules contained within the Code. You must review regularly, and at least annually, your personal circumstances with this in mind, particularly when your circumstances change. You must not at any time advocate any action contrary to this Code of Conduct.
- 1.4. This Code has been developed in line with the key principles listed in Section 5.2 and provides additional information on how the principles should be interpreted and applied in practice. No Code can provide for all circumstances and if you are uncertain about how the rules apply, you should seek advice from the Board Secretary. You may also choose to consult your own legal advisers and, on detailed financial and commercial matters, seek advice from other relevant professionals.

Enforcement

- 1.5 As an unincorporated body, Argyll College UHI is not bound by the model code of conduct and enforcement provisions for public bodies introduced through The Ethical Standards in Public Life etc. (Scotland) Act 2000, but does voluntarily align itself with its provisions, modified to Argyll College UHI circumstances where appropriate.
- 1.6 Alleged breaches of the Code will be examined as explained in Annex A. If it is found that there has been a breach of the Code, the sanctions which may be applied are also laid out in Annex A.

2. Key Principles of the Code

The general principles upon which this Code of Conduct are based are:

Public Service: you have a duty to act in the interests of the Board of Governors and in accordance with its core tasks.

Selflessness: have a duty to take decisions solely in terms of public interest. You must not act in order to gain financial or other material benefit for yourself, family or friends.

Integrity you must not place yourself under any financial, or other, obligation to any individual or organisation that might reasonably be thought to influence you in the performance of your duties as a member of the Board of Governors.

Objectivity you must make decisions solely on merit when carrying out public business.

Accountability and Stewardship you are accountable for your decisions and actions to the public. You have a duty to consider issues on their merits, taking account of the views of others and must ensure that the Board of Governors uses its resources prudently and in accordance with the law.

Openness you have a duty to be as open as possible about your decisions and actions, giving reasons for your decisions and restricting information only when the wider public interest clearly demands.

Honesty you have a duty to act honestly. You must declare any private interests relating to your public duties and take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership you have a duty to promote and support these principles by leadership and example, to maintain and strengthen the public's trust and confidence in the integrity of the Board of Governors and its members in conducting public business.

Respect you must respect fellow members of the Board of Governors and employees of the Board of Governors and the role they play, treating them with courtesy at all times. This applies equally to all you come into contact with and it is expected that you will act in ways that accord with the College's value statement and equal opportunities policies.

You should apply the principles of this Code to your dealings with fellow members of the Board of Governors and its employees.

3 General Conduct

3.1. Relationship with Employees of the Board of Governors

You will treat any staff employed by the Board of Governors with courtesy and respect. It is expected that employees will show you the same consideration in return.

3.2 Allowances and Remunerated Work

- 3.2.1. Board members may claim reasonable expenses for Board activity that they attend. These are approved by the Chair of the Board. Claims should be submitted within six months of the event unless there are reasonable grounds for non-submission in that time frame.
- 3.2.2 You should not accept any remunerated work at the College as a member of the Board of Governors.
- 3.2.3 If you are aware, or become aware, that the organisation for which you are employed or are a director tenders for any work at the College this will be dealt with under the College Financial Regulations. Your association with the College should be declared in any procurement process, you should not be part of any tender exercise and neither should you benefit directly from any work awarded as a result.

3.3. Gifts and Hospitality

3.3.1. You must never canvass or seek gifts or hospitality.

3.3.2. You are responsible for your decisions connected with the offer or acceptance of gifts or hospitality and for avoiding the risk of damage to public confidence in the Board of Governors. As a general guide, it is usually appropriate to refuse offers except:

- isolated gifts of a trivial character or inexpensive seasonal gifts such as a calendar or diary, or other simple items of office equipment of modest value;
- normal hospitality associated with your duties and which would reasonably be regarded as inappropriate to refuse; or
- gifts received on behalf of the Board of Governors.

3.3.3 You must not accept any offer by way of gift or hospitality, which a member of the public might reasonably think, could influence you in the performance of your duties as a member of the Board of Governors to show favour, or disadvantage, to any individual or organisation. You should also consider whether a member of the public might reasonably think that you could be influenced in the performance of your duties as a member of the Board of Governors by any gift received by your spouse or cohabitee or by any company in which you have a controlling interest, or by a partnership of which you are a partner. The term “gift” includes benefits such as relief from indebtedness, loan concessions, or provision of services at a cost below that generally charged to members of the public. You must not accept repeated hospitality from the same source.

3.3.4. You must record details of all gifts and hospitality received (or offered and rejected) with the Board Secretary. The Board of Governors must make available that record for public inspection.

3.3.5. You must not accept any offer of a gift or hospitality from any individual or organisation which stands to gain or benefit from a decision the Board of Governors may be involved in determining, or who is seeking to do business with the Board of Governors, and which a member of the public might reasonably think could influence you in the performance of your duties as a member of the Board of Governors.

3.4. Confidentiality Requirements

3.4.1. There may be times when you will be required to treat discussions, documents or other information relating to the work of the Board of Governors in a confidential manner. You will often receive information of a private nature which is not yet public, or which is not intended to be public. There are provisions in legislation on the categories of confidential and exempt information and you must always respect and comply with the requirement to keep such information private.

3.4.2. It is unacceptable to disclose any information to which you have privileged access, for example derived from confidential documents, either orally or in writing. In the case of other documents and information, you are requested to exercise your judgement as to what should or should not be made available to outside bodies or individuals. In any event, such information should never be used for the purpose of personal or financial gain, or used in such a way as to bring the Board of Governors into disrepute. It is expected that papers and reports shall not be divulged or disclosed to anyone outside of the Board or its secretariat prior to the meeting of the Board or any of its Committees.

3.5. Use of College Facilities

Members of the Board of Governors must not misuse facilities, equipment, stationery, telephony and services, or use them for party political or campaigning activities.

3.6 Appointment to Partner Organisations

3.6.1. You may be appointed, or nominated by your Board of Governors, as a member of another body or organisation. If so, you are bound by the rules of conduct of these organisations and should observe the rules of this Code in carrying out the duties of that body.

3.6.2. Members, who become directors of companies, as nominees of the Board of Governors will assume personal responsibilities under the Companies Act. It is possible that conflicts of interest can arise for such members between the company and the Board of Governors. It is your responsibility to take advice on your responsibilities to the Board of Governors and to the company. This will include questions of declarations of interest.

3.7. Attendance

3.7.1. It is expected that all Board Members will attend at least three Board meetings in any one academic year and participate in at least one sub-committee of the Board, attending a minimum of two meetings of each Committee of which they are member. Prolonged absences require the permission of the Board. The Chair of the Board will normally attend all Board meetings and a Chair of Committee all the meetings for that Committee, except in exceptional circumstances, in any one academic year.

3.8. Performance

3.8.1. Board members are expected to fulfil the responsibilities detailed in this Code of Conduct and to undertake duties that are consistent with the job description, person specifications and other relevant documentation.

3.8.2 Board members will be required to undertake an annual evaluation of their performance with the Chair of the Board and agree relevant development objectives. Any issues will initially be addressed by the Chair of the Board and where those issues are not adequately addressed will be considered under the "De-selection Policy".

3.9 Statement against Bribery

3.9.1. Members of the Board of Governors are committed to the prevention of bribery and all forms of corruption. The Board of Governors operates a zero tolerance approach to bribery committed by any person working at Argyll College UHI, and any person who provides services for or on behalf of Argyll College UHI. Any allegation of bribery by a member of the Board of Governors or employee will be investigated in accordance with relevant processes and procedures and may be reported to the authorities as appropriate.

3.9.2. The Board of Governors has a justified reputation for acting with integrity transparency and honesty. The Board of Governors are committed to the prevention of bribery because we recognise the importance of maintaining the college reputation and the confidence of our students, the public and other partner organisations.

3.9.3. The Board of Governors will not work with other organisations who it considers does not share the Board of Governors commitment to preventing bribery and corruption.

4 Registration of Interests

- 4.1. The following paragraphs of this Code set out the kinds of interests, financial and otherwise that you must register. These are called “Registerable Interests”. You must at all times ensure that these interests are registered, when you are appointed and whenever your circumstances change in such a way as to require change or an addition to your entry in the Board of Governors’ register.
- 4.2. Annually, there will be a reminder to all Board members to consider their current “Registerable Interests” and if circumstances have changed such that the register requires updating.
- 4.3. This Code sets out the categories of interests which you must register. Annex B contains key definitions to help you decide what is required when registering your interests under any particular category. These categories are listed below with explanatory notes designed to help you decide what is required when registering your interests under any particular category.
- 4.4 The test to apply when considering appropriateness of registration in any of the six categories described in the following paragraphs is to ask whether a member of the public acting reasonably might consider any interest could potentially affect your responsibilities to the Board of Governors and to the public, or could influence you actions, speeches or decision-making.

4.5 Category One: Remuneration

- i. You have a registerable interest where you receive remuneration by virtue of being:
 - employed;
 - self-employed;
 - the holder of an office;
 - a director of an undertaking;
 - a partner in a firm; or
 - undertaking a trade, profession or vocation or any other work.

In relation to i. above, the amount of remuneration does not require to be registered.
- iii. If you receive any allowances in relation to membership of any organisation, the fact that you receive such an allowance must be registered.
- iv. When registering employment, you must give the name of the employer, the nature of its business, and the nature of the post held in the organisation.
- vi. When registering self-employment, you must provide the name and details of the nature of the business. When registering an interest in a partnership, you must give the name of the partnership and the nature of its business.
- vii. Where you undertake a trade, profession or vocation, or any other work, you must specify the nature of the work and its regularity. For example, if you write for a newspaper, you must give the name of the publication and the frequency of articles for which you are paid.
- viii. When registering a directorship, you must provide the registered name of the undertaking in which the directorship is held and the nature of its business.

4.6 Category Two: Related Undertakings

- i. You must register any directorships held which are themselves not remunerated but where the company (or other undertaking) in question is a subsidiary of, or a parent of, a company (or other undertaking) in which you hold a remunerated directorship.
- ii. You must register the name of the subsidiary or parent company or other undertaking and the nature of its business, and its relationship to the company or other undertaking in which you are a director and from which you receive remuneration.
- iii. The situations to which the above paragraphs apply are as follows:
 - you are a director of a board of an undertaking and received remuneration - declared under category one; and
 - you are a director of a parent or subsidiary undertaking but do not receive remuneration in that capacity.

4.7 Category Three: Contracts

- i. You have a registerable interest where you (or a firm in which you are a partner), or an undertaking in which you are a director or in which you have shares where the nominal value of these shares is (a) greater than 1% of the issued share capital of the undertaking, or (b) greater than £25,000 have made a contract with the College:
☐ under which goods or services are to be provided, or works are to be executed; and ☐ that has not been fully discharged.
- ii. You must register a description of the contract, including its duration, but excluding the value or consideration of the contract.

4.8 Category Four: Houses, Land and Buildings

You have a registerable interest where you own or have any other right or interest in houses, land and buildings, which may be significant to, of relevance to, or bear upon, the work and operation of the Board of Governors.

4.9 Category Five: Shares and Securities

You have a registerable interest where you have an interest in shares which constitutes a holding in a company or organisation which may be significant to, of relevance to, or bear upon, the work and operation of the Board of Governors. You are not required to register the value of such interests.

4.10 Category Six: Non-financial Interests

You have a registerable interest if you have non-financial interests which may be significant to, of relevance to, or bear upon, the work and operation of the Board of Governors. It is important that relevant interests such as membership or holding office in other public bodies, clubs, societies and organisations such as trades unions and voluntary organisations, are registered and described.

5. Declaration of Interests Introduction

- 5.1. The key principles of the Code, especially those in relation to integrity, honesty and openness, are given further practical effect by the requirement for you to declare certain interests *in the proceedings* of the Board of Governors. Together with the rules on registration of interests, this ensures transparency of your interests which might influence, or be thought to influence your actions.
- 5.2. Colleges inevitably have dealings with a wide variety of organisations and individuals and this Code indicates the circumstances in which a business or personal interest must be declared. Public confidence in the Board of Governors and its members depends on it being clearly understood that decisions are taken in the public interest and not for any other reason.
- 5.3. In considering whether to make a declaration in any proceedings, you must consider not only whether you will be influenced but whether anybody else would think that you might be influenced by the interest. You must keep in mind that the test is whether a member of the public, acting reasonably, might think that a particular interest could influence you.
- 5.4. If you feel that, in the context of the matter being considered, your involvement is neither capable of being viewed as more significant than that of an ordinary member of the public, nor likely to be perceived by the public as wrong, you may continue to attend the meeting and participate in both discussion and voting. The relevant interest must however be declared. It is your responsibility to judge whether an interest is sufficiently relevant to particular proceedings to require a declaration and you are advised to err on the side of caution. You may also seek advice from the Standards Commission for Scotland.

5.5 Interests Which Require Declaration

Interests which require to be declared may be financial or non-financial. They may or may not be interests which are registerable under Section 4 of this Code. Most of the interests to be declared will be your personal interests but, on occasion, you will have to consider whether the interests of other persons require you to make a declaration.

5.5.1 Financial Interests

Any financial interest which is registerable must be declared.

5.5.2 Shares and Securities

- i. You may have to declare interests in shares and securities, over and above those registerable under category five of this Code. You may, for example, in the course of employment or self-employment, be engaged in providing professional advice to a person whose interests are a component of the matter to be dealt with by the Board of Governors.
- ii. You have a declarable interest where an interest becomes of direct relevance to a matter before the Board of Governors and you have shares comprised in the share capital of a company or other body and the nominal value of the shares is:

- (i) greater than 1% of the issued share capital of the company or other body; or □
- (ii) greater than £25,000.

You are required to declare the name of the company only, not the size or nature of the holding.

5.5.3 Houses, Land and Buildings

Any interest in houses, land and buildings which is registerable under category four of this Code must be declared, as well as any similar interests which arise as a result of specific discussions or operations of the Board of Governors.

5.5.4 Non-Financial Interests

- i. If you have a registered non-financial interest under category six of this Code you have recognised that it is significant. There is therefore a very strong presumption that this interest will be declared where there is any link between a matter which requires your attention as a member of the Board of Governors and the registered interest. Nonfinancial interests include membership or holding office in other public bodies, clubs, societies, trade unions and organisations including voluntary organisations. They become declarable if and when members of the public might reasonably think they could influence your actions, speeches or votes in the decisions of the Board of Governors.
- ii. You may serve on other bodies as a result of express nomination or appointment by the Board of Governors or otherwise by virtue of being a member of the Board of Governors. You must always remember that public interest points towards transparency particularly where there is a possible divergence of interest between different public authorities.
- iii. You will also have other private and personal interests and may serve, or be associated with, bodies, societies and organisations as a result of your private and personal interests and not because of your role as a member of the Board of Governors. In the context of any particular matter you will have to decide whether to declare a non-financial interest. You should declare an interest unless you believe that, in the particular circumstances, the interest is irrelevant or without significance. In reaching a view you should consider whether the interest (whether taking the form of association or the holding of office) would be seen by a member of the public acting reasonably in a different light because it is in the interest of a person who is a member as opposed to the interest of an ordinary member of the public.

5.5.5 Interests of Other Persons

- i. The Code requires only your interests to be registered. You may, however, have to consider whether you should declare an interest in regard to the financial interests of your spouse or cohabitee which are known to you. You may have to give similar consideration to any known non-financial interest of a spouse or cohabitee. You have to ask yourself whether a member of the public acting reasonably would regard these interests as effectively the same as your interest in the sense of a potential effect on your responsibilities as a member of the Board of Governors.

- ii. The interests known to you, both financial and non-financial, of relatives and close friends may have to be declared. This Code does not attempt the task of defining 'relative' or 'friend'. The key principle is the need for transparency in regard to any interest which might (regardless of the precise description of relationship) be objectively regarded by a member of the public, acting reasonably, as potentially affecting your responsibilities as a member of the Board of Governors.

5.6 Making a Declaration

5.6.1 You must consider at the earliest stage possible whether you have an interest to declare in relation to any matter which is to be considered. You should consider whether agendas for meetings raise any issue of declaration of interest. Your declaration of interest must be made as soon as practicable at a meeting where that interest arises. If you do identify the need for a declaration of interest only when a particular matter is being discussed you must declare the interest as soon as you realise it is necessary.

5.6.2. The oral statement of declaration of interest should identify the item or items of business to which it relates. The statement should begin with the words 'I declare an interest'.

The statement must be sufficiently informative to enable those at the meeting to understand the nature of your interest but need not give a detailed description of the interest.

Effect of Declaration

5.6.3. Declaring a financial interest has the effect of prohibiting any participation in discussion and voting. A declaration of a non-financial interest involves a further exercise of judgement on your part. You must consider the relationship between the interests which have been declared and the particular matter to be considered and relevant individual circumstances surrounding the particular matter.

5.6.4 In the final analysis the conclusive test is whether, in the particular circumstances of the item of business, and knowing all the relevant facts, a member of the public acting reasonably would consider that you might be influenced by the interest in your role as a member of the Board of Governors and that it would therefore be wrong to take part in any discussion or decision making. If you, in conscience, believe that your continued presence would not fall foul of this objective test, then declaring an interest will not preclude your involvement in discussion or voting. If you are not confident about the application of this objective yardstick, you must play no part in discussion and must leave the meeting room until discussion of the particular item is concluded.

5.7 Lobbying And Access to Members of Board of Governors Introduction

5.7.1. In order for the Board of Governors to fulfil its commitment to being open and accessible, it needs to encourage participation by organisations and individuals in the decision-making process. Clearly however, the desire to involve the public and other interests groups in the decision-making process must take account of the need to ensure transparency and probity in the way in which the Board of Governors conducts its business.

5.7.2. You will need to be able to consider evidence and arguments advanced by a wide range of organisations and individuals in order to perform your duties effectively. Some of these organisations and individuals will make their views known directly to you rather than to the Board of Governors as a whole. The rules in this Code set out how you should conduct yourself in your contacts with those who would seek to influence you. They are designed to encourage proper interaction between members of Boards of Governors, those they represent and interest groups.

Rules and Guidance

5.7.3. You must not, in relation to contact with any person or organisation who lobbies, do anything which contravenes this Code of Conduct or any other relevant rule of the Board of Governors or any statutory provision.

5.7.4. You must not, in relation to contact with any person or organisation who lobbies, act in any way which could bring discredit upon the Board of Governors.

5.7.5. The public must be assured that no person or organisation will gain better access to, or treatment by, you as a result of employing a company or individual to lobby on a fee basis on their behalf. You must not, therefore offer or accord any preferential access or treatment to those lobbying on a fee basis on behalf of clients compared with that which you accord any other person or organisation who lobbies or approaches you. Nor should those lobbying on a fee basis on behalf of clients be given to understand that preferential access or treatment, compared to that accorded to any other person or organisation, might be forthcoming from another member of the Board of Governors.

5.7.6. Before taking any action as a result of being lobbied, you should seek to satisfy yourself about the identity of the person or organisation who is lobbying and the motive for lobbying. You may choose to act in response to a person or organisation lobbying on a fee basis on behalf of clients but it is important that you know the basis on which you are being lobbied in order to ensure that any action taken in connection with the lobbyist complies with the standards set out in this Code.

5.7.7. You should not accept any paid work:

- (a) Which would involve you lobbying on behalf of any person or organisation or any clients of a person or organisation.
- (b) To provide services as a strategist, adviser or consultant, for example, advising on how to influence the Board of Governors and its members. This does not prohibit you from being remunerated for activity which may arise because of, or relate to, membership of the Board of Governors, such as journalism or broadcasting, or involvement in representative or presentational work, such as participation in delegations, conferences or other events.

5.7.8. If you have concerns about the approach or methods used by any person or organisation in their contacts with you, you must seek the guidance of the Board of Governors.

**ANNEX A: SANCTIONS AVAILABLE TO THE BOARD OF ARGYLL COLLEGE UHI
FOR BREACH OF THE CODE**

Sanctions

- (a) Censure – the Board may reprimand the member but otherwise take no action against them;
- (b) Disqualification – removing the member from membership of the Board of Argyll College UHI and membership of any committees pertaining to the Board for a period of no more than five years.

Process

- (a) On being made aware of any breach of the Code, the Chair of the Board will convene a meeting of the Nominations Committee. If the member against whom the allegations are made is a member of the Nominations Committee, then he or she will temporarily relinquish membership of that Committee. If the allegations are against the Chair of the Board, a Vice Chair will convene the meeting.
- (b) The College Secretary will gather all available evidence.
- (c) At the Nominations Committee meeting, the evidence will be presented and the director against whom the allegations are made will be invited to defend him or herself.
- (d) The Nominations Committee will recommend a course of action to the full Board of Governors, consisting of either (1) no further action (2) reprimand or (3) disqualification for a period of five years.

ANNEX B: DEFINITIONS

- “Remuneration” includes any salary, wage, share of profits, fee, expenses, other monetary benefit or benefit in kind. This would include, for example, the provision of a company car or travelling expenses by an employer.
- “Undertaking” means: a body corporate or partnership; or an unincorporated association carrying on a trade or business, with or without a view to a profit. □
“Related Undertaking” is a parent or subsidiary company of a principal undertaking of which you are also a director. You will receive remuneration for the principal undertaking though you will not receive remuneration as director of the related undertaking.
- “Parent Undertaking” is an undertaking in relation to another undertaking, a subsidiary undertaking, if a) it holds a majority of the voting rights in the undertaking; or b) it is a member of the undertaking and has the right to appoint or remove a majority of its board of directors; or c) it has the right to exercise a dominant influence over the undertaking (i) by virtue of provisions contained in the undertaking’s memorandum or articles or (ii) by virtue of a control contract; or (d) it is a councillor of the undertaking and controls alone, pursuant to an agreement with other shareholders or councillors, a majority of the voting rights in the undertaking.
- “Group of companies” has the same meaning as “group” in section 474(1) of the Companies Act 2006. A “group”, within section 474(1) of the Companies Act 2006, means a parent undertaking and its subsidiary undertakings.
- “A person” means a single individual or legal person and includes a group of companies.
- “Any person” includes individuals, incorporated and unincorporated bodies, trade unions, charities and voluntary organisations.
- “Spouse” does not include a former spouse or a spouse who is living separately and apart from you.
- “Cohabitee” includes a person, whether of the opposite sex or not, who is living with you in a relationship similar to that of a husband or wife.

FINAL
VERSION

**Minutes of the
Finance & General Purpose committee
held at 2.30pm on Friday 24th May 2019
at the Lorne Street, Lochgilphead campus**

Present: John Colston (JC), Chair, Martin Jones (MJ), Andrew Campbell (AC), Scott Matheson (SM) by VC.
Apologies: Jim Findlay (JF), Ailsa Close (AEC)
In Attendance: Elaine Munro (EM), Vicky Daveney (VD) (Board Secretary)

No	Item	Action
19.2.1	Welcome – JC welcomed all committee members to the meeting.	
19.2.2	Apologies & declarations of interest. Apologies were received from JF and AEC. No declarations of interest.	
19.2.3	Minutes of previous meetings. Minute of F&GP meeting on 1 st March 2019 was approved and signed by the chair as an accurate record of the meeting.	
19.2.4	<p>Matters arising.</p> <p>(a) Properties update (previously circulated) Oban – MJ wishes to move all staff back to college building from WHHA to concentrate activity and build profile. There would be cost saving benefits too. This would necessitate a temporary building in the short-term (5 years approx.) with a view to extending the main building. Lesley McInnes, as CEO of WHHA, has indicated to MJ that she understands the idea and has raised no objections. MJ stated that he may need to come to the committee for agreement outwith the normal committee cycle. ACTION: MJ to collate information and submit to the committee ‘electronically’ if necessary.</p> <p>Dunoon – MJ concerned that library building does not solve current problem and informed A&BC that it was on hold. Council have had to go to market with it but it may not have sold. It does not provide sufficient additional space, the design does not suit subdivision as the windows are very high and there is limited scope for extension due to surrounding flood plain. There may be other options coupled with the Rural Growth Deal or other funding streams. Temporary measure includes potentially using capacity in other buildings, eg Queens Hall. The committee were in agreement.</p> <p>(b) Update on funding for Helensburgh MJ and AEC met with A&BC and had a positive discussion. The council officer was supportive and open to recommending a continuation of the peppercorn lease before a commercial lease is introduced. This will be taken to Committee</p>	MJ

	<p>for a decision to be made. There is however a clear expectation that the lease will eventually move to a commercial basis. To date the anticipated spend on the fabric of the building has been less than expected.</p> <p>ACTION: JC to send letter to Fiona Larg or Clive Mulholland, CC Gary Campbell. Draft to be prepared.</p> <p>(c) Update on sale of Riverside premises</p> <p>It was confirmed that the sale of the Riverside premises in Lochgilphead have not yet gone ahead.</p>	MJ/AEC
19.2.5	<p>Management Accounts to 30th April 2019 (previously circulated)</p> <p>JC stated Actuals after 9 months are healthy. Forecast deficit of £30k is assuming that money for Helensburgh is forthcoming, income could fall further. AEC and MJ are involved in ongoing conversations to clarify this.</p> <p>ACTION: AEC to update situation at the board meeting on 7th June.</p> <p>The accounts were noted. The committee agreed the management accounts to be presented to the next board meeting.</p> <p>It was noted that the cash balance was healthy and suggested part of it should be placed in longer term deposits.</p> <p>ACTION: AEC to report to committee, out of committee, on progress in reviewing this.</p> <p>Thanks were expressed to Rebecca Stewart in recognition of her work in keeping learning resource costs under control.</p>	<p>AEC</p> <p>AEC</p>
19.2.6	<p>Draft Budget for Year to 31st July 2020 (previously circulated)</p> <p>JC suggested that the proposed budget is not showing significant surplus or deficit, he would be happier with a modest surplus. MJ said that this may be achieved by increasing efficiencies in teaching. The committee were ideally looking for a surplus of 1% or 2% to be achieved. EM stated that the cost of teaching staff pensions has increased dramatically which can't be mitigated against. SM questioned the increase in non-teaching staff salaries. EM stated that this is due to the NRPA job evaluation process that colleges signed up to NRPA are currently involved in – AEC has added to budget in the event that Argyll College signs up during the next academic year. AC hoped SFC would help with these costs.</p> <p>ACTION: MJ and AEC to decide on whether nursery remains in budget.</p> <p>SM asked if there will be FE income. MJ confirmed that target has been exceeded, there may be scope for increased activity.</p> <p>JC asked about National Bargaining and what the unions are currently proposing. MJ confirmed they are looking for a cost of living increase over and above what has already been received, which was to achieve parity. This is still in dispute and there has been recent strike action.</p> <p>JC noticed that the lines for sick pay for support and teaching staff are significantly reduced and asked if this is more in line with what would be expected.</p> <p>ACTION: AEC to answer on her return.</p> <p>JC commented on the recruitment budget being £3.5-£5k being modest and given the need to recruit new board members is it sufficient?</p>	<p>MJ/AEC</p> <p>AEC</p>

	ACTION: AEC to provide response.	AEC
19.2.7	AOCB a) Policy of Discretions LGPS (circulated previously) This is a statutory requirement which has been made a policy rather than a statement. The committee have asked for an explanatory opening paragraph as to the changes. ACTION: Explanatory paragraph to be written by AEC.	AEC
19.2.8	Date of next meeting – Friday 30 th August 2019 at Lorne Street, Lochgilphead	
	Signed by Chair of Finance & General Purpose Committee	Date

Management accounts to 30 Apr 2019

The accounts are showing a surplus of £533k for the 9 month period to the end of April. This is reflected in our bank balances, which are higher by £418k than at the end of last year. This is partly due to income being received in advance for credits and National Bargaining, but also due to costs being proportionately lower than budgeted for at this point in the year.

In terms of income, there are 3 areas where the final figure remains doubtful. Owing to our assigned status, we no longer get Credit funding through NHC, and the amounts we have been receiving from UHI vary from the figures supplied to us by NHC at the start of the year. Clarification is being sought from UHI on these numbers, but it appears that there is an amount of £184,680 which was included in NHC's figures but may not be due to us. The reforecast shows the Credit figure with this amount removed.

National Bargaining sums to be provided to the College are ever changing, so from a starting point where we appeared to be getting £991k, even a reduced forecast of £735k may not be forthcoming. Discussions on this remain ongoing.

And finally, Helensburgh, where funding approved by UHI from the Strategic Investment Fund has still not been received. It appears to remain the UHI position that none will be paid until we have secured a 5 year lease on the Kirkmichael building, a term we have indicated to UHI is not what we feel is required at present. The forecast for the year includes £118k from this source.

In terms of costs, the sub-contractor costs have far exceeded those budgeted. This is predominantly due to the secondment costs of the Nursery Manager (roughly £5k per month) and the DYW Project Manager (roughly £3k per month), but also due to a number of tutors mainly for our maritime activities who work on a sub-contract basis.

It is worth noting however that our learning resource costs are significantly lower than budgeted for, and this appears to be due to the hard work and dedication to saving money shown by our Procurement Officer.

Marketing costs to date are significantly lower than budget, but filming for a new film is underway, and the new Prospectus is in progress, so there will be increased expenditure on marketing in the last quarter of the year.

Lastly, the sale of the Riverside building in Lochgilphead drags on. Apparently there are now problems with the purchase of the adjoining nursery which formed part of the overall business plan for MacPool and on which the grant funding is dependent. The reforecast shows this sale going through in this financial year, but there would now appear to be no guarantee of that occurring.

Overall, the reforecast shows a deficit of £32k, which is a worse position than budgeted, but the changes to income, particularly NB funding, are the reasons for this.

Ailsa E Close

Argyll College UHI Ltd

	Actual 30/04/2019	Budget 2018/19	Expected Outturn 2018/19	
INCOME				
SFEFC SUMs Income	2,086,171	2,582,378	2,587,070	Per NHC due £2772k, but may be overstated by £185k, UHI to confirm
SFEFC SUM's Income - ESOL	3,000	15,000	15,000	Still to be confirmed by UHI
UHI Income - RAM	398,717	633,235	553,774	Per UHI Mid Year figures less fee adjustment
UHI Income - PGDE	48,151	56,435	66,877	Per UHI
UHI Income - Other	108,774	102,700	246,550	Flatrate £20k, SSC£109k, Helensburgh £118k (Still £0 recd re H'burgh)
SAAS Income	270,850	309,000	270,850	Will be lower than budget because of lower HE numbers
ILA Income	10,426	11,000	10,426	
DYW income/other govt	137,957	136,140	169,000	DYW income for year £140k and Foundation Apprenticeship income £29k
Bursary Income/Student support	33,420	45,000	70,000	Per Student support management
Other PPE reimbursement/CITB/Fdn Apprenticeships	10,000	50,000	10,000	CITB/FA accounted for under DYW/other govt
Maintenance/Capital Grant income	229,898	253,000	149,000	£193k (less £120k capitalised) backlog maintenance, £76k for usual maintenance
ESF	0	0	0	Will not be receiving ESF despite achieving targets as Region has not.
Bank Interest Received	122	1,000	3,000	
FE Student Fees	104,013	100,000	105,000	
HE Student Fees - Taught	18,788	20,000	20,000	
Commercial Training Activity	33,211	30,000	35,000	
Commercial Training Activity - CSCS Income	5,869	8,000	8,000	
Nursery Income - Fees	143,660	220,000	180,000	
Property Lease Income	2,875	0	5,750	Leased building delay in sale
Room/Facility Hire - With Own Insurance	1,030	7,000	1,500	
Room/Facility Hire - Without Own Insurance	450	100	500	
Vending Machine Income	2,041	7,000	2,500	
Hairdressing Income - General	8,386	9,100	9,100	
Hairdressing Income - Retail	0	500	0	
Hairdressing Income - Other	0	0	0	
Catering Income	11,437	10,500	11,500	
Feed-In Tariff	6,241	4,000	6,241	
Other income	2,959	0	42,959	Greenfleet grant funding £40k
National Bargaining Grant funding	536,861	991,000	735,269	This figure remains a moving target. Could be considerably less than £735k
Income from Staff	604	300	700	
Graduation Income	550	400	550	
Branded clothing income	600	500	700	
	4,217,062	5,602,788	5,316,816	
LESS: EXPENDITURE				
MicroRam	0	137,711	132,051	As per Micro Ram figures Apr 2019 from UHI
Staffing Costs - Salaries	972,830	1,424,969	1,272,830	2-3% NB increase, lower than budgeted
Staffing Costs - Employer's NI	85,690	128,247	111,958	
Staffing Costs - Employer's Pension	127,868	307,793	179,021	
Staffing Costs - Maternity Pay	0	1,000	1,000	
Staffing Costs - Sick Pay	66,432	10,000	70,000	Principal, Nursery mgr, Centre admin
Staffing Costs - Travel and Subsistence	9,498	20,000	15,000	
Staffing Costs - Training	1,557	6,000	6,000	
Staffing Costs - Disclosure	763	1,000	1,000	
Staffing Costs - Recruitment	2,938	5,000	3,500	
Staffing Costs - Other	0	15,263	15,263	Apprenticeship Levy in 2018/19
Teaching Staff Costs - Salaries	1,174,315	1,627,684	1,623,723	
Teaching Staff Costs - Employer's NI	91,361	135,781	129,068	
Teaching Staff Costs - Employer's Pension	133,372	292,553	192,454	Teachers pension increases by addnl 5% from 1 Apr 2019
Teaching Staff Costs - Maternity Pay	0	1,000	1,000	
Teaching Staff Costs - Sick Pay	26,186	10,000	30,000	Various tutors, 1 on long term sickness absence
Teaching Staff Costs - Travel and Subsistence	11,785	12,000	15,000	
Teaching Staff Costs - Training Other	7,299	12,000	12,000	
Teaching Staff Costs - Disclosure	1,032	1,300	1,300	
Teaching Staff Costs - Recruitment	0	3,000	3,000	
Teaching Staff Costs - Other	2,072	5,000	7,000	Joint marketing with WHC
Payments to Subcontractors	101,327	50,000	136,327	Additional costs for Nursery secondment and DYW contractor
Learning Resources/Mats	33,210	80,000	50,000	Major savings through employment of Procurement Officer
Student PPE/Kit	14,757	15,000	20,000	
Payments to Awarding Bodies - SQA	54,953	54,000	55,000	
Payments to Awarding Bodies - CITB	2,677	5,000	5,000	
Payments to Awarding Bodies - BCS	8,016	2,000	8,000	
Payments to Awarding Bodies - Activ Training	1,033	3,500	3,000	
Marketing and Promotion	19,850	50,000	50,000	
Health and Safety Costs	19,571	25,000	25,000	
Non Chargeable Catering Costs	2,075	5,000	5,000	
Property Costs - General maintenance	79,954	253,000	135,000	£120k capitalised
Property Costs - Lease Costs	52,391	72,000	72,000	
Property Costs - Venue Costs	4,675	10,000	10,000	
Property Costs - Rates and Water Charges	5,013	17,000	17,000	

Property Costs - Utilities	74,341	80,000	80,000	£9k for Helensburgh
Property Costs - Cleaning	21,572	26,000	30,000	Helensburgh and Oban costing over £1k per month
Property Costs - Other Property Costs	1,955	4,000	4,000	
Insurance	26,669	31,000	27,000	
ICT Maintenance and Support	111,580	117,000	176,000	SSC £130260
Equipment repairs	11	5,000	5,000	
Equipment Lease Costs	30,420	40,000	40,000	Printers mostly
Company Vehicle Costs - Fuel	3,678	8,000	5,000	New Evs, now only have 2 diesel and 1 hybrid car
Company Vehicle Costs - Repairs and Maintenance	2,614	3,000	3,500	No of repairs to leased vehicles - eg broken windscreens/
Company Vehicle Costs - Road Tax	60	300	300	
Company Vehicle Costs - Other	17,694	40,000	40,000	EV lease costs
Supplies and Copying	7,285	21,650	10,000	
Postage	4,993	12,000	7,000	
Telecoms	15,802	22,000	22,000	New mobile phones, may mean reforecast costs are lower by end of year
Other expenses	1,715	4,000	4,000	
Donations	414	0	500	
Subscriptions	20,132	27,000	27,000	HISA, other licences
Professional Fees - Audit and Accountancy	11,019	13,000	13,000	
Professional Fees - Legal	5,720	12,000	12,000	
Professional Fees - Other	4,995	5,000	5,000	
Payments To/On Behalf of Students - Travel & Subsistence	15,595	5,000	20,000	
Payments To/On Behalf of Students - Hardship	2,289	10,000	10,000	
Payments To/On Behalf of Students - Sanitary products	1,001	5,500	3,000	Grant of £11k recd, told there will be no clawback
Payments To/On Behalf of Students - Graduation	4,111	5,000	5,000	
Payments To/On Behalf of Students - Other	432	3,500	3,500	
Governance Costs - Travel & Subsistence	1,170	1,500	1,500	
Governance Costs - Other	248	100	500	
Bank Charges	365	250	550	
Loan Interest - BoS Fixed Rate	1,500	2,000	2,000	
Bad debts	0	1,500	1,500	
Vending Machine Costs	3,844	12,000	5,000	
Hairdressing Supplies - General	9,312	8,500	10,000	
Hairdressing Supplies - Retail	0	600	0	
Hairdressing Costs - Other	124	400	400	
Food Purchases	17,756	20,000	20,000	
	3,534,916	5,345,602	5,007,745	
Operating surplus	682,146	257,186	309,071	
Non Capital Fixed Assets	7,058	40,000	15,000	
Loss on sale of asset (building)	0		136,442	Riverside Building in Lochgilphead
Depreciation	141,820	185,000	190,000	
Net surplus/(deficit) for the year	533,268	32,186	(32,371)	

Argyll College UHI Ltd
Statement of Financial Activities
For the period ended 30 Apr 2019
(including an Income & Expenditure Account)

	Notes	Unrestricted funds £	Restricted funds £	Total funds £	2018 £
Incoming resources					
Incoming resources from voluntary funds					
Voluntary income		3,313,225	0	3,313,225	3,128,642
Activities for generating funds		158,442	0	158,442	23,546
Investment income		122	0	122	1,308
Incoming resources from charitable activities		744,123	0	744,123	980,445
Other incoming resources		1,150	0	1,150	295
Total incoming resources		4,217,062	0	4,217,062	4,134,235
Resources expended					
Costs of Generating Funds					
Costs of generating voluntary income		3,844	0	3,844	3,592
Fundraising trading; costs of goods sold and other costs		0	0	0	0
Investment management costs		0	0	0	0
Charitable activities		3,600,000	38,306	3,638,305	4,435,780
Governance costs		41,644	0	41,644	32,517
Other resources expended		0	0	0	0
Total resources expended		3,645,488	38,306	3,683,794	4,471,889
Net incoming /(outgoing) resources before transfers		571,574	(38,306)	533,268	(337,654)
Transfers		0	0	0	0
Transfers between funds		0	0	0	0
Net incoming resources before other recognised gains and losses		571,574	(38,306)	533,268	(337,654)
Other recognised gains and losses					
Gains on revaluation of fixed assets for charity's own use		0	0	0	0
Actuarial Gains / losses on pension scheme		0	0	0	54,000
Net movement in funds		571,574	(38,306)	533,268	(283,654)
Reconciliation of Funds					
Balance at 1 August 2018		1,629,506	3,189,977	4,819,483	3,724,750
Balance at 30 Apr 2019		2,201,080	3,151,671	5,352,751	3,441,096

Argyll College UHI Ltd
Balance Sheet
As at 30 Apr 2019

	30/04/2019	2018
Tangible fixed assets	3,983,069	4,013,423
Debtors		
Trade debtors	69,717	53,538
Prepayments	8,357	8,357
Other debtors	56,049	189,591
Deferred tax asset	0	0
	<u>134,123</u>	<u>251,487</u>
Cash at bank	1,534,071	1,116,166
	<u>1,668,194</u>	<u>1,367,653</u>
Creditors <1yr		
Trade Creditors	284	119,697
Bank Loans	19,240	19,240
Accruals	128,498	166,998
Deferred Income	46,542	36,101
Tax & Social Security creditor	64,613	61,950
Other creditors	38,643	26,159
	<u>297,820</u>	<u>430,145</u>
Net current assets	1,370,374	937,507
Creditors >1yr		
Bank Loans	691	17,403
Net Assets	<u><u>5,352,752</u></u>	<u><u>4,933,527</u></u>
Reserves		
Unrestricted funds	2,201,080	1,743,550
Restricted funds	3,151,671	3,189,977
	<u><u>5,352,751</u></u>	<u><u>4,933,527</u></u>

Argyll College UHI Ltd
 Restricted Fund movements
 For the period ended 30 Apr 2019

	Balance at 1 August 2018 £	Incoming resources £	Resources expended £	Transfers £	Balance at 30 Apr 2019 £
Capital Reserve	3,126,057	120,000	37,657	0	3,208,400
Beam Suntory	8,374	0	0	0	8,374
Princes Trust	10,000	0	0	0	10,000
SFC - Transitional Funding					
Scottish Govt Greenfleet	29,917	0	0	0	29,917
DYW	0	0	0		0
Foundation Scotland	2,000	0	0	0	2,000
Muir of Laurieston Trust	13,629	0	649	0	12,980
	<u>3,189,977</u>	<u>120,000</u>	<u>38,306</u>	<u>0</u>	<u>3,271,671</u>
Per SOFA	3,189,977	0	38,306	0	3,151,671

FINAL
VERSION

**Minutes of the Audit committee
held at 12.30pm on Friday 24th May 2019
at the Lorne Street, Lochgilphead campus**

Present: Lesley McInnes (LMcI) Chair, by VC, Ken Jones (KJ), Amber Crowley (AC), Tony Dalgaty (TD)
Apologies: Gillian McCready (GMCC), Ailsa Close (AEC), Laura Hogg (LH)(Hisa Depute)
In Attendance: Martin Jones (MJ), Vicky Daveney (VD)(Secretary)

No	Item	Action
19.2.1	Welcome The chair welcomed members to the committee meeting.	
19.2.2	Apologies & declarations of interest. Apologies were received from Gillian McCready, Ailsa Close and Laura Hogg.	
19.2.3	Minutes of Audit Committee meeting held on 1st March 2019 were approved. The minutes to be signed by Chair as an accurate record of the meeting.	VD/LMcI
19.2.4	Matters arising Update on funding for Helensburgh – MJ explained that this is ongoing AEC and MJ in discussions with the council and awaiting the council's response. They have established the principle that Helensburgh is still in proof of concept and would benefit from a continuation of a peppercorn lease but would then move to commercial terms. LMcI asked whether the council intend to take it to committee or via the officer route. MJ understood that it could be signed off by an Officer rather than committee. Once clarity received from council AEC to go back to UHI and ask for release of funds. The committee asked what plan B is if the uncertainty surrounding the accommodation is not resolved. MJ and AEC have been in talks with the Drumfork Centre to use their facilities to teach students. Concern was expressed that as UHI have not released funds yet.	
19.2.5	Risk Register MJ stated that the new format is easier to update, reports are good, easier for cross principal discussion, it is a more interactive document and overall money well spent centrally. Nursery - LMcI asked about the status of the nursery. MJ explained that it is much improved, processes have been put in place and the last inspection was much better. The manager, seconded from the council, has had a positive impact and a lot of work has been undertaken by EM and AEC. The committee discussed the nursery further.	
19.2.6	Review of Code of Good Governance	

	MJ wanted to remind the committee of the importance of knowing what is expected of it and suggested that the Code of Good Governance should always be central to guiding the work of the committee to ensure compliance.	
19.2.7	<p>AOCB</p> <p>Evaluation of tender for Internal Audit services</p> <p>Audit committee to consider who will be involved in the evaluation of tenders between 3rd-7th June, with a view to awarding the tender by 7th June.</p> <p>Dunoon Library – TD asked whether this option was still being discussed. MJ explained that the decision had been taken not to pursue this option as it wouldn't provide much more space than the existing building, there is not scope for expansion due to being surrounded by a flood plain and raised window level not suitable for offices or classrooms. It would not really help to raise the profile of the college in the town.</p>	
19.2.8	Date of next meeting – Friday 30 th August 2019 at Lorne Street Centre, Lochgilphead	
	<p>Signed by</p> <p>..... Date</p> <p>Chair of Audit Committee</p>	

Property Update Summary

1. The College is considering a proposal to relocate staff in Oban. Currently we have two footprints with six administrative staff being based at the WHHA office away from the main centre. This is not ideal in terms of efficiencies both human and financial. We are looking at placing a temporary building in the grounds of the Oban Learning Centre to serve as teaching accommodation. A full paper went to F&GP.
2. We are in early discussions with HIE examining the possibility of taking a lease over vacant ground near the Oban Centre which might be utilised in the future as part of any scheme to extend the current building.
3. We have funding in place to extend our space on Islay by extending into a room which is seldom used by the High School.
4. To confirm, we told A&B Council that we were not interested in the vacant library building at this point. A number of reasons underpin this not least that it would not provide a mechanism by which we could combine all our operations and future expansion under one roof. The site sits close to a burn which is a flood risk which would make future expansion problematic. Given that up to £2m has been allocated in the Rural Growth Deal against college accommodation (with Dunoon being specifically mentioned), it is wise at this point to pause. We have the possibility to use rooms in the newly refurbished Queens Hall as ad hoc overflow should we require. The library is now on the open market.



University of the
Highlands and Islands
Argyll College

Oilthigh na Gàidhealtachd
agus nan Eilean
Colaiste Earra-Ghàidheil

FINAL
VERSION

**Minute of Learning, Teaching & Engagement Committee
held at 10.30 am on Friday 24th May 2019 at Lorne Street, Lochgilphead**

Present: Andrew Campbell, Chair (AC); Martin Jones (MJ); Amber Crowley (AmC), Laura Hogg (LH) By VC (Hisa Depute)
Apologies: Stella Leitch (SL); Ailsa Close (AEC)
In Attendance: Elaine Munro (EM); Vicky Daveney (VD)(Secretary)

	Item	Action
19.2.1	Welcome & apologies for absence. Apologies from Stella Leitch and Ailsa Close.	
19.2.2	Declarations of interest & any items deemed to be confidential. There were no declarations of interest.	
19.2.3	Minute of previous meeting held on 1st Mar 2019. The minutes of the meeting were approved as an accurate record of the meeting and were signed by Andrew Campbell in SL's absence. ACTION: These will be taken to the Board for noting	VD
19.2.4	Matters arising: Schools Link KPIs (previously circulated) EM noted that school enrolments appear to have decreased but this is because of timetable changes in June, numbers are roughly the same as previous year. Concern was expressed over high withdrawal rates for all schools – Hermitage Academy and Oban High in particular. This has increased 5% from previous year. LH said that in Helensburgh this may be partly due to Foundation Apprenticeships (FA) being offered by West College Scotland as well as pupils leaving school to undertake a Modern Apprenticeship (MA). In Oban 'WorkingRite' are targeting school pupils to start MAs before they leave school and before they complete their schools link course with the college. Each school will be provided with the withdrawal data by course to allow further discussion on action that can be implemented to address this increased withdrawal of school pupils from college courses. ACTION: EM to investigate further.	EM
19.2.5	Early and further withdrawal for full time FE courses to date 2018/19 (previously circulated) Early withdrawal numbers increased but late withdrawal has reduced slightly. Overall withdrawal remains high at 23%. MJ noted that IT outages earlier in the year may have had an impact and even 1 or 2 students leaving a course can have a high impact due to the numbers on our courses. Some courses have had a particularly high drop-out rate, eg NC Social Science 8 out of 11 have withdrawn. There will be further discussion to investigate reasons. AmC asked whether there is a difference between withdrawals on face-to-face versus VC teaching. There did appear to be some correlation. There was some agreement that students on their own, particularly younger students, may struggle with VC delivery and the lack of a local peer group. ACTION: EM to check Further Withdrawal figure on table.	

	<p>LH said biggest student complaint is tutors not coming back with assessment feedback, this is demotivating for students. Sometimes the feedback is of a poor quality. She also mentioned getting class reps has been very difficult. MJ noted that class reps are very important as they can give the college ongoing feedback to deal with issues in real-time.</p> <p>ACTION: LH to produce a bullet point report of student feedback she has received.</p>	<p>EM</p> <p>LH</p>
19.2.6	<p>Update on progress towards targets - 2018/19 (previously circulated)</p> <p>a) EM confirmed that we are one of only two UHI regional colleges to date to have achieved and exceeded credit target.</p> <p>b) HE has achieved the ESR (early statistical return) of 199, current count 200.1 FTE.</p>	
19.2.7	<p>Update on learning, teaching and enhancement items in last quarter (previously circulated)</p> <p>a) Research projects undertaken by staff</p> <ul style="list-style-type: none"> Transitional Experiences – Liz McFarlane interviewing students moving on to degrees. How to use screen capture technology and video clips for feedback – Suzie Wilson presented at a recent seminar, will be presenting at forthcoming staff development training. <p>b) Brightspace – 2 champions helping staff and providing introductory training. MJ expressed concerns that staff are being slow to move over and there is a danger of losing their teaching material if not moved before the deadline. AmC suggested that staff may be waiting for current semester to end before reviewing and migrating their teaching materials. Some tutors have elected to have IT migrate their materials for them. The LT&E committee has expressed concerns and encourage staff to make the move to Brightspace.</p> <p>c) Skills for Work Project Pilot – project based rather than classroom based projects. DYW has identified a potential pilot in Dunoon. EM stressed the importance of being involved in the early stages in order to inform and influence its future direction.</p> <p>d) MA Boatbuilding and Repair – we are the only college approved to deliver this from Sept. Workplace based with classes delivered from CERC. Meets local training gap and an ageing workforce which needs replacing.</p> <p>e) Teaching and learning enhancement themes – EM noted the need to think outside the box, using project and theme based learning and the potential to allocate more teaching hours to more difficult units and fewer hours to ‘easier’ units. This may impact on student funding and may impact on tutor hours – discussions to be had with tutors.</p>	
19.2.8	<p>Academic Calendar 2019/20 (previously circulated)</p> <p>It was agreed that FE and HE holiday dates for 2019/20 should be aligned with local school holiday dates, as per option 3. Approved by committee.</p>	
19.2.9	<p>EREP action plan – update (previously circulated)</p> <p>The Enhancement Plan needs to be submitted to Education Scotland. A regional update is also to be submitted.</p> <p>ACTION: EM to submit to region and ES</p>	EM
19.2.10	<p>SFC Student Satisfaction and Engagement Survey (SSES) (previous circulated)</p> <p>High response rate achieved with 94.8% combined FE and HE overall satisfaction rate. EM noted that smaller class sizes allow tutors to engage with students and encourage them to complete the survey. AC suggested there may be a PR opportunity to putting up banners around college towns with survey results for increased visibility.</p> <p>ACTION: EM to speak to Mo about banners. VD to provide contact details at the council.</p>	EM

	<p>MJ expressed concern over the result of Q6 “The way I’m taught helps me learn” only 75% agree/strongly agree. Some of these will have been degree students taught by other UHI partners but there is a problem with these students feeling like they are on a distance learning course, which is not what they signed up for. LH mentioned the lack of clubs and other activities throughout Argyll & Bute, this is challenging due to the geographical distances between centres. The new Hisa rep is trying to link in with SAMS who have lots of activities. MJ suggested using VC technology to run groups like computer games society. Hisa are hoping to arrange fresher events at Oban and Lochgilphead to coincide with Course Inductions.</p>	
19.2.11	<p>Policies for approval (previously circulated) UHI Essential Skills Policy – This policy forms part of the UHI single policy environment. Within the policy every full time FE students will have 3 of 5 core skills certificated. The college will pilot the policy during 2019/20 in the following curriculum areas: SVQ hairdressing, NC Beauty Care & Make-up and NC Horticulture. Historically introducing core skills into courses has proved difficult and unpopular. Moving forward they need to be embedded properly into the curriculum and careful consideration given to the curriculum specific units that may have to be removed to accommodate the teaching of core skills units. AmC suggested mapping of existing units against core skill units to reduce the need for discrete teaching of the core skills units in NC Horticulture. Approved by committee.</p>	
19.1.12	<p>AOCB There is a need to recruit an additional member to the L, T & E committee and preferably someone with tertiary education experience.</p>	
19.1.13	<p>Date of next Learning, Teaching & Engagement Committee. The next meeting will be held on 30th August 2019</p>	
	<p>Signed by Date Chair of Learning, Teaching & Engagement Committee</p>	

Enhancement Plan 2018 – 2021

Under each area for development is an update on progress towards achievement of the action.

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
3.1	Improve the wellbeing and mental health support for students.	Introduce drop in session for students to support those who may not already have a personal learning support plan in place.	Students have an increased opportunity to meet with support staff to discuss any issues they may, resulting in an overall improvement in the support available to students.	Head of Student Services	June 2019
Update – May 2019 Oban and Helensburgh centres now both have support assistants in place where students can drop in / request a meeting without necessarily having a support plan or being in receipt of learning support. These support assistants can then help to guide students to relevant resources / help them to access external agencies, or just give them a bit of a Time Out space. This has helped to relieve the pressure on centre staff who have previously covered this role to an extent but have not been so aware of the different resources that could be available and of use to students.					
3.1	Improve support for students declaring disabilities and care experience	Review strategies, policy and procedures to further promote support available for disabled and care experienced students, including staff undertaking on-line corporate parenting training	Improved support provided to disabled/care experienced students, improving their college experience and positively impacting on the KPIs for these students.	Head of Student Services	August 2019
Update May 2019 During this year the Head of Student Services has been part of the UHI Single Environment policy group for Learning Support, this UHI wide policy and guidance is now more or less complete and will be fully implemented in 2019/20. Care Experience students are now supported financially with the Care Experienced enhanced bursary, although this has proven to be challenging and often not actually in the student's best interest. Therefore rather than improving the KPIs initially it looks as though it has in reality impacted negatively. However two of our current SFT courses have significant numbers of care experienced students who have been intensively supported right from the initial steps, both in accessing their funding and for academic support. Helping these students to manage their enhanced bursary has been slightly more successful with these two cohorts – so far. The issue here is that suddenly these students are getting £202 per week, often without needing to pay rent as Social Work can be covering this, so these students tend to be vulnerable to exploitation by others with comparatively large sums of money often not wisely spent.					

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
3.2	Further Withdrawal	Review and evaluate the reasons for further withdrawal in FE full time students.	Reducing further withdrawal improves students prospects for completing their course successfully and progressing to further study or employment.	Depute Principal	August 2019
Update – May 2019 There has been on-going awareness raising of the four main teaching and learning KPIs within teaching teams in the last few years which has focussed staff thinking and improved the early intervention for students viewed as at risk of dropping out of their course and leaving college. There has been increased engagement between student services and teaching teams to provide support and guidance for students, with student services having very good links with local external agencies where students can be signposted for specialist help and support. The reasons for further withdrawal continue to be reviewed and evaluated – the reasons for students leaving college are many and varied and where possible the college endeavours to find solutions that are practical and pragmatic to enable students to stay in college and complete their studies. With high seasonal employment in Argyll the reason for students leaving around Easter can be to secure a job for the summer. Further discussions are needed within the college to determine if the timing of the delivery of some full time courses is meeting the needs of local industry, particularly in hospitality, or whether we need to adjust the delivery to complete courses before Easter to enable students to complete their qualification before securing a job.					
2.2	Identifying work placements for Foundation Apprentice students	Enhanced engagement with DYW team and local employers to create a database of potential placement providers.	Placement providers identified earlier, resulting in all FA students having access to work placement leading to a more meaningful experience on the programme.	Head of Marketing and Communications	August 2020
Update – May 2019 This is on-going. There have been a number of changes in DYW Officers this academic year, which has reduced the continuity in contact and collaborative working between the college and DYW. A full time post of Schools Link and Apprenticeship Officer was appointed by the college in March 2019. It is anticipated this post, which covers all schools link activity as well as foundation and modern apprenticeships, will improve links with schools, employers, DYW and the college					
2.3	Mentoring of tutors	Review and evaluate the tutor induction processes and implement a mentoring system	A more effective and consistent tutor induction process is in place. Tutors are allocated a mentor during induction who will provide on-going support and guidance enabling new staff to feel supported in their role.	Heads of Curriculum	December 2019
Update – May 2019					

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
The staff development committee has been reviewing the tutor induction processes with a view to incorporating a mentoring system. More work is required on this before a revised induction and peer mentoring programme can be implemented.					
2.3	Induction for students enrolled on national courses	An on-line longitudinal induction for students studying national courses will be developed.	A co-ordinated induction will be implemented resulting in better informed and prepared students, increasing their opportunities for success	Head of Student Services	Aug 2019
Update – May 2019 The longitudinal induction continues to be challenging. All full time students have a comprehensive induction which is broken into chunks for delivery at more relevant points in the student journey, however it has been difficult to keep students engaged. This is something that still requires a lot more work. The initial induction delivery has been re-developed to try to make it more engaging and relevant to students for 2019/20					
2.3	Ensuring all teaching staff use a wide range of technologies in their teaching.	Support and training will be provided to all teaching staff to improve the use of digital technologies in their teaching.	All staff use digital technologies in their teaching, where appropriate, resulting in an enhanced and improved learning and teaching experience for students.	Heads of Curriculum	June 2020
Update – May 2019 This is on-going. <ul style="list-style-type: none"> The UHI Learning and Teaching Academy (LTA) is presenting a lunchtime webinar on 22/8/2019 on 'Benchmarks for the use of technology in learning and teaching', to which all teaching staff will be encouraged to attend. An Argyll College member of teaching staff has undertaken research into how the use of screen capture and video technology can be used to improve feedback to students, particularly students being taught in a blended learning context. The results of this research will be disseminated within Argyll College and across the UHI region. The regional Quality Forum has identified using a wide range of technologies in teaching as something that relates to most UHI academic partners and will work collaboratively to develop a regional strategy. 					
2.4	Review support staff resource	A review of support staff resource, experience and knowledge will be conducted.	Support staff knowledge is improved and sufficient resource in place to cover peak demands periods during the academic year.	Head of Student Services	June 2020
Update – May 2019					

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
This is ongoing.					
2.4	Engagement with HISA and student representatives	Increase engagement with HISA and enhanced training for student representatives	Students and staff are more aware of the role of HISA and the engagement with HISA is more systematic. The impact of the student voice on college activities is increased.	Head of Student Services	June 2020
Update – May 2019 Ongoing. Improvements this year are mainly in the development of additional staff resource to liaise between HISA and the college staff, also the appointment of a HISA Co-ordinator who is now working with staff to help track and support class reps. The impact of this should show more clearly in 2019/20. The need to appoint a new HISA Depute in November set back class rep training and general HISA awareness when our original HISA Depute left the post in September.					
2.4	Counselling services available to students	Raise awareness and increase the promotion of the UHI Counselling services and in particular access to the on-line system.	Students have an increased access to counselling services, improving their overall college experience.	Head of Student Services	September 2019
Update – May 2019 This action is complete with more staff being aware of this service and guiding students to it. This was also covered in student inductions. However to date there has been very little take up of this service. UHI now have a Mental Health Co-ordinator in place who will be working across UHI to develop a Mental Health Strategy and help to promote counselling services in some form or other.					
1.4	Feedback to students on improvements that have been made as a result of them raising concerns or making suggestions for improvements	Implement a system to ensure students are aware of improvements that have been made that directly link to issues or suggestions raised by them	Students are more aware of improvements implemented as a direct result of their feedback, increasing the impact the student voice has within the college	Head of Student Services	July 2020
Update – May 2019 This is ongoing. The Class Rep system is seen to be key for feeding back information to students, and next academic year this is likely to be more robust					

QI	Area for development	Action	Outcome and Intended impact	Led by:	Completed by:
1.4	Peer Review	Working with partners in the UHI region implement a system of peer review that is relevant and appropriate to the needs of Argyll College	Staff learn from each other and share practice between and across teaching teams, improving the overall teaching practice and impacting positively on the student experience.	Heads of Curriculum	September 2021
Update – May 2019 This is on-going					

To: Board of Governors

Date: 7 June 2019

Status: To Note

Subject: Early withdrawal and Further Withdrawal KPIs – full time FE 2018/19

The early withdrawal statistic is any student who has withdrawn before 1st November. Further withdrawal is any student who has withdrawn from their course after 1st November and before the end date of the course.

Current withdrawal data for this academic year is the following:

- 179 Full Time FE students enrolled this academic year
- 13 students have withdrawn before 1st November, giving an early withdrawal percentage of 7.3% and an early retention figure of 92.7%
- 28 further students have withdrawn between 1st November and 17th May, given a current further withdrawal percentage of 15.6% student retention figure of 77.1%

Early and further withdrawal have increased compared to last academic year. The withdrawal data for the last 4 years is shown in the table below:

Academic year	Early w/d %	Further w/d %	Overall w/d %
2018-19	7.3%	15.6%	22.9%
2017-18	3.0%	18.0%	21.0%
2016-17	9.2%	16.2%	25.4%
2015-16	11.0%	17.1%	28.1%

There is on-going engagement with teaching teams and centre staff to assess the reasons for this increase in student withdrawal. This will help inform actions that can be put in place to reduce student withdrawals in future.

The table below provides detail of the number of students enrolled on each full time FE course, the early withdrawal figures and current further withdrawal for this academic year:

Course	Students enrolled in 2018/19	W/d before 1 st Nov 2018	Further w/d
SVQ Professional Cookery at SCQF levels 4,5,6	12	1	1
NC Computing with Digital Media	5	0	1
Access to HN Business, Admin & Computing	18	3	3
NC Social Science	11	3	5
NPA Construction	10	1	2
NC Engineering Systems	5	0	0
Art and Design	5	0	0
NC Sport and Fitness	8	1	2
SVQ Hairdressing at SCQF levels 4,5, 6	18	1	3
NC Early Education and Childcare	12	0	4
SVQ Social Services (Children & Young People) at SCQF level 6 & 7	53	3	7
Education for Life – 3 different programmes	22	0	0
TOTALS	179	13	28
Percentage withdrawal		7.3%	15.6%

To: Board of Governors

Date: 7 June 2019

Status: To Note

Subject: SFC Student satisfaction and engagement survey (SSES) 2018/19

The Student Satisfaction and Engagement Survey (SSES) is an annual survey designed to provide a means to evaluate and enhance college provision in Scotland. There are two sections to it: the first part comprises 10 questions set by SFC; the second part has a further bank of questions that have been agreed for use within UHI. The responses to the SFC questions will be returned to SFC to allow for benchmarking across the whole college sector, and the responses to the complete survey will be benchmarked across UHI.

Coverage, delivery and timing of survey

The survey was made available to the groups of student shown in the table below. All students were encouraged to complete the survey online although the schools link students were also given the option to complete the survey on paper as they did not always have access to the internet. The survey opened on 18th March and ran for two weeks before the Easter break, and a further three weeks afterwards with the exception on the work based SVQs who only had a two week window of opportunity

Level of study	Mode of attendance	Response rate
FE	Full time & Short full time	79.4%
	Part time, block release & schools link	61.1%
	Work based SVQs	5.5%
HE	HN full time and structured part time	64.2%
	HE degree level*	31.2%

* Final year HE students were not included as they are surveyed in the National Student Survey

Overall response rates were very high with good representation from all centres, courses and modes of study apart from the work based SVQs. This particular cohort has very little direct links with the college and the survey was not issued to them with sufficient time for the tutors to be able to encourage a greater response rate. In future years this could be improved significantly.

There has not yet been full analysis of the questions set for the UHI region, however there has been a basic analysis for the question set to be returned to SFC.

Overall satisfaction with Argyll College UHI was 95.6% for FE, and 92.1% for HE, with a combined result of 94.8%.

The final survey results will be compared to the SFC cross sector results and the UHI benchmarking figures as well as being fed back to SMT and Curriculum Leads for further discussion and action.

FE overall results for SFC questions

Questions	Strongly agree or agree	Strongly disagree or disagree (or do not know)
1. Overall, I am satisfied with my college experience.	95.6%	4.4%
2. Staff regularly discuss my progress with me.	89.5%	10.5%
3. Staff encourage students to take responsibility for their learning.	96.8%	3.2%
4. I am able to influence learning on my course.	94.7%	5.3%

5. I receive useful feedback which informs my future learning.	93.9%	6.1%
6. The way I'm taught helps me learn.	92.1%	7.9%
7. My time at college has helped me develop knowledge and skills for the workplace.	97.1%	2.9%
8. I believe student suggestions are taken seriously.	87.9%	12.1%
9. I believe all students at the college are treated equally and fairly by staff.	92.0%	8.0%
10. The college Students' Association influences change for the better.	70.3%	29.7%

HE overall results for SFC questions

Questions	Strongly agree or agree	Strongly disagree or disagree (or do not know)
1. Overall, I am satisfied with my college experience.	92.1%	7.9%
2. Staff regularly discuss my progress with me.	73.3%	26.7%
3. Staff encourage students to take responsibility for their learning.	94.1%	5.9%
4. I am able to influence learning on my course.	82.0%	18.0%
5. I receive useful feedback which informs my future learning.	91.1%	8.9%
6. The way I'm taught helps me learn.	75.0%	25.0%
7. My time at college has helped me develop knowledge and skills for the workplace.	93.1%	6.9%
8. I believe student suggestions are taken seriously.	83.2%	16.8%
9. I believe all students at the college are treated equally and fairly by staff.	87.1%	12.9%
10. The college Students' Association influences change for the better.	83.2%	16.8%

To: Board of Governors

Date: 7 June 2019

Status: To Note

Subject: FE and HE progress towards target 2018/19

FE 2018/19

The FE credit target for 2017/18 is 6682, consisting of 6582 core credits and 100 ESIF funded credits. This is the first year the college has been allocated ESIF funded credits from the region. For the last three years our credit count has been 6617, so a slight increase this year in response to over achieving our credit target last year by over 100 credits.

We have exceeded the credit count by 61, with a count at 24 May of 6743. The anticipated final credit count for the year is expected to be closer to 7000 once the school link activity in June is recorded. This places the college favourably for a potential increase in credit target for next academic year.

HE 2018/19

HE FTEs are below predicted numbers for the first time in several years. Predicted FTEs made in November 2017 were 220 FTE, the revised prediction made at ESR in December 2018 was 199 FTE and the current count is 200 FTE

The reduction is in full time student numbers: 25 fewer full time students enrolled on HE courses this year with the majority of this reduction on courses taught by the college. The following courses did not recruit sufficient students to run this year: HNC Applied Science, HNC and HND Agriculture and HNC Sport & Fitness. There has been an increase in part time students enrolling with the college this year – in total 26 more part time students. Of these, 21 have enrolled on structured part time programmes which means they plan to study a full time course over more years. Students enrolling on structured part time courses are more likely to be in employment and studying to increase and enhance their qualifications. Students who enrol on unstructured part time courses, where they study a single degree module or HN unit at a time and often only 1 per year, tend to be retired or studying for enjoyment and leisure purposes. The number of unstructured part time students has remained fairly constant at between 30 and 40 per year for the last few years.

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

		Headcount		
	FTEs	Total	Full time	part time
2018/19	200.1	280	170	110
2017/18	221.6	290	195	84
2016/17	180.5	226	165	61
2015/16	165.5	212	146	66

To: Board of Governors

Date: 7 June 2019

Status: To Note

Subject: Academic Calendar 2019-20

Where local school holidays align with the UHI academic calendar, the college adopts the UHI calendar for FE as well as HE delivery. This was the case for the 2018/19 academic year.

For 2019/20 the holiday dates within the UHI HE academic calendar do not align with local Argyll school Easter holiday dates. A number of options were discussed at a recent SMT meeting and these are shown below. Option 3 was selected as the option that is the least disruptive to staff and students and best fits the business needs of Argyll College.

The LTE committee is asked to endorse this decision to allow the 2019/20 academic calendar to be issued to staff and students.

1) Align FE calendar with HE calendar

Advantages:

- Staff teaching both FE and HE have 2 weeks available as annual leave at Easter

Disadvantages:

- Students with school age children have different Easter holidays from them and therefore possible childcare issues, which will result in students being off college
- Many school buses don't run on school holidays meaning students may not be able to get to /from college at normal class times
- Teaching staff with school age children have different Easter holidays from them and possible childcare issues
- Tutors also teaching schools link courses would only have 1 week of leave available to them at Easter

2) Align FE calendar to local Easter school holiday dates

Degree and HN academic calendar remains as per UHI calendar.

Advantages:

- FE students with school aged children are on holiday at the same time
- FE teaching staff with school aged children are on holiday at the same time
- Tutors teaching schools link courses would have 2 weeks holiday available

Disadvantages:

- Tutors teaching FE and HE courses would only have 1 week of leave available to take (this is the majority of our teaching staff)

- Students studying HN or degrees who have school age children would only have 1 week of leave at the same time as their children.

3) Align FE and HN calendar dates to local school Easter holiday dates

Degree academic calendar remains as per UHI calendar.

Advantages:

- All FE and HN teaching staff would have a two week holiday period which is the same as any children they have
- All FE and HN students would have the same holiday dates, which would be the same as any children they have

Disadvantages:

- Any teaching staff teaching/supporting degree modules would only have 1 full week of leave available to take.
- Any networked delivery of HN – either from us to other partners or from other partners to us – would need to be carefully managed and communicated across the partnership



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Oilthigh na Gàidhealtachd
agus nan Eilean
Colaiste Earra-Ghàidheil

FINAL
VERSION

**Minute of the Argyll College Management Board
Human Resources & Remuneration Committee
held at 1.30pm on Friday 24th May 2019
at Lorne Street, Lochgilphead Centre**

Present: Ken Jones (Chair); Andrew Campbell (AMC); Jennifer Swanson (JS); Martin Jones (MJ)
Apologies: Ailsa Close (AEC)
In Attendance: Elaine Munro (EM); Vicky Daveney (VD)(Secretary)

No	Item	Action
19.2.1	Welcome & apologies for absence. Apologies from Ailsa Close..	
19.2.2	Declaration of interest & to identify if any items deemed to be confidential. No declarations of interest.	
19.2.3	Minute of meeting held on 1st Mar 2019. The minutes were approved as an accurate record of the meeting and will be signed by the Chair.	VD/KJ
19.2.4	Matters arising - none	
19.2.5	Summary of Recruitment and HR in last quarter (previously circulated) The report was noted. <ul style="list-style-type: none"> DYW staff have all left for other positions. A new DYW leader has been recruited. Long term sickness absences continue. JS requested that the Trends Report be produced quarterly rather than annually. EM confirmed that this would be done in future. 	EM
19.2.6	Amendments to Policies (previously circulated) Long Term Sickness Policy – MJ confirmed the reasons which underpin the changes to the policy as follows:- The changes are primarily focused on the circumstances when an employee returns from a period of long term sickness. No changes are made in relation to entitlement to sick pay or the levels at which it is paid. The first main change concerns a phased return to work. There was a degree of ambiguity in the earlier version which is now removed and the process is clear. There has been anecdotal evidence that staff were misinterpreting the earlier version such that they believed an entitlement to a phased return existed after a two week absence for example. There has also been a change in relation to a dismissal due to capability in the context of long term sickness absence. The new revised wording aligns the timeframes, actors and avenues of appeal with those used in disciplinary processes.(although it must be emphasised that this is not a disciplinary process). The Committee are content with the suggested changes to this policy and recommend approval by the Board.	MJ

19.2.7	<p>AOCB (previously circulated)</p> <p>Attendance Policy – MJ has amended the policy to include that prior approval is required work from line manager for staff who wish to work from home. It was discussed that working from home has an impact on IT integrity and Health & Safety. Amendments approved by committee.</p> <p>ACTION: 4.4.1.2 EM to check if ‘separate occasions of absence’ number is missing.</p> <p>It was noted that the board is short of 2 members. Need to look for someone with direct educational experience. Skillset grid to be revisited and updated to show where there are skill gaps, also check terms of current members.</p> <p>ACTION: VD</p>	<p>EM</p> <p>VD</p>
19.2.8	Date of next meeting – The next meeting will be held on Friday 30 th August 2019.	
	<p>Signed by</p> <p>..... Date</p> <p>Chair of Human Resources & Remuneration Committee</p>	

Board Recruitment – Background

At the request of the Chair, the data below outlines the current composition and the length of tenure. With the resignation of Stella Leitch, it is timely to review the membership. For information, the maximum number of directors is 16 (11 of whom can be independent directors).

Also contained below are extracts from the Articles of Association which the Board may wish to examine at this point. Currently there is a backstop provision of 12 years service on the Board.

For information, ministerial guidance on appointment to regional boards or the boards of assigned incorporated colleges stipulates a length of tenure at four years with the possibility of a single four year extension.

Time in office as at 28th May 2019

	Date Appointed	Nº of years	Rules of Appointment (see notes below)
Ken Jones	14/3/2008	11 yrs 3 months	1
Andrew Campbell	20/4/2010	9 yrs 2 months	1 + 2
Lesley McInnes	8/1/2011	8 yrs 5 months	1
John Colston	22/2/2012	7 yrs 4 months	1 + 2
Amber Crowley	27/2/2015	4 yrs 4 months	3
Gillian McCready	14/12/2015	3 yrs 6 months	1
Stella Leitch	14/12/2015	Resigned 23/5/2019	1
Jim Findlay	24/11/2017	1 yr 7 months	1
Jennifer Swanson	8/12/2017	1 yr 6 months	1
Scott Matheson	8/12/2017	1 yr 6 months	1
Tony Dalgaty	8/12/2017	1 yr 6 months	1
Martin Jones	5/11/2018	7 months	4

Rules of Appointment (taken from Articles of Association 14 Dec 2015):-

1. Each independent Director shall continue to hold office as a director of the company until the conclusion of the fourth annual general meeting which follows the date on which he/she was appointed or (as the case may be) was last re-appointed..... (article 81)

An Independent Director who held office for a period of 12 consecutive years shall automatically vacate office at the expiry of the 12-year period and shall not be eligible to hold office again as an Independent Director until a period of one year has elapsed. (article 82)

For the avoidance of doubt, any Independent Director holding office immediately prior to the time at which these articles of association are adopted, shall remain as such but his/her period of office prior to the date of adoption of the articles shall be disregarded for the purposes of articles 81 and 82; he/she shall be deemed to be re-appointed, at the time of adoption of these articles, and shall then hold office (from that date) in accordance with articles 81 and 82. (article 86)

2. The offices of Chair and Vice Chair.....shall be held for a period of four years (article 92)

A director who has held any office under article 89 for a period of four years shall automatically vacate office at the expiry of that four-year period, and shall not be eligible to hold that office again until a period of one year has elapsed. (article 93)

3. Staff Representative Director shallcontinue to hold office as a director of the company until the conclusion of the second annual general meeting which follows the date on which he/she was appointed or (as the case may be) was last re-appointed.....but shall then be eligible for re-appointment under article 65: if re-appointed he/she shallhold office until the conclusion of the fourth annual general meeting which follows. (article 67)

A staff Representative Director who has held office for a period of four years shall automatically vacate office at the expiry of that four-year period, and shall not be eligible to hold office again as a Staff Representative Director until a period of one year has elapsed. (article 68)

4. Executive Director shall continue to hold office as a director unless and until he/she ceases (for whatever reason) to hold the post of Principal.



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Argyll College

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Policy Statement in relation to employer discretions under Local Government Pension Scheme

Employing Authority: Argyll College UHI Limited

Policy Number	AC027
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Status:	Approved
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Responsibility for Implementation:	Financial Director
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Date of Last Review:	24/05/2019
Date of Last Revision:	15/05/2019
Date of Next Review:	31/05/2020
Date of Equality Impact Assessment:	

1. Introduction

Argyll College UHI Ltd (the College) is an admitted body into the Local Government Pension Scheme administered by the Strathclyde Pension Fund. This scheme is established in legislation and can be described as a statutory scheme.

The relevant legislation covering the Local Government Scheme is:

- The Local Government Pension Scheme (Benefits, Membership and Contributions) (Scotland) Regulations 2008 (the 'Benefit Regulations')
- The Local Government Pension Scheme (Administration) (Scotland) Regulations 2008 (the 'Administration Regulations')
- The Local Government Pension Scheme (Transitional Provisions) (Scotland) Regulations 2008

These Regulations permit the College to exercise discretion on certain aspects of the application of the pension scheme and require the College to set out a policy in relation to these discretions and to keep such a policy under regular review.

2. Scope

This policy relates to all employees employed by the College who are members of the Local Government Pension Scheme administered by the Strathclyde Pension Fund or who are eligible for membership. As well as providing general information, it provides specific information on the following areas where the College has the option to exercise discretion:

DISCRETION	REGULATION
Award of additional years' membership (augmentation) to an active member (by up to 10 years)	B12*
Award of additional pension to a member (by up to £5,000 p.a.)	B13*
Early payment of all or some benefits if an employee reduces their hours or grade prior to age 60 (flexible retirement)	B18(2)*
Waiver of, in whole or in part, any actuarial reduction on benefits paid on flexible retirement.	B18(4)*
Granting application for early payment of benefits on or after age 50/55 and before age 60.	B30(2)*
Waiver of, on compassionate grounds, the actuarial reduction on benefits paid early.	B30(5)*
Granting payment of Optional Contributions	A19
Shared cost AVCs	A22
Forfeiture of Pension Rights After Conviction	A66
Recovery due to Misconduct	A68
Appeals	A54

These areas must be specifically addressed in accordance with Regulation 61(2) of the Local Government Pension Scheme (Administration) (Scotland) Regulations 2008.

3. Membership of the Pension Scheme

All support staff within the College are eligible for membership of the pension scheme. Requests to join the pension scheme should be made in writing to the HR Department.

4. Contribution Rates

The Local Government Pension Scheme is a contributory pension scheme and contributions are made by each member of the scheme from their pensionable salary and a contribution is also made by the College.

4.1 Employee Contribution Rates

Since April 2009, Employee Contribution rates are set as a tiered percentage of gross annual pensionable salary as at 31 March each year. Rates are effective from 1 April each year and on an annual basis the HR Department will write to all members of staff participating in the scheme to advise of their new contribution rate. Rates remain in effect for a full twelve month period.

For part-time staff the contribution rate is based on the full-time equivalent salary for the post(s) held.

Further information on tiered contribution rates is available from the Strathclyde Pension Fund at www.spfo.org.uk.

4.2 Employer Contribution Rate

The rate for the College's Employer Contribution is set on an annual basis by the Strathclyde Pension Fund and rates are effective from 1 April on each year. The current Employers' Contribution is 21.6% of gross pensionable salary.

5. Award of Additional Membership to Employees (Regulation B12)

Also known as 'augmentation', the Scheme Regulations enable the College to exercise discretion to make an additional payment to the scheme to award a member additional years' membership (by up to 10 years), thus increasing their total membership.

The College will not have a general policy to augment membership of an active member by up to 10 years but may decide to do so where a sound business case can be made for exercising this discretion. Each case will be considered on its individual merits.

6. Award of Additional Pension to members (Regulation B13)

The College has the discretion to award additional pension contributions above the normal employer contribution rate to any member of the scheme, where any additional payment is not more than £5,000 per annum.

The College will not have a general policy to grant additional pension to a member (by up to £5,000 p.a.) but may consider doing so where a sound business case can be made for exercising this discretion. Each case will be considered on its individual merits.

7. Flexible Retirement (Regulation B18)

B18(2) The College has the discretion to grant access to all or part of the member's benefits if an employee reduces their hours or grade prior to age 60 (flexible retirement).

The College will not have a general policy of exercising this discretion but may exercise this discretion where a sound business case can be made for granting flexible retirement with immediate access to all or part of the member's benefits. The College will consider requests on a case by case basis.

B18(4) The College has the discretion to waive, in whole or in part, any actuarial reduction on benefits paid on flexible retirement.

The College may waive, in whole or in part, the actuarial reduction on the benefits paid on flexible retirement where the sound business case for granting payment of benefits on flexible retirement in B18(2) above includes such a recommendation.

8. Early Retirement between 50 and 60 years

B30(2) The College has the discretion to grant early payment of benefits on or after age 50/55 and before age 60.

The College will not have a general policy of granting early payment of benefits on or after age 50/55 and before age 60 but will consider requests on a case by case basis. The College may exercise this discretion where a sound business case can be made for doing so or where other exceptional circumstances arise that make payment of those benefits justifiable.

B30(5) The College has the discretion to waive, on compassionate grounds, the actuarial reduction on benefits paid early.

The College will not generally waive the actuarial reduction applied to benefits paid early under regulation B30(2) above. The College may consider waiving the actuarial reduction where exercising that discretion can be justified in terms of the sound business case made for initially paying those benefits or where other exceptional circumstances arise that make payment of those benefits justifiable. Each case will be considered on its individual merits.

9. Optional Contributions

Under the Administration Regulations, members of the scheme returning from an approved period of unpaid absence is permitted to make payment in respect of the pension contributions that would have been payable if they had not been absent. The scheme member must make payment in respect of the first 30 days of absence to ensure that there is no break in service for pension purposes. Where a leave of absence extends beyond 30 days, the member can, within 30 days of their return to work choose to make payment in relation to the pension contributions for that period.

9.1 Late Contributions

The College will not normally agree to extend this 30-day time limit, but may choose to extend the period by a further 30 days where a member can demonstrate extenuating circumstances.

10. Shared Cost AVCs

Members of the Local Government Pension Scheme have access to an Additional Voluntary Contributions (AVC) scheme which accepts member-only contributions. The Scheme Regulations do allow the College to set up an AVC which requires a contribution from the College, referred to as a 'Shared Cost AVC'. The College has exercised its discretion not to establish a shared cost AVC scheme.

11. Forfeiture of Pension Rights after Conviction

Regulation 66 of the Administration Regulations permits the College to make application to the Scottish Ministers to forfeit all or part of a scheme member's benefits, where the member has been convicted of a serious offence that is either 'gravely injurious to the State', or which is 'liable to lead to serious loss of confidence in the public service'. In the interest of maintaining such confidence, the College reserves the right to exercise this discretion should such circumstances arise.

12. Recovery or Retention of Pension Contribution due to Misconduct

Similarly, Regulation 68 permits the College to recover from a former member of staff's pension benefits any loss arising from a criminal, negligent or fraudulent act by the former member of staff, providing that all other efforts to recover monetary obligations have been exhausted. In the interest of maintaining confidence in public services, the College reserves the right to exercise this discretion should such circumstances arise.

13. Appeals

A designated person has been appointed in accordance with Regulation 54 of the Administration Regulations to receive appeals from members on first instance decisions (such as allocation of a tiered contribution rate).

Should you wish to make such an appeal, please write to:

Martin Jones
Principal
Argyll College UHI Ltd
West Bay
DUNOON
Argyll
PA23 7HP

14. Monitoring and Review

This policy will be reviewed regularly in line with good practice and any amendments to the regulations applicable to the operation of the pension schemes. The HR Department will be responsible for maintaining and reviewing this policy.

Date of Origin	Last Review Date	Next Review Date
August 2012	May 2019	May 2020



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LONG TERM SICKNESS AND RETURN TO WORK POLICY AND PROCEDURE

Policy Number:	LTSRTWPP1
Revision Number:	2
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Date of equality impact assessment:	29 March 2017

Reviewer	Date	Review Action/Impact
SM	25.04.19	Review of phased return to work sections 7-9

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1. Policy statement

- 1.1. Argyll College UHI aims to encourage all employees to maximise their attendance at work while recognising that a certain level of sickness absence is inevitable. This policy works in conjunction with the Attendance Policy & Procedure in order to achieve that aim.

2. Purpose

- 2.1. The purpose of this procedure is to:
 2.2. Encourage all staff to maximise their attendance at work.
 2.3. Support employees who are genuinely sick and unable to come to work.

3. Scope:

- 3.1. For all full and part time employees of Argyll College UHI.

4. Definitions:

- 4.1. Long Term Sickness: defined as one sickness period or absence lasting over 4 calendar weeks in total.
 4.2. Line Manager: Manager who employee directly reports to or HR department if absent
 4.3. Statement of fitness for work, known as “fit/sick note”
<https://www.gov.uk/government/collections/fit-note>

5. Time frames and Criteria:

- 5.1. This policy outlines the timeframes and criteria within which salaries will continue to be paid in full or part during sickness absence, as long as the procedure has been followed and medical evidence is provided.
 5.2. The procedure for notification of sickness absence is the same as the short term sickness policy and procedure,

- 5.3. Employees should notify the absence reporting number - 07766188904 - by telephone if they are ill or unable to attend work for any other reason. This should be done as early as possible on the first day of sickness and thereafter on every subsequent day of sickness. The expectation is that the employee will contact this number before their expected start time at work.
- 5.4. Employees should be prepared to state the reason why he/she cannot attend work and how long they expect/think absence will last.
- 5.5. After 26 weeks continuous service, entitlement to sick pay is as follows:

Service	Full Pay	Half Pay
Up to 1 year	5 weeks	5 weeks
1-2 years	9 weeks	9 weeks
2-3 years	18 weeks	18 weeks
3-4 years	22 weeks	22 weeks
4-5 years	26 weeks	26 weeks

- 5.6. The maximum amount of sick leave on full pay is 6 months (26 weeks) in any rolling period of 12 months followed by 6 months (26 weeks) on half pay subject to an overriding limit of 12 months sick leave in any 4 years. If an employee exceeds a total of 26 weeks full pay and 26 weeks half pay over a 4 year period no further sickness pay will be processed, unless there are mitigating circumstances. The decision on mitigating circumstances will be made by the HR Officer in conjunction with two members of the Executive Team.
- 5.7. If the employee does not have 26 weeks continuous employment they may be eligible for Statutory Sick Pay (SSP), however this will be dependent upon the rate of pay etc. and the payroll department will advise the employee.

6. General Principles:

- 6.1. During a long term sickness absence, the college and the employee will be expected to remain in regular contact. The college may refer an employee to an occupational health practitioner to seek further advice and guidance on the employee's ability to return to work. No confidential or sensitive information will be shared by the occupational health professional unless the employee has given their express permission.
- 6.2. In the rare instances that a sickness absence (and/or a series of sickness absences) results in the inability to perform regular responsibilities, Argyll College UHI will explore every alternative to avoid the need for termination of employment.
- 6.3. Employers should note that the Equality Act 2010 protects employees from unfavourable treatment related to a disability. A medical condition that is recurrent may, depending on its effect on the employee, be classed as a disability under the Act.
- 6.4. The Employment Rights Act 1996 provides that "capability" is a potentially fair reason for dismissal. However for the dismissal to be fair, the employer must be able to show that it had treated the employee reasonably in taking the decision to dismiss.

6.5. If Argyll College UHI were to proceed with termination of employment due to capability as a result of a prolonged or repetitive long term sickness absence(s), the process would be as follows. The college will:

- 6.5.1. Obtain up to date medical advice and review the employee's absence record to assess whether or not it is sufficient to justify dismissal.
- 6.5.2. Consult fully with the employee.
- 6.5.3. Ensure that all modifications relating to the employees workplace environment and role have been explored.
- 6.5.4. Give full consideration as to whether there is any other suitable alternative employment within the college.
- 6.5.5. Advise the employee in writing as soon as it is established termination of employment has become a possibility.
- 6.5.6 The employee will be invited to a hearing. The member of staff will be given at least 5 working days' notice, in writing, of the hearing.
- 6.5.7 In the written notice, the member of staff will be:
 - informed of the reason(s) for the hearing;
 - advised of the right to be accompanied by a work colleague or Trade Union representative (where applicable); and
 - provided with copies of all written evidence which will be considered at the hearing. Evidence will include data relating to the absence(s), medical evidence and commentary, the impact that the absence has on the operation of the college, and the reason(s) why termination of employment is necessary. It will also include the alternative options which have been considered.
- 6.5.8 The hearing will be conducted by an appropriate member of the Senior Management Team (SMT) and the decision will be communicated to the member of staff within 3 working days.
- 6.5.9 If the member of staff is not able to attend in person as a consequence of their medical condition, other reasonable communication methods may be used. Should this prove to be impossible, the hearing may be held in the absence of the employee.
- 6.5.9. Where a member of staff wishes to appeal against the decision, s/he must, within 5 working days of receipt of the letter confirming the outcome of the hearing, write to the Human Resources Officer notifying him/her of the wish to appeal and the grounds upon which the appeal is made. Such an appeal should identify the specific grounds upon which it is made, for example a failure to follow appropriate procedure. Appeals will be heard relative to the grounds specified and will not normally be a full re-hearing of the original disciplinary issues.
- 6.5.10 Where an appeal notification is received, the Human Resources Officer will arrange for an appeal hearing to take place. The appeal hearing will normally be held within 15 working days of receipt of the notice. It will be heard by a member of the Executive Team (ET).
- 6.5.11 An appeal is not a re-hearing. The decision of the appeals process is final and there is no further avenue of appeal.

7. Support to return to work after long term absence:

- 7.1. A discussion will take place between the Line Manager and the employee in advance of any return to work to ensure that the process is smooth and the employee is fully supported. A full return to work is often most successful and easiest when it is dealt with gradually, building up to

full working hours rather than returning to full duties immediately following a long term sickness absence i.e. a phased return to work. The full process is outlined in Section 8.

- 7.2. A phased return is not suitable if the employee remains unfit for work and the employee would then remain on sickness absence. It is also unlikely to be necessary when an employee has been absent due to a short-term sickness.
- 7.3. A phased return to work will normally be prompted by a doctors letter, medical note, statement of fitness to work "fit note", or as recommended by the Fit for Work service - <https://www.gov.uk/government/collections/fit-for-work-guidance>. These should give details of what the healthcare professional has in mind for a phased return to work, and this would normally be used as the basis of discussions about the return to work. The college may also seek advice from Occupational Health.
- 7.3.1 The two main approaches to a phased return to work would be an initial reduction in hours and/or alteration in duties which would gradually build to a position where the employee would be able to resume their normal duties by the end of the phased return.
- 7.4. A phased return to work will normally last for a maximum of 4 weeks. During this time normal contractual pay arrangements will apply to the days the employee attends their place of work; sickness pay or annual leave will apply to the days the employee does not attend work during the phased return.
- 7.5. The college may agree to extend the phased return to work, following discussion with the employee, subject to an overall maximum of 8 weeks.

8. Meeting with employee to discuss a phased return to work

- 8.1. If a full return to work is not immediately possible due to the limitations of the employee, a meeting can be arranged to better understand what limitations they face and what reasonable adjustments the employer can implement to ensure a healthy return to work for the employee. A meeting can be requested by the employee at any point. The Line Manager and HR will attend the meeting. Occupational Health may also be consulted if necessary.
- 8.2. Meetings will normally be held face to face.
- 8.3. Appropriate reasonable adjustments will be made to enable disabled employees to attend and fully participate, these can include:
 - 8.3.1. Holding the meeting in a room accessible to the employee
 - 8.3.2. Allowing the employee to have breaks where necessary
 - 8.3.3. Allowing the employee to be accompanied by a friend or relative where necessary
 - 8.3.4. The employee will be notified in writing of arrangements for the meeting, including who will attend
 - 8.3.5. The employee will also be given an opportunity in advance of the meeting to suggest any changes that he/she may want to be made to the arrangements
 - 8.3.6. If the meeting cannot be held face to face then it will be by video conference (VC) or telephone call.
- 8.4. The meeting will be conducted as follows:

- 8.4.1. The HR Officer will normally chair the meeting and will ensure that they bring appropriate medical letters, reports or plans to be used in considering the employees phased return to work
- 8.4.2. The chair of the meeting will ensure that the employee is content with the arrangements for the meeting. If the employee makes a suggestion this will be noted, and if changes can reasonably be made, they will be. If arrangements cannot be changed the chair of the meeting will consider whether or not the meeting should continue.
- 8.4.3. The chair of the meeting will outline any proposals that the college should follow in the light of the medical advice/statement of fitness to work.
- 8.4.4. Matters that will be discussed and, if agreed, documented after the meeting are:
- When the phased return to work is to start?
 - The hours and duties the employee will undertake during the phased return. This includes the agreement on the hours not worked during the phased return (for example, will these be paid within the employees sickness absence entitlement or taken as annual leave?)
 - What is the expected duration of the planned phased return? This includes the agreement of a planned incremental increase in working hours leading to the employee resuming contractual hours at the end of the phased return to work.
 - Whether or not there are any other changes to the working arrangements that may be made e.g. computer equipment, furniture
 - What changes in duties and working hours are thereafter expected to occur?
 - What arrangements will be put in place to monitor the employee's progress and note any difficulties?
 - To whom the employee should report if he/she has any difficulties with the arrangements.
- 8.4.5 At the end of the meeting HR will summarise what has been agreed, what remains to be resolved and what follow up has been agreed. The follow up may require a further meeting and the date of this will be arranged and agreed at the end of the first meeting.

8.5. Follow up to the meeting:

- 8.5.1. Where agreement is reached this will be noted and HR will confirm in writing to the employee the circumstances of the agreed phased return.
- 8.5.2 Where there remain outstanding matters, the college may need to take further medical or healthcare professional advice or have further internal discussions about possible adjustments before a final decision is made.

8.6. Failure to attend the meeting

- 8.6.1. All known contact details for the employee will be checked. If a telephone number is available the chair of the meeting will call to see if the employee is delayed, or if there is some other reason why they have not been able to attend the meeting. The telephone call and the response will be noted
- 8.6.2. If no response and no reason is given for the employee's absence, the meeting will be rescheduled once to allow the employee a further opportunity to attend the meeting.

9. Legislation Relating to Document:

- 9.1. Employment Rights Act 1996
- 9.2. Equality Act 2010
- 9.3. Social Security (Medical Evidence) and Statutory Sick Pay (Medical Evidence)(Amendment) Regulations 2010
- 9.4. No law specifically governs the treatment of employees who take a period of long term sickness, apart from the duty to pay statutory sick pay where an employee is eligible for it, nor is an employer obliged by statute to continue an employee's normal salary. Argyll College UHI therefore reserves the right for sick pay over and above Statutory Sick Pay (SSP) to be at its discretion.
- 9.5. If the employee chooses to return to work earlier than the Statement of Fitness to Work (fit-note) states then they will need to request this in writing to their line manager, who along with HR will assess the fitness of the employee and their ability to return to work.

ATTENDANCE POLICY AND PROCEDURE

Policy Number:	APP1
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Attendance Policy and Procedure

1. Policy statement

1.1. Argyll College UHI aims to encourage all employees to maximise their attendance at work.

~~However~~However, the college recognises that absence from work can be inevitable for a number of reasons including sickness (please see short term and long term sickness policies).

1.2. It is recognised that Argyll College operates from a number of different locations and therefore attendance for some employees will not necessarily be isolated in a single place. The ability of a member of staff to work from home on a given day requires the *prior approval* of a Line Manager otherwise this will be treated as an absence.

2. Purpose

- 2.1. The purpose of this procedure is to:
- 2.2. Encourage all staff to maximise their attendance at work.
- 2.3. Support staff in achieving this.
- 2.4. Ensure all staff are fully aware of the expectations that Argyll College UHI has on reasonable attendance levels and the procedures that will be followed for not attaining them.

3. Scope:

- 3.1. This procedure gives clear and accurate guidance to all employees of Argyll College UHI on the Attendance policy and procedure.
- 3.2. Overall responsibility for the implementation of this policy lies with the Depute Principal.
- 3.3. All absences will be counted for the purpose of this policy and procedure except for approved holidays, family leave, approved compassionate leave or special leave, pregnancy related absences and absences resulting from a workplace accident.
- 3.4. This procedure is for how best to manage attendance; there is a separate disciplinary procedure- and Flexible Working Policy

4. General principles:

- 4.1. Line managers who are responsible for staff are expected to manage and control attendance.
- 4.2. Line managers are expected to interview any employee whose level of absence has reached defined trigger points. Depending on the circumstance, line managers may also be required to issue a warning about unsatisfactory attendance.
- 4.3. The procedure has 3 stages and involves the application of “trigger points”

4.4. Stage 1:

- 4.4.1. Is activated ~~on~~at or after the employee has;
 - 4.4.1.1. 12 days absence in the previous 12 month period *or
 - 4.4.1.2. separate occasions of absence in the previous 12 month period*
 - 4.4.1.3. *This is calculated on the first day of current absence.

- 4.5. Once the “trigger point” has been activated the line manager must decide whether to progress on to the formal stages of the policy or continue to monitor attendance.
- 4.6. If the decision is to continue to monitor, an informal/monitoring meeting with the employee should be held.
- 4.7. The employee has no formal right to be accompanied at this meeting, but if he/she requests to be accompanied it should be considered. Topics to be discussed at this meeting should include are;
- The employee’s absence levels are a cause for concern and to allow the employee to provide explanations for their absences.
 - Establish whether the employee has taken any action to improve their attendance
 - e.g. had medical advice/treatment.
 - Ask employee if there is any support, training or reasonable adjustments that the college can provide to help them.
 - The outcomes/decisions from this meeting should be recorded using the Informal Discussion Form.
- 4.8. If the formal stage 1 is reached this will result in the employee attending an attendance review meeting, with their Line Manager and HR present. This could result in a first written warning for failure to meet the attendance requirements the college expects from its employees as set out within this policy. The employee has the right to be accompanied either by a colleague or Trade Union representative (where applicable) at this meeting.

4.9. Stage 2:

- 4.9.1. This stage directly follows stage 1 and is activated any time in the following six month period if the employee has:
- 4.9.1.1. 10 days absence in total or
 - 4.9.1.2. 4 Separate occasions of absence.
- 4.9.2. Reaching stage 2 of the procedure will result in employee having attendance review meeting with Line Manager and HR; this could result in a second written warning for failure to meet the attendance requirements set out within this policy. The employee has the right to be accompanied either by a colleague or Trade Union representative (where applicable) at this meeting.

4.10. Stage 3:

- 4.10.1. This stage has the same trigger points as Stage 2. Reaching this stage may result in the employee’s dismissal unless there are mitigating circumstances/factors making it reasonable for the employer to decide not to dismiss the employee.
- 4.10.2. When an employee reaches Stage 1 but their attendance level improves and he/she falls below the relevant trigger points during the following 6 months they will be removed from the procedure, and will be advised of this by HR. However, they will also be advised that they can reach stage 1 of the procedure again if their attendance levels reach the “trigger points” again.
- 4.10.3. When an employee has reached Stage 2 of the procedure and falls below trigger points for the next period they will automatically revert to the previous stage (stage 1) of the procedure for the following 6 months.
- 4.11. Managers may use discretion to discount certain absences e.g. on compassionate grounds, disability and not issue a first or second warning where stage 1 or 2 has been

triggered. An attendance review meeting (~~Appendix B~~) should still take place and if an exception is to be made it should be discussed and clearly recorded.

5. ~~When Trigger Points are activated:-~~ Trigger Points:

5.1. ~~When an employee has reached a trigger point m~~Managers should:

- Check with HR to establish absence level of employee and gain an accurate assessment of the number of day's absence that he/she has had and the number of separate occasions on which he/she has been absent.
- Decide whether an informal monitoring meeting should take place, recording findings and outcomes in the Informal Discussion Form or,
- HR will write to the employee inviting him/her to a formal attendance review meeting, enclosing a statement summarising the employee's period of absence during relevant defined time period, advising him/her of their right to be accompanied by a fellow worker or trade union official at the meeting.
- At meeting invite employee to explain reason for his/her absence and give him/her the opportunity to put forward any mitigating circumstances.
- Ensure the employee understands the requirements of the attendance procedure, reasons why it is in place, stage of procedure he/she has reached and the possible consequences of reaching the "trigger points" set out within the procedure.
- Enquire if there is anything the line manager can do to facilitate an improvement in the employee's level of attendance.
- Keep a record of key points discussed at the meeting and the agreed outcome of the meeting.
- After the stage 1 or 2 attendance review meeting the agreed action may be to issue a formal written attendance warning.
- If meeting was Stage 3 then the matter should be referred to Depute Principal who will, in conjunction with HR, decide on the possible outcome.

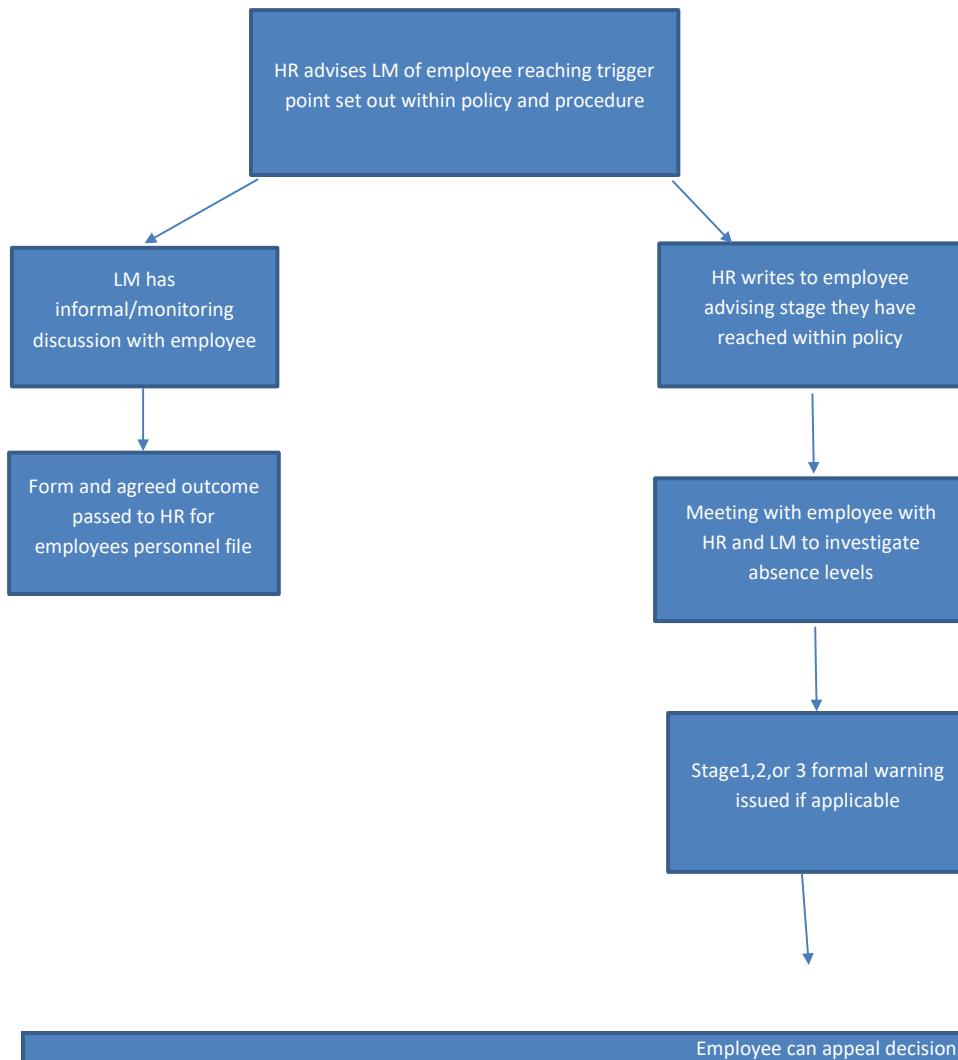
6. ~~6.~~ Legislation

6.1. Employment Rights Act 1996

6.2. Equality Act 2010

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7. Attendance Policy and Procedure flow chart



[Partner Logo]



[Partner Name], University of the Highlands and Islands

Further Education Essential Skills Policy

POL

Lead Officer (Post):	Click or tap here to enter text.
Responsible Office/ Department:	
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:	n/a

For all our up-to-date policies, please visit our [website](#).

Accessible versions of this policy are available upon request.

Policy Summary

Overview	This policy is required to set out a regional approach to Further Education Essential Skills for (College Name) and all academic partners in the University of the Highlands and Islands partnership.
Purpose	This policy sets out a robust and transparent framework for the delivery of Essential Skills in Further Education programmes of study, creating parity of experience for students across the University of the Highlands and Islands partnership.
Scope	This policy applies to all further education programmes of study. Certain courses are exempt, as set out in Section 4.2.
Consultation	The policy has been developed by practitioners from across all partners. The policy received feedback from Senior Management Curriculum Team, before being endorsed by Partnership Council. The policy was then sent to Boards of Management for approval.
Implementation and Monitoring	Staff in Academic Partners will be responsible for local implantation. The Policy Ownership Group will reconvene to review and monitor the policy.
Risk Implications	Risk will be mitigated by streamlining the student experience of Essential Skills across the region.
Link with Strategy	<p>The policy is aligned to the UHI Strategic Vision and Plan 2015-20 whereby the university is committed to continue to meet the needs of students within the region.</p> <p>The policy supports the Learning and Teaching Enhancement Strategy by contributing to the development of values of Learning for Employment, Assessment and Feedback for Learning and Supporting the Learner as an Individual.</p>
Impact Assessment	Equality Impact Assessment: Completed – No action necessary.
	Privacy Impact Assessment: n/a

1. Policy Statement

- 1.1 The policy sets out to create a coherent and comprehensive approach to support and optimise the regional and local delivery of Essential Skills in the Academic Partners of the University of the Highlands and Islands providing further education.
- 1.2 Created to meet government policy and facilitate the improvement of outcomes for all students, the policy will raise the profile of Essential Skills amongst both the staff and students. Reinforcement of Essential Skills in the curriculum and colleges will highlight the value of these skills and their lifelong role in development and achieving positive destinations.
- 1.3 The Organisation for Economic Co-operation and Development (OECD) state in their 2013 report, [Skilled for Life](#), that: 'Skills transform lives, generate prosperity and promote social inclusion. Without the right skills, people are kept at the margins of society, technological progress does not translate into economic growth, and enterprises and countries can't compete in today's globally connected and increasingly complex world'. The University of the Highlands and Islands and its partner colleges aim to be at the forefront of promoting the benefits of skills for students and staff.
- 1.4 All colleges are encouraged to be innovative in their approach to essential skill delivery, and to share successful practice with other Academic Partners. The policy recognises that no single approach or methodology is superior to another, and the optimum delivery will depend on the individual students, subject and local context.

2. Definitions

- 2.1 **Scottish Credit and Qualifications Framework ("SCQF")** – SCQF is the national qualifications framework for Scotland. The SCQF helps education and training providers of all kinds to identify the level that has been studied in a particular subject and make it easier to transfer credit point between different learning programmes.
- 2.2 **Essential Skills** – as set out in [Skills for Scotland](#), Essential Skills consists of the following:
 - **Personal and learning Skills** that enable individuals to become effective lifelong learners;
 - **Literacy, digital literacy and numeracy;**
 - **The five Core Skills** (see 2.4);
 - **Employability skills** that prepare individuals for employment rather than for a specific occupation;
- 2.3 **Vocational skills** are specific to a particular occupation or sector.
- 2.4 **Core Skills** – As developed by Scottish Qualifications Authority (SQA), the five Core Skills are the skills most needed in many work environments. In addition to SQA, other awarding bodies may be used for Core Skill accreditation.

Jobs require some level of ability in some or all of these skills. The Core Skills are: Communication, Numeracy, Information & Communication Technology, Working with Others and Problem Solving. Core Skills can be awarded via qualifications between SCQF Levels 3 and 6. Please refer to [Appendix 1](#) for a diagram setting out the Core Skills in relation to the other Skills frameworks.

- 2.5 **Delivery Models** – The delivery model(s) chosen to deliver Core Skills are dependent on available resources and the vocational content of the course. Optimum delivery may involve elements of different approaches. Further details are given in [Appendix 2](#) of five example delivery models (Discrete, Contextualised, Integrated, Embedded and Cross-Assessed).

3. Purpose

- 3.1 This policy sets out a robust and transparent framework for the delivery of Essential Skills in Further Education programmes of study.
- 3.2 The policy will create a parity of experience for students across the partnership, ensuring that all students have the opportunity to develop the skills required for employment and academic progression. Essential Skills play a crucial role in the academic and holistic development of students, and complement the vocational content and technical skills developed on courses. Development of Essential Skills is priority for each college, across all curriculum areas and involving all staff and students.
- 3.3 Development of Essential Skills will be explicit in delivery across all programmes in the Further Education setting.

Academic Partners will ensure staff promote and signpost through planning and delivery ensuring students develop contextually relevant skills, knowledge and understanding to meet their specific vocational and wider skillsets.

3.4 Research and Evidence

- Skills Development Scotland, in their 2017 publication [Jobs and skills in Scotland](#), emphasise the importance of skills: 'Where skills shortages and skills gaps occurred, these were most often caused by a lack of soft skills, for example the ability to manage tasks and people. This suggests that there is a need to place more emphasis on soft skills throughout the education and training system to ensure that it delivers workers who have sufficient hard and soft skills.' This emphasises the importance of increasing the profile and delivery of Essential Skills alongside the vocational content of courses.
- Development of Essential Skills plays a vital role in the lives of individuals during and after their college course. [National Numeracy estimate](#) that the cost of poor numeracy to the United Kingdom economy is at least £20.2 billion, equivalent to 1.3% of GDP.
- A House of Commons Science and Technology Committee report, [Digital Skills Crisis](#), stated: 'Digital skills are becoming increasingly essential for getting access to a range of products and services. However, there is a digital divide where up to 12.6 million of the adult UK population lack basic digital skills. An estimated 5.8 million people have never used the internet at all. This digital skills gap is costing the UK economy an estimated £63 billion a year in lost additional GDP.'
- [The Open University Business Barometer 2018](#) reported that it had cost organisations across the UK £6.3 billion to plug the skills gap, with talented workers benefitting from an additional £2.16 billion due to their in-demand skills. 28% of business reported applicants lacking IT skills, and 20% reported candidates lacking soft skills (e.g. communication and problem solving); these areas are three of the five Core Skills.
- Highlands and Islands Enterprise [research](#) showed that 73% of businesses in the region anticipated difficulty in recruiting young talent with highly sought after skills such as

communication, being a good team player, a desire to continue their learning/skills development and the ability to work independently.

- 3.5 The Skills for Learning, Skills for Life and Skills for Work agenda set out in [Curriculum for Excellence](#) establishes the development of essential skills in our students as a priority. The Scottish Funding Council (SFC) has also emphasised that colleges have a significant role to play in implementing the Government's skills strategy and college performance will be assessed in this regard through the Education Scotland Quality Framework, How Good is Our College.
- 3.6 A key element of this policy is that Communication, Numeracy, Information and Communication Technology will be included in and certificated in all full time Further Education programmes of study (or reflected in a student's Skills Profile). Certification can be through any awarding body or college certificate. It is expected that Problem Solving and Working with Others will be included but not necessarily certificated.
- 3.7 For part time courses, teaching staff will emphasise to students the importance of skills, identifying when skills are being taught and highlight transferability of skills. Opportunities will also be created through curriculum design to promote skills development.
- 3.8 Skills development allows students to meet entry requirements for higher level courses, facilitates pathways into employment and promotes progression in learning.
- 3.9 Diagnostic assessment activity will be carried out during the recruitment process or at the beginning of the course. It provides valuable information to ensure that students are supported appropriately in their learning by adapting materials and setting the initial pace of learning.

This diagnostic assessment information can be shared across delivery teams to provide a rounded picture of the strengths of a student and their areas for development, to ensure that the existing Communication, Numeracy and ICT skills of the student are used to inform the pedagogy of the course.

- 3.10 **Recognition of Prior Learning** – Regardless of the Core Skills requirement of the main course, students will always be encouraged to improve their Core Skills profile for Communication, Numeracy, Information and Communication Technology. For example, students who require Level 5 and already have Level 5 will be supported to work towards achieving Level 6 through extension or bridging activity. Students who have already achieved Level 6 will be supported to fulfil their credit requirements with alternative modules.

4. Scope

- 4.1 This policy applies to all further education programmes of study, normally up to and including SCQF Level 6. There are a small number of Scottish Vocational Qualification (SVQ) courses at SCQF Level 7 that are considered as Further Education courses for the purposes of the UHI Partnership.
- 4.2 The following courses are exempt from the requirement for certificated Core Skills set out in 3.6:
- Short full-time courses (on a discretionary basis in Academic Partners)
 - Part-time courses
 - Commercial courses
 - Leisure courses

5. Notification

- 5.1 All staff will be notified of changes to the Essential Skills policy through a range of methods, including but not limited to staff meetings, intranet, Academic Partner websites as per normal policy update processes.
- 5.2 Academic Partners will be notified of any changes, allowing sufficient time to for updates to be made.
- 5.3 Students will be notified of changes by academic partners working with HISA.

6. Roles and Responsibilities

- 6.1 It is the responsibility of everyone in the college to create a positive environment for both students and staff to develop Essential Skills (including Core Skills).
- 6.2 It is the responsibility of managers of all levels within the college to enable staff to deliver this policy, where necessary directing resource or facilitating changes to curriculum and teaching. This includes ensuring all staff are appropriately skilled and qualified for their role.
- 6.3 It is the responsibility of vocational teams to design courses that include Essential Skills and Core Skills as appropriate, following curriculum design principles.
- 6.4 It is the responsibility of Core Skills and vocational teams to collaborate to include the three certificated Core Skills in programme design, and to adopt an appropriate delivery model for Core Skills on their course and offer support to meet internal and external verification requirements.
- 6.5 It is the responsibility of students to proactively engage in Essential Skills learning, and work with all staff to ensure new skills are developed or existing skills reinforced.
- 6.6 It is the responsibility of the Academic Partner to ensure any students in scope of the policy undertake any relevant diagnostic assessments to ascertain Core Skill levels.

7. Legislative Framework

[Further and Higher Education \(Scotland\) Act 2005](#)

[Equality Act 2010](#)

[Education Scotland – Curriculum for Excellence](#)

[Skills for Learning, Skills for Life, and Skills for Work \(2009\)](#)

[Developing the Young Workforce: Scotland's Youth Employment Strategy \(2014\)](#)

[Skills for Scotland: A Lifelong Skills Strategy \(2007\)](#)

8. Related Policies, Procedures, Guidelines and Other Resources

[College Development Network – The role of essential skills in Scottish national education policy](#)

[Education Scotland – How Good is our College?](#)

[Highlands and Islands Enterprise – Business Panel Survey: Workforce, Skills and Young Talent 2018](#)

[Scottish Funding Council - Outcome Agreement Guidance \(2016\)](#)

[Scottish Government: Costs of Learning Student Funding Guide](#)

9. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
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